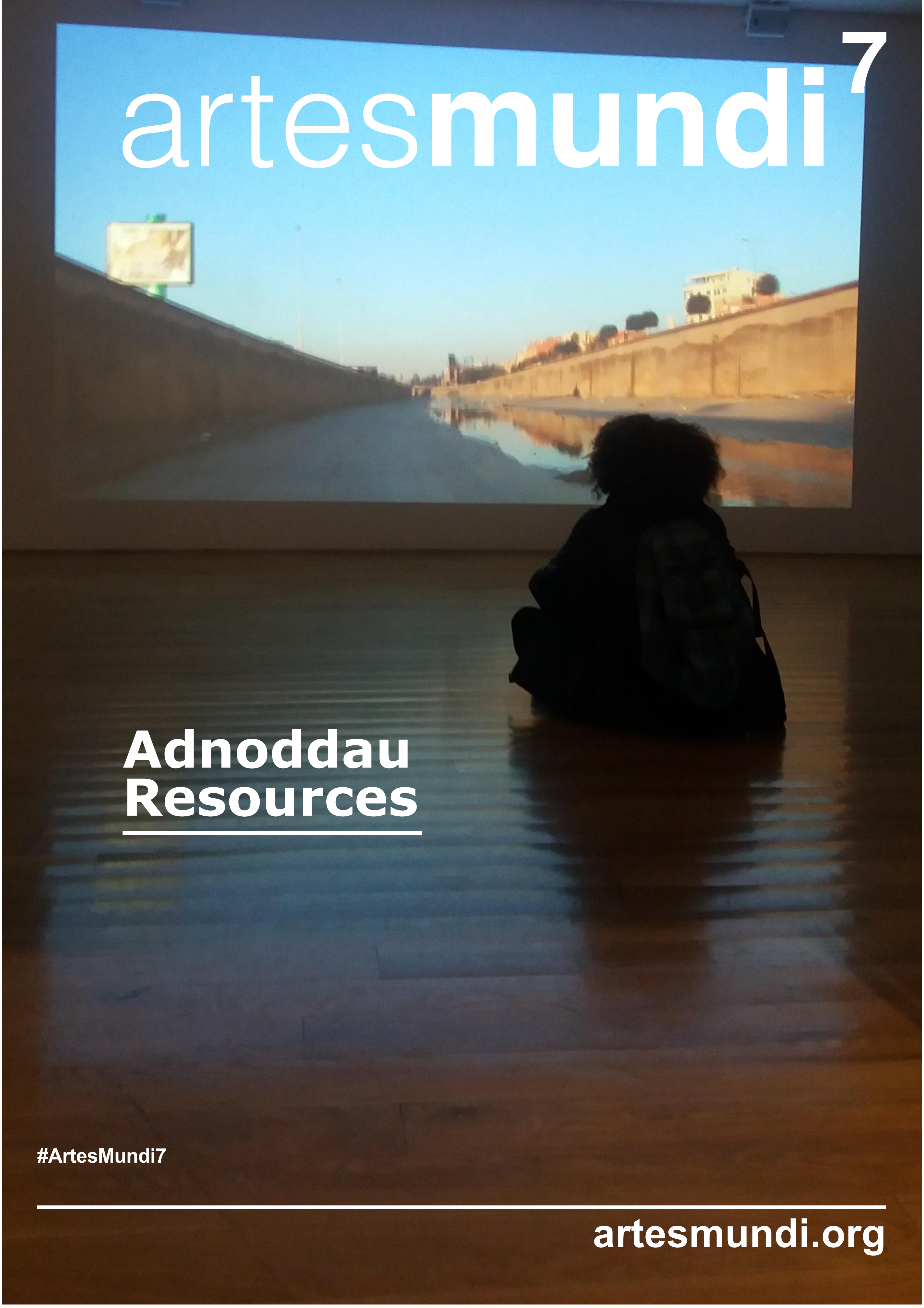


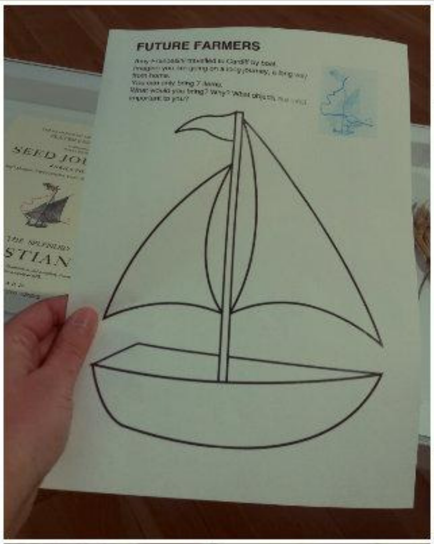
artesmundi 7

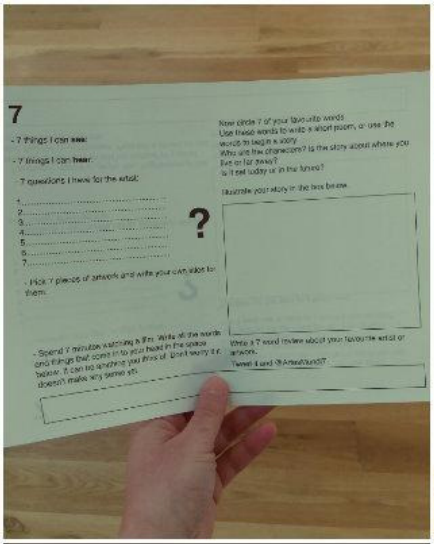
Adnoddau Resources

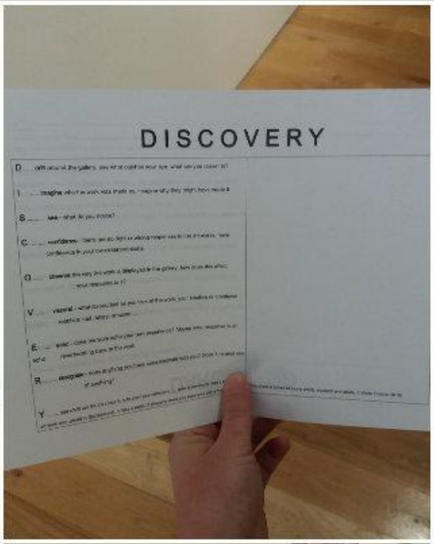
#ArtesMundi7

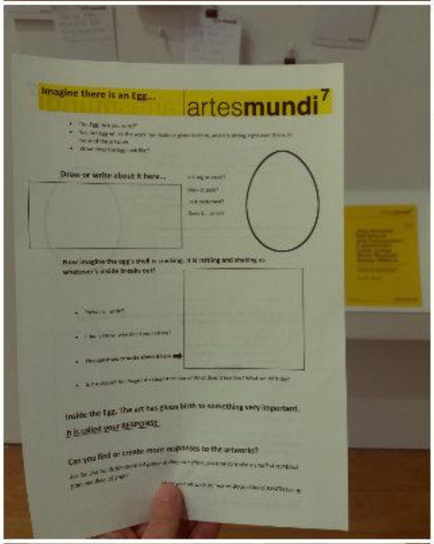
artesmundi.org

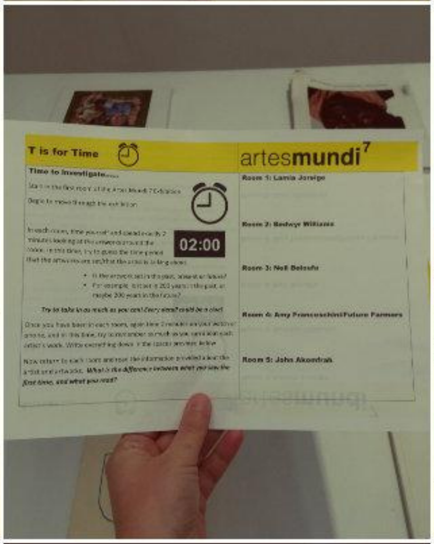
Adnoddau-hunan arweiniol
Self-led resources

