

# ART ON THE UNDERGROUND



## **Labyrinth Teacher Pack** **Part 2: Classroom Activities,** **Cover Lessons & Resources** Key Stages 1–5

Visit <http://art.gov.uk/labyrinth/learning>  
to download *Part 1: Introduction*



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## Foreword

This two-part resource, produced in partnership with A New Direction, has been devised for primary- and secondary-school teachers, with particular relevance to those in reach of the Tube, as an introduction to *Labyrinth*, a project commissioned from artist Mark Wallinger by Art on the Underground to celebrate the 150th anniversary of the London Tube.

The aim is to inform and inspire teachers about this special project, for which Wallinger has designed a unique artwork, each bearing a labyrinth design, for all 270 stations on the Tube network. We hope that the resource will promote knowledge and enthusiasm that will then be imparted to the children and their families throughout the capital and beyond, and will encourage them to explore the Underground network on an exciting hunt for labyrinths.

Visit <http://art.gov.uk/labyrinth/learning> to download the *Teacher Pack, Part 1: Introduction* to learn more about the *Labyrinth* project, details about the artist and a brief history of labyrinths.

*Labyrinth Teacher Pack, Part 2* includes a variety of classroom-activity suggestions for different subjects that can be used as a springboard for teachers to devise their own projects. Key stage suggestions are given, although many of these activities can be adapted for a variety of year groups, depending upon the ability of the students involved.

In addition, cover lesson plans devised for secondary school art lessons that could be useful during the exam period are included. The final section provides a list of useful resources to help with further research and investigation.

**Enjoy the journey!**

“And the end of all our  
exploring / Will be to  
arrive where we started /  
And know the place for  
the first time.”

From *Little Gidding* by T.S. Eliot

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## Classroom Activities

Please note that while Key Stage numbers for each activity offer a guide as to the suggested age group, many of the activities can easily be adapted for other age groups.

Students visit *Labyrinth* at Embankment station



## Geography – Labyrinth hunting!

### Trip/Field Work to your local station

KS2–3 (to be adapted according to the age group involved)

#### Note for Teachers

Planning on visiting a station? Contact Art on the Underground by completing the online booking form at <http://art.gov.uk/labyrinth/learning>

#### Instructions

##### 1) Go to your nearest Tube station.

What is its name? What zone is it in? What is the colour of the line your station is on? Is it an interchange station between one or more lines? What does your station look like on the Tube map (e.g. a circle, a short line, the end of the line? – look at the key to symbols on the map).

##### 2) Hunt around to find the Labyrinth and when you've found it explore the following:

- a Touch – How does the surface feel? Cold/warm, raised/flat? Is it magnetic? Trace your finger around the labyrinth's path. Is the path easy to follow? Why?
- b Sight – How many colours are on the labyrinth? Do you like the design? What number is written on the artwork? The number of each artwork is specific to its station and each *Labyrinth* is totally unique so no two paths are the same. (See Part I, page 6 – Numbers).

##### 3) Explore the station:

- a The approach – Describe the area you see as you approach the station. Is it a residential/quiet area or a very busy area?
- b Size – What size is the entrance? Is there more than one entrance or exit? Are there iron gates?
- c Architecture – What does the station look like inside and outside? What colour is it? What materials is it made from? Do you know the period of architecture? What year was the station built? Who was the architect for your local station? (See page 8 – Development Activity for older students)
- d Parking – Is there a car park or taxi rank in front?
- e Signage – Can you see the Roundel? What other signs can you see?
- f Harry Beck's Tube map – Where can you see the Tube map in and around the station? How many are there and what sizes are they (e.g. pocket size, large poster)?
- g Ticket office – How many booths does the ticket office have?
- e Ticket gateline – How many ticket gates are there?
- f Shops – Are there any shops in and around the station? How many can you see?
- g Sound – Describe the noise/sounds within the station. Are there any buskers? Or newspaper sellers?
- h Special/unique features – Some of the stations have features that are totally unique to that one station, such as the maze tiles at Oxford Circus station (Bakerloo line, Southbound). Are there any special features in your local Tube station such as brass handrails, unusual tiles (e.g. the mosaic tiles at Tottenham Court Road station), interesting lights, artwork (e.g. posters), clocks etc? What makes your station different from any other station that you've seen?

