

## Key Stage 3 English Resource

### Constellations of Multiple Wishes

This activity encourages Key Stage 3 students to interrogate the words that hold meaning to them, and to re-create messages using concrete poetry. This activity can take between 45 mins - 2 hours depending on how much time you spend on each section.

#### What is the Non-Aligned Movement?

The Non-Aligned Movement was a political movement by a group of nations that shared a desire for an alternative to the two dominant powers during the Cold War (US and USSR). Born in 1961 out of the liberation and independence movements across the globe, the Movement was rooted in anti-imperialism, anti-colonialism, anti-racism and anti-capitalism. It sought to start global networks of cooperation and solidarity.

This group exhibition seeks to consider and learn from failures of the past, and the approach of the Non-Aligned Movement, to open ourselves to new ways of working together in the future. The works in this exhibition include tapestries, film, painting and poetry. The Mosaic Rooms wants to tell the story of this art in a way which presents ideas or links between archival or historical material and existing and new works by contemporary artists. By using this method, the exhibition asks us to question what lingers, what repeats, what can be repaired and what can we do collectively?

#### Erasure Poems

KURS worked with Selma Asotić, a poet from Bosnia and Herzegovina, who using erasure techniques, has edited various speeches from NAM conferences and turned these into poems. Instead of redacting (deleting) text, which resembles the act of censorship which Asotić resists, she opted to leave the original legible. The poems serve to highlight, summarize, or draw out less prominent meanings, and their full effect depends upon the interplay between the text in the background and the text in the foreground. The artists, wanted the new work arising from this material to underscore the struggle for freedom which still resonates today.

## **First impressions**

What do you notice about these works? The size, shape and colour? The position they hold on the wall? How do they make you feel?

## **Freedom is Indivisible**

Visit the work *freedom is indivisible*, in gallery 2 by KURS (Miloš Miletić and Mirjana Radovanović). This is a zine, printed and presented on a plinth as you enter the room against the back wall between the windows. Can you try splitting into small groups and reading out the texts to one another and then discussing them with each other and your teacher?

## **Important phrases**

These works focus on what might be important or meaningful words to the listener or reader. They aim to look beyond the initial meaning of the text and find new ways to interpret or understand what is being said. Try this exercise which also relates to the focus of the NAM on anti-racism.

## **Anti-Racism**

List as many words that describe your feelings towards the racism and anti-racism happening in today's society. Use the names of any anti-racist activists you know, phrases or quotes you remember seeing in the media (including social media), slogans you may have used yourself or seen others use, wishes and hopes for the future of anti-racism.

## **Concrete Poetry**

Now try a creative exercise. We have provided copies of the erasure poems for you to create a concrete poem with. A concrete poem uses shape and colour to communicate the meaning of the words. It can be as literal or abstract as you would like. Start by cutting up the words in this text and placing them around a blank sheet of paper. Use your listed anti-racism words and weave into and add these to the text. Play with the direction, order and

shape of the words. When you are happy with your creation, you can use glue to keep the words in place.

Once you have completed this activity, please feel free to stay as long as you would like.

We would appreciate your feedback; please let us know what you thought of your visit and this activity by emailing [learning@mosaicrooms.org](mailto:learning@mosaicrooms.org)