

# Curriculum #1 / Space and Place

## Artists:

Marcella Ernest (Ojibwe)  
Stefan Jennings Batista  
Will Wilson  
Daisy Ureña Quezada

**Level:** College

### Learning Objectives:

- \_ Understanding how contemporary art communicate spaces
- \_ Researching and presenting artists and themes in relation to places
- \_ Creating an artwork that elaborate the student's relation to a place.

## I\_Look at the artworks

### *Aki* by Marcella Ernest

*Aki*, which means Earth, explores, "Ojibwe stories of creation linking the past to the future. The film uses photomicrography for footage of seeds, biological cells, and blood, with a soundscape generated by animal life acoustics, lake water,

wild onions, pine, and other cultural elements that become conductors of sounds. The film examines our creation and an ongoing relationship to Earth on a microscopic and macro scale."



## Look at the artworks

### *Google Beach: 3x5s* by Stefan Jennings Batista

Batista's photography explores place, memory, and an alternate understanding of how we view subjects. In *Google Beach: 3 x 5s*, he assembles 28 re-photographed screenshots of the coast of Florida from Google's Street View. He says,

"Informed by issues of privacy, intimacy, and landscape representation, the *Google Beach* series questions the ever-evolving ways we experience our world and ourselves through technology."



### *Autoresponse* by Will Wilson

Wilson explains how the work is, "an allegorical investigation of the extraordinarily rapid transformation of Indigenous lifeways, the disease it has caused, and strategies of response that enable cultural survival." The title *Auto Immune Response* references the numerous

autoimmune diseases that disproportionately affect Indigenous peoples. In these images, a Diné (Navajo) man moves in a toxic yet beautiful environment, facing survival in a landscape affected by colonization, assimilation, and the extraction of natural resources.



## *Aqui* by Daisy Ureña Quezada

*AQUI* was originally designed and installed on the Midtown site in Santa Fe, the former campus of the University of Art and Design. The artist states: “*AQUI* is inspired by the impact text can have when scaled up, and its monumental size is

meant to support a presence at the site during a time of absence and isolation. The sculpture intends to welcome the community back to engage with one another and this place.



## **2\_Discussion**

Take a few minutes to read the questions below and take note of your thoughts and answers. After that discuss with a peer or a small group of classmates. At the end report to the rest of the class.

- \_ Can places can be interpreted the same way as images and objects?
- \_ How does art communicate places and spaces?
- \_ How does historical and layered uses of a space intersect and culminate in the meaning of the location?

## **3\_Go Deeper**

Select one of the readings below and write a short reflection that summarizes the author's ideas and your thoughts in response. Now look at the artworks in the exhibition discussed above and select one that you see in relation with the text, either by exemplifying it or in opposition.

Summarize your reflection in a short paper, presentation, poster, video or other medium of your choice that will help you deliver the concepts you explored to your teacher and the rest of the class.

### **Onate's Foot – 99% Invisible**

<https://99percentinvisible.org/episode/return-of-onates-foot/>

### **Hawaiian Performance Cartography of Kaua'i by Kalani Akana**

<https://files.eric.ed.gov/fulltext/EJ1024801.pdf>

### **Nasa Earth Observatory**

<https://earthobservatory.nasa.gov/images>

### **Place by Art21 - September 2001**

<https://art21.org/watch/art-in-the-twenty-first-century/s1/place/>

### **Themes of Contemporary Art, Jean Robertson and Craig McDaniel, 2005**

<https://pennfnarfoundationfall2015.files.wordpress.com/2015/11/place-themes-in-contemp-art.pdf>

## **4\_Make!**

A quick exercise of creativity to reflect on the spaces and places you inhabit. Choose a prompt from the list below and make an artwork in response. You can choose any medium of your preference.

- \_ Create a tool to give access to a space (or place?) from which you feel excluded.
- \_ Identify the ways artists represent the history and social conditions of physical places. Make an artwork that reflects conflicting experiences of a space that is important in your experience.
- \_ Research a place by talking to people and reading historical documents. Make an artwork that expresses the layers of uses of that place.
- \_ Look at the spaces around you. Imagine that an imaginary creature lives in that space. Make that space more friendly and safe for them