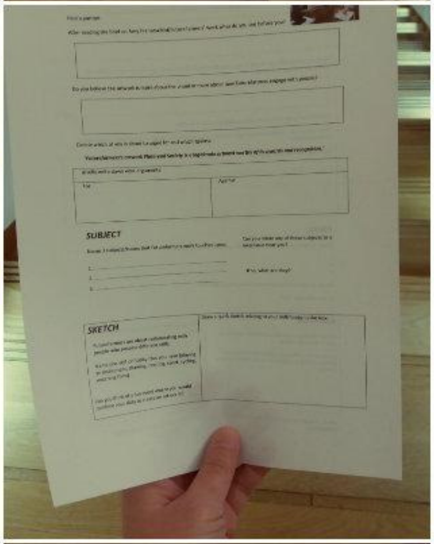


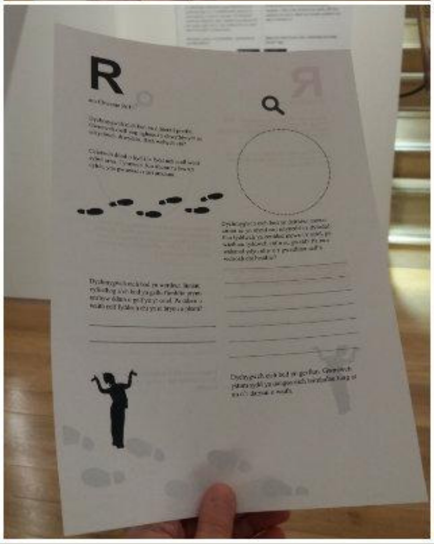


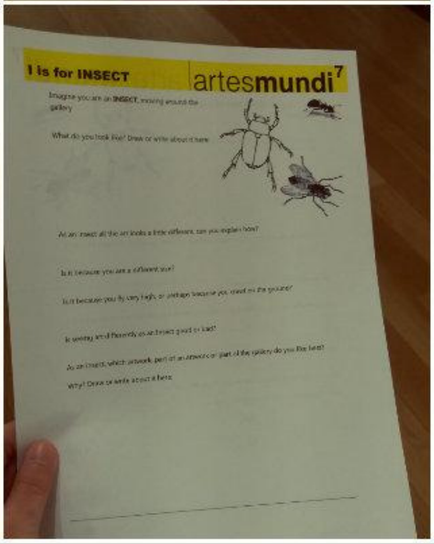






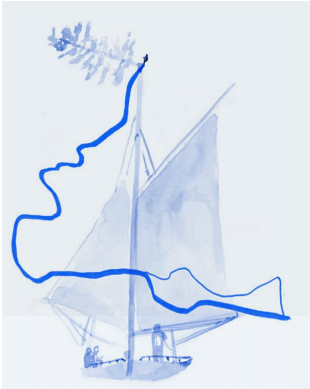


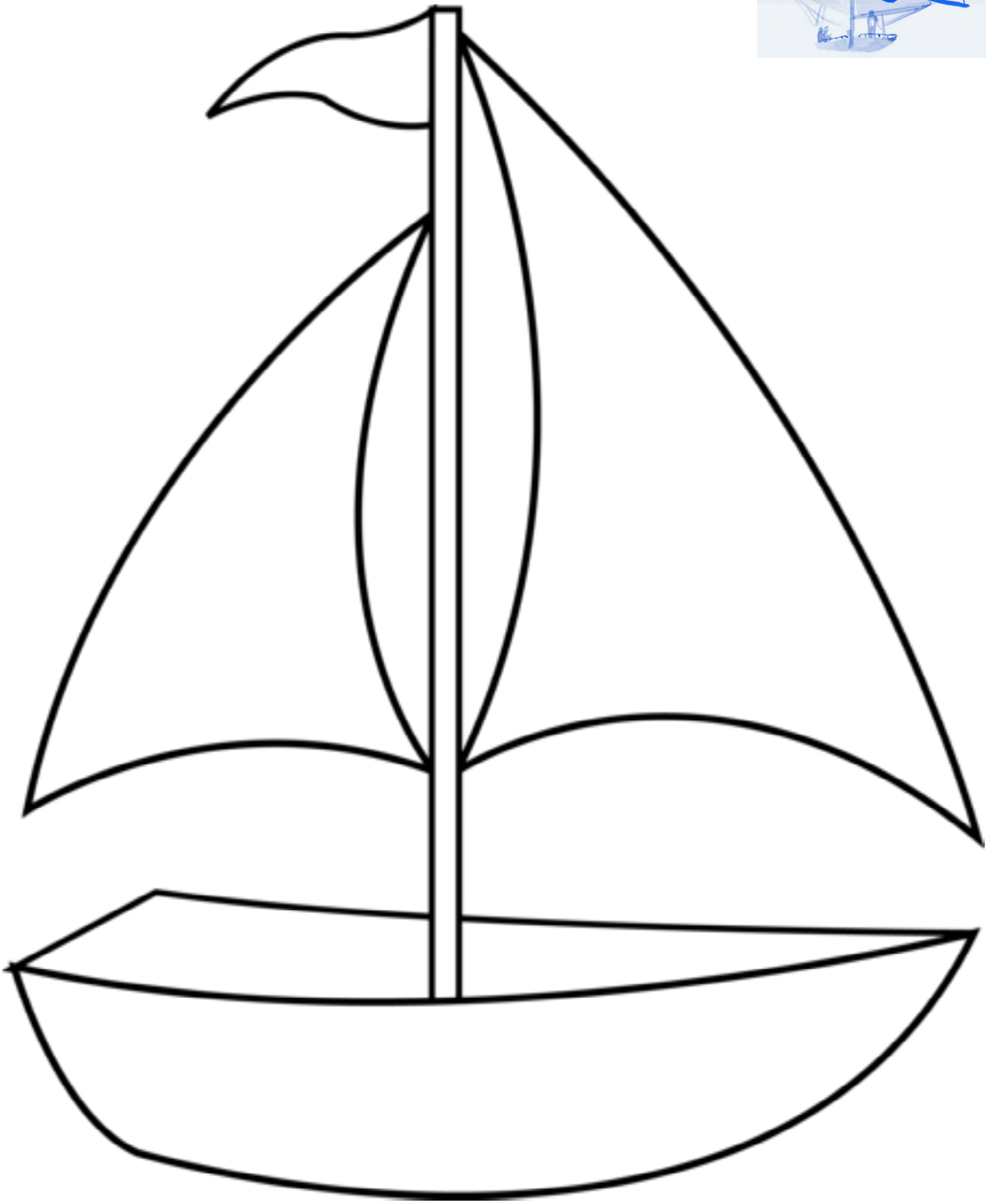




FUTURE FARMERS

Amy Francesini travelled to Cardiff by boat.
Imagine you are going on a long journey, a long way from home.
You can only bring 7 items.
What would you bring? Why? What objects are most important to you?





N

artes**mundi** 7

This sheet can help you to explore the artworks in Artes Mundi 7.
Remember that there are no right or wrong answers and you can do the activities in any order.
You can use the activities on this sheet alone, or share and compare your ideas and responses with others.
We hope that you enjoy your visit to the gallery today.

Navigate your way around the gallery space. **N**ame three things that you **n**oticed first about the space

……………………………………………

……………………………………………

……………………………………………

Carlos Bunga 'Exodus' Artes Mundi 6

Look more closely at the artworks and choose your favourite. Write down two reasons why you like this artwork.

……………………………………………

……………………………………………

Narrate: To tell a story. This can be through speaking or writing.

When you have chosen your favourite,
Narrate a story about it. You can write it down or tell the story to the people who are visiting the gallery with you today. Here are some questions to help you:

Who are the characters in the story?
Where does it take place?
What are the main events in the story?
How does the story end?
What details of the artwork affected your story?

Pretend that your story is being reported in the **News.** You can act out a news report with a friend or write a short newspaper article. You could even make a video of your news report. Remember that you can do this at home after your visit if you want to.
Who are the audience for your story?
How will you capture the audience's attention?
We hope that this has helped you to explore the artworks and that you had fun at the gallery today.

Gall y daflen hon eich helpu i chwilota gweithiau Artes Mundi 7.

Cofiwch nad oes yna atebion cywir neu anghywir a gallwch nweud y gweithgareddu mewn unrhyw drefn.
Gallwch ddefnyddio'r gweithgareddau ar y daflen hon yn unig, neu rannu a chymharu eich syniadau ac ymatebion gyda phobl eraill.
Gobeithiwn y byddwch yn mwynhau eich ymweliad â'r oriel heddiw.

