

School has never been modern

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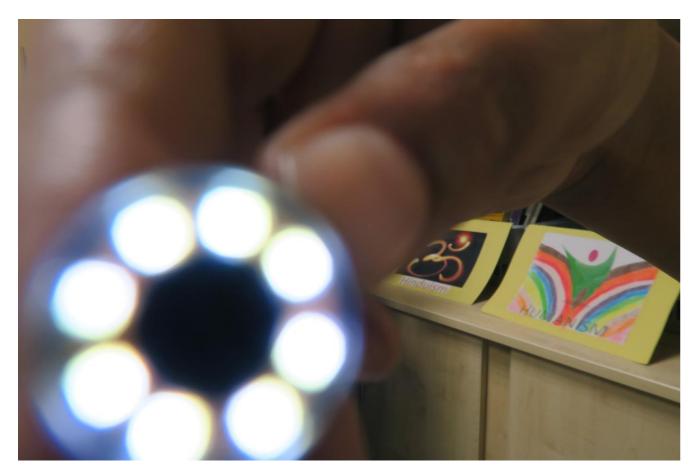
My part of 'Odd'

To explore the relationship between children and the building, atmospheres, landscapes, structures and odours of school, and between each other, and adults.

To explore how 'difference' is constructed in our environment, and how it is experienced.

To experience the meniscus where the child and the school environment 'touch'.- a substance where 'how you feel' is made.

Note: while thinking about space we we nearly always thinking about time too- the 'cut' between one moment and the next, the indistinction of past, present and future, and the difficulty of recognising the contemporary.







Finding oddness:

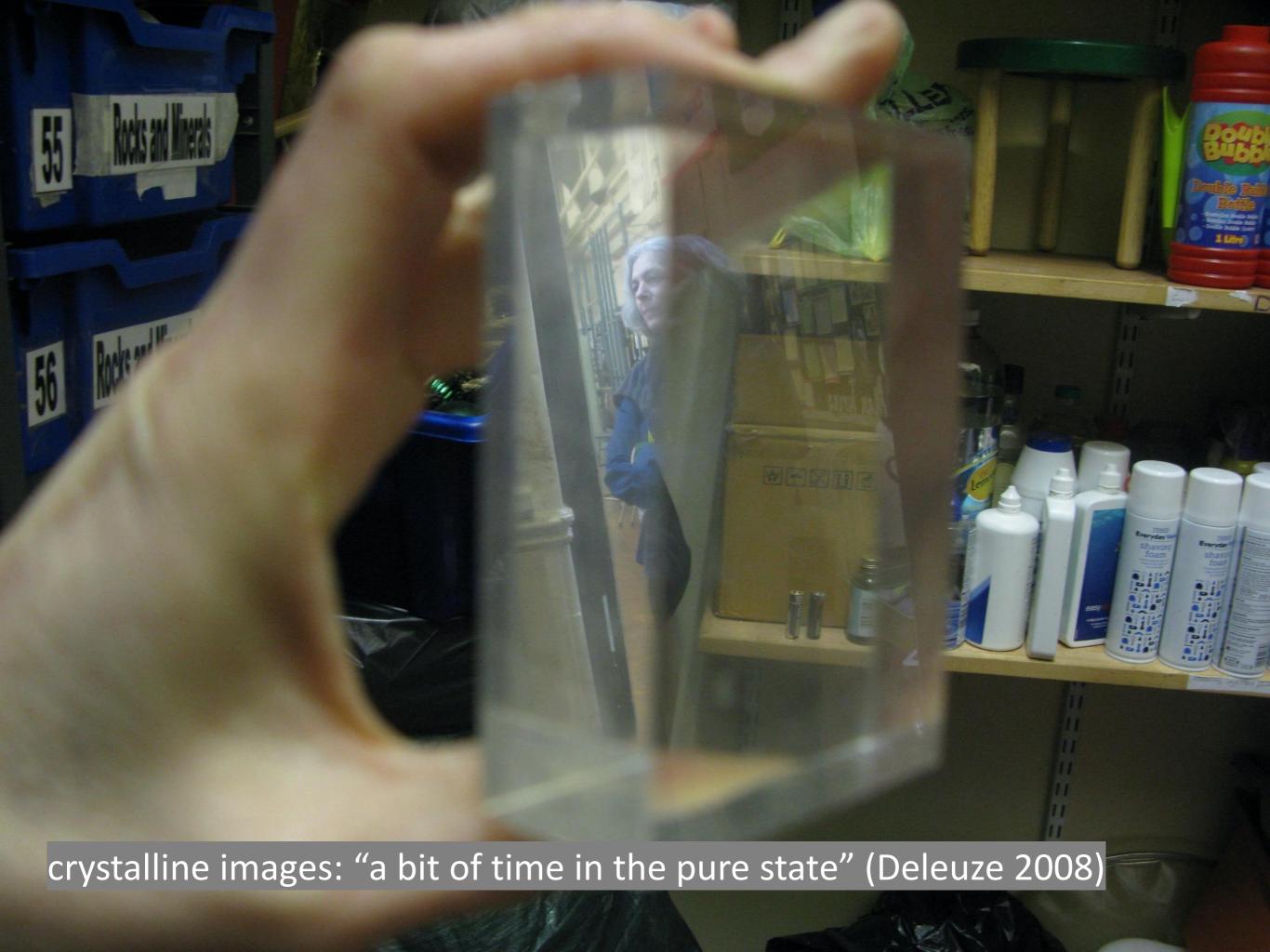
Sensing instruments: stethoscopes, camera with endoscope, prisms, magnifying lenses, coloured gels, mirrors tuning forks

