

Lake and Land Grade 7

Stories of this Place: A Multi-Media Art Installation



FIELD EXPERIENCE LEARNING PACKAGE

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Introduction

Lake and Land is a place-based artistic immersion wherein students will have the opportunity to reflect on their understanding of their connection to the place we call Powell Lake / the Outdoor Learning Center / Haywire Bay / Tisquat. Students will work collaboratively to express their shared connection to that place through sculpture, collage, photography, and a multichannel audio. *Stories of this Place* is a meditation on our many perceptions of place over time with consideration of the interconnection between people, animals, plants the inanimate, and our own experiences in that place.

How to Use this Resource

The Lake and Land Field Experience Curriculum is to be used onsite during a visit to the Powell Lake Outdoor Learning Center.

Lake and Land Grade 7: Curricular Competencies

Science	Experience and interpret the local environment Identify First Peoples knowledge and perspectives as sources of information Demonstrate an openness to new ideas and consideration of alternatives
Social Studies	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
Language Arts	Use and experiment with oral storytelling processes Exchange ideas and viewpoints to build understanding and extend thinking
Arts Education	Intentionally select, apply, combine and arrange artistic elements, processes, materials, etc. in art making Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore relations between identity, place, culture, society, and belonging through the arts Take creative risks to express feelings, ideas, and experiences

	Experience, express, and document artistic works in a variety of ways
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About the Lake and Land Field Experience

During this day long field experience, students will reflect on historical relationships to the place that was once Tisquit and is now Powell Lake/Haywire Bay, and the Outdoor Learning Center. Students will explore their own relationship to that place through mediums including collage, sculpture, and audio/visual documentation. This experience will provide learners with the opportunity to consider an environment that has changed dramatically over time due to settler intervention and the damming of a river, a river of cultural significance to the Tla'Amin people. This turning point in history has forever changed our relationship to the plants, animals, inanimate, and the people of this place.

Field Experience Goals

During the Lake and Land Field Experience, students will:

- Co-create one nature sculpture
- Photo document the creation of that sculpture
- Record Self-Conducted Interviews
- Record Soundscapes & Channels
- Create a Map-Based / Place-Based Collage

Day at a Glance

Time	Activity
9:30-9:45	Welcome & Safety Talk
9:45-10:00	Break
10:00-10:30	Whole Group Activity / Toneset
10:30-12:00	3 Stations: Rotations 1 & 2
12:30-1:00	Lunch
1:00-1:45	3 Stations: Rotation 3

1:45-2:00

Closing Activity

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Guiding Question

If there was one message you could share about “sub theme below” in this place (Powell Lake/River, Tisquat, Haywire Bay, the OLC) what would it be?

- Plants
- Animal Life
- Non-Living
- Human Presence

10:00-10:15 Icebreaker - Mingle Mingle

Purpose: To get participants mingling and to introduce the topic of the day.

Background: Remind students that they are attending the OLC today as a follow-up to the Future Forests Exhibit experienced in November at the Community art Space. Students will not have the opportunity to synthesize their shared ideas about the stories of this place by working collaboratively to create and gather materials which will be synthesized into an exhibit displayed in June.

Procedure: Have the entire group crowd into the middle of a space and say out loud “mingle, mingle” over and over again. The leader shouts out a number and the group has to divide itself into groups that size. If there is more or less in any group that is ok.

Once in their group, the leader will share a topic or question for discussion amongst the new group. Each discussion session is demarcated with a bell or other audible signal. Repeat as long as there is enthusiasm.

The final group configuration will be one that divides the total group size into 3 equal groups.

Questions:

Discuss your favourite food.

Discuss your favorite memory in this place.

Discuss something you think you are good at.

If you could be any wild animal, what would it be?

Materials Needed:

- List of Questions
- Sound Maker/Bell

Discuss something you find challenging.

How does this place make you feel?

Name a plant you'd like to learn more about?

What are you hoping to learn from this place?

10:15-10:30: Before and After

Purpose: To provide students with the opportunity to consider this place, its history, and the history has shaped our understanding of and relationship to, this place today.

Procedure:

1. Students will first be asked to share their understanding of this place Tisquat/Powell Lake/Powell River/Haywire Bay/ OLC, specifically, what do they know about the history of this place?
2. Once students have shared their insights, a slideshow depicting maps of Tisquat and images of the river before it was dammed, will be used to prompt further inquiry on the part of the students regarding historical relationships to this place.
3. Thereafter, students will provide insight into current relationships to and activities in this place.

Information to be shared in the slide is as follows:

Before the dam, Powell Lake was Tisquat River, a meandering river system between mountainous.

A Tla'amin village was located at the mouth of Tisquat River (where the river met the ocean). This is now the site of the mill.

The village burned to the ground in

The dam was built in 1910 to provide electricity to power the timber mill. The flooded watershed, then became a floating highway to deliver logs from cutting areas in the mountains.

Before the dam, Tisquat river was home to the 2nd largest sockeye salmon run in the world.

Powell Lake was once an ocean inlet as it contains ancient salt water at its deepest points, some of which are more than 500m. Geologists posit that the mouth of Powell Lake rebounded with the recession of glaciers at the end of the last Ice Age, creating a fresh water barrier system, which led to the destruction of its salmon runs and its becoming a fresh water lake.

Materials Needed:

- Laptop
- Projector

10:30-1:45: 3 Stations (45 Minutes Each Rotation)

Station 1: Environmental Sculpture

Purpose: To provide students with an opportunity to learn about Environmental Art, and to co-create an environmental art piece which will be photo-documented.

Materials Needed:

- Laminated Copies of Art by Goldsworthy
- Photography Equipment

Part 1: Environmental Art

Introduce students to Environmental Art and related vocabulary. Have vocabulary and definitions printed onto slips of paper. Hand out the slips of paper and have students read aloud their words and definitions.