Nick Munro, Oxford Circus station tiles, c.1983–85



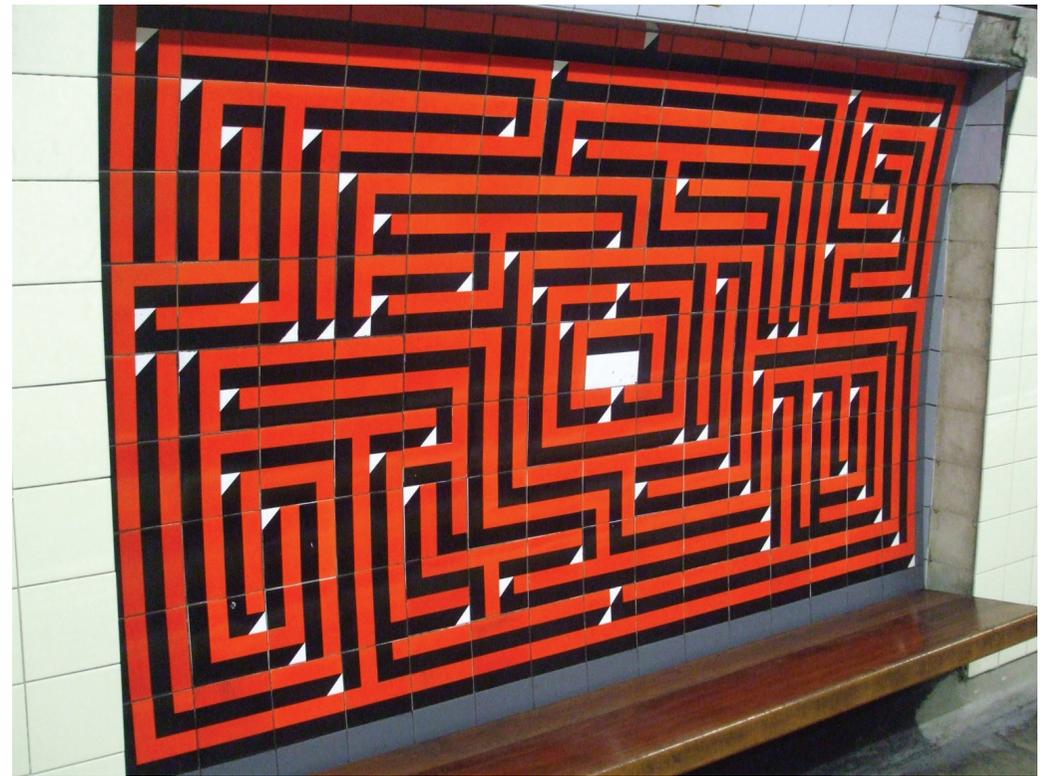
### Interesting Fact

The mosaic maze puzzle (Far right) is unique to Warren Street station and was created by Alan Fletcher (1931–2006), who is one of the most influential figures in post-war British graphic design. The mosaic is found on the platform of the Victoria line and was designed to take longer to solve than was allowed by the interval of time between Tube trains. Most people will take over four minutes to solve the puzzle, whereas the average gap between trains in 1967 was three minutes! Would you miss your train to solve the puzzle? Remember the difference between a maze and a labyrinth (See Part 1, page 7 – Is it a Maze or a Labyrinth)



*Right*  
Nick Munro, Oxford Circus  
station tiles, c.1983-85

*Far Right*  
Crosby/Fletcher/Forbes, War-  
ren Street station tile design,  
1967. A maze or a Warren, a  
pun on the name.



## Development Activity – Architecture/History

KS3–4

Many of the Tube stations were designed by famous architects such as Canary Wharf station by Sir Norman Foster (born 1935). Architect Charles Holden (1875–1960) was commissioned by Frank Pick to design a significant number of stations, notably: Clapham Common to Morden, Northern line, and stations on the Piccadilly line including Arnos Grove, Southgate and Piccadilly Circus stations. A significant number of stations are listed as heritage sites.

### Instructions:

- 1) Research Canary Wharf and one of the Holden-design stations. Compare and contrast the architecture and features of the two stations. What does it mean to be a protected heritage site?
  - a Canary Wharf station (Sir Norman Foster, 1999)  
It is on the Jubilee line. Over 40 million people pass through the station each year, making it not only the busiest station on the London Underground outside Central London but also the busiest that serves only a single line.

