

08

Title **Uni-form/s**
Artist **Do Ho Suh**





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Do Ho has brought together uniforms from the different stages in his life to create this piece. He wore uniforms for 39 years of his life – from nursery school to his time in civil defence up to the age of 45.



Uni-Form/s: Self-Portrait/s: My 39 Years, 2006

Fabric, fiberglass resin, stainless steel, casters
254 x 56 x 169 cm

Questions for discussion (with possible responses)

- **What uniforms do you wear/have you worn?**
School, sports, brownies.
- **Why do organisations have uniforms?** Sense of belonging. Reduces individuality or difference. So you know which side someone is on.
- **This is a kind of self portrait. What does that mean?**
- **What other objects or articles of clothing could the artist have used?** Shoes, bikes, drinking vessels, toys.
- **Would the artist have had all these uniforms if he had been brought up in your country?**
Was your country more or less formal than South Korea in the 1960s? Does your country have military conscription?

Developing the discussion through the performing arts

KS1 Dance Growing Up and Moving On

Start with a discussion about things that the children can do now that they couldn't do when they were born. Narrow this down to changes in the way they move and how movement develops and changes throughout a life:

- when we are born our bones and muscles are not strong enough to support us, so babies build up strength by stretching and kicking
- they learn to roll over and then to crawl
- after about a year they learn to walk

- soon they can run and jump too
- as people grow older, strength and energy levels begin to decline

From this discussion draw out the key verbs: lie; stretch; roll; crawl; walk; run; jump; walk slowly; lie. Ask the children to try out each of these movements. Draw attention to good examples. Select and refine the best versions and teach them back to the whole class so that the children do each action in the same way. The children can perform this in small groups along a given pathway.

KS2 Dance Getting Bigger

You are going to create a dance using the idea of height and levels.

Start with the children spread out across the space. With gentle music playing, they will travel into a row in height order. They will need to do so silently, looking carefully, ready to change positions as others join the line. In this row, they will create different sorts of 'Mexican waves' e.g. the smallest child stamps his foot, the child next to them repeats this action, etc. When the stamp reaches the other end of the line, a different action is passed back the other way. After a few 'waves', finish with each child striking a

pose that's a little lower than their neighbour's. The height order should be reversed i.e. the smallest child stretching tall with hands in the air, through to the tallest child curled down low on the floor.

Now divide the class into groups of 4 that are close in height. They are going to create a short choreography in which each child must always be on a different level e.g. 1 lying, 1 kneeling, 1 standing and 1 stretching up. When one child changes level, the others have to do so in order to stick to this rule. After all four children have changed levels, the group finishes in a still position.

Suggested links to the core curriculum

- **Science KS1 & KS2** Animals, including humans: growth.
- **English KS1** Writing: completing three sentences, 'When I was a baby _____. Now I am a child _____. When I grow up _____.'
- **English KS2** Spelling: prefixes – collect words that begin with uni e.g. uniform, unicycle, unicorn, unison. universe.
- **Maths KS1** Measurement: measure and compare heights of children.
- **Maths KS2** Measurement and Statistics: measure heights of class members and present their findings as a graph.