Mordwywch eich ffordd o amgylch gofod yr oriel. Enwch dri pheth a sylwoch arnyn nhw yn gyntaf am y gofod.

1...
2...
3...

Edrychwch yn fwy agos at y gweithiau a dewiswch eich hoff un. Ysgrifennwch ddau reswm pam eich bod yn hoffi'r gwaith.

1...
2...

Pan fyddwch wedi dewis eich hoff un.
Dywedwch stori amdano. Gallwch ysgrifennu neu ddweud stori i'r bobl sydd yn ymweld â'r oriel heddiw. Dyma rai cwestiynau i'ch helpu chi.

- Pwy yw'r cymeriadau yn y stori?
- Ble mae'n digwydd?
- Beth yw'r prif ddigwyddiadau yn y stori?
- Sut mae'r stori'n gorffen?
- Pa fanylion yn y gwaith celf effeithiodd ar y stori?

Esguswch fod y stori yn cael ei adrodd yn y **newyddion**. Gallwch acgtio adroddiad newyddion gyda ffrind neu ysgrifennu erthygl fer ar gyfer y papur newydd. Gallwch hyd yn oed wneud fideo o'ch adroddiad newyddion. Cofiwch y gallwch wneud hyn adref ar ôl eich ymweliad os dymunwch.

Pwy yw cynulleidfa eich stori?

Sut fyddwch chi'n dal sylw eich cynulleidfa?

Gobeithwn fod hyn wedi eich helpu i chwilota'r gweithiau celfa'ch bod wedi cael hwyl yn yr oriel heddiw.

R

am Chwarae Rôl

Dychmygwch eich bod yn dditectif preifat. Gwnewch dwll yng nghanol y chwyddwydr ac edrychwch drwyddo. Beth welwch chi?

Ceisiwch ddod o hyd i le fydd neb arall wedi sylwi arno. Tynnwch lun ohono tu fewn y cylch, yna gwnewch stori amdano.

Dychmygwch eich bod yn deithiwr mewn amser ac yn mynd can mlynedd i'r dyfodol. Pan fyddwch yn cerdded mewn i'r oriel, pa wiethiau fyddwch chi'n eu gweld? Pa mor wahanol ydyn nhw o'r gweithiau celf a welsoch chi heddiw?

....

....

....

....

....

....

....

Dychmygwch eich bod yn werthwr lluniau cyfoethog a'ch bod yn gallu fforddio prynu unrhyw ddarn o gelf yn yr oriel. Pa ddarn o waith celf fyddech chi yn ei brynu a pham?

....

....

Dychygwch eich bod yn gerflun. Gwnewch ystum sydd yn dangos eich teimladau tuag at un o'r darnau o waith.

R
IS FOR ROLEPLAY

Imagine you are a private investigator. Poke through the hole in the middle of the magnifying glass and look through it. What can you see?

Try to find a place you think no one else will have noticed. Draw it in the large circle then create a short story about it

Imagine you are a time traveler and travel a hundred years into the future. When you walk into the gallery, what type of artworks do you see? How are they different from the artworks you have seen today?

....

....

....

....

....

....

