

05

Title **Net-Work**

Artist **Do Ho Suh**



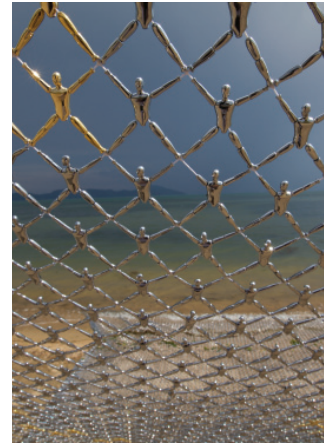


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This piece is created from lots of tiny figures fixed onto a fishing net. It is stretched and draped over a framework next to the sea that is arranged differently depending upon where it is being displayed. Net-Work resembles a fishing net.



Net-Work, 2010

Gold and chrome plating with polyurethane coating on ABS plastic, nylon fishing net, dimensions variable

Questions for discussion (with possible responses)

- **What is a network/social network?** What networks are you part of?
- **What are networks for?** Communication, support, solidarity.
- **Why has the artist called this piece Net-Work rather than network?** To emphasise the separate words as well as the word Network.
- **What kind of nets are there?** Fishing net, hair net, string vest, safety net, chicken wire, spider's web.
- **What are these nets for?** Trapping, restraining, protecting, containing.
- **Why has the artist made this network out of tiny figures?** What might they mean? The power of working together. Maybe they are trapped.

Developing the discussion through the performing arts

KS1 Music Mesh

The children are going to work together to make a musical equivalent to a fishing net; a gentle drone with a regular pulse using just their hands (e.g. some children rubbing their hands slowly, others tapping a simple rhythm with two fingers against their palm).

Now the children will think of things that might get caught in their net. These can be as logical (e.g. shark) or fanciful

(e.g. spaceship) as they wish. In small groups, the children will create a musical motif or soundtrack for each trapped object. These can then be shared with the whole class performing the 'net' drone, and one group at a time performing their motif, returning to the drone between each section. Ask the children how they would like to finish the piece. Does the net get broken? How could they represent this?

KS2 Dance Links and Loops

You are going to create a dance based on the idea of the links and loops that make a net, and the sense of stretch or tension in the tiny figures in Net-Work.

First of all you will create a whole class 'net'. One child will stand with feet apart and hands apart above their head (like the figures in the image). The next child will travel into the space and create the same shape linked (hand to hand and foot to foot) to the previous person. The third person will do likewise but must travel through the loop created between the first two. One by one everyone will join the net. They can link onto the end or join where two people are already linked, creating a more complex

3D structure. Encourage the children to find interesting ways of travel through the loops.

Next, the children will work in groups (4–6 people) to create a sequence that continues to explore links and loops, but this time they will work on lots of different scales and levels (e.g. a loop made by the whole group lying head to toe in a circle, or tiny, interlocking loops made with hands). They might also look at links that pull away from each other so that bodies are under tension as in the Net-Work. The sequence must have a starting and finishing position.

Choose calm music to encourage focus and inform the quality of movement.

Suggested links to the core curriculum

- **Science KS1** Materials: find a range of nets and meshes and ask the children to identify what material each is made of.
- **Science KS2** Forces: explain, using scientific terms, why a net would be useless as a parachute and vice versa?
- **English KS1** Spelling: write words associated with nets onto strips of paper and weave this into a piece of netting to display.
- **English KS2** Spelling: create a network of words i.e. the last letter of one word will be the first or last letter of two more.
- **Maths KS1** Measurement: using nets with different sized mesh to sort marbles/conkers etc. of different sizes.
- **Maths KS2** Shape: finding shapes that will tessellate (as with the diamond shapes in Net-Work).