



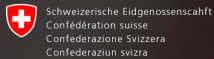
WHAT LIES WITHIN

Centre of
the Centre

Mel O'Callaghan
Laurent Grasso
Pamela Rosenkranz
Suzanne Treister

**Study Guide:
Primary Level**

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PRE-VISIT

Have the students observe characteristics of at least two natural objects (trees, water, rocks, plants, etc.) outside the classroom by illustration or notation. Encourage them to engage their other senses such as smell or hearing with the natural objects. Task them to identify questions such as:

What colors does it have?

How does it feel when you touch it?

What parts is it made of?

How does it smell or sound?

After noting down their observations, let them compare and contrast their works with other students by breaking down the students in small groups. Have them compile a list of both common and unique characteristics of nature within each group.

Let the students per group make an artwork with the choice of using either the common or unique characteristics from their respective group's list. Have them present the artwork in class and describe it to the other students.

Discuss how nature is the inspiration and early teachers for people everywhere. Ask them how they look at nature now after the activity and why it is important to take care of nature (such as in environmental awareness and cleanliness, etc.)

While nature is all around, there are areas where it is inaccessible. Inventions, however, have enabled human beings to explore farther. Let the students cut-out pictures of inventions made to enable the study of nature like

1) pop-up satellite archival tags

2) radio frequency identification

3) autonomous recording unit

4) nanotechnology

5) robots/robotics

6) others (you can ask them to identify other inventions) and images brought by these technologies.

Have them describe the image of nature transmitted by these technologies.

VISIT

Have the students take note of how each of the artists depict nature in their works. If they are unfamiliar with the subjects, tell them about Verde Island Passage (<https://www.conservation.org/philippines/projects/verde-island-passage>), psychoactive plants, the sources of mineral water for the bottles, and the territory of the aboriginal community of Yuendumu.

In Mel O'Callaghan's works, have them imagine that they are in a vessel that brought them to the deeps of the Verde Island Passage to see these. Ask them what they felt upon seeing the various life forms there. Have them note the shapes and sizes of the glass sculptures. While most glass is flat, because of technology, making glass curve is possible although there are still limitations such as maximum size, weight, glass thickness and also limitations with extreme forms. Do they think the glass forms are extreme? Have them draw forms which they think are extreme for glass.

What brands do they recognize or buy among the bottles in Pamela Rosenkranz's Firm Beings? Why do they recognize or buy this? What do the color/s in the bottles remind them of? Have them choose a diagram to study among Suzanne Treister's works. Let them share the information they gathered from the diagram they choose with the rest of the class. If they have another way of conveying the information, have them show this as well. Look at the botanic prints and ask them if they can identify some of the plants depicted.

The area which Laurent Grasso explored, with the permission of the traditional owners of the land, is Yuendumu. This is an example of a sacred site/space and the artist was informed of the protocols for collaborating with the Aboriginal people. According to the artist, " a shared enthusiasm with the people of Yuendumu was what allowed the project to exist. Ask them about their experience of collaboration and the results. Once they are done exploring the different exhibits, ask them which artworks they liked and why. Ask them to describe the kind of art forms they observed throughout the four artists and how they think the works are made.

POST-VISIT

Through an artwork or a performance, have the students depict their interaction and interpretation of an artwork of one of the artists featured in the exhibition.

A visit to a Natural History Museum in your area would enable the students to learn more about the plants, minerals, and other items in their collection. You can also invite marine biologists, botanists to speak about the Verde Island Passage and plants. You can also encourage them to take part in the camp in Batangas to know more about Verde Island Passage.

You can share stories about people who have not been trained formally in art doing creative work. Have them see examples of folk art, naive art, etc. Explain the term 'outsider art' and discuss with them their reactions, questions about the term.

You can look into the word "territory" and its synonyms. Have your students list down places called territories and read on their history.