

RELATIONS — DIASPORA AND PAINTING

CREATIVE ACTIVITY



INSTRUCTIONS

It is often difficult to establish the origin of the nursery rhymes we learned when we were children. How did they come down to us, and what do they say about us? About our families? About our cultures?

These questions are central to *A Common Imagination*, a workshop created by artist Michaëlle Sergile, in response to our current exhibition *RELATIONS: Diaspora and Painting*.

This following activity is inspired by the workshop and invites you to assemble nursery rhymes by using the fundamental principles of weaving. Weaving is obtained by crossing warp threads over and under weft threads: their crisscrossing make fibers more resistant, and produces textile. Following this principle, your students will be able to create a collaborative work from their selected songs.

Ask your students to bring lyrics from a nursery rhyme to class. These lyrics could be in any language, and could come from a nursery rhyme that they learned when they were younger, or from a nursery rhyme that they would like to sing to someone. They can also ask their parents or grandparents to help choose the nursery rhyme.

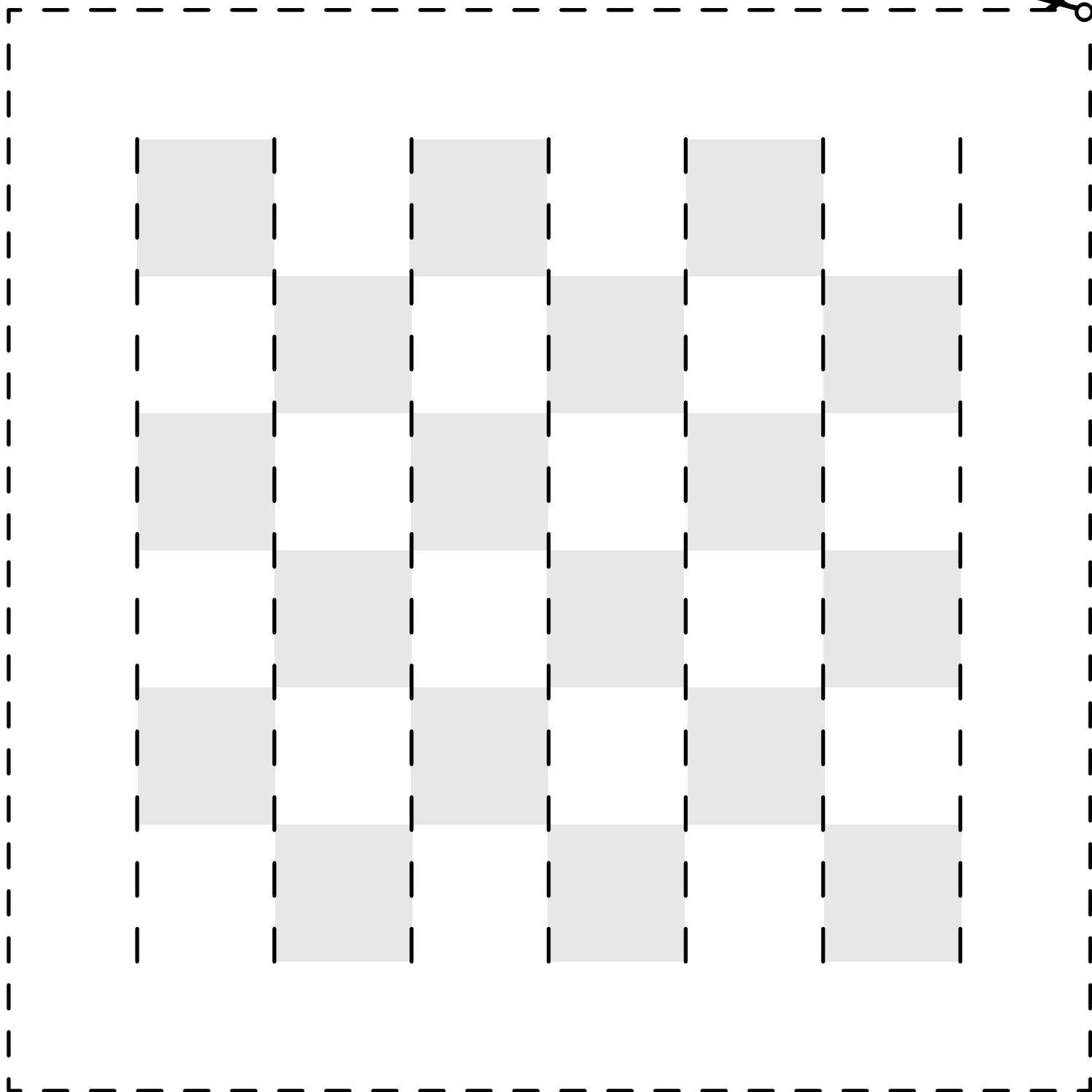
Distribute an equal number of "Warp" and "Weft" sheets to your students.

Students will be asked to:

1. Cut the sheet following the dotted lines.
2. Write the lyrics of the nursery rhyme word by word in the white spaces of the sheet, leaving the grey spaces free of text. The white spaces can also be coloured or decorated.
3. Invite each student that has a "Warp" sheet to find a person that has a "Weft" sheet to assemble the two sheets together. They only need to insert each strand of the "Weft" sheet into the cut spaces of the "Warp" sheet, alternating over and under each square. When the two nursery rhymes have been assembled into a weaving, there should be no grey zones visible.
4. If you wish, you can assemble each of the weavings into a collaborative artwork, by using the margins of the "Warp" sheets to glue assembled pieces together.

STUDENT 1: WARP

Fold the paper in two horizontally
to cut the dotted lines.



STUDENT 2: WEFT

Cut the strips by following
the dotted lines.

