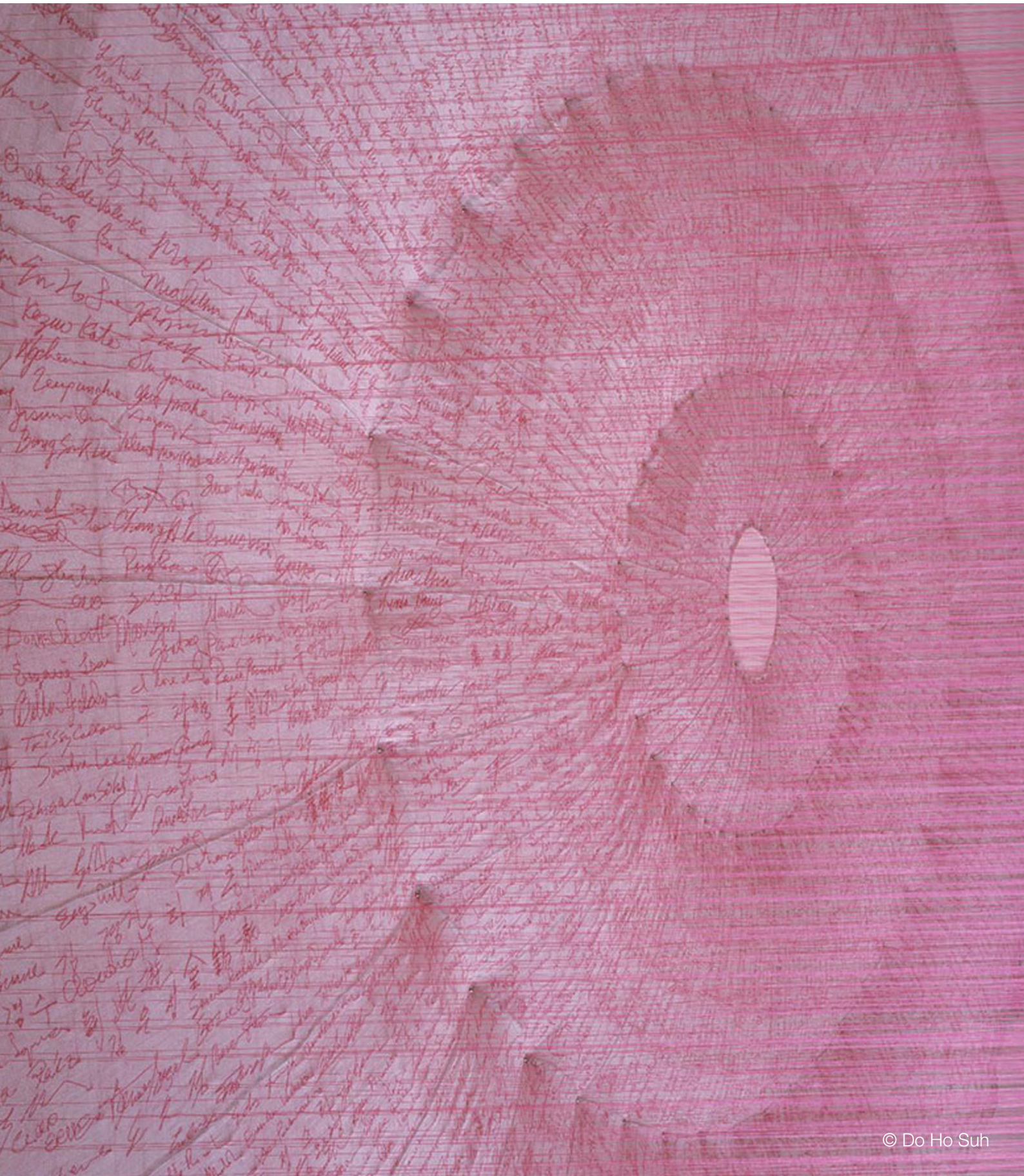


# 06

Title **Paratrooper I**

Artist **Do Ho Suh**





# 06

Title **Paratrooper I**  
Artist **Do Ho Suh**

The figure of a paratrooper appears to be pulling his parachute towards himself. On closer inspection one can see that the 'parachute' is, in fact, made of thousands of signatures hand-stitched onto fabric with the trailing threads from each signature drawn together in the paratrooper's hands.



**Paratrooper I,**  
**2001–2003**

Nylon thread,  
linen, cast stainless  
steel, cast concrete,  
plastic beads  
275 x 390 x 600 cm  
© Do Ho Suh

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## Questions for discussion (with possible responses)

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- **Whose names do you think are embroidered on the 'parachute' and what might they signify?** Family, friends, visitors to exhibitions – people who have been part of the artists' life journey.
- **How do you think the figure in the sculpture is feeling?**
- **How does this sculpture make you feel?**
- **What words would you use to describe the plinth, the figure and the parachute?**
- **What do you think the parachute jump might symbolise for Do Ho?** Arriving in a new country, landing in a new culture.

# Developing the discussion through the performing arts

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## KS1 Dance Parachute Jump

Use a PE parachute for a warm up, encouraging the children to raise and lower the parachute in unison.

Identify the actions involved in a parachute jump (maybe watch a video clip) such as jump, float, land and pull. Playing suitable music (e.g. 'Weightless' from Brian Eno's album Apollo), ask the children to stand in a space. In sequence, call out each of the 4 words and encourage the children to experiment with appropriate actions. Draw attention to positive examples, looking out for whole body involvement and clear differences in the quality of movement expressing each word. Keep repeating the sequence so that the children can refine their ideas.

Bring together the parachute, the actions and the music into a performance: raise and lower the parachute 3 times then rest it on the floor; dance to a new place on the perimeter using jumping actions; repeat the parachute section; dance to a new place on the perimeter using floating actions; repeat the parachute section; dance to a new place on the perimeter using landing actions; repeat the parachute section; dance to a new place on the perimeter using pulling actions; raise and lower the parachute one more time; each child holds still in a squatting position as per the paratrooper.

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## KS2 Drama Before and After

The children will work in small groups (approx. 5 per group). To begin with they will recreate the sculpture as a tableau (a still, silent picture using their bodies). They will need to consider what or who each person will be (e.g. other paratroopers, the parachute etc.). Share each group's tableau with the rest of the class, identifying similarities and differences. Now ask the groups to imagine that this

tableau is a freeze frame from a film. What has happened just before this moment? What will happen next? Give the children time to devise and rehearse this 'scene'. It may be helpful for one child per group to act as 'director'. Share the scenes between the groups and, once again, identify similarities and differences, linking this discussion to the way that we all interpret works of art in our own ways.

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## Suggested links to the core curriculum

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- **Science KS1** Working scientifically: Make parachutes out of plastic bags (or similar) for Lego figures. Change size of parachute and note the impact.
- **Science KS2** Forces: Understanding that unsupported objects fall towards the Earth because of the force of gravity; identifying the effects of air resistance.
- **English KS1** Verbs and adverbs: link adverbs to the verbs in their dance; identify more verbs for other activities (e.g. scoring a goal).
- **English KS2** Writing Narratives: each child writes their 'scene' as a story (or storyboard).
- **Maths KS1** Vocabulary relating to Shape: e.g. circle, cuboid, 2D, 3D.
- **Maths KS2** Vocabulary relating to Measure: circumference, perimeter, volume scale etc.