

Project with Schools 2012/2013 proposed an exercise of reflection, imagination and representation around future, imagined, fictionalized, improbable, utopian places: transitional places perhaps?

The initial challenge was to use large pieces of white cloth as the support for the works, and then to exhibit them outside the classroom or even outside the school. Each group dealt with the questions of in which space, to which audience and how to show the intervened rectangular cloth pieces, which resulted in vibrant, amusing, strange or even scathing works. In different contexts these works brought about different modes of attention and originated different reactions.

Although all four concepts constitute a whole, **Imaginary Places**, the first part of the Project's theme, particularly focused on younger students, proposed playful action as a way of awakening thought and emphasizing imagination and expressive visual language. **Transition Utopia**, the second part, was directed at secondary-school students.

Etymologically, *utopia* means 'non-place' – not a physical and real place, but a *place for imagination*, an idealized place, a place where dreams are projected that cause Humankind to advance or not.

Values of citizenship underlie the attitudes, dialogues, experiences, learning processes and positions adopted throughout this project. To help children and the young understand today's world and identify their contribution towards an ideal society, to critically analyse the phenomena surrounding us and devise alternative, even if utopian, versions are educational attitudes that schools may embrace. Education with art can be more than just to offer each student the freedom to visually express experiences and feelings. Artistic learning requires intellectual strategies: analysis, interpretation by integrating different points of view, drawing conclusions from collected data, association, identification, construction of alternative visions, planning, project-making...

With eyes wide open to the world, with active thinking and creativity in action **imaginary places – transition utopias** are outlined.

ACTIVITIES

Within the scope of Project with Schools, the Education Service presented a programme designed to offer the educational community a series of action and reflection-oriented guided visits and workshops that took place at the Park and the Museum.

The seminar for education professionals and teachers featured lectures and debates on the concepts implicit in the theme of the project where different areas of knowledge were crossed, such as environmental studies, philosophy and art. Speakers included Elisabete Alves (Coordinator of the Fundação de Serralves Education Service in the area of the Environment), Fátima Vieira (Lecturer at FLUP, author of numerous essays in the field of utopian studies), Fernando José Pereira (artist and lecturer at FBAUP) and Emílio Remelhe (writer, artist and lecturer at ESAD and Escola Artística de Soares dos Reis, in Porto).

Conceived for teachers, children and students of secondary schools, the workshops at Serralves aimed at stimulating the imaginary and creative activity according to action guidelines defined by educator artists who looked into the contemporary art works in the Park and the Museum. The variety of approaches underscores the level of commitment and motivation of educators, teachers and students.

As proposed, the results of the process were shown at the schools, outside the classrooms, or in public places before being exhibited at Serralves. The final show here features documents on the most relevant moments during the work process at each school, namely films, photographs, short texts and the large rectangles of

cloth that reveal the imaginary, utopian transitional places. Visitors are invited to follow an itinerary that lays out the commitment invested at each level of education and within each class in bringing the project to fruition.

WORKSHOPS AT SERRALVES

THE KEY OF SIZE

Who tampered with the Key of Size? Why is humankind reduced to the size of a grasshopper? How can we live in a world in which some have wings and some do not, where some are black, others green, but all have so many legs? In this workshop, stories are told under the magnifying glass, through words, drawing and with materials found in the Park.

Concept and orientation: Cristina Camargo and Ivone Almeida
Target: pre-school education

FROM NATURE TO THE IMAGINARY

Running water is heard, the smell of flowers is experienced, tree trunks are touched, leaves rustle in the wind... – these and many other sensorial experiences are to be lived slowly, so as to enter into the body and unleash thoughts and imagination. At the movement of contact with inspiring Nature it is possible to conceive imaginary places, places of utopia and transition towards a healthier future.

Concept and orientation: Dina Marques and Cristina Camargo
Target: pre-school and primary education

DREAM COLLECTORS

The diversity of the Serralves Park stimulates the discovery and collection of small-scale elements. The rediscovery of these elements will grow according to imagination. The tinniest places will allow for large steps in the quest for dreams. Inhabitable drawings, suddenly turned very big, will germinate to involve the body and ideas and to suggest worlds never seen before. Thus are born dream collectors...

Concept and orientation: Joana Nascimento and Sofia Santos
Target: pre-school and primary education (1st and 2nd cycles)

UTOPIAN WORLD

This workshop proposes a reflection on the concepts of utopia and imaginary territory through dialogue, observation, tactile memory games and visual language, including graphic communication among other means of visual expression. The challenge is to create a collective map of an imaginary/utopian territory.