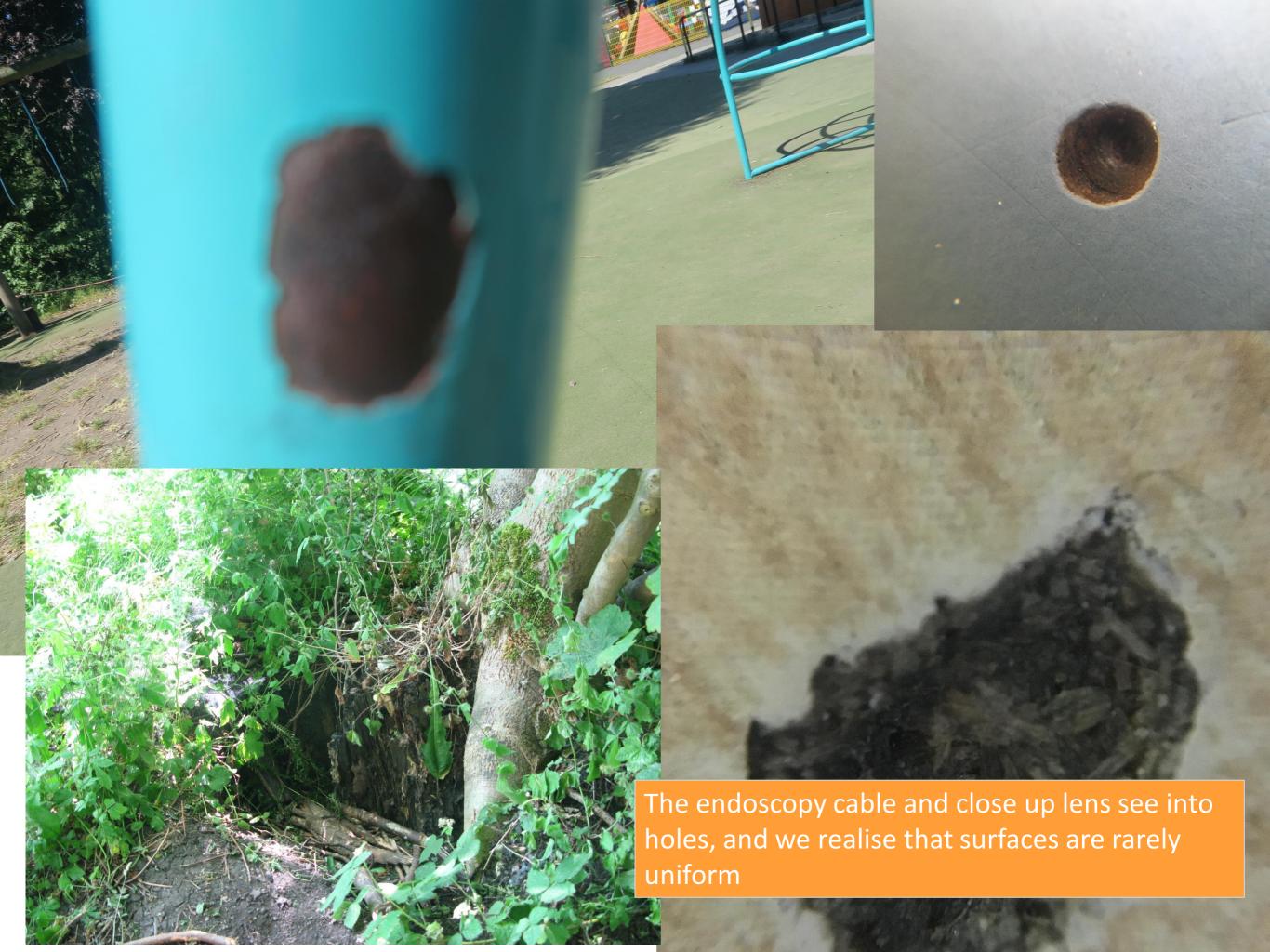
were used to contend with the school space