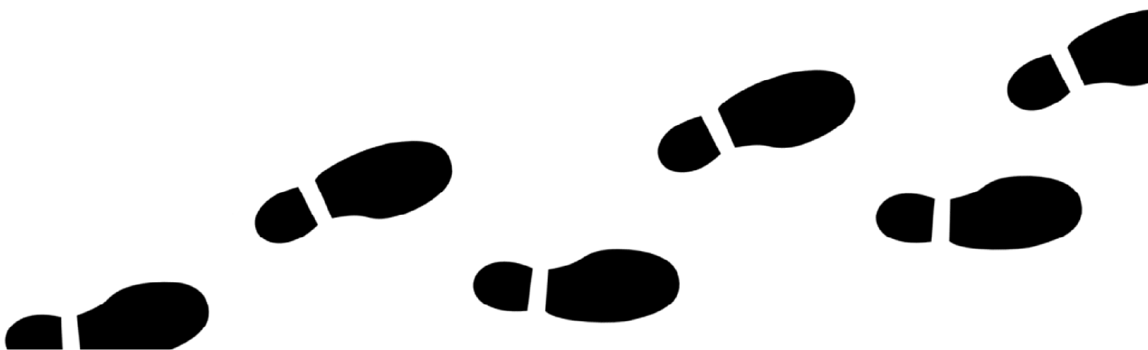
....

Imagine that you are a rich art dealer and you can afford to buy any piece of artwork in the gallery. Which artwork would you buy and why?

....

....

Imagine you are a sculpture. Make a pose that demonstrates how you feel about one of the artworks.



T is for Time

artes**mundi** 7

Time to investigate……	**Room 1: Lamia Joreige**
Start in the first room of the Artes Mundi 7 Exhibition	
Begin to move through the exhibition	**Room 2: Bedwyr Williams**
In each room, time yourself and spend exactly 2 minutes looking at the artworks around the room. In this time, try to guess the time-period that the artworks are set/that the artist is talking about.	**Room 3: Neil Beloufa**
	Room 4: Amy Franceschini/Future Farmers
	Room 5: John Akomfrah

Time to investigate……

Start in the first room of the Artes Mundi 7 Exhibition

Begin to move through the exhibition

02:00

In each room, time yourself and spend exactly 2 minutes looking at the artworks around the room. In this time, try to guess the time-period that the artworks are set/that the artist is talking about.

- Is the artwork set in the past, present or future?
- For example, is it set in 200 years in the past, or maybe 200 years in the future?

Try to take in as much as you can! Every detail could be a clue!

Once you have been in each room, again time 2 minutes on your watch or phone, and in this time, try to remember as much as you can about each artist's work. Write everything down in the spaces provided below

Now return to each room and read the information provided about the artist and artworks. ***What is the difference between what you saw the first time, and what you read?***

Room 1: Lamia Joreige

Room 2: Bedwyr Williams

Room 3: Neil Beloufa

Room 4: Amy Franceschini/Future Farmers

Room 5: John Akomfrah

Amser.....

artesmundi 7

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Room 3: Neil Beloufa

Room 4: Amy Franceschini/Future Farmers

Room 5: John Akomfrah

Pick one artwork and try to imagine you are living in the time period of the artwork/artworks. What you be wearing or doing if you were in the same time period? What would be different or the same about your life? What is everyone else doing in the artworks? Draw your imaginary self or anything else from the time period below.

Need inspiration?

Maybe you're on the first boat that brought seeds to Europe from the Middle East, thousands of years ago. Maybe you live in Bedwyr's imaginary city.. Maybe you just want to draw what you would bring if you had to travel across the sea, like the people in John's film

Amser.....

artesmundi 7

Amser i chwilota ……

Dechreuwch yn ystafell gyntaf Arddangosfa Artes Mundi 7

Dechreuwch i symud drwy'r arddangosfa

Ymhob ystafell, amserwch eich hunan a threuliwch 2 funud yn union yn edrych ar y gweithiau o gelf yn y stafell. Y tro hwn, ceisiwch ddyfalu pryd y cafodd y gweithiau eu gosod/ mae'r artist yn sôn amdano.

02:00

- Ysy'r gwaith celf wedi ei osod yn y gorffennol, presennol neu'r dyfodol?
- Er enghraifft, ydy e' wedi ei osod 200 mlynedd yn y gorffennol, neu efallai 200 mlynedd yn y dyfodol?

Ceisiwch amsugno cymaint o fanylion ac y gallwch chi! Gall pob manylyn fod yn gliw!

Unwaith i chi fod ymhob ystafell, amserwch 2 funud et oar eich oriawr neu ffôn, a'r tro hwn, ceisiwch gofio cymaint ag y gallwch chi am waith pob artist. Ysgrifennwch bopeth yn y bylchau isod

Nawr dychwelwch i bob ystafell a darllenwch yr wybodaeth am bob artist a'u gwaith. Beth yw'r gwahaniaeth rhwng yr hyn a welsoch y tro cyntaf a'r hyn a ddarllenwch?

Ystafell 1: Lamia Joreige

Ystafell 2: Bedwyr Williams

Ystafell 3: Neil Beloufa

Ystafell 4: Amy Franceschini/Future Farmers

Ystafell 5: John Akomfrah

Amser.....

artesmundi 7

Dewiswch un darn o waith celf a cheisiwch ddychmygu eich bod yn byw yn ystod cyfnod y gwaith/gweithiau. Beth fyddech chi'n eu gwisgo neu'n ei wneud pe baech yn byw yn ystod yr un cyfnod o amser? Beth fyddai'n wahanol neu'r un peth am eich bywyd? Beth mae pawb arall yn ei wneud yn y gweithiau celf? Tynnwch lun o'ch hunan neu unrhyw beth arall o'r cyfnod amser hwnnw isod.

Angen ysbrydoliaeth?

Efallai eich bod chi ar y cwch cyntaf a ddaeth â hadau i Ewtop o'r Dwyrain Canol, filoedd o flynyddoedd yn ôl. Efallai eich bod yn bwy yn ninas dychmygol Bedwyr, Kadir Idris. Efallai yr hoffech dynnu llun o'r hyn fyddech yn dod gyda chi pe bai'n raid i chi deithio ar draws y môr, fel y bobl yn ffilm John.

gan Clio Ryan, Live Guide AM7

T is for Time

artesmundi 7

Pick one artwork and try to imagine you are living in the time period of the artwork/artworks. What you be wearing or doing if you were in the same time period? What would be different or the same about your life? What is everyone else doing in the artworks? Draw your imaginary self or anything else from the time period below.