Find different images. Find out more about Foster and his career. If possible visit Canary Wharf station and explore the station and take pictures. (See page 32 for Useful Information about booking a station visit. Note: flash photography is not allowed in stations)

- b Choose a station on the Piccadilly line or Northern line to compare and contrast with Canary Wharf station.
- 2) Present your findings to the class. Why did you pick the station that you chose to research? What was it that you liked about it? What is unique to that station?

Left to right  
Clapham Common station,  
Arnos Grove station,  
Canary Wharf station



# Geography/IT Activities

## Maps

KS3

A labyrinth represents a journey and in a way functions like a map, showing a route or path. The Underground network is a labyrinth that offers possibilities of different journeys for millions of people each day. So this art project effectively places a labyrinth within a labyrinth at every station on the network.

### Resources

A3 colour Tube map, 2013 to scale and Tube map, 1932 or bring them up on an interactive white board. (See Useful Resources, page 33 for links to images)

### Suggested Classroom Activities:

#### 1) Are Maps Always Accurate?

Instruction:

- Look at the two maps below carefully:
- Write down how they are different.
- Discuss in small groups or as a class why these two London Tube maps might be so different. Why are maps sometimes not to scale? Why are maps sometimes not accurate in terms of

geographical distance? Do you recognise one of these maps? Based on the introductory information (see Part 1, page 10 Harry Becks map), which one was devised by Beck? Explain why he designed it in this way.

#### 2) A Virtual Field Trip – Crack the Code!

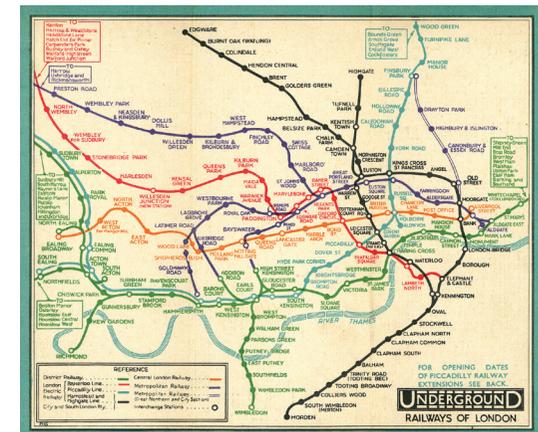
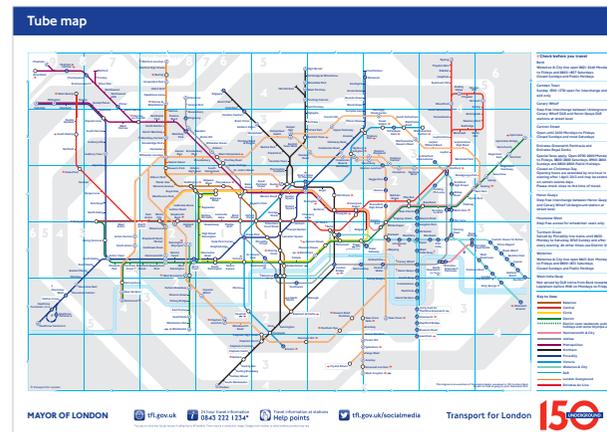
Resource – Access to PC or smart phone and go to <http://art.gov.uk/labyrinth>

### Instructions

- Pick a Tube line.
- Follow a route across London. How many labyrinths can you find on your chosen line (i.e. how many stations)?
- Working in pairs or small groups using a PC or smart phones, find the code or number of the labyrinth, which will help you to solve the number puzzle of your chosen Tube line. Record each number by the station name on your map as you come across it.
- Discuss as a class why the Tube is so important for the communication infrastructure of London.

Right  
Tube Map, 2013

Far right  
Stingemore's final Tube map  
F.H.Stingemore, c.1932  
167x144mm  
Published by the UERL  
Printed by the David Allen  
printing Co Ltd.



## Art Activities



Mark Wallinger, *Labyrinth*, 2013

## Making 3D Labyrinths

KS2–4

### Resources

For the base: Cardboard, masking tape

For the papier mache: Strips of newsprint or thin white paper, tissue paper, PVA (or any liquid white glue)

To finish: Tissue paper and PVA glue or paint

### Activity

Cut a square base out of a thick piece of cardboard, hardboard or plywood. Draw a labyrinth on the base following the instructions below. Cut strips of card and tape them, like a curved wall, onto the base. To make them thicker use several layers and tape together. If the walls wobble, bend small rectangles of cardboard in two and tape one half to the bottom of the wall and the other to the base at a right angle.