Concept and orientation: Rita Faustino
Target: primary education

THE GARDEN OF THOUGHT

A trajectory across some places in the Serralves garden will allow for 'an unexpected encounter with diversity' to discover and recreate sounds, to recognize and imagine beings, other beings, new beings, animals, plants, thing-beings, object-beings. Without logic, with another logic, our inner logic, searching for undecided luminous landscapes 'as if the world had to be entirely relearned from the beginning', we will create images, characters, things, places, spaces and past, present and even future civilizations.

Quotes by Augusto Joaquim in the postscript to *Causa Amante*, by Maria Gabriela Llansol.

Concept and orientation: José Maia
Target: primary education (1st and 2nd cycles)

AN APPROACH VIA IMAGINATION

The Serralves Park as a cosmos and an outdoor laboratory is revealed through our attention and predisposition. To learn and discuss the importance of environmental

conservation in the urban space in a playful and creative way is an invitation to discover new stages of feeling. The proposal of this approach via the imagination is to recognize the work of artists who present a code of signification between the natural and the artificial without tampering with ecological order.

Concept and orientation: Rita Roque

Target: primary education (1st and 2nd cycles)

DISCOVERING THE SENSES IN THE PARK

What is the sound of the Woods? What is the taste of the Garden? Does the Farm smell like candy? Or like curry? In this journey across the imaginary of the Serralves Park, additional food for thought will be collected. How do the animals in the Park perceive the world? Do they build shelter for protection and feed their offspring because they establish bonds of affection? Do they perform nuptial dances when they fall in love? We will discover the world of emotions in the Park and create imaginary places that will come to dwell in our daily lives.

Concept and orientation: Mundo Científico – Educação e Divulgação Científica, Lda.

Target: primary education (1st and 2nd cycles)

INVISIBLE MICRO WORLDS

In the Planet of Invisible Creatures everything seems out of a science fiction movie! In this workshop we will explore the microbes that live in our body, in the air and in the water. What is their shape? What do they eat? How do we imagine them? How are they? A surprising micro world that will inspire us to create imaginary places.

Concept and orientation: Mundo Científico – Educação e Divulgação Científica, Lda.

Target: basic education (1st and 2nd cycles)

THE SECRETS OF THE UNIVERSE ARE IMPRINTED ON THE CELLS OF YOUR BODY

I only know that my body is the body of the tree, the rock body, the river body, the earth body transfigured as work.

Alberto Carneiro, *Trajectories in the Landscape – Memory of a Body on the Earth*

Based on the knowledge inscribed on the body, as well as on forgotten memories, participants will be invited to journey inside and outside of themselves, and to communicate through bodily movement, drawing and creative writing. Through this process, and in dialogue with the Earth, we will reinvent and create stories about (im)probable present and future places.

Everything you'll ever need to know is within you; the secrets of the universe are imprinted on the cells of your body.

Dan Millman, *Way of the Peaceful Warrior*

Concept and orientation: Cristina Camargo and Ivone Almeida

Target: primary education (1st and 2nd cycles)

TO SEE WITH CLOSED EYES

Imaginary places can go across unknown landscapes, touch the intangible, taste the sound of a celebration, feel the smell of dreams or listen to the forest of fears. To See with Closed Eyes will be a starting point for a journey into the invisible world around us, and a way to exercise our ability to feel and represent it. This will be an occasion to get to know the artworks in the Serralves Park, to practice blind drawing and experiment with new ways of writing.

Concept and orientation: Joana Nascimento and Sofia Santos

Target: primary education (2nd and 3rd cycles)

THE CRAFT OF SO MANY HORIZONS AND IMAGES

If 'I love through the heart of intelligence', our body is a 'body of sensorial memories' allowing you to go 'into all your intimacies' and 'rebuild History with stories', create new horizons and images of 'visions without logic' with your 'will power' instead of living 'in the blindness of understanding'.

Quotes of Maria Gabriela Llansol in *Causa Amante*.

Concept and orientation: José Maia

Target: primary education (2nd and 3rd cycles) and secondary education

VISUALIZ.ACTIONS

Imagined, recreated and invented places. Wandering on the unknown roads of the mind, in this performative workshop we will embark on an induced sensorial experiment that will lead us into the construction of a dream place of our own. Shhhh... We are about to start, close your eyes...

