

## **Appendix 17 \_OS Workshop\_Notices**

Type: **Selection** of \_OS Workshops: Notices

Titles:

1. Sounding Together – Going Fragile
2. Silence and Symbolism: Poetry reading group
3. Workshop About What Art Objects Look Like
4. Fortnightly Pedagogies Experimental Reading Group

Type: Proposed by members, open to public

Format: Blog or email notice

## 1. Sounding Together – Going Fragile

Posted on October 6, 2010 by B.K

How can we **crack open** the idea of a ‘reading group’? Shake it loose from some of its more familiar trappings, making it ‘fragile’.

Through thinking about the upcoming *Noise & Capitalism* book reading I thought it would be interesting to **experiment** with combining more performative methods into the investigation by recording-documenting (with dictaphones, mobile phones, cameras or objects etc) our responses to the texts we will be reading. This opens up the interpretation of the text as it will not just be limited to polite verbal communication:

How do you record the sound of your indifference to the text?

How would you represent your procrastination – wash the pots?

Can you represent the space/time that may influence your reading?

We could then choose documents at random, listen/watch them and use this to guide the discussion, creating a montage of our thoughts, ponderings screams and screeds.

Moleskins optional

## 2. Silence and Symbolism

Posted on [January 17, 2011](#) by [vos](#)

Proposition for Studies in Poetry No.1

*“The pure work implies the disappearance of the poet as speaker” – Mallarmé*

### SOUND

#### Proposed Readings

Stéphane Mallarmé – Collected Poems and Other Verse

#### Propositions

1. The session will last for one hour
2. We will base this time around one text of poetry
  - 2.1 That text will be the Collected poems of Mallarmé  
<http://aaaaarg.org/text/13592/collected-poems-and-other-verse>
3. We will model our practice upon the forms of a Quaker meeting.
  - 3.1. “A Quaker Meeting is based on silence, an expectant silence of waiting, in which we seek to come nearer to each other and to God. Occasionally a Meeting will pass in total silence. The silence may be broken if someone feels compelled by the Spirit to speak, pray or read. The Meeting ends after about an hour with the shaking of hands.”
    - 3.1.1. For Quaker meetings, the common text is the Bible, for our meeting the common text is Mallarmé
    - 3.1.2. Each person present can speak only once
    - 3.1.3. If you are motivated to speak, you can choose to read directly from Mallarmé or offer responses and thoughts to the work or the words of others
  - 3.2. At the start of the session, we will nominate two people who will mark the end of the session by the shaking of hands.
    - 3.2.1. Following this, everyone present at the meeting shakes hands.
4. There will be an option for further discussion after the one hour session.  
This is yours. Alter, expand, elucidate, discard?

### 3. Workshop About What Art Objects Look Like

6 messages

**doit yourself \_diy@gmail.com**

Hello Everybody,

Does anyone want have any thoughts about the [Workshop About What Art Objects Look Like](#) next thursday? I have some plans but I would love it to be expanded and warped. Please come to 1/1 W. P. Street this Wednesday at 6pm if you think you want to help or talk about it before it happens.

This is the thing so far

The Open School work towards collaboratively inventing a fake artist with fake name and biography. They then collectively produce work which they considerer to resemble an art object. For example, a minimal style art object, a nostalgic style art object, an expressive style art object.

A discussion of the state of contemporary art by way of reducing all artistic endeavor to mere aesthetics. It will be an attempt at ignoring any possible conceptual qualities in art. The workshops will include explorations into neurasthenia and exercises where participants look at projected images without letting the information travel to their conscious minds. The workshops will answer the question: *How can we move ahead of the situation where we know that we know that something isn't what it is?*

Neurasthenia = <http://en.wikipedia.org/wiki/Neurasthenia>

Fl.

07XXXXXXX

The Workshop About What Art Objects Look Like

## **This Thursday** at \_ W.P. Street.

The workshop will be the first session of life as the new artist. We will start from being babies. we will be working towards making art which is completely void of references.

[Timetable for first Workshop About What Art Objects Look Like](#)

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- Projected Images. Completely the most different from each other that they could possibly be. We try not to let the information travel to our brains. Then we can discuss our opinions about what it was like not to let the information travel to our brains.
- Each participant of the Workshop about What Art Objects Look Like has to write down 3 to five key moments that have helped shape the development of their creativity. We then pick them out of the hat and use them to create the biographies of five invented artists.

*Rex Van Der Moss.*

*Like Like Sycamore*

Etc

- Incredibly focussed discussion about what art objects look like. One word each – twice round the circle. With each word you say you must make some artistic mark upon a lump of clay.

Fri, 18 Mar 2011, 03:02

TODAY! \_OS PEOPLE'S ASSEMBLIES W/SHOP

L. L@gmail.com

**\_OPENY SCHOOLY** *what an exciting and fulfilling session we had in 'the what art objects look like' enquiry last night.*

**Where next?** *what happens if we stop faffin around and bite the biscuit?*

*(-not the ginger nuts, we don't have the budget anymore) chop chop, ha!*

*People's Assemblies? hmm... maybe. Direct. Democracy?*

*self-determination. critical informed collective action.*

**NEW WEBSITE! [WWW. OPENSCHOOL.COM](http://WWW.OPENSCHOOL.COM)**

#### 4. Fortnightly Pedagogies Experimental Reading Group

### **Fortnightly Pedagogies Experimental Reading Group**

Posted on [January 7, 2011](#) by [\\_OS diy discuss](#)

Fortnightly(ish) from Tuesday 25th January 7pm-9pm

With tea and toast and vegan butter

Location: 2-2 / 12 Ruthven Street (near Hillhead Tube Station)

Please edit this page

How do we 'know' ?

How do we learn?

What is education?

Where is education?

Pedagogy 'to lead the child'

the pedagogy of: the teacher/ the collective/ the class/ class/ the question/ the proposition/ the document/ silence/ cacophony/ discourse/ the metropolis/ the body/ the ear/ the vision/ prehension/ the dogma/ of no dogma/ the student/ the movement  
Can we continue to *unground ourselves*?

Lets make a pedagogy of reading/thinking about/ enacting within pedagogy

What is the pedagogy of everyday life?

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Where do these come in?

Paulo Freire

Ivan Illich

Steiner/Waldorf

That random conversation you had on the tube

**How might we go about this?**

*Let's make this less tedious than it sounds.*

#### 1 Response to *Fortnightly Pedagogies Experimental Reading Group*

**Anonymous** says:

[January 17, 2011 at 4:06 am](#)

a possible framework for the ABCs of book readings

shall we re-read (and re-read) [ The Black Cat....] book in a circular collective (as before) in different locations. For example, Transmission Gallery, GOMA lobby, City Council Lobby, the shore of Loch Fyne and everywhere else

A. Everyone reads the same text, on their own – comes together and discusses. We move through each text slowly together, with analysis

B. Everyone reads one part of the same text and relates to the group what they've read. We get through a subjective version of a long text "faster"

C. Everyone brings their own object/text. We read/explain/experience these texts together and all at once. So person 1 has Freire person 2 has Illich person 3 has a documentary person 4 has their memories of primary school. They go 'round and each read/speak for 2 minutes and then the next person goes. A collage of materials.

Let's play with repetitive frameworks, invent new scores for new alphabets.