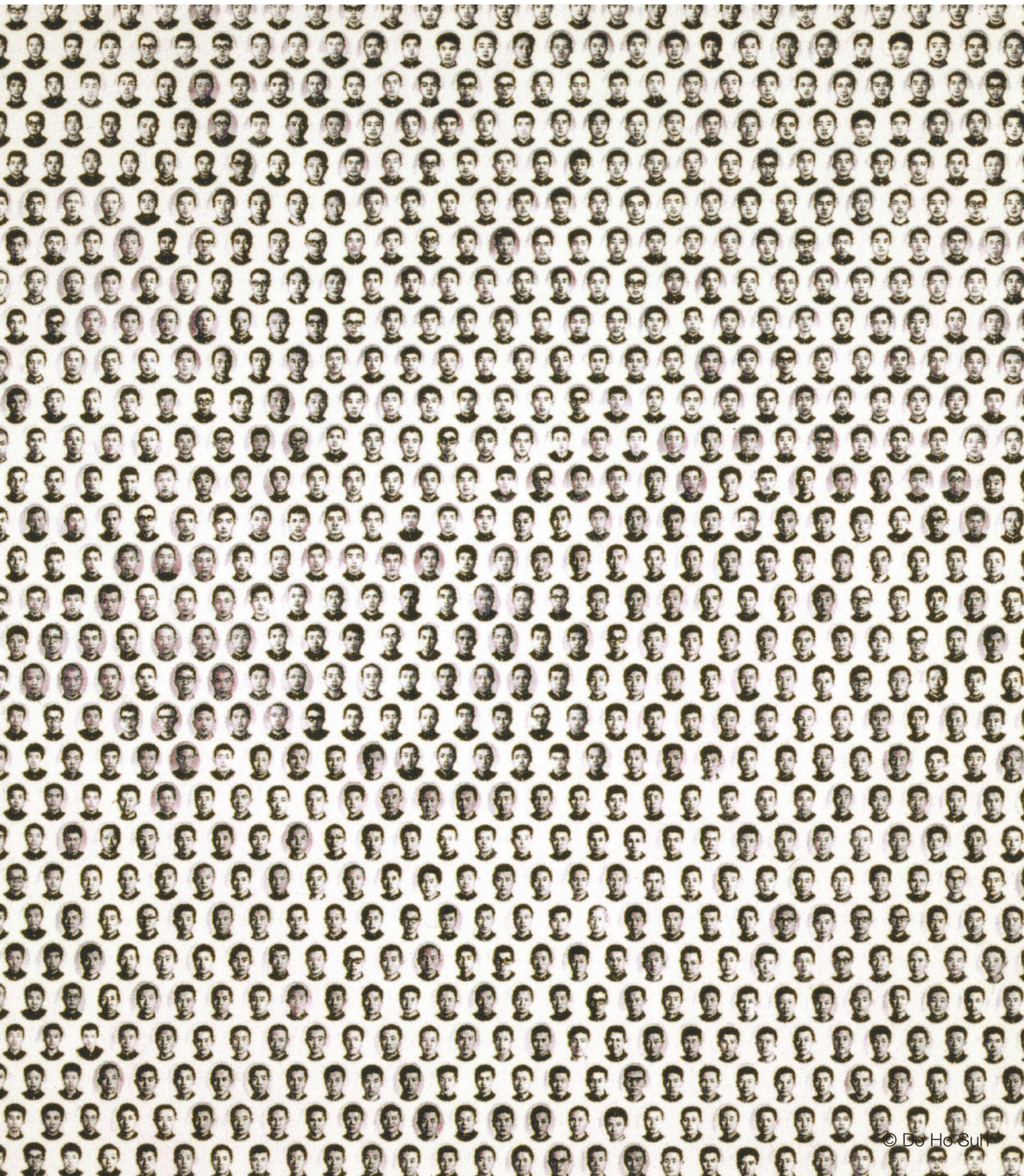


# 02

Title **Who Am We?**

Artist **Do Ho Suh**







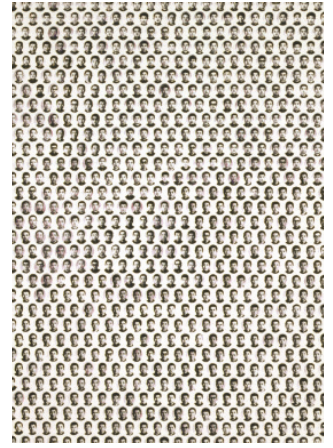


# 02

Title **Who Am We?**

Artist **Do Ho Suh**

This 'wall paper' is made from photographs of thousands of teenagers' faces taken from the artist's high school yearbooks. From a distance you cannot see that they are faces. Close up, you can see that each one is unique.



**Who Am We?, 1996**

Offset print on paper  
25 sheets each:

61 x 91.4 cm

© Do Ho Suh

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## Questions for discussion (with possible responses)

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- **Why did Do Ho call this piece Who Am We?**  
To suggest the connection between individuals and the communities they belong to. In Korean this phrase is grammatically correct – 'we' is used instead of 'I'.
- **What matters most – the individual (I) or the group (we)?** It varies. Individual/group strength. Groups can include as well as exclude.
- **What makes each person unique?** Their appearance, expression, experiences, values, abilities, aspirations.
- **What groups are you part of?**  
Family, friends, class, school, faith, sports teams etc.
- **Who are these people and does it make any difference?**  
They are pupils from the artist's school. We might feel differently if we knew they went on to be millionaires or were victims of bullying.
- **What do we think about when we look at the tiny faces?** What are they doing now? Do I like them? Do they remind me of anyone I know?

# Developing the discussion through the performing arts

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## KS1 Dance Unison and Unique

Teach the children a simple, repeatable sequence of movements e.g. stretch tall, curl down small into a squat, rise up to standing with arms wide, turn slowly lowering arms to the side. Now practice this as a class in UNISON i.e. all doing the same movements at the same time. Use some gentle music. Now ask them to make up their own UNIQUE phrase. Discuss the meaning of UNIQUE. Share these phrases, a few children at a time. It doesn't matter whether a child creates and remembers a phrase or does something different each time they perform it.

Structure this into a whole class improvisation: The children will keep repeating the UNISON phrase unless you signal to them to change e.g. strike a cymbal = change to UNIQUE phrases, strike it again = go back to UNISON. You can develop lots of variations.

Reflection and feedback: If half the class does this at a time, the rest can become the audience. Did they prefer to perform/watch the UNISON or UNIQUE phrase? How did they feel?

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## KS2 Drama Individuals in the Crowd

Ask the class to decide upon a busy public setting for their improvisation, (e.g. a hospital or supermarket). Then ask each child to select a character within this setting – name, age, role etc. as well as why they are there and how they are feeling. Encourage them to think of interesting details but not to tell other people, e.g. a boy in the supermarket may be buying ingredients to bake his grandmother's 100th birthday cake, or maybe a girl is stacking shelves and is really tired because she also works as a taxi driver.

Now ask the class to begin to improvise the scene. There may be some speaking

and it doesn't matter if people speak over one another. At a given signal (e.g. clapping hands) the class freezes. Choose one child who introduces him/herself: e.g. "I'm Cathy. I'm 47. I stack shelves in the supermarket all day and drive a taxi in the evenings. I am very tired." After which the improvisation starts again. Then ask other children to introduce their characters.

Reflection/feedback: How did it effect the improvisation once a character had introduced him/herself? Do we always remember that 'members of the public' are individuals? Does this affect the way we treat one another?

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## Suggested links to the core curriculum

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- **Science KS1** Naming facial features and linking them to senses.
- **Science KS2** Evolution and Inheritance: characteristics passed from parents to their offspring.
- **English KS1** Character: draw a portrait and write a character profile e.g. name, age, gender, likes, dislikes, hobbies, future aspirations.
- **English KS2** Grammatical terminology: play with singular and plural versions of verbs as with the title 'Who Am We?' (Who is they, who are I etc.).
- **Maths KS1** shape (circular images on rectangles of paper).
- **Maths KS2** Measure: see description of original art work – ask the children to estimate 61 x 91.4 centimetres, and then to measure it.