Why these tools and instruments?

- To help us break up the 'common-sense' edges, times and names of objects so we see it (and perhaps each other) afresh.
- To understand the environment as a lively surface and a shared time: a place where we make contact, 'touch'.
- The instruments may show 'unseen' aspects of the environmentqualities beyond names or category
- They don't 'reveal the hidden thoughts of children' but they construct a new way to interact, and to understand the world as something that is made by interaction: In 'Material Thinking' Paul Carter writes that artworks are 'articulated'- jointed or joined together- in a variety of ways—they give a way of understanding the way the world is joined and constructed.
- They give us a reason to move differently and perform in different structures, times and relationships.
- The instruments aren't neutral- what we see with them is indicated by their technology.
- The priority isn't whether the pictures are good or bad-but how taking the picture lets us understand space and time differently.





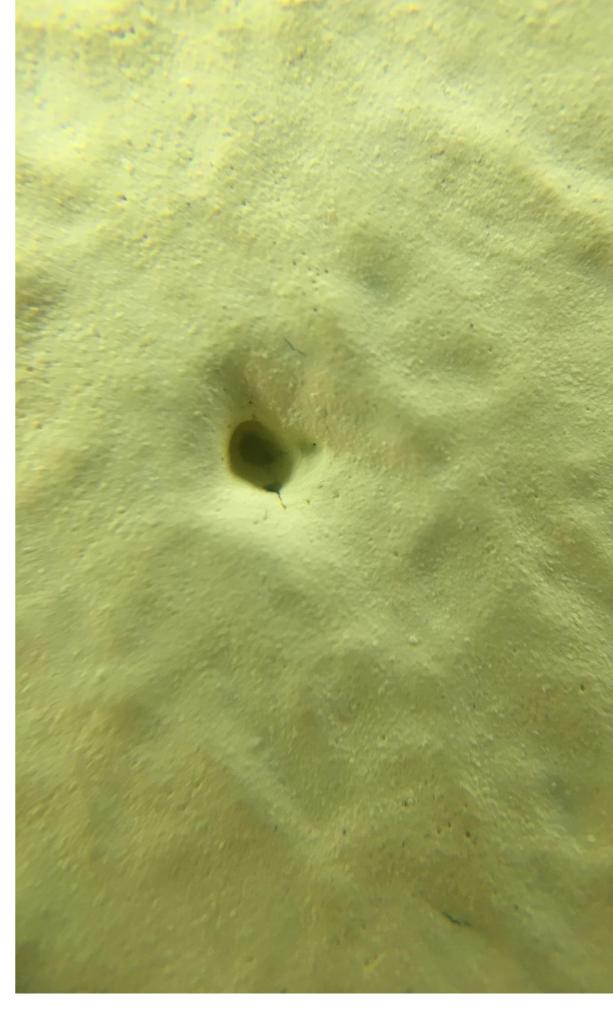








Stethoscope- allowing for encounter with the space and its surfaces, alone





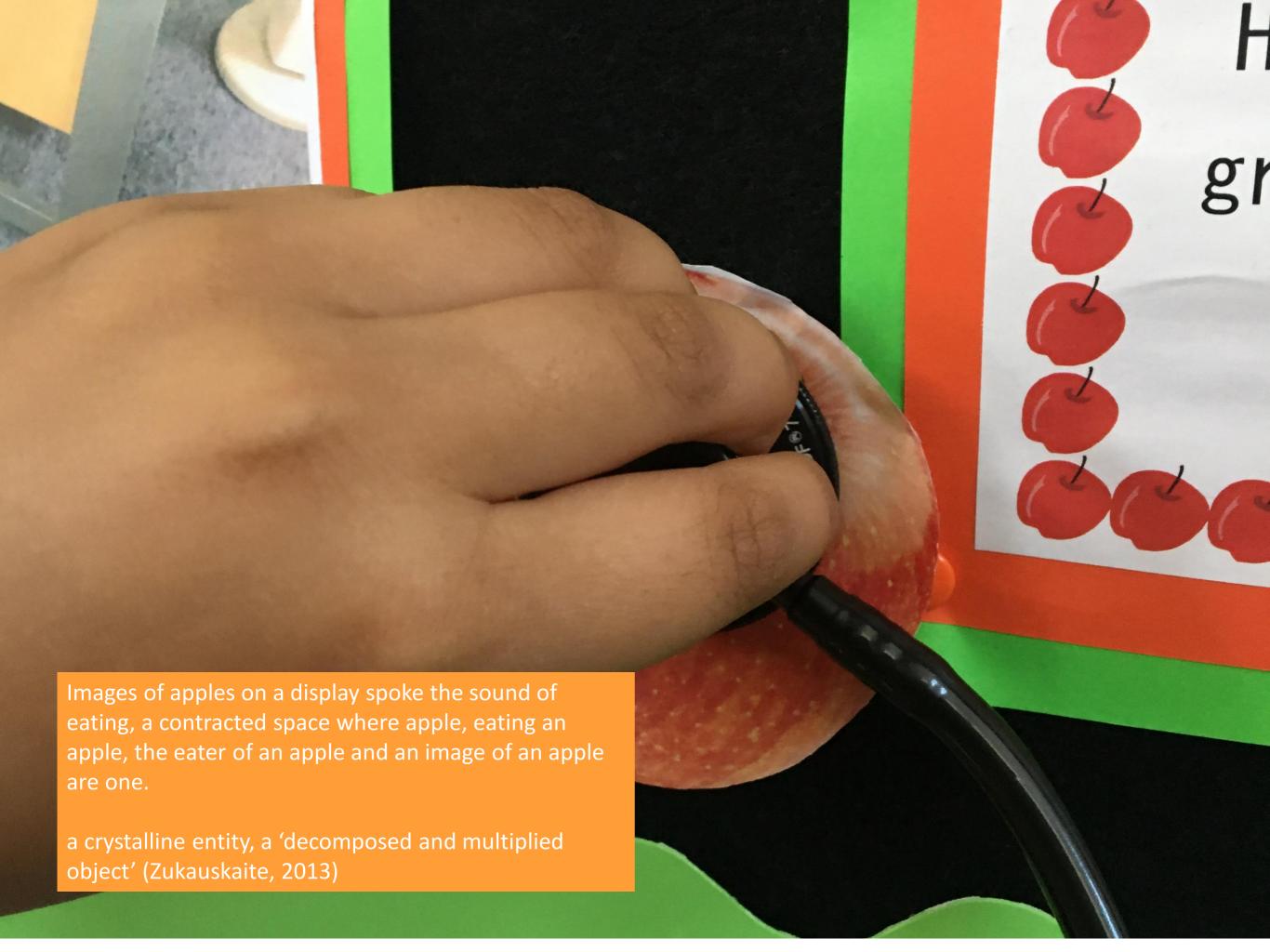
Objects that speak

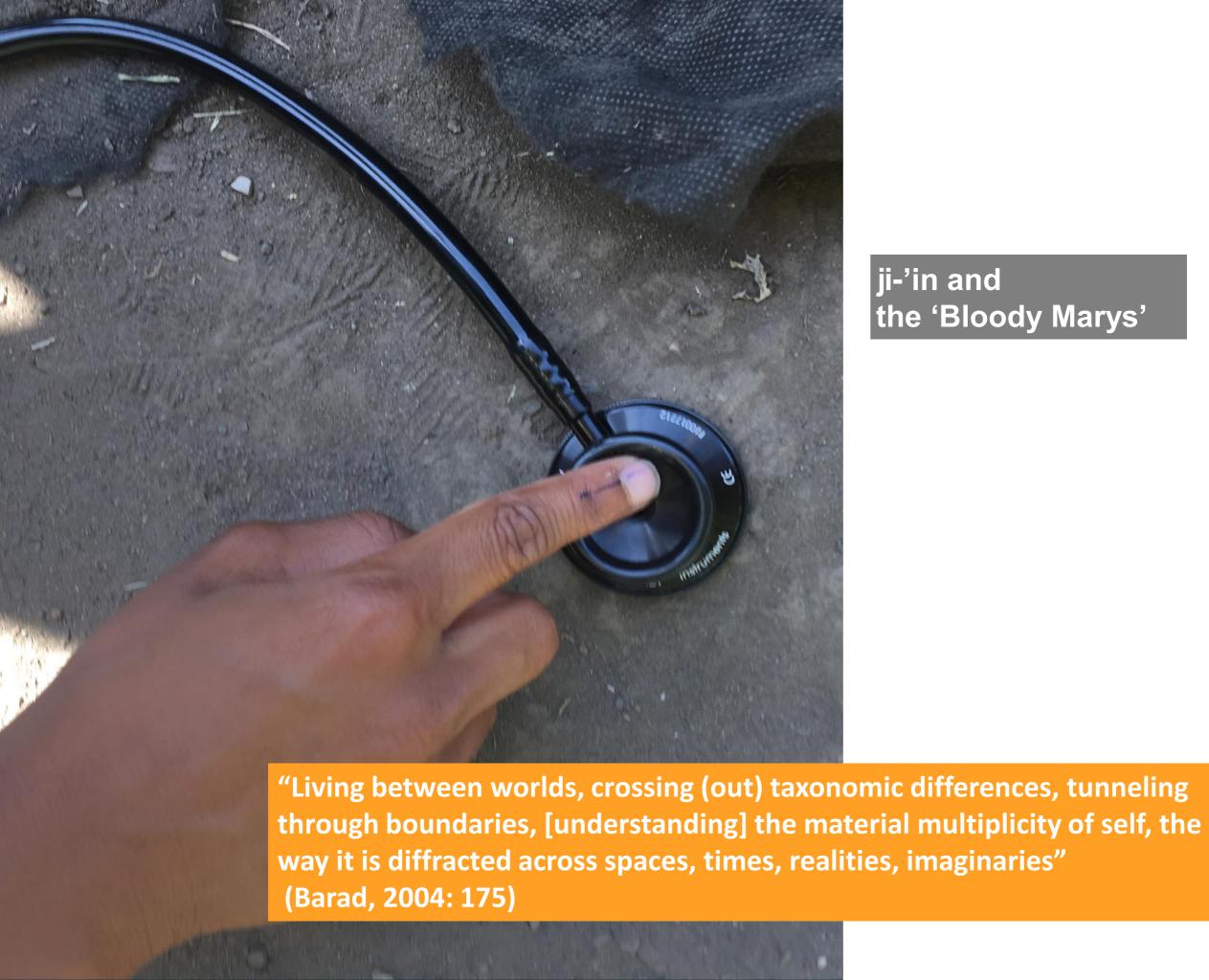
Objects that make unexpected sounds: these alter space and 'open up' time

a cupboard 'wushed' like the sea because on the floor was a book about boats

Tables shouted, 'pens' and 'leave me alone'

Moving sap and crying children were heard from trees





'Hauntological'

Contemporary culture is haunted by the 'lost futures' of modernity, cancelled by postmodernity and neoliberalism.

Rather than representing an attempt to 'revive the supernatural', Fisher proposes that 'hauntology' can help describe 'that which acts without (physically) existing' and which prompts 'reverberative events in the psyche'.

'brings into play the question of time', and more particularly, 'broken time'.

(Williams, 2020)

Some photos in school...the literal presence of other times, other staff, other children- the near and distant past- but also different values being assembled that perhaps we sense but can't name.









