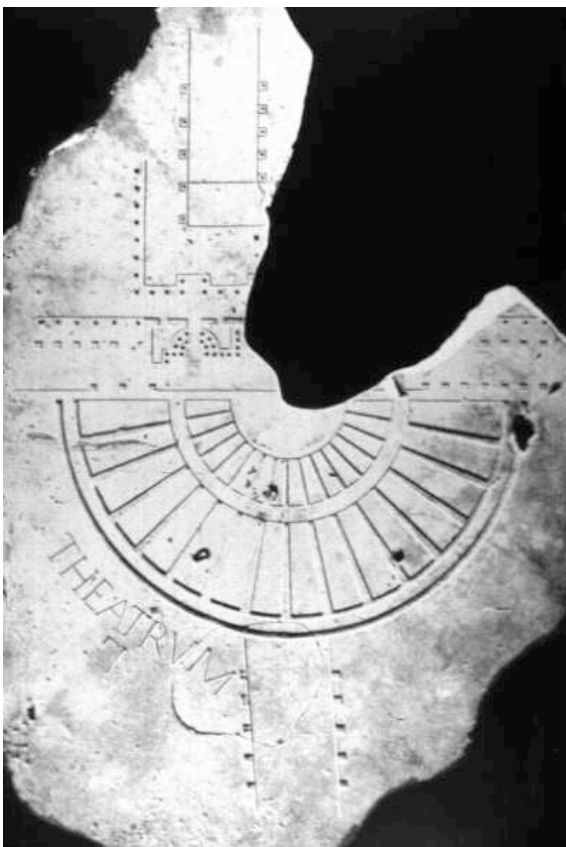


Journey and Story Maps

History

2000 years ago in the Ancient World of the Mediterranean, especially Italy and Greece, maps did not look anything like they do today. Today we focus on getting the exact shapes of continents and their relative sizes, as well as the geographic or political boundaries that separate the different countries. In the ancient world such scale maps just did not exist. The main focus of the map was to depict a journey, or to focus on features of interest – those that were natural, such as mountains and rivers, or man made, such as cities or large monuments. Symbols and images of temples, sanctuaries and forts dotted the ancient landscape. Maps were not about what was static but about movement, they were created from the point of view of the traveller, showing different routes that connected settlements, sanctuaries, and people around the world. The kind of maps that we have today did not really begin until the Renaissance and the founding of what is sometimes called the New World – the Americas along with Australia and New Zealand. Even these early maps were interested in depicting an environment and a more 3-dimensional story than the political maps of the 21st century.

Examples of Some historic maps



Forma Urbis - Ancient Rome 3rd century AD
A piece of the Marble Map of Rome,
Showing detail of the Theatre of Pompey
and the park and porticoes behind it