- Mix 20% water with 80% PVA (single-cream consistency) and brush strips of paper all over the structure.
- Add a layer or two of strips of white tissue paper (again brushed on with PVA).
- When dry paint or papier mache with coloured tissue paper, paying particular attention to the outside wall.

Note: Students can work in groups. The labyrinth design can be drawn out beforehand by the teacher or selected students.

## Decorated Labyrinths

KS2–3

### Resources

Pencils, black fine-liners, A4 sketchbooks or cartridge paper, photocopy of labyrinth template (see page 27)

- Choose one of the labyrinth designs
- In your sketchbook or on a rough piece of paper practice drawing a labyrinth.
- Experiment with elaborating on the design, just as Mark Wallinger has in each station. This could include thickening the line with loops, zigzags or any other pattern or detail you can think of.
- When you're happy with your design, draw a large labyrinth in your sketchbook in pencil and carefully add your patterns.
- Take a black pen and go over your pencil outline.

- Differentiation – photocopy the labyrinth template for SEN.
- Extension – draw a different labyrinth and decorate differently.

## Create a Large-Scale Floor Labyrinth

KS1–3

### Possible resources

Tape, chalk, pebbles, rope, sticks, variety of objects, paint.

### Suggested Activity

- a Using your class's favourite design, decide on your preferred/possible location and then map out and create a large-scale floor labyrinth. This could be in your school hall, in the playground or on the playing field. Depending on the resources that you use, it could be temporary or a more permanent labyrinth.
  - b Once finished, take it in turns to walk the labyrinth alone and then with others. Invite other students/classes to walk the labyrinth. How does it feel? What would you like to place at the centre of your labyrinth?
- Differentiation and for younger classes – Pre-draw the labyrinth or select a group of able students to map it out with you.



Mark Wallinger,  
*Labyrinth*, 2013

## Journey Notes

KS2–5

### Resources

A2 paper, pencils, watercolours.

### Suggested Activity

Cut a long strip of paper about 6cm wide from an A2 sheet of cartridge. Make a fold 10cm from the end and carry on folding concertina style until you have a small booklet. Do a series of small, quick drawings of your journey to or from school, or journeys you make in and around London on the Tube, or your journey from home to your nearest Tube station.

KS2: Work from memory using crayons or pencil and watercolour.

KS3: Make a series of quick drawings while on your journey. Bring them back to school and add to their mood with watercolours.

KS4 and 5: Make a series of observational drawing and use as the starting point for idea development.



## Imaginary and Real journeys

KS2–5

### Resources

Depending on outcome – Paper, tracing paper, paint, drawing materials, drawing pins, coloured threads and needles, wire and pliers, wooden sticks and drills, hacksaws, screwdrivers, screws.

### Suggested Activity

- Think about real and imaginary journeys and the pathways they take or you'd like them to take. List the different aspects of that journey – colours, people, words, mood, weather, landmarks, feelings, events etc. Are these different on the return journey?
- Explore different ways of representing these journeys using paint, drawing pins, thread, different papers, wood or wire.

- Extension: Think about creating a map you could understand with your eyes shut by tracing with your fingers.
- Artworks to look at: Simon Patterson's *The Great Bear*, Lars Arrenhius's *A–Z*, Simonetta Moro's *Mylar Maps*, indigenous Australian dreamtime paintings and stories, Layla Curtis's maps.

*Right*  
Mark Wallinger,  
*Labyrinth*, East Acton  
station 024/270, 2013

*Far right*  
Mark Wallinger,  
*Labyrinth*, Holland Park station  
132/270, 2013



# Silkscreen or Stencil Labyrinths

KS2–3

## Resources

Thick paper or thin card, scissors or sharps and cutting boards, silkscreens and squeegees, silkscreen ink, newsprint, cartridge paper or T-shirt or fabric.

## Suggested Activity

Mark Wallinger's labyrinths were handmade by silkscreen printing vitreous enamel ink onto a steel plate and firing it in a kiln. You can create a similar effect with either a stencil or a silk screen. Make a stencil or silk screen of a labyrinth shape by following the instructions below.

- Draw or trace a labyrinth outline and thicken the line so you can cut it out.
- Cut out from strong paper or stencil card. If you do not have silk screens follow instructions in section 1. If you do, jump to section 2.

