

## Push and Pull: Ideas of Migration in the Beehive State

### Now and Then: Recording Perceptions Over Time

Lise Harlev's *When I Lived Here*

#### Summary:

Students will create a compilation of voice recordings that show the changing of themselves, an object, their perspective, or their environment over a determined period of time.

#### Curriculum Ties:

K-2 Integrated Core- Standard 1, Objective 3

Fine Arts- Visual Arts- Grades 3-6- Standards 1-4

Fine Arts- Visual Arts- Foundations I and II- Standards 1-4

Fine Arts- Visual Arts- Commercial Art and Electronic Media- Standards 1-4

Social Studies- Grades 1, 2- Standard 1

Social Studies- Grades 3, 4- Standard 2

Social Studies- Utah Studies- Standard 5

#### Time Frame:

30 minutes + 15 minutes each subsequent recording session for a variable amount of time (i.e. a week, month, or year).

#### Materials:

- Recording device: computers, phones, and iPads usually have a voice recording feature. These recordings are able to be saved to a computer. Voice recorders like this one can be downloaded online onto a computer: [http://download.cnet.com/Free-Voice-Recorder/3000-2170\\_4-75937533.html](http://download.cnet.com/Free-Voice-Recorder/3000-2170_4-75937533.html).
- Computer: to save each students' recorded files
- Blank CDs: one per student
- Optional: audio editing software

#### Resources:

Website: Lise Harlev  
[www.liseharlev.com](http://www.liseharlev.com)

*When I Lived Here* Recording: <http://www.liseharlev.com/when-i-lived-here.html>

“My works from the last four years all evolve around nationality and how identity is constituted.” - Lise Harlev

Lise Harlev is a Berlin-based Danish artist whose artwork explores the construction of individual identity and the different factors that play a part in its construction, especially one’s nationality, relationships and political views. She works in a variety of materials from silkscreen prints to enamel signs, slide projections, photography and stained glass. Despite her broad range of media, her aesthetic remains based in graphic design and in how subjective information might be communicated in a public way. In *When I Lived Here*, Harlev remembers what it was like when she moved to or away from different places she’s lived. This personal list of different characteristics of these places is read aloud to the listener. The work shows how one’s perception of a place can change, reflecting the cyclical nature of our relationships to the places we may temporarily call home.

**Background For Teachers:**

Students should understand the following vocabulary for this activity:

*Landscape*- Landscape comprises the visible features of an area of land, including the physical elements of landforms such as ice-capped mountains, hills, water bodies such as rivers, lakes, ponds and the sea, living elements of land cover including indigenous vegetation, human elements including different forms of land use, buildings and structures, and transitory elements such as lighting and weather conditions. Combining both their physical origins and the cultural overlay of human presence, often created over millennia, landscapes reflect the living synthesis of people and place vital to local and national identity. Landscapes, their character and quality, help define the self-image of a region, its sense of place that differentiates it from other regions. It is the dynamic backdrop to people’s lives. (Source: Wikipedia)

*Geography*- Geography is the study of the Earth’s surface, including physical features like mountains, deserts, rivers and oceans as well as the ways humans affect and are affected by the natural world. Geographers often use maps.

*Culture*- A culture is made up of the beliefs, customs, and other ways of living of a group of people and is passed down from one generation to another.

*Community*- A community could be described as a group of people that share common interests, purpose and/or background, sometimes but not always sharing a geographic location.

*Collaboration*- Collaboration is working with each other to do a task and to achieve shared goals.

*Electronic Art*- Electronic art is a form of art that makes use of electronic media or, more broadly, refers to technology and/or electronic media. It is related to information art, new media art, video art, digital art, interactive art, internet art, and electronic music. It is considered an outgrowth of conceptual art and systems art. (Source: Wikipedia)

*Pattern*- A pattern is created by repeating an element of the artwork, such as the repetition of shapes, lines, colors or forms.

*Composition*- Composition is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work. It can also be thought of as the organization of the elements of art according to the principles of art. (Source: Wikipedia)

*Elements of Art*- [http://en.wikipedia.org/wiki/Elements\\_of\\_art](http://en.wikipedia.org/wiki/Elements_of_art)  
Shape, form, color, line, value, space, texture

*Principles of Art*- [http://en.wikipedia.org/wiki/Principles\\_of\\_art](http://en.wikipedia.org/wiki/Principles_of_art)  
Movement/rhythm, unity/harmony, variety, balance, proportion/scale, pattern, emphasis

### **Intended Learning Outcomes:**

Understand how to use a recording device.

Understand the differences between seeing and perceiving.

Understand how perception can change over time.

Understand that different pieces make up a whole.

Understand that different people experience and perceive differently.

Understand that Utah is made up of many different people and cultures, and that Utah is part of a global community.

Understand how art elements and principles can be applied to a non-visual artwork.

### **Instructional Procedures:**

Have students listen to the online version of Harlev's *When I Lived Here*. Identify different characteristics that the artist speaks about in the recording to understand how she experiences those places over time. Ask students if they think that someone can have different ideas and feelings about the place where they live at different times in their life. *Does moving to or away from a place change how you feel about it?* Prompt students to share if they have ever lived in a different country, state or city. *What do you remember that place to be like? What do you think it would be like if you were to visit there after a few years?* Ask students if the people who live in Utah are all the same. *Was everyone in Utah born here? Do they all have the exact same ideas?* Discuss how different people might experience a place like Utah in different ways.

Explain that students will make their own artwork by recording their perceptions, feelings, and ideas over time in order to document how they change. When completed, these recordings will demonstrate how each day contributes to the whole of a student's experience in that class.

The instructor must determine the period of time over which the project will take place (i.e. a year, a month, 2 weeks, a week) as well as how often during this time the students will make recordings (i.e. daily, weekly, monthly). Define a time during class that the students will be able to record their thoughts, feelings, and perceptions. This should be the same time every day.

Students will choose what they want to talk about, whether it's their feelings at the time, things they've noticed about the day or the environment around them. Another option is: on the first day, have students talk about what they think the class or a particular project is going to be like, and for every recording after that they can talk about how they perceive the class or project that day. At the very end, the students can do a final recording looking back at what the class, project, or year actually was like compared to what they thought at the beginning.

The instructor will need to make sure that every student records their own voice speaking about the chosen topic during the class time that has been set aside. Recordings should be compiled into individual folders for each student. For example, Student 1 will have a file with all of their recordings in order, from the first recording taken to the last. Student 2 will have a separate file from Student 1 that will have all of their recordings. After the determined amount of time has passed for the project, each student's file should be burned onto a CD to be given to the student. They will then be able to listen to their recordings in order from the first day to the last.

Questions to be asked during the art-making process:

- How does recording your voice make you feel?
- How do your surroundings make you feel?
- What do you think this project will be like?
- What do you think is different about this recording than your previous recording?
- How do you think your next recording will be different?
- Do you think you are affecting the way other students perceive their environment?
- Would your recordings be different if someone else did them?
- Why is it important for you to share how you experience the world with others?

Questions to be asked at the end of the project:

- Do your recordings tell a story?
- What changes did you experience over time?
- How do each of your recordings relate to each other?
- How is your first recording different from or the same as your last recording?
- Why is each recording important to the whole project?
- What else changed over time?
- How are other students' recordings similar or different?

**Extension:** This project can be done in conjunction with *Now and Then: Flip Book*. In order to complete these artworks together, make sure that the daily photograph is linked to what the students are recording and that the photograph is taken around the same time the recording is

done (for example: a student is interested in the different friends they will have throughout the year, so they record thoughts about their friends and what their friends are doing and also take photographs of their friends).