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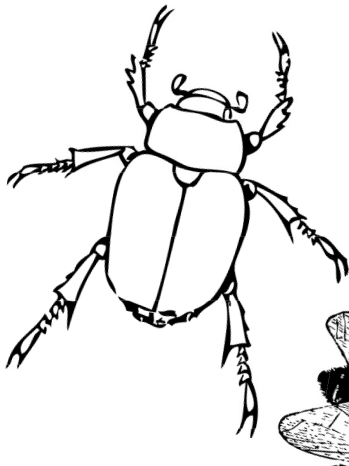
I is for INSECT



Imagine you are an **INSECT**, moving around the gallery

What do you look like? Draw or write about it here:

As an insect all the art looks a little different, can you explain how?

Is it because you are a different size?

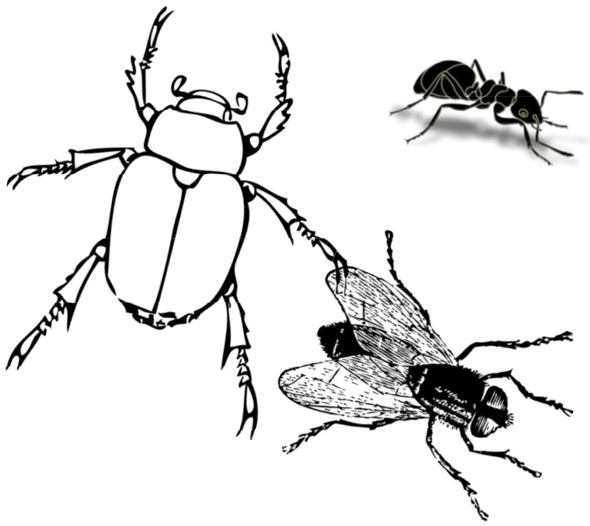
Is it because you fly very high, or perhaps because you crawl on the ground?

Is seeing art differently as an Insect good or bad?

As an insect, which artwork, part of an artwork or part of the gallery do you like best?

Why? Draw or write about it here:

Dychmygwch eich bod yn **BRYFYN**, yn symud o amgylch yr oriel



Sut olwg sydd arnoch chi? Ysgrifennwch neu dynnwch lun yma:

Fel pryfyn, bydd pob darn o waith yn edrych ychydig bach yn wahanol, allwch chi egluro sut?

Ai oherwydd eich maint gwahanol?

Ai oherwydd eich bod yn hedfan yn uchel iawn, neu efallai eich bod yn cropian ar y tir?

Ydy gweld celf mewn ffordd wahanol am eich bod yn bryfyn yn beth da neu ddrwg?

Fel pryfyn, pa ran o’r gwaith celf neu’r oriel yw eich hoff ran?

Pam? Ysgrifennwch neu dynnwch lun yma:

SEEK & SPEAK

Find a partner.

After reading the brief on Amy Franseschini/FutureFarmers' work what do you see before you?

Do you believe the artwork is more about the visual or more about how Futurefarmers engage with people?

Decide which of you is about to argue for and which against:

'Futurefarmers's artwork Flatbread Society is a legitimate artwork worthy of its awards and recognition.'

Briefly write down your arguments:	
For:	Against:

SUBJECT

Name 3 subjects/issues that Futurefarmers work touches upon:

1. ....
2. ....
3. ....

Can you relate any of these subjects to a local issue near you?

If so, what are they?

SKETCH Futurefarmers are about collaborating with people who possess different skills. Name one skill or hobby that you have (playing an instrument, drawing, reading, sport, cycling, watching films): Can you think of a fun event where you would combine your skills to create an art event?	Draw a quick sketch relating to your skill/hobby in the box:

Dewch o hyd i bartner.

Ar ôl darllen y briff ar waith Amy Franseschini/Ffemwyr y Dyfodol, beth welwch chi o'ch blaenau?

Ydych chi'n credu fod y gwaith celf yn son mwy am yr elfen weledol neu am sut mae Ffermwyr y Dyfodol yn cyfathrebu ac ymglymu â phobl?

Penderfynwch p'un ohonoch chi sydd am ddadlau o blaid ac yn erbyn:

'Mae'r gwaith celf *"Flatbread Society" gan Ffermwyr y Dyfodol yn waith celf dilys sydd yn haeddu ei wobrwyon a chydnabyddiaeth.'*

Ysgrifenwch eich dadleuon yn gryno:	
O blaid:	Yn erbyn:

PWNC

Enwch 3 phwnc/mater sydd yn cael sylw yng ngwaith Ffermwyr y Dyfodol:

1.
2.
3.

Oes un o'r pynciau hyn yn berthnasol i fater lleol yn agos i chi?

Os felly beth ydyn nhw?

BRASLUN Pwrpas Ffermwyr y Dyfodol yw cydweithio gyda phobl sydd â medrau gwahanol. Enwch un o'ch medrau neu ddiddordebau (chwarae offeryn, tynnu llun, darllen, chwaraeon, beicio, edrych ar ffilmiau):	Tynnwch lun cyflym am eich diddordeb/medr yn y blwch:

Allwch chi fedwl am ddigwyddad llawn hwyl lle y byddech yn cyfuno eich medrau er mwyn creu digwyddiad celfyddydol?

Imagine there is an Egg...

artes**mundi** 7

- "An Egg! Are you sure?"
- Yes! An Egg which the work has made or given birth to, and it is sitting, right over there, in front of the artwork.
- What does the Egg look like?

Draw or write about it here...

Is it big or small?

Dark or pale?

Is it patterned?

Does it... smell?

Now imagine the egg's shell is cracking. It is rattling and shaking as whatever's inside breaks out!

- "What is inside?"
- I don't know, why don't you tell me?
- **You can draw or write about it here** ➡
- Is it a shape? An image? An idea? A creature? What does it feel like? What would it say?

Inside the Egg, The art has given birth to something very important.

It is called your RESPONSE.

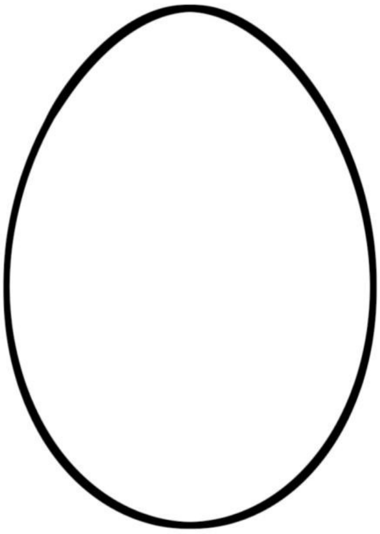
Can you find or create more responses to the artworks?

