

CARTOGRAPHIES: ARTISTIC PRACTICES, SCHOOL AND COMMUNITIES

Teresa Matos Pereira, Sandra Pereira Antunes, Joana Gaudêncio Matos y Kátia Sá
Instituto Politécnico de Lisboa (Portugal) y Instituto Politécnico de Setúbal (Portugal)

This paper takes shape in the research project *IMAGO MUNDI - Cartographies, arts practices, community and representations of the territory*, financed under the ID&CA international open tender of Lisbon's Polytechnic Institute.

This communication presents the results of a work project carried out with students from higher, basic and secondary education, in close collaboration and as part of the research project - *IMAGO MUNDI*. In this scope, our project proposal was to develop arts practice based research processes, within the field of the visual arts, assuming as key concepts the ones of cartography and psychogeography. Departing from the mentioned concepts and aiming to address the links between school, artistic practices and community, a set of activities (as school subject or extracurricular in nature) were designed and carried out. Our aim was the development of creative processes, which, by means of arts practice-based research with and within the community, were able to assume the territory as its *locus*. Thus, enabling the construction of visions of the world from the experience (be it perceptive/sensory, social, cultural, emotional...) of the territory.

With the aforementioned purpose, following a set of exploratory visits, an artistic intervention project was outlined within the public space. It was developed in the city of Santiago do Cacém (in the south of Portugal) and it has started from the mapping of local commerce. With it, the following objectives were assumed: i) to collaborate creatively with the population; ii) to perform arts practice based research processes with and within the community, and to do that considering participation, collaboration and co-creation processes between the research team, the students and the different groups involved; iii) to provide a variety of plastic/artistic appropriation and exploration experiences, able of contribute to the development of meaningful and integrated learning; iv) to give rise to the creation of a community of artistic practices in the visual arts, involving students from different educational levels.

Considering these goals, and in order to deepen the connections between school contexts and the local community, we have chosen to combine arts practice based research with cartographic methods. The working process has been developed in three main stages. First, aiming to map local businesses, fieldwork was carried out by secondary school students. In this regard, a photographic survey was carried out and interviews with traders were recorded. Secondly, and based on the collected audiovisual documentation, workshops were carried out with students from different levels of education. From these workshops, compositions through collage, drawing and painting, in 50 x 50 cm modules, have resulted. Thirdly, these compositions were organized according to criteria decided by the groups involved, forming a set of larger pieces, finally integrated in the urban space. The working processes initiated has allowed the expansion of educational practices to the community, along with the development of integrated learning processes, in a real context of action. Carrying out field work and developing creative processes of a collaborative nature were of particular importance: as they allowed us to outline a community of artistic practice, in which sharing, experimentation, decision-making and intervention in public space were constituted as moments of collective learning. Moments of collective learning which, in addition to its artistic nature, have also assumed a civic and cultural nature.

Keywords: Visual Arts; Cartographies; Community Engaged Arts; Arts-Practice Research; Memory.