Relevant Vocabulary:

1. Environmental Art: Art that helps improve our relationship with the natural world. It is an umbrella term which encompasses eco-art, land art, ecoventions, earth art, earthworks, and art in nature.
2. Ecological Art (Eco-art): A contemporary art movement which addresses environmental issues and often involves collaboration, restoration, and usually has a more activist agenda.
3. Art in Nature: Art in nature projects are usually beautiful forms created in nature, using materials such as twigs, leaves, stones, flower petals, icicles, etc. They are usually smallscale projects which often involve an overt spiritual dimension and are seen by artists as healing rituals for the earth.
4. Land Art: Refers to art made outdoors, in the land. They are usually large-scale projects which may be visible from the air.
5. Restoration Art: Refers to art which "restores" polluted or damaged ecosystems and landscapes. This would be a form of eco-art. Restoration Art would qualify as an ecovention.
6. Earth Art and Earthworks: These are older terms which refer primarily to large outdoor sculptures carved into the earth or made from cement or other construction materials and essentially use the earth itself as material and canvas. Earth Art and Earthworks are often considered a subset of Land Art.
7. Ecoventions: This term was coined in 1999 and is a combination of the words ecology and invention. An ecovention is an artist-initiated project that employs an inventive strategy to physically transform a local ecology. Ecovention is part of eco-art.

Briefly show images of different examples of Environmental Art namely from Andy Goldsworthy, but also including the works of Christo and Jeanne-Claude, and Smithson. Ask the students key questions about the artwork. Discuss each piece of art and how it effects or relates to the environment.

Key Questions:

- What are some differences between these pieces of Environmental Art?
- Which artworks seem the most "in-tune" with nature? (Art is in harmony with nature.)

- Which artworks seem more intrusive and interruptive to the earth and land?
- Why do you think this art was made?
- How long do you think these artworks last in the environment? Were they meant to be permanent?
- How does the viewer get to see these artworks? How are they documented? Would you be able to see environmental art in a gallery or museum?

Part 2: Sculpture

Remind students of their guiding question. The students will assemble found natural objects into a deliberate arrangement and decide upon the best view of their artwork to be photographed. Remind students that they will be working collaboratively and that they need not finish the sculpture as subsequent groups will be adding to what each previous group has done.

Station 2: Collage & Mapping

Purpose:

- To provide students with an opportunity to learn about collage and mapping techniques.
- To make a large group collage based on found objects and local area maps.
- To introduce maps as graphic symbolic representations and a tool for organizing ideas.
- To participate in a multimedia collaborative artwork

Materials Needed:

- Maps
- Glue Sticks
- Scissors
- Large Roll of Paper

What is a message about (Human presence/Animals/Non living components/Plants) in this place?

Each large paper collage will focus on one of the above themes.

Procedure:

Part 1: Mapping and Collage

Introduce students to collaging with found and collected maps of the surrounding area. Repurpose maps to create a new perspective.

PROCEDURE: Look and talk about local area maps and sort and rip maps onto large pieces of rolled paper.

Part 2: Bringing place based physical exploration into the collage

Use layers (Layer 1. maps, Layer 2. found object copy) to communicate multiple perspectives of a specific place.

Procedure: Walk and find one local object of interest from the area. Use contour lines and basic black and white shapes to copy the object onto the collage. Try to communicate the essence of the found object into the artwork.

Key Questions:

- Can you map time? What is the relationship between a map or documentation method and time?

- What can a basic shape tell us? Why?
- How can we convey a message through art?
- What is a collaborative artwork?

Station 3: Interviews and Audio Recording

Introduction:

- brief discussion about soundscapes, tech considerations, overview of recorders, interview techniques and questions: (handouts will be provided)

Materials Needed:

- Copies of “Interview” Questions/Prompts
- Snowball Microphone
- Zoom Mics
- 3 Headphones

Questions:

1. Do you have a memory to share of this place?
2. Imagine you were a creature living here, describe your life here
3. Talk about one thing you like about this place

Activity:

- Soundscape instructions: Each team is given audio equipment, then are asked take some time to listen to the sounds around them, then each person chooses a sound to record. They must announce the recording beforehand, by stating what they are recording.
- Interview instructions: they take turns interviewing each other with the 2 questions.

Conclusion: Circle back and review.

Closing Activity: Talking Circle

Background:

Talking circles are a foundational in Tla’Amin culture and First Nations culture generally. They provide a model for an educational activity that encourages dialogue, respect, the co-creation of learning content, and social discourse. This model of sharing, listening, and learning provides a sense of communion and interconnectedness. When everyone has their turn to speak, when all voices are heard in a respectful and attentive way, the learning atmosphere becomes a rich source of information, identity, and interaction.

Several varied objects are used by different First Nations peoples to facilitate talking circles. Some peoples use a talking stick, others a talking feather, while still others use a peace pipe, a sacred shell, a wampum belt, or other selected object. The main point of using the sacred object, is that whoever is holding the object in their hand has the right to speak. The circle itself is considered sacred. First Nations people observed that the circle is a dominant symbol in nature and has come to represent wholeness, completion, and the cycles of life (including the cycle of human communication).



Materials: A talking stick or talking feather

Procedure:

1. Introduce the format for the talking circle:
 - It is respectful to introduce oneself.
 - It is important that the circle of people listens respectfully to the person speaking.
 - The person who is speaking should 'speak from the heart'.
 - Shared communications should be kept in confidence, especially if personal.
2. Provide the following prompt: Please share something you learned today that you will take forward from this experience and share with someone in your life.
3. When the talking feather or stick has gone around the entire circle, the circle is complete and can be concluded.