

# Teaching materials

Analysis of the Artwork

## 1968

by

*Félix Dujeu*

Click on the title of the artwork above  
to be directed straight to the online video  
(hyperlink)

## Questions

### 1. The Artistic Approach to History

At school, you are probably more used to exploring topics related to the Second World War and the culture of remembrance mainly through historical sources in textbooks or through testimonies from people who lived during that period.

- Do you think there is particular value in complementing this traditional approach by engaging with history through the artistic work of a student your age, such as Félix?
- Does Félix's presentation, for instance, draw our attention to perspectives on history that are usually less considered, but that you find important for understanding the meaning that history can have for our present time? Justify your point of view!
- Can you name other artistic works that have made you reflect on history in a way that differs from history books? Why, in your view, can art allow us to look at history from another angle?

### 2. Félix's Creative Process

At the beginning of a creative project, it is sometimes difficult to know where to start.

- How does Félix manage to develop a story for his artwork despite initial difficulties? What gives him the very first “piece of the puzzle” for the idea behind his work?
- For him, what is the chronological order between building the piece and the moments when ideas about the meaning of different elements occur? Give a few examples.
- How does Félix discover the structural element that supports his artwork: the perforated plank? How does the idea for the title of his work come to him?

### 3. The Magic of Chance

Research what the term “serendipity” means!

- Describe the moment when chance had a decisive influence on the development of Félix's

ideas for his artwork!

- Look for examples of famous scientific inventions or discoveries in which serendipity played a decisive role!
- When we are actively looking for solutions to a specific problem, what can this phenomenon make us more aware of?

#### **4. Does Sleep Bring Clarity?**

Félix is an example of a situation where a short nap helped him greatly, enabling him to find decisive ideas at a moment when he had previously felt stuck.

- Why do you think that well-planned and intentional sleep can have such a “cleansing” effect, offering a clear perspective, especially during creative processes?
- Have you ever experienced moments when, after sleeping, you suddenly felt mentally clear enough to solve complex challenges?
- The way a productive rhythm between rest phases and working phases develops is something very personal and varies greatly from one individual to another. Do you already know what balance works best for you? Does the school rhythm suit your temperament?

#### **5. Destroying to Create**

Why do you think some creative ideas can emerge precisely when we break or transform objects? Have you ever experienced a situation in which you had to destroy something in order to create something new?

#### **6. The Link Between Félix’s Artwork and History**

Through which references (there are two) does Félix create, in his artwork, a connection to historical events?

#### **7. The Ambivalent Metaphor of the “Chain”**

The bicycle chain is one of the central metaphors in Félix’s work.

- What paradox has he consciously integrated into his interpretation of the artwork?
- In which experiences in your life have you encountered “chains” that move you forward or, on the contrary, hold you back?

#### **8. Resonances Between School Life and Life Outside School**

Félix’s artwork is scattered with screws.

- Why does Félix feel a particular pleasure in driving screws into his work?
- In your view, what is their metaphorical meaning?
- To what extent have experiences you have gained through activities outside school enriched your schoolwork? And, conversely, how have your school experiences influenced what you do outside school?

**IMPORTANT**

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