## 1) Stencil Activity

- a Tape the stencil pattern to a piece of cartridge or coloured paper.
- b Use one of the following methods to colour your stencil: small sponges dipped in paint and

dabbed on the stencil; chalk pastels; spray paint (this must be supervised and appropriate risk assessments carried out).

## 2) Silkscreen

- a Mix ink to the desired colour.
- b Cover table in newspaper.
- c Lay stencil on rough piece of paper; pour plenty of ink along top of silkscreen and pull squeegee across screen. Lift screen and pull squeegee back across screen to starting position (this will stop the ink drying out).
- d Stick stencil to screen.
- e Check you still have plenty of ink along top of screen.
- f Put clean piece of cartridge paper under screen and pull squeegee across screen – lift and pull back.
- g Remove print and repeat.
- h You can also print on fabric and T-shirts.
- j Wash screen thoroughly when finished.



Silkscreen production of Wallinger's *Labyrinth* artwork



## Theseus and the Minotaur Activities

### Story-telling Activity

KS2

The myth of Theseus and the Minotaur is one of the many references drawn upon by Wallinger for *Labyrinth*.

#### Resources

Simplified story of Theseus and the Minotaur on coloured cards (see worksheet)

#### Suggested Activities

- a Read the story of *Theseus and the Minotaur* to your class.
- b Using this simplified story, write in advance each paragraph on a different coloured paper/card/ink and cut up the lines according to the numbers within the class. Give each student a line.
- c Ask the students to find the other people with the same colour lines.
- d Sit in a small group and arrange your paragraph into a coherent paragraph.
- e Ask each group to read their finished paragraph to the class.
- f Which paragraph starts the story and which ends it? Decide as a class the correct order of the paragraphs.

### Comic Drawing Activity

KS2–3

#### Resources

Paper, pencil, colours. ‘Theseus and the Minotaur’ story from *Greek Myths* by Maria Williams, 2011.

#### Suggested Activities:

- a Recap the story. Write the names of the main characters on the board (King Minos, King of Athens, Theseus, Minotaur, Ariadne).
- b How might each character feel? Brainstorm what words would best describe their emotions. What is the quest? Who is the hero? What word would you use to describe the hero? Do you think that he was one of the first super-heroes?
- c Breakfast TV style role-play – interviewing Theseus, Ariadne and King Minos – and how the events of the story have changed their lives.
- d Ask the group to retell the story in the first person, from the point of view of one of these characters. They could do this as a cartoon, as in comic books.
  - Use short sentences.
  - Use very little description – the setting is shown in the pictures.
  - Place dialogue in speech bubbles in the pictures. Revisit the myth and map out the story before producing your own cartoons of the story.

#### Teachers Tip

Look at Marcia Williams, ‘Theseus and the Minotaur’ in *Greek Myths*, Random House, London (2011) for inspiration. She retells the Greek Myths using simple language and a vibrant comic-strip format.

#### Development activities:

- Present the story using drama
- Make Minotaur masks

## Theseus and the Minotaur Story-Telling Resource

Write the different paragraphs on different coloured card and cut up the lines.

A long time ago, on an island called Crete, there lived a monster. It was called the Minotaur and had the body of a man and the head of a bull. The Minotaur ate children. King Minos of Crete ordered a special home to be built for the Minotaur. It was a labyrinth.

Now, King Minos had defeated the King of Athens in a war. To avoid the threat of his country being destroyed, every nine years the King of Athens would send seven boys and seven girls to King Minos as a sacrifice. King Minos would then send the fourteen young people from Athens into the labyrinth. No one ever came out of the labyrinth alive.

The King of Athens had a son called Theseus. Theseus was horrified when he learnt why the boys and girls were being sent to Crete. He decided to go to Crete as one of the prisoners, and kill the Minotaur.

King Minos had a daughter named Ariadne. When she saw Theseus, she fell in love with him and decided she would help him to defeat the Minotaur. Ariadne gave Theseus a skein of thread and told him to tie it to the entrance of the Labyrinth. He unwound it as he went through the passages, so that he could follow it back out again.

When Theseus found the Minotaur he killed it with one blow of his sword. Then he quickly wound up the thread and led all the young people out of the labyrinth. They sailed back to Athens. They were the first people to have survived going into the Minotaur's labyrinth