Ask the Live Guide for some A4 paper & they can show you how to make a small sketchbook from one sheet of paper

Share your art work on Twitter @ArtesMundi #AM7learning

- "Ŵy! Ydych chi'n siŵr?"
- Ydw! Ŵy a wnaed gan y gwaith neu a aned ohoni, ac sydd yn eistedd, draw fyna o flaen y gwaith celf.
- Sut olwg sydd ar yr ŵy?

Ydy e'n fawr neu'n fach?
Tywyll neu olau?
Oes patrwm ganddo?
Ydy e'n... ogli?



Tynnwch lun ohono neu ysgrifenwch amdano yma….

Nawr dychmygwch fod plisgyn yr ŵy yn torri. Mae'n gwneud sŵn ac yn ysgwyd wrth i beth bynag sydd tu fewn ddod allan!

- "Beth sydd tu fewn?"
- Wn i ddim, pam na ddwedi di wrtha i.
- Gallwch dynnu llun neu ysgrifennu amdano yma

- ai siâp yw e'?
- Delwedd?
- Syniad?
- Creadur?
- Sut deimlad sydd ganddo?
- Beth fyddai'n ei ddweud?

Tu fewn i'r Ŵy, Mae'r celf wedi rhoi genedigaeth i rywbeth pwysig iawn. Yr enw arno yw eich YMATEB.

Allwch chi ddod o hyd i neu greu mwy o ymatebion i'r gweithiau celf?

7

- 7 things I can **see**:

- 7 things I can **hear**:

- 7 questions I have for the artist:

1..
2..
3..
4..
5..
6..
7..

?

- Pick 7 pieces of artwork and write your own titles for them:

- Spend 7 minutes watching a film. Write all the words and things that come in to your head in the space below. It can be anything you think of. Don't worry if it doesn't make any sense yet.

Now circle 7 of your favourite words.
Use these words to write a short poem, or use the words to begin a story.
Who are the characters? Is the story about where you live or far away?
Is it set today or in the future?

Illustrate your story in the box below.

Write a 7 word review about your favourite artist or artwork.

Tweet it and @ArtesMundi7

7

- 7 peth y gallaf eu gweld:

- 7 peth y gallaf eu clywed:

- 7 cwestiwn sydd gen i ar gyfer yr artist:

1..
2..
3..
4..
5..
6..
7..

?

- Dewiswch 7 darn owaith celf ac ysgrifnwch deitlau eich hunain amdanyn nhw:

- Treuliwch 7 munud yn gwylio film. Ysgrifenwch yr holl eiriau a phethau sydd yn dod ̓ich meddwl yn y gofod isod. Gall fod yn unrhywbeth. Peidiwch a phoeni os nad yw;n gwneud synnwyr eto.

Nawr rhowch gylch o amgylch 7 ǒch hoff eiriau.
Defnyddiwch y geriau hyn i ysgrifennu cerdd fer, neu defnyddiwch y geiriau i ddechrau stori.
Pwy yŵr cymeriadau?
Ydŷr stori yn sôn am rywle pel neu eich cartref?
Yde ḗ wedi cael ei osod yn y dyfodol neu heddiw?

Tynnwch lun ǒch stori yn y blwch isod.

Ysgrifennwch adolygiad 7 gair am eich hoff artist neu waith celf. Danfonwch ar ffurf

Trydar gan ddefnyddio @ArtesMundi7

D I S C O V E R Y

D…... **drift** around the gallery, see what catches your eye, what are you drawn to?

I …...... **imagine** who the work was made by, imagine why they might have made it

S .... **see** - what do you notice?

C .... **confidence** - there are no right or wrong responses to the art works, have confidence in your own interpretations

O …... **observe** the way the work is displayed in the gallery, how does this affect your response to it?

V …... **visceral** - what do you feel as you look at the work, your intuitive or emotional reaction; sad, angry, amused ….

E ……. **echo** - does the work echo your own experience? Maybe your response is an echo reverberating back to the work

R ……. **recognise** - does anything you have seen resonate with you? Does it remind you of anything?

Y ……. **you** could use the the space to note down your reflections ...... draw or use words, take a selfie with an art work and upload to @artesmundi, or take a series of photos to share your experience with a friend

(This sheet is aimed at young adults, students and adults. T.Waite October 2016)

DARGANFOD

Ewch ar hyd yr oriel, beth sy'n dal eich sylw? Dychmygwch pwy wnaeth y gwaith, dychygwch pam efallai y cafodd ei wneud

Gwelwch – ar beth fyddwch chi'n sylwi?

Hyder – does dim ymateb cywir neu anghywir i weithiau o gelf, byddwch yn hyderus yn eich dehongliad eich hun.

Arsylwch sut mae'r gwaith wedi ei arddangos yn yr oriel, sut mae hyn yn effeithio ar eich ymateb chithau iddo?

Greddf – beth ydych chi'n ei deimlo wrth edrych ar y gwaith, eich ymateb greddfol neu emosiynol; trist, crac, digrif ….

Adlais – ydy'r gwaith yn adleisio eich profiad eich hun? Efallai taw adlais yw eich ymateb chithau sydd yn mynd yn ôl i'r gwaith

Adnabod – oes unrhywbeth a welsoch yn berthnasol i chi ? Ydy e'n eich atgoffa o unrhyw beth?

Chi – gallwch ddefnyddio'r gofod isod i nodi eich myfyrdodau......tynnwch luniau neu defnyddiwch eiriau, cymerwch hunlun gyda gwaigth o gelf a lanlwythwch hi i @artesmundi, neu cymerwch gyfres o luniau a'u rhannu gyda ffrind

(Mae'r daflen hon wedi ei anelu at oedolion ifanc, myfyrwyr ac oedolion. T.Waite Hydref 2016)

Adnoddau dysgu dilynol
Follow-up resources

JOHN AKOMFRAH

artes**mundi** 7

Auto Da Fé (Act of faith)

Is a two screen film that brings together 8 interconnected mass migrations, which have taken place during the past 400 years beginning with the little known 1654 fleeing of Sephardic Jews from Catholic Brazil to Barbados. It then continues to reveal many more examples of global displacement due to religious persecution throughout history and in the present day for example migrations from Hombori, Mali and Mosul, Iraq.

Ghanian born filmmaker John Akomfrah has been chosen from a shortlist of 6 of the world's most important artists to win the UK's leading prize for international contemporary art, Artes Mundi 7.

Visual analysis:

Composition – how has the artist used the camera frame? Why has he chosen to use two screens running simultaneously?

Viewpoint – what is significant about the viewpoint of the characters and the viewer? What varieties of shots have been used?

