

Lesson 7

**Accountable In Oakland
Community Practice Studio I(200) and II(300)**
B Building, Room 2 - Oakland Campus

Deep Listening as Research and Contemporary Discourses

Friday 10/14/2016 9:00AM - 03:00PM

Description: Dialogue about Place Making and its evolution to Place Keeping. Look at contemporary models of place based community planning and development and assess them in relation to our knowledge of community arts/ social practice to broaden our literacy about creative practices in the world.

Understanding Goals:

- How can looking deeply through creativity and dialogue with others help to refine our understanding about Community?
- *How can Creative Place Making contribute to our personal understanding of transformation?*
- *How can Creative Place Making/Place Keeping inspire creative strategies in our work as community arts participants?*

Aims:

- A) Review the epistemology of Place Making and profile a model project.
- B) Review the epistemology of Place Making and profile a model project.
- C) Look at a model with stakeholders and sectors as matrix for Place Making.
- D) Dialogue about Place Keeping, and review a model with progressive educational philosophies.
- E) Practice Mindfulness

Materials: Day 1 "Community" and "Collaboration" rubric Post its
Lesson plan Heidelberg Documentary Clip
Art Place Matrix Place Making Source List

Lesson 7 Part 1 (9:00 – 12:00 – 180 minutes)

Deep Listening/Research as Art

Methods: A.) Sitting In Community/Opening Guided Meditation 10 minutes
B.) Drawing Home: Take Turns telling the story of a home you grew up in, through a hand drawn map – and share. 30 minutes
C) Lines of Communication 10 minutes

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| 1.) What was a place I visited that moved me and what made it special to me? (2X) | 10 minutes |
| 2.) How has my work/life at CCA contributed to my personal understating of what makes a place? | 10 minutes |
| D.) Presentation, Place Keeping - Place Making: Deconstructing our personal understanding of Place Making. | 20 minutes |
| E.) Tableaus of Place Making/Place Keeping: Using the peer generated understanding goals to create a Tableau to represent a meaning of Place Making. | 20 minutes |
| F.) Break | 10 minutes |
| G.) Guest Lecturer Evan Bissell | 80 minutes |

Lesson 7 Part 2 (1PM – 3PM – 120 minutes)

Contemporary Discourses

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| H.) Yoga – Tadasana, Uttanasana, Vrksasana | 15 minutes |
| I.) Heidelberg Project Video (Youtube start 11:21) https://www.youtube.com/watch?v=axFtdQy9WRE | 20 minutes |
| J.) Heidelberg Dialogue | 15 minutes |
| K.) Pecha Kucha Intro | 20 minutes |
| L.) Closing Announcements and Homework Review | 10 minutes |
| M.) Closing reflections | 15 minutes |

Readings and Resources

1. A Blade of Grass Fieldworks Series: <http://www.abladeofgrass.org/FIELDWORKS>
2. smARTpower Video Series: <https://vimeo.com/album/2109867>
3. Bedoya, Roberto. The Great Divide and the Pronoun “We”. <http://www.abladeofgrass.org/fertile-ground/the-great-divide-and-the-pronoun-we>
4. Heidelberg Project Video (Youtube start 11:21) <https://www.youtube.com/watch?v=axFtdQy9WRE>

Assignment:

2 postings: 1 individual reflective essay post, 1classmate response, and a Pecha Kucha presentation.

- 1.) Write a 500 word piece using the Community Arts Learning Outcomes (<https://docs.google.com/document/d/1y2s1sQtIBEOG0C9-RI0l1eclHt4js2qHbDKP1pwfpho/edit#>) as a scaffold for evaluating the smARTpower documentary series and/or the ABOG Fieldworks documentaries from year 1 (2014-2015). You may compare and contrast between videos and be sure to reference at least one concept from the readings to support your ideas. **Your ORIGINAL INDIVIDUAL RESPONSE ESSAY** in .pdf format should be sent to Jackie and myself **by 5 p.m. on Thursday October 27.**

For the week of October 28th

2.) All of the Original Individual Response Essays will be available of you to view on Moodle Friday October 28. Your second assignment is to read your classmates responses, and write one short response to 1 classmate's Original Individual Response Essay of your choice. The response to a classmate's contributions can be of any length of a paragraph or larger. **The response paragraph(s)** in .pdf format should be sent to Jackie and myself **by 5 p.m. on Thursday November 3.**

3.) Develop a self generated project in which you will acknowledge yourself in a community. Make a Pecha Kucha Presentation to share at the next class describing a personal relationship(s) to community, and how you participate with others. Be prepared to share your 20 images to our class on November 4. Please study the links below, as well as check other research on your own to learn about note taking, practice, and other tips for making a good presentation:
<https://www.youtube.com/watch?v=9NZOt6BkhUg>
<http://www.pechakucha.org/>