tranquility float harmo

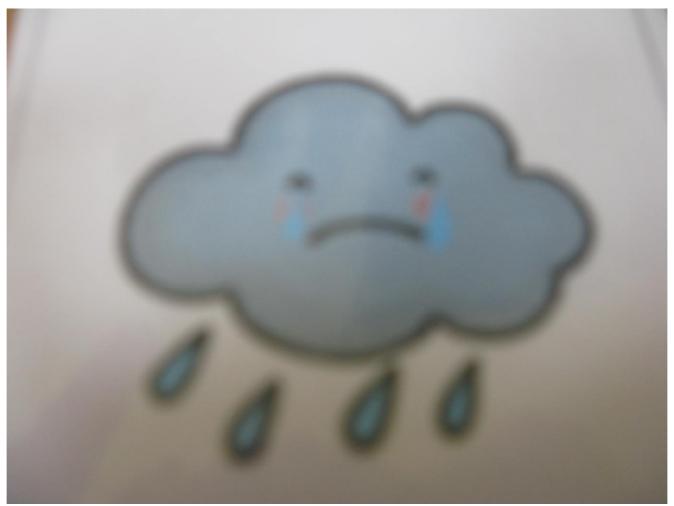


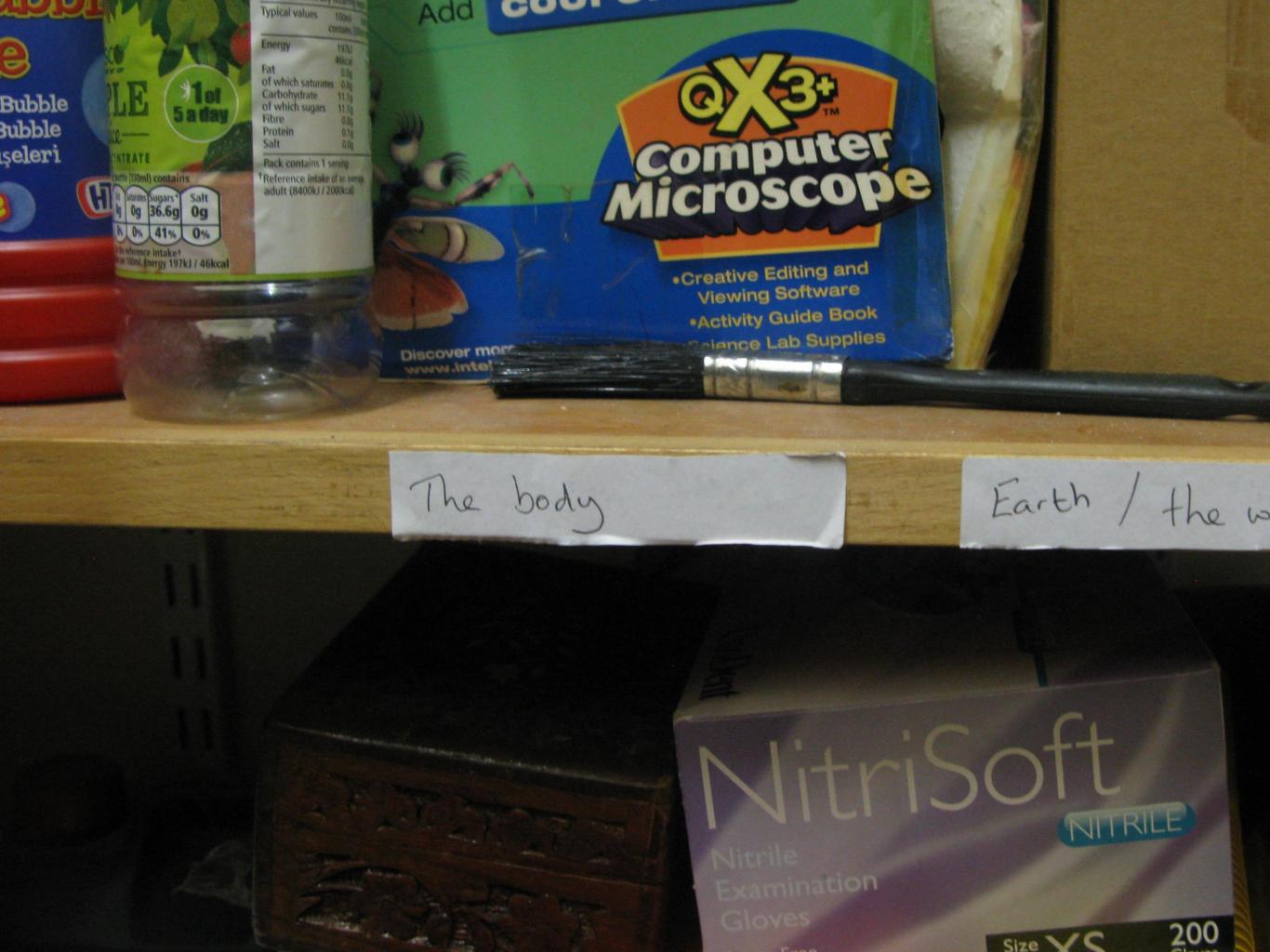
Tactic "Active"