Sound – Why is sound important in any video art work? What is striking about Auto Da Fé.?

Structure - What repeated symbols or patterns can you see in the film? What decisions did the artist make when editing the film?

Colour – how effective is the use of colour in the film? Is there a contrast of light and dark or times of the day?

Key questions:

Location – what is significant about the locations used in the film?

The Sea – why is the sea an important symbol in *Auto Da **Fé***?

The people – what are they doing there? How do they feel?

The objects – what belongings would you take with you and why?

After the exhibition:

- Choose one of the words noted in the gallery, write that word on one side of the paper and visually represent it on the other. Arrange all of your responses to create a poem that shows the story of Auto Da Fé. Read the poem aloud in a variety of ways, does it change the mood of the poem?
- Explore and discuss the current refugee crisis. Akomfrah talks about the sea as a 'corridor of uncertainty' in order to flee your country you have to navigate 'death'. Why do families risk death to migrate? What memories does the sea contain from all of these stories throughout history? Can you make an artwork to represent one or some of these stories?

SCHOOLS COMPETITION

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JOHN AKOMFRAH

artesmundi7

Auto Da Fé (Gweithred o ffydd)

Mae'r gwneuthurydd ffilmiau o Ghana John Akomfrah wedi'i ddewis o restr fer o 6 o artistiaid pwysicaf y byd i ennill prif wobr y DU am gelfyddyd gyfoes ryngwladol, Artes Mundi 7.

Dyma ffilm sy'n dwyn at ei gilydd 8 ymfudiad torfol rhyng-gysylltiedig sydd wedi digwydd yn ystod y 400 mlynedd diwethaf gan ddechrau gyda hanes gweddol anhysbys yr Iddewon Seffardig yn ffoi o'r Frasil Gatholig i Barbados ym 1654. Yna, mae'n mynd yn ei blaen i ddatgelu llawer mwy o enghreifftiau o ddadleoli byd-eang oherwydd erledigaeth grefyddol drwy hanes ac yn yr oes sydd ohoni, er enghraifft, ymfudo o Hombori ym Mali a Mosul yn Irac.

Cwestiynau allweddol:

Lleoliad – beth sy'n arwyddocaol am y lleoliadau a ddefnyddiwyd yn y ffilm?

Y môr – pam mae'r môr yn symbol pwysig yn Auto Da Fé?

Y bobl – beth maen nhw'n ei wneud yno? Sut maen nhw'n ei deimlo?

Y gwrthrychau – pa eiddo y byddech chi'n mynd ag e gyda chi a pham?

Dadansoddiad gweledol:

Cyfansoddiad – sut mae'r artist wedi defnyddio ffrâm y camera? Pam mae wedi dewis defnyddio dwy sgrin yn rhedeg ar yr un pryd?

Safbwynt – beth sy'n arwyddocaol am safbwynt y cymeriadau a'r gwyliwr? Pa wahanol saethiadau sydd wedi cael eu defnyddio?

Sain – Pam mae sain yn bwysig mewn unrhyw waith celf fideo? Beth sy'n drawiadol am Auto Da Fé?

Strwythur – Pa symbolau neu batrymau sy'n codi o hyd y gallwch eu gweld yn y ffilm? Pa benderfyniadau a wnaeth yr artist wrth olygu'r ffilm?

Lliw – pa mor effeithiol yw'r defnydd o liw yn y ffilm? A oes gwrthgyferbyniad rhwng golau a thywyllwch/adegau o'r dydd?

Ar ôl yr arddangosfa:

- Dewiswch un o'r geiriau a nodir yn yr oriel, nodwch y gair hwnnw ar un ochr o'r papur a'i gynrychioli'n weledol ar y llall. Trefnwch eich holl ymatebion i greu cerdd sy'n dangos stori Auto Da Fé. Darllenwch y gerdd yn uchel mewn gwahanol ffyrdd – a yw'n newid naws y gerdd?

- Ystyriwch a thrafod yr argyfwng ffoaduriaid ar hyn o bryd. Mae Akomfrah yn sôn am y môr fel 'coridor ansicrwydd'; er mwyn ffoi'ch gwlad, mae'n rhaid i chi 'lywio drwy angau'. Pam mae teuluoedd yn mentro marwolaeth i ymfudo? Pa atgofion y mae'r môr yn eu cynnwys o'r holl straeon hyn ar hyd y canrifoedd? A allwch greu gwaith celf i gynrychioli un neu rai o'r straeon hyn?

Yn sgil eich ymweliad, ewch ati i ymateb yn greadigol yn yr ysgol neu gartre a'n tagio ar Drydar

CYSTADLEUAETH I YSGOLION

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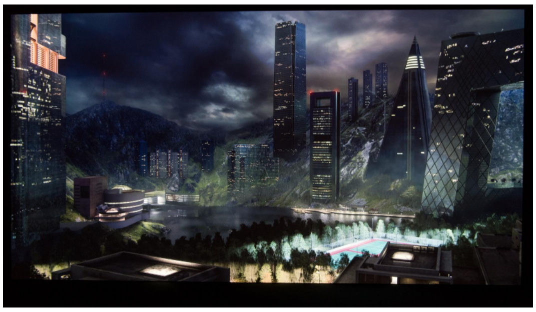
artes**mundi**[7]

OUR TOWN OF THE FUTURE

BEDWYR WILLIAMS

In this work Bedwyr Williams creates a fictional city around Cadar Idris (Idris' Chair) near Dolgellau in North Wales.



Tyrrau Mawr, 2016 Photos by Polly Thomas

KEY QUESTIONS

How did the artist make the film?

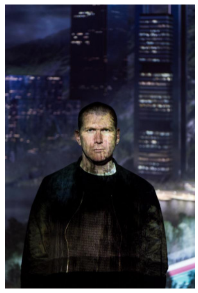
Who lives in this city?

Where is it?

Would you like to live there?

Why?

What would you change about where you live?



Imagine you are building a town 100 years from now now

MAPPERS	BUILDERS	CHARACTERS
What would your town of the future look like? What kind of terrain it will have? Will there be trees, cars, a lake, swimming pools etc? What will it look like?	Decide which buildings are important to include in your town. What is important in the future? Will there be houses, banks, pubs, schools, etc? What will these look like? What do we need & what do we want?	You decide who lives in the town What do they look like, what are they wearing? What are their names? What do they like doing? What is their job? Their hobbies?