Concept and orientation: Raquel Sambade and Manuel Marques

Target: primary education (2nd and 3rd cycles) and secondary education

DREAM SELLERS

This workshop proposes the understanding of a stage prior to the invention of cinema as the space for the discovery of imaginary places. Offering optical illusions and projections of rich, colourful images, the magic lantern is the central object of this proposal. The fascination with an unattainable museum object will be the starting point for visual creation. Invited to build a magic lantern and its magic strips, we will encounter the enchantment that fascinates us in cinema. In the end, the projection of the created images will take place on a wall covered in maps, topographic charts and drawings previously prepared to receive this utopian space.

Concept and orientation: Joana Mendonça and Matilde Seabra

Target: primary education (3rd cycle)

(non) UTOPIAN INTERVENTIONS

The aim of this action is to reflect on the space of the school, on ways of becoming involved with and intervene in it so as to personalize it and turn it into a utopian place where imagination, ideals, protest, project-making and pleasure coexist.

To discuss, to argue, to plan, to dream, to draw, to write, to photograph, to build or to act are some of the possibilities to intervene in society, in this instance in school, with creativity and a critical sense.

Concept and orientation: Sónia Borges

Target: basic education (3rd cycle) and secondary education

DEMONSTRATION

People have been gathering since Antiquity to publicly express their ideas, positions, beliefs, desires and utopias... A group of football fans? A carnival parade? A religious procession? A protest march? All these actions are rich with visual, acoustic and choreographic elements, which will be the subject of our work proposal. Banners, movements, pamphlets, chants, posters, noises and words will be used to create a demonstrating body.

Concept and orientation: Samuel Silva

Target: basic education (3rd cycle) and secondary education

ON THE SKIN

What if we would all suddenly be invited to participate in a collective story? In this workshop utopias are possible places drawn on the skin of each participant. The starting point is the image of our body as the extension of our own ideas, the hand going from the arm to the back, to the face... In a film directed and edited by all, the images gain momentum, either side-by-side or juxtaposed, merging into micro-narratives in video format with a soundtrack created by the participants.

Concept and orientation: Joana Mendonça

Target: secondary education

IN MY HEAD

In this workshop, students will work their own inner space as a place for the construction of imaginary possibilities, and will interpret that personal world by reproducing it through a final sculptural self-portrait. A joint installation will allow for a look into each participant's self-analysis.

Conception and orientation: Paulo Jesus

Target: secondary education

ECO-Local

Young people are challenged everyday into interacting with a changing reality in which the future appears increasingly uncertain and the political, economic, social and environmental decisions of the present are key to any future scenario. Through the simulation of a participative workshop on a given environmental issue, and in the context of a ludic and pedagogic dynamics, participants will be induced to reflect, discuss and create solutions to a specific environmental problem. The dynamics of this workshop is part of the project ECOS-Locais, which is aimed at the promotion of active citizen participation on a local environmental level. The workshop fosters the application of practical experience and its adaptation to the local reality of each participant with a view to integrating it in a team project.

Concept and orientation: Liga para a Proteção da Natureza
Target: basic education (3rd cycle) and secondary education



PARTICIPATING SCHOOLS AND TEACHERS	Escola Básica de Rio Tinto Marisa Duarte	Escola Básica e Secundária Domingos Capela Catarina Antunes António Barbosa Filomena Bilber Paula Bóia Lúgia Oliveira Carlos Sousa	Escola Secundária da Trofa Paula Pires Sara Rodrigues
APPACDM Luísa Mendes Teresa Pereira	Escola Básica Diogo Cão Maria Fernanda Esteves		Escola Secundária de S. Pedro da Cova Paula Marinho Sara Pereira
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Escola Básica de Leça da Palmeira Ana Isabel Correia Lúcia Ferreira Manuela Silva	Escola Básica e Secundária de Canelas Lúgia Lima Rosário Sá	Escola Profissional Vértice Sofia Costa Rosa Ferreira Lurdes Gomes Natacha Martins Carlos Teixeira	
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PROJECT IMAGINARY PLACES – TRANSITION UTOPIA

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IMAGINARY PLACES – TRANSITION UTOPIA

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Installation and production

Education Service, Visual Arts Service and Performing Arts Service of the Serralves Foundation Cariátides, Produção de Projetos e Eventos Culturais, Lda.

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Escola Básica da Maia, 5ª ano turma M

Apoio Institucional