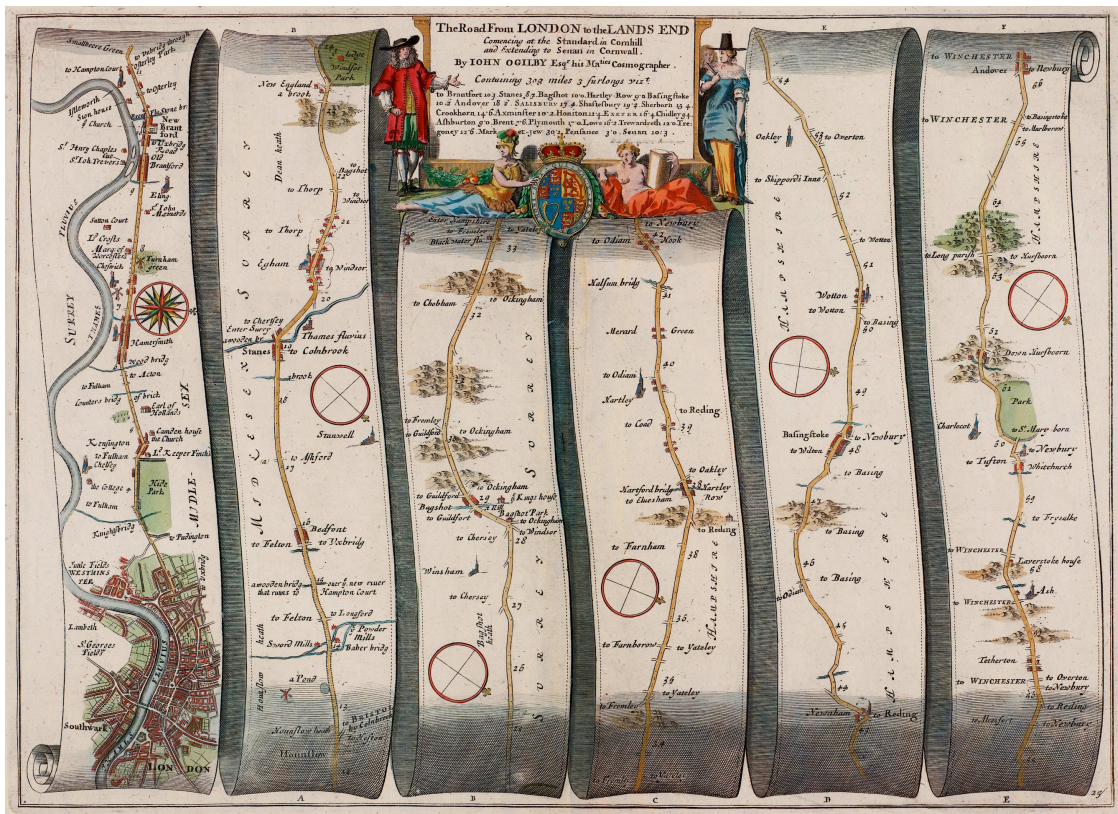
Peutinger Map or Itinerary, Tabula Peutingeriana
Map of the Routes around the Ancient World
Here detail of the South of Italy
Created in the 4th century AD,
rediscovered in the Renaissance



Map of Texúpa (1579)
 Modern Santiago, Oaxaca, Mexico
 The map shows native journey maps
 with footprints for movement and temple
 and Spanish Conquest Grid map of settlement



Map of Teozacoalco (1580) modern Oaxaca, Mexico
 The map represents family lines and lands
 belonging to ancient Mixtec Community
 Movement is presented by paths with footprints
 and rivers



John Ogilby's 1675 map of the Road from London to Lands End in Cornwall

Philosophy

The nature of mapping in the ancient world shows a resistance to clear boundaries and fixity. Instead it privileges the journey and its experience, often with the story being more prominent than the physical environment that evokes it. Our aim is to make the pupils aware that any map is in the first place a story. The ones we see today in atlases with countries shown with clear boundaries and in different colours - are only one story. Where people live and their experience of a place can be depicted in many ways, using different mapping techniques. Alternative cartography includes journey and story maps, and the use of what in anthropology is called the 'linear mode', where a path is followed through a landscape. In such maps movement is more important than stasis - we are all on the move and our relationship and memories of a place can be equally important, whether we have lived somewhere for a year or generations. Also our journey stories can be equally exciting or banal, whether we have travelled to a place from 10 km away or from 1000 kms. The same route can have many journey stories, we all experience it in a different way. These alternative mapping activities also reveal what everyone in any place at any one time shares in common, and make explicit our multi-sensory experience of the place we inhabit.

Journey Map: Home to School

Approach

To aim of these activities is to get pupils to think of alternative ways of seeing the world around them and their movement through it, and how their experience of it can be represented.

1) Ask the pupils what they think a map is and what it is for.

2) Get them to think of a journey with which they are most familiar

Focus on the journey from their home to the school - it is one that all pupils will have in common and it will draw on their experience of where they live and of the same environments - differently.

Then proceed to the practice of drawing it below.

