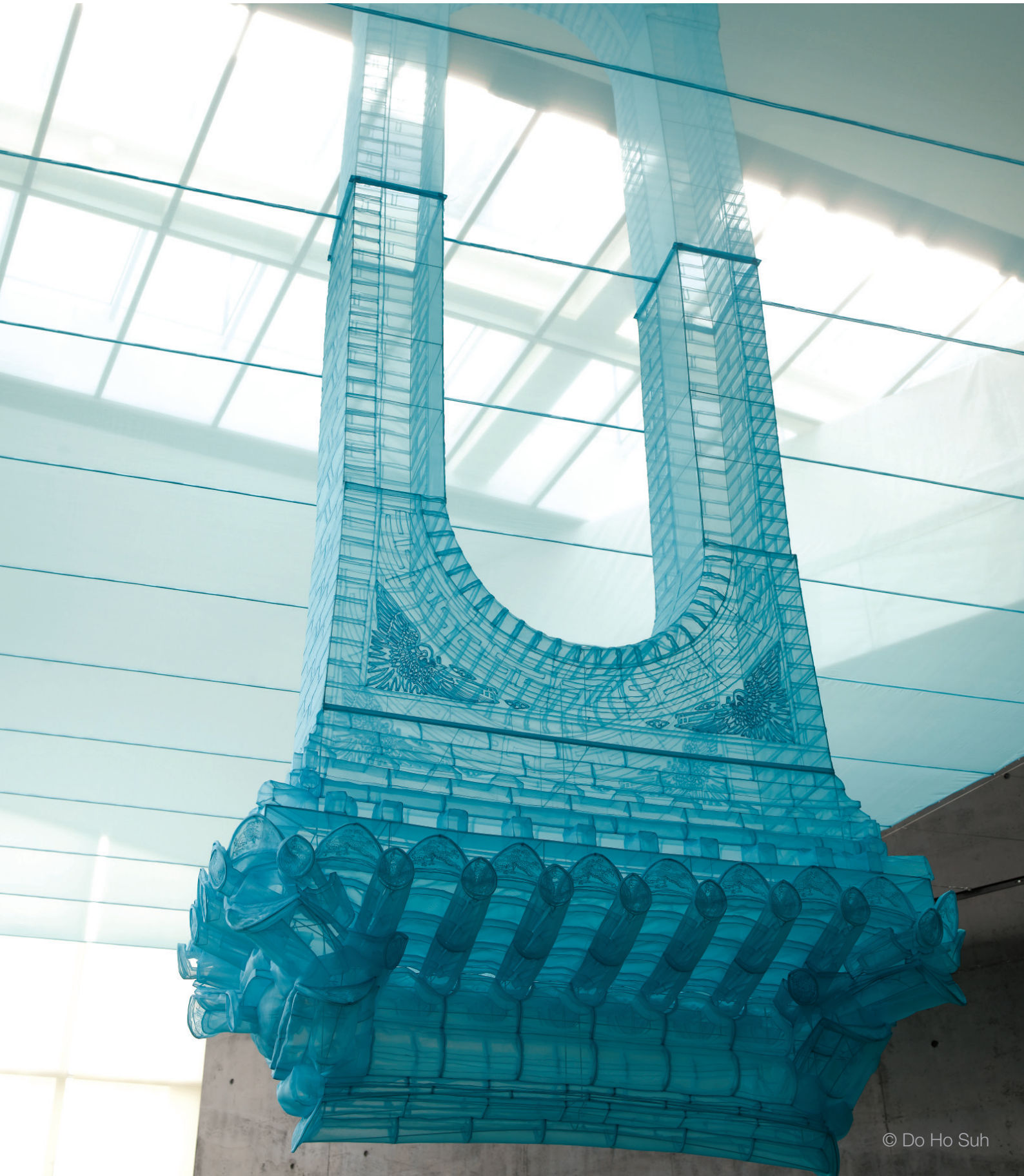


04

Title **Reflection**
Artist **Do Ho Suh**





04

Title **Reflection**

Artist **Do Ho Suh**

This piece is a copy of a gateway from Do Ho's childhood home in South Korea. He has made it out of translucent fabric with a metal frame (like a tent). In fact he has made two gateways that look like reflections of one another. Do Ho is interested in transitional spaces (such as doorways, bridges, corridors and staircases), that link one space to another.



Reflection, 2004

Nylon and stainless steel tube

Dimensions variable

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Questions for discussion (with possible responses)

- **How is this gateway similar/different to gateways that the children know?**
- **Where do you think this gateway would take you?**
- **What does reflection mean?** Duplicated image on a shiny surface; deep thought.
- **What do you think the artist finds interesting about transitional spaces?** They often go unnoticed as people think about where they are leading to rather than what they are like. They make the viewer want to move through/up/across the installation.
- **Which of the gateways do you see as the 'real' one and which is the reflection?**
- **If anything was possible, how would you move around this installation?** Swimming, floating, flying.
- **If you were creating a sound to go with this installation, what kind of sound would you choose?**

Developing the discussion through the performing arts

KS1 Dance Mirrors

The children will work in pairs. Each child will take it in turns to be the leader. Every action that the leader does will be mirrored by their partner. The leader is not trying to catch their partner out, so their movements need to be slow and they should be facing one another. Draw attention to pairs that are so synchronised you cannot tell who the leader is. Check that movements are truly mirrored i.e. leader's right hand = partner's left hand.

Now the pairs can devise a short sequence of movements that they can learn and perform as a mirror. They no longer need to be facing

one another the whole time. You might give them some elements to incorporate e.g. leaning together, changes of level, turning. Once again, check that these sequences are truly mirrored and that the movements are synchronised.

To perform these duets, one pair starts and then joins hands to make a gateway. The next pair walks through the gateway, performs their sequence and then creates a gateway. Another pair walks through this gateway etc. until all pairs have performed and the room is full of gateways.

KS2 Music Musical Reflections

The children will work in small groups with a mix of tuned and untuned instruments. First of all they are going to create a soundscape for Reflection. This should be a drone (continuous or repeated sounds) that matches or enhances the atmosphere of the piece. Then, using the tuned instruments e.g. xylophone, keyboard, they are going to compose a very short phrase (one or two bars) using their right hand. This phrase should float above the drone. Once they can play it securely,

they will play the mirror image of this phrase with their left hand. Then they should try both hands together. How does that sound?

To perform their composition, the group will start with their drone and then each person has a chance to improvise with their mirror phrase (single hands, both hands, varying speed and volume, etc.) before going back to the drone.

Suggested links to the core curriculum

- **Science KS1** Everyday Materials: properties e.g. transparent, stiff.
- **Science KS2** Light: reflections.
- **English KS1** Writing: compose and write a sentence to describe this piece. Possibly provide a sentence with gaps for the children to complete e.g. The _____ gateway leads to _____ where _____ lives.
- **English KS2** Spelling: challenge the children to find palindromes in their reading and writing, e.g. eye, radar, Hannah.
- **Maths KS1** Geometry: symmetry in 2D shapes.
- **Maths KS2** Geometry: reflection of 2D shapes.