PRUSSIAN BLUE

Haunted Typography





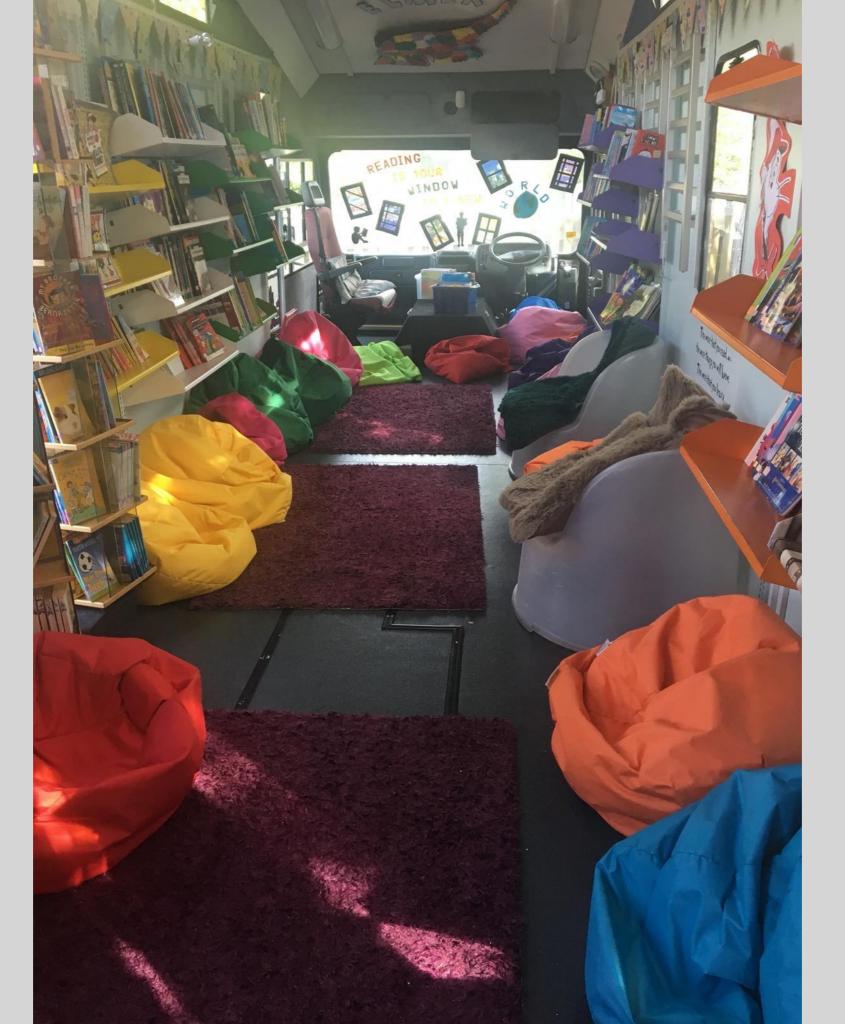


47

The papers, colour mod, miles bands, salety matches & ballooms

40

Candles & lollipops



Other
hauntings:
the space
and time of
the domestic
and the
institution









What is needed is an understanding of temporality where the 'new' and the 'old' might co-exist, where one does not triumph by replacing or overcoming the other. Quantum superpositions and relatedly, quantum entanglements, open up possibilities for understanding how the 'new' and the 'old'- indeed, multiple temporalities- are diffractively threaded through each other, and are inseparable from one another'

Karen Barad 2018

So what?

We have been asking ourselves, about the the possible implications for a project like 'Odd'

....what is the significance of these affects and forces to the lived experience of children in school, now, and what might this reading of the school as a haunted home-from home offer us?

One speculation is whether there is something about a different kind of institutional critique that can arise through an affective register, and by attending to that which haunts us....

The Off-Modern, says Svetlana Boym (2008), allows us to 'touch-ever so tactfully – the exposed nerves of cultural and human potentiality, the maps of possible if often improbable developments' (Boym, 2017,p. 13).

The kind of critique possible through the Off- Modern is not one of straightforward judgement, but an opening up of more speculative, reflexive thinking that can be informed by multiple subjectivities, and the affective.

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