

# AGNES LEARNS



## The art of interpretation

GRADES 7-8

Jinny Yu's installation, *Don't They Ever Stop Migrating?*, creates an immersive experience. While Yu's work was inspired by world events, specifically mass migration, her work may be interpreted differently by each viewer.

Learn more about installation art and deepen your knowledge of world events and issues with the following activities:

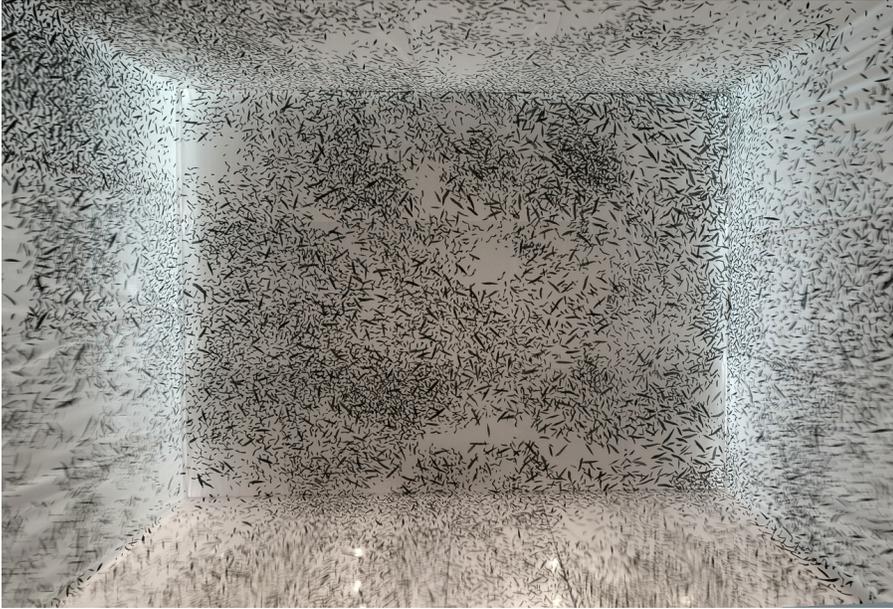
### ART ACTIVITIES

#### **Express your personal story**

Think of an important event in your life or your family's history that has shaped who you are. Express this story in a creative way. You could paint, draw, sculpt or use other types of creative expression: write a poem, make a playlist, cook a meal, create a garden. Share what you create with your family and have a conversation about what it means to you and what it means to them.

#### **Create a miniature installation**

Research an issue that is important to you. Some ideas are climate change, racism, gender equality, LGBT2Q+ rights and migration. Gather small objects and materials that relate to your topic such as figurines, fabric, images, cut-out words, poems and news articles. Arrange these objects in a shoe box to create your mini installation. Try to include elements that engage multiple senses; for example, you could play audio from a phone, or include items with a strong smell. Invite others to explore your mini installation.



## Jinny Yu

*Don't They Ever Stop Migrating?*

2015, ink on fabric and sound installation  
Purchase, the Canada Council for the Arts  
Acquisition Grants program and the Donald  
Murray Shepherd Bequest Fund, 2016  
(59-012)

If you'd like to extend the lesson beyond visual art, here are some other activities:

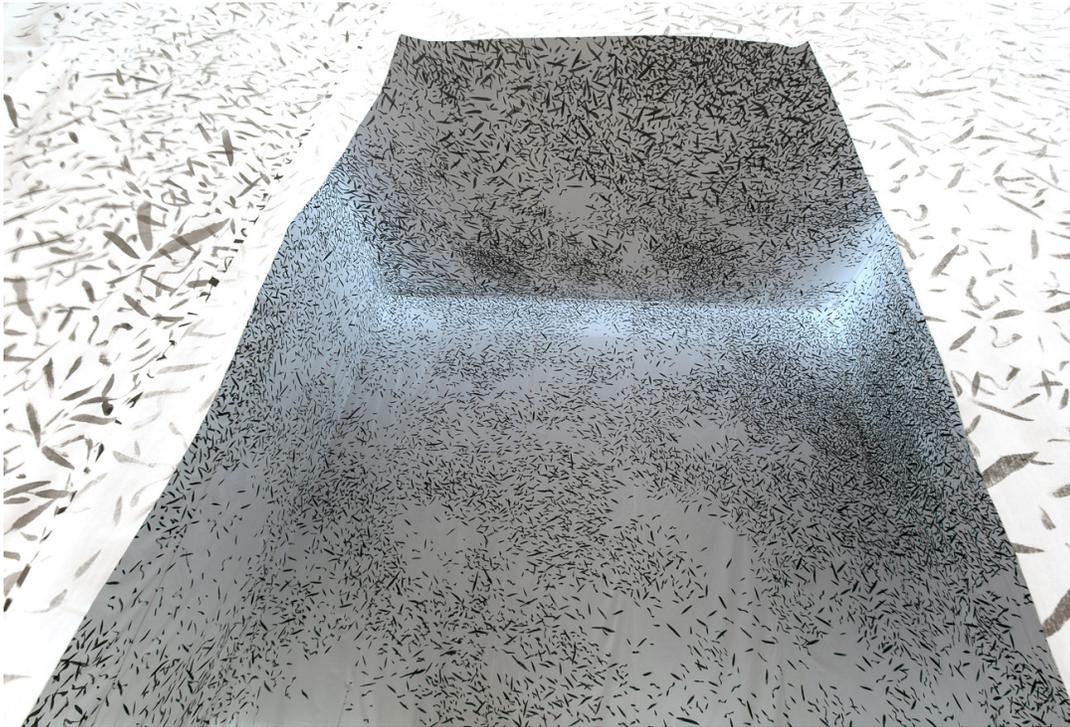
### **Boost your news literacy**

Choose a recent event or issue. Find news articles about this event written by two different news sources online. Read the two articles and try to answer the following questions:

- What information do they both contain? Are these facts?
- Are there differences in the way the news sources covered the event?
- Can you identify any opinions in each article? Opinions may be supported by facts, but are influenced by other things such as personal feelings and beliefs.
- Do the articles include quotes? Who did they interview?
- Can you make any conclusions about each source based on the way they covered the event?

### **Investigate inequalities**

Select an issue that leads to inequality in quality of life globally or within a specific population; some ideas are economic inequality, access to clean drinking water and access to education. Investigate what factors have led to this issue, the impact of this issue in society and how (or if) the issue is being addressed by governments and groups. You can choose to look at this issue globally or in a specific location. Can you find art or music that expresses this issue?



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### Explore the form and function of structures

When designing and building a structure, you need to think about the specific needs of a space. Consider what it will be used for, who will use it and how long it needs to last. Imagine you've been asked to design a structure to house a new installation. The installation consists of 10 long and thin cylindrical sculptures that need to be hung from the ceiling; each one is quite heavy. People should be able to safely walk in between them and the structure needs an entrance and an exit.

Consider what this room might look like. Make a sketch of your structure or build a model of it with materials found around the house. Consider what materials would support the sculptural elements of the installation and how you can use different shapes to create a strong structure.

### GLOSSARY

**Installation Art:** Installation artworks often fill an entire space, such as a room in a gallery, and include interactive elements, such as being able to walk through the work. These elements come together to create a complete, and often multisensory, experience for the viewer.

**Social Inequality:** Inequality within a population with regards to status, rights, opportunities, access to certain social goods and services and more.