

Past, Present & Future



Past, Present and Future?

The headings and headlines on the front page are taken from a single newspaper. We are always trying to make sense of the past, understand our present and imagine our futures. This year's Arts Festival is all about these processes and we, in Tallis lab, are going to work on creative ways of thinking about these issues and presenting our ideas in imaginative ways.

Later in the project we are going to think about the past, present and future of Thomas Tallis. Before too long the school we currently occupy will be playing fields, and we will be moving to the new space that you can see springing up around us. What will happen to all the stories, feelings and memories that we associate with the building that we are in? How can we find a way of thinking about time and place and the impact that time has on us? The idea of this unit of work is to think about ways of making things stick, off tying the things that make up our school lives to the place that they happen in - a place that we will shortly see demolished. How can we create a legacy for all those memories?

Getting Started

You are going to listen to an episode from a series called, "A History of the World in 100 Objects." Your first task is to listen to it very carefully. You can write things down or make sketches if you want to, but you may prefer to devote all your energy to listening. The piece is about fifteen minutes long. When you have finished listening you can work in pairs on the tasks underneath. Your teacher may ask everyone to work on the same task to start with, or they may want you to choose yourself.

After Listening

Challenge 1 - 20 questions

Without worrying about the answers at this point, can you come up with 20 questions based on what you have just listened to? Try and have a good range of questions that use all the different question words. You can record your questions on the brown paper provided. Remember that you will have other challenges to complete, so don't use up all your space just yet! When you completed 20 questions try and narrow down your selection to 3 that really interest you. Your challenge is to try and respond one of those questions. You might record what you find out on your paper, or you could post the question and its response onto your class blog.

Challenge 2 - People stories

How many people can you link to what you have just listened to? Can you try and show how different people included in the story are linked or connected? Try and think of all the different personal stories and links to the object that was in the radio programme. From the list of people that you have created try and select one person whose story interests you most. You could either try and describe that person's story in words (in your book, on the brown paper, on the class blog), or you could think about pretending that you were there and have a go at capturing their thoughts and feelings in words or audio.

Challenge 3 - Marking time

How might you find a way of demonstrating how this story can be mapped out over time. What is the time-span to the story? How could you show the different stages? What is the past, present and future for the object whose story you have just listened to? Can you do any additional research to help you make your timeline more effective and detailed?

Challenge 4- New tools

This year we have investigated how we can use things that are free and available on the Internet to help us work creatively and share our ideas. This challenge is all about trying to show how you could use these tools to demonstrate the movement of time. The first tool I suggest you try is called timetoast, and is really easy-to-use. You can add pictures, links and text to make your timeline look fantastic. Your teacher will demonstrate how to do this.