Practice

Focusing on the journey from their home to the school get them to think about what that journey is like and encourage them to draw that journey experience in any way they want.

Tell them that they can use all sorts of ways of expressing it

words, images, cartoons, arrows, symbols - detailed views of space and objects
or wide views of landscape and vistas

encourage them to think of what they see, smell, feel on the journey

eg are there shadowy streets, noisy trucks, windy alleys or bright skies, streets full of people

is there a dog in the window, a scary house, a smelly restaurant

a broken lamp post, a gum on the pavement, a scribble on a wall

Once they are finished get some of them to read it out and highlight some of the following

The journey method - on foot, car, public transport? Is it long or short?

What do they see, hear, feel, step on, along the way?

Is it through trees or wide open spaces? Is it up or down hills?

What bit do they like best - worst?

Get those who may have the same route to tell the story of their journey map - and then point out the differences and similarities

Point out how some might have drawn it 3-D, or 2-D

Some focused on the man made - others on the natural landscape, others on people

Some tried to draw it in abstract while others realistic or impressionistic

Some used wide views zooming out, while others detail, zooming in

Some focus on architecture, others on objects, some on paths and movement, others on static views

Materials: Paper and Pencil (some Images of Maps - including eg Modern ones and Historic ones above)

An additional task after doing Journey Map 1:

You can extend the activity - by giving the pupils a map of the local area - and getting them to re-draw it completely, based on some of the different methods in the historic maps and also the new methods they were using in creating their own journey from Home to School, and including their own stories and experiences of the area.

A different version of the Journey Map

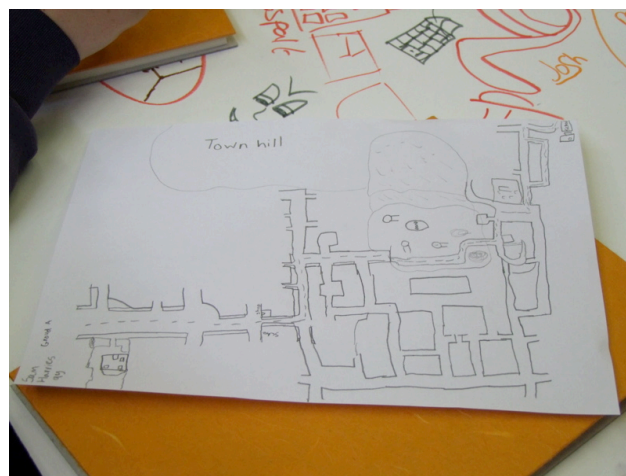
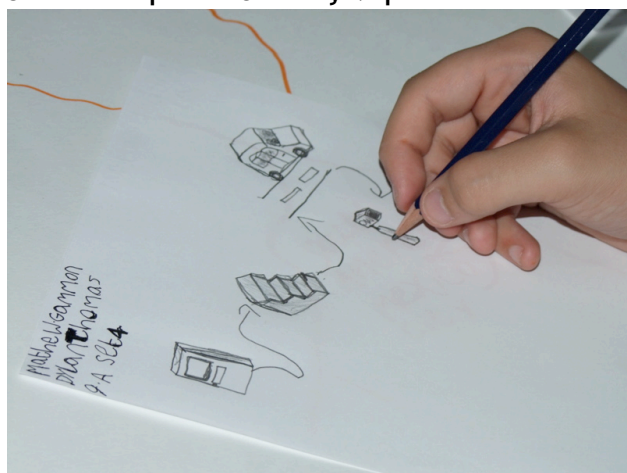
You can use an imaginary journey as well - perhaps a science fiction adventure story, or a fairy-tale. You may want to first tell the pupils some short adventure stories and take them into a different environment outside their classroom.

We used ones from the ancient world, for example the story of Dionysus and the Pirates and also of Odysseus and the Sirens. We did the activity at the Marina in the centre of Swansea surrounded by numerous boats, and inspired by the