Drawing & Design:	3D:	Digital:
Make studies of these iconic buildings used in Bedwyr's film. Create your own futuristic city in another unlikely location	Make your building using clay, cardboard or paper Experiment with lighting & location	Animate your 3D city using stop motion or moving camera Experiment with the Matte Painting technique

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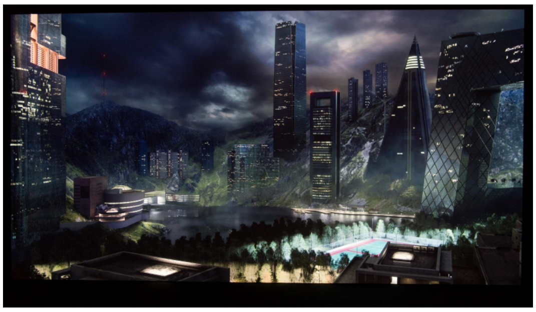
EIN TREF YN Y DYFODOL

BEDWYR WILLIAMS

Yn y gwaith hwn mae Bedwyr Williams yn creu dinas ffuglennol o gwmpas Cadair Idris ger Dolgellau yng



Tyrrau Mawr, 2016 Lluniau gan Polly Thomas

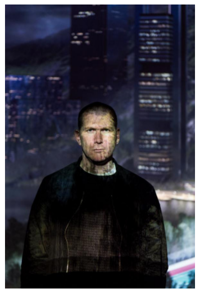
CWESTIYNAU ALLWEDDOL

Sut aeth yr artist ati i wneud y ffilm?

Pwy sy'n byw yn y ddinas yma?

Ble mae hi?

A hoffech chi fyw yno?



Dychmygwch eich bod yn adeiladu tref 100 mlynedd o heddiw

MAPWYR	ADEILADWYR	CYMERIADAU
Sut olwg fyddai ar eich tref chi? Sut fydd y dirwedd o'i chwmpas? A fydd yna goed, ceir, llyn, pyllau nofio ac yn y blaen? Sut olwg fydd arni?	Penderfynwch pa adeiladau sy'n bwysig eu cynnwys yn eich tref. Beth sy'n bwysig yn y dyfodol? A fydd yna dai, banciau, tafarnau, ysgolion ac yn y blaen? Sut olwg fydd ar y rhain?	Penderfynwch bwy sy'n byw yn y dre Sut olwg sydd arnyn nhw, beth maen nhw'n ei wisgo? Beth yw eu henwau nhw? Beth maen nhw'n hoffi ei wneud?

Arlunio a Chynllunio:	3D:	DDigidol:
Gwnewch astudiaethau o'r adeiladau eiconig hyn a ddefnyddiwyd yn ffilm Bedwyr. Crëwch eich dinas ddyfodolaidd eich hun mewn lleoliad annhebygol arall	Gwnewch eich adeilad gan ddefnyddio clai, cardbord neu bapur	Animeiddiwch eich dinas 3D gan ddefnyddio stop-symudiad neu gamera symudol Arbrofwch gyda'r dechneg paentio *matte*

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Yn sgil eich ymweliad, ewch ati i ymateb yn greadigol yn yr ysgol neu gartre a'n tagio ar Drydar

artesmundi 7

SEED JOURNEY a sea faring voyage

FUTURE FARMERS

Futurefarmers are a group of art and farming practitioners founded in 1995 by California-based artist Amy Franceschini. Their work at Artes Mundi 7 acts as a set of props to explore their journey so far – they have travelled from Oslo on an 1895 rescue boat called the Christiania to meet with farmers and exchange grains and stories. This 'seed journey' explores the preservation of ancient grains and their importance to biodiversity, history and humanity.

KEY QUESTIONS

Imagine you are going on a long journey, a long way from home.

You can only take 7 items. What would you take and why?

What objects are most important to you?

Do they share a story about you or your family?

Where in the world would you love to visit?

What would you hope to learn about the people there?

Back in school.....

Explore the Morse Code - what message would you send about your precious object?

Design and paint a sail for your boat that shares your story

Write a story about your journey and the people you meet on the way

Find out more about why seeds are genetically modified. Do you agree with it?

Learn how to bake bread and explore how other cultures use bread sharing

Find out how seeds are planted and harvested.

LITERACY - DESIGN - SCIENCE - HOME ECONOMICS-CUTURE - ART - HISTORY - RELIGION - GEOGRAPHY - CRAFT - NUMERACY

Photos by Polly Thomas

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MORDAITH YR HADAU

FUTURE FARMERS

Grŵp o ymarferwyr celf a ffermio yw Futurefarmers a sefydlwyd ym 1995 gan yr artist Amy Franceschini sydd â'i chartref yng Nghaliffornia. Mae eu gwaith yn Artes Mundi 7 yn gweithredu fel set o gelfi i astudio eu siwrnai hyd yn hyn – maen nhw wedi teithio o Oslo ar gwch achub o 1895 o'r enw Christiania i gwrdd â ffermwyr a chyfnewid grawn a straeon. Mae'r 'daith hadau' yma'n ystyried cadwraeth gwahanol

CWESTIYNAU ALLWEDDOL

Dychmygwch eich bod yn mynd ar daith hir, ymhell o gartre.

Dim ond 7 eitem y gallwch chi fynd â nhw gyda chi. Pa eitemau byddech chi'n mynd â nhw a pham?

Pa wrthrychau yw'r rhai pwysicaf i chi?

A ydyn nhw'n rhannu stori amdanoch chi neu'ch teulu?

Ble yn y byd yr hoffech chi ymweld ag ef?

Beth byddech chi'n gobeithio ei ddysgu am y bobl yno?

Yn ôl yn yr ysgol...

Rhowch gynnig ar dipyn o god Morse – pa neges byddech yn ei hanfon am eich gwrthrych gwerthfawr?

Dyluniwch a phaentio hwyl i'ch cwch sy'n rhannu'ch stori

Ysgrifennwch stori am eich taith a'r bobl rydych chi'n cwrdd â nhw ar y ffordd

Dysgwch fwy am pam mae hadau'n cael eu haddasu'n enetig. A ydych chi'n cytuno ag addasu o'r fath?

Dysgwch sut i bobi bara gan edrych ar sut mae diwylliannau eraill yn defnyddio rhannu bara

Dysgwch sut mae hadau'n cael eu plannu a'u cynaeafu.

LLYTHRENNEDD - DYLUNIO - GWYDDONIAETH - ECONOMEG Y CARTREF - DIWYLLIANT - CELF - HANES - CREFYDD - DAEARYDDIAETH - CREFFT - RHIFEDD

Lluniau gan Polly Thomas

CYSTADLEUAETH I YSGOLION

Yn sgil eich ymweliad, ewch ati i ymateb yn greadigol yn yr ysgol neu gartre a'n tagio ar Drydar

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