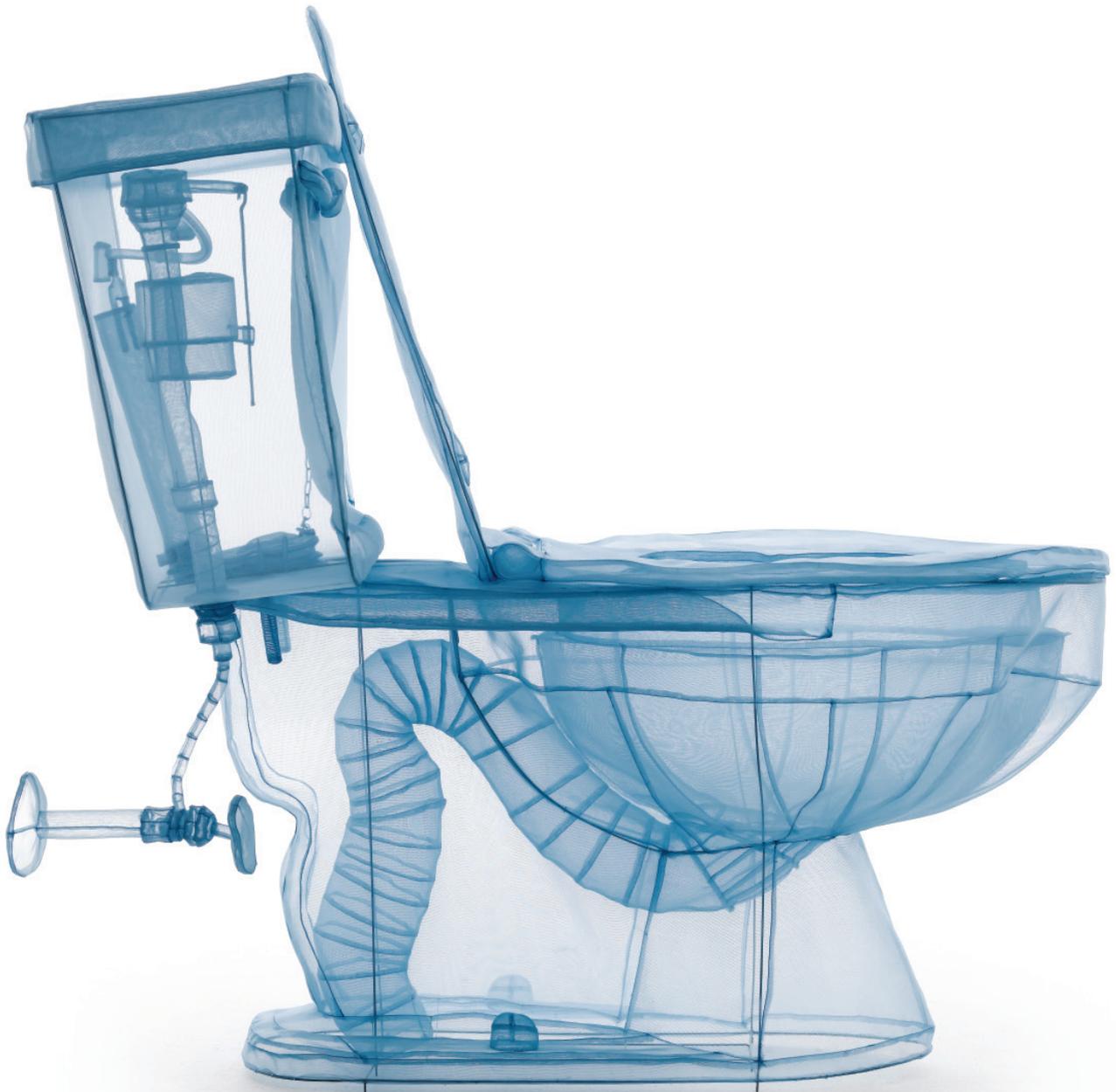


01

Title **Toilet**

Artist **Do Ho Suh**





01

Title **Toilet**

Artist **Do Ho Suh**

Do Ho is very interested in familiar objects around the home. He has created a series of fabric sculptures of some of these objects including his fridge, his bath and his toilet.



Specimen Series:
Toilet, 2013

Polyester fabric
112 x 84.1 x 96.5 cm
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Questions for discussion (with possible responses)

- **Do you think this piece is beautiful?**
- **How would you describe it?**
- **Why did the artist want to create this piece?**
To encourage us to look at familiar objects with new eyes by changing the materials and removing their function.
- **Do you think the person who designed the original toilet is also an artist?** Why/why not?
- **Is there a difference between an artist and a designer?**
- **Would this toilet work?**
Why/why not?
- **Can a toilet be art?**
Are all toilets works of art?
- **Does it make a difference where an object is displayed?**
Is something more likely to be art if it is in a gallery? Is a sound more likely to be music if it is in a concert hall?
- **What is art?**
Note down responses.

Developing the discussion through the performing arts

KS1 Drama Miming Objects

You are going to explore the idea of familiar objects; what are they for and what properties (weight, shape etc.) do they have?

Start with the group in a circle. You are going to mime using an object e.g. an umbrella. When a child recognises the object you are miming they need to say three things: what it is called, what it is for and what it is made of. They then have a turn to think of, and mime, a different object. (Have a few suggestions to hand).

This could be developed by the children working in pairs to plan a short mimed scene in which they use an object (or objects) together e.g. laying a table. Are their mimed scenes also works of art? Do the children wish to add anything, or make changes to their definition of what art is?

KS2 Music Musical Objects

Do Ho has recreated familiar objects from around his home as works of art. In this activity the children are going to transform familiar objects around the school into musical instruments.

Ask small groups of children to hunt for sounds around the space. Encourage them to focus on listening really carefully and ask them to create a list of the sounds they find e.g.

- **light switch** *click*
- **door** *squeak*
- **tap** *drip*
- **book** *flick* etc.

Each group will then choose one location and create a composition using the sounds they find in that place. Encourage them to incorporate rhythm, pitch, dynamics etc. and to consider which 'instruments' would be best for each. You might let them use drum sticks or beaters. The piece they create should be short but carefully structured. They could write it down as a graphic score.

When reflecting with the class, ask whether their compositions are also works of art. Do the children wish to add anything, or make changes to their definition of what art is?

Suggested links to the core curriculum

- **Science KS1** Materials: distinguishing between an object and the material it is made of.
- **Science KS2** Sound: vibrations, the effect of shape and size.
- **English KS1** Writing: two sentences to describe the function and appearance of an object. Read these out loud and guess the object.
- **English KS2** Writing: an extended piece of writing describing, in fine detail, a familiar object (e.g. toilet, rubbish bin) without naming it.
- **Maths KS1** Measurement: using rulers to measure familiar objects.
- **Maths KS2** Measurement: scale drawings of a familiar classroom object.