

# 03

Title **Cause and Effect**

Artist **Do Ho Suh**







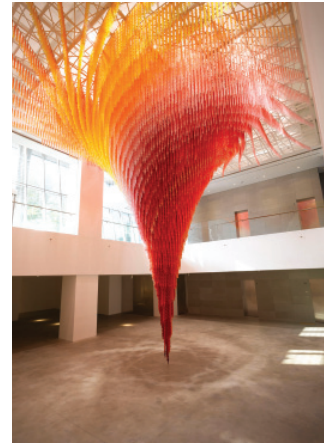


# 03

Title **Cause and Effect**

Artist **Do Ho Suh**

This piece looks, from a distance, like a powerful tornado. When you observe more closely you can see that it is made of thousands of tiny figures swirling round and down towards a single figure at the bottom. Do Ho was thinking about the influence of generations of family members that makes an individual the person they are.



**Cause and Effect,  
2007–2008**

Acrylic and  
stainless steel and  
aluminium frame  
941 x 1089 x 340 cm  
© Do Ho Suh

---

## Questions for discussion (with possible responses)

---

- **What does the phrase ‘Cause and Effect’ mean?**
- **How would you describe this piece to someone who hasn’t seen it?** Think about the colours, size, shapes etc.
- **If this piece made a noise, what would it sound like?**
- **If the tiny person at the base of this piece was you, who would the other people be?** Who has influenced you?
- **How would it feel to be lying on the floor looking up at this piece?**

# Developing the discussion through the performing arts

---

## KS1 Dance Tornado

You are going to create a dance linked to the tornado-like quality of this piece. You might want to show the children some footage of a tornado.

Start by asking the children to show the way a tornado moves using just one finger. Let the movement spread into the whole hand, then the whole arm, then both arms, then the upper body and eventually the whole body turning on the spot. Gradually reverse this process until the children are back to dancing with just one finger.

Look again at Cause and Effect. How could the children be arranged in the space to look like the installation when they perform their dance? Try out different suggestions e.g. standing in a circle performing in unison; or standing in a spiral: the person in the centre starts, then their neighbour joins in etc., or standing in a triangle: 1 person in the front row, 2 in the next, 3 in the next etc. The front row starts, then the next row etc.

Experiment with different music to affect the quality of movement.

---

## KS2 Drama Influence

This improvisation links to Do Ho's interest in the impact of our ancestors upon our lives.

The children will work in groups of about 8. One child will adopt a character (maybe one from a book the class is reading). S/he has an important question or dilemma. Other children adopt the roles of her/his predecessors. They are spread about the room in different poses like statues. The main character states her/his dilemma e.g. "Should I leave my home town to look for work?", or "What matters most, love or money?" S/he walks among the

statues and as s/he encounters each one s/he asks: "Who are you and what is your advice?"

In giving their advice, each of the ancestors will reveal a little of their own story. Some of the advice will be encouraging, some critical, some optimistic and some pessimistic. The character will weigh up all of the advice and eventually s/he will make and declare her/his decision. In silence, the ancestors mime their responses to this decision: celebration, sorrow, joy or fear.

---

## Suggested links to the core curriculum

---

- **Science KS1** Seasonal Changes: weather (tornado).
- **Science KS2** Cause and Effect – e.g. changes in the state of water.
- **English KS1** Handwriting: drawing spirals to develop fine motor skills for handwriting.
- **English KS2** Spelling: the difference between effect and affect. Connected words e.g. effective, affectionate.
- **Maths KS1** Shape: spiral, circle, cone, triangle.
- **Maths KS2** Number: calculate how many ancestors one child has over 5 previous generations if all adults have one partner and each couple has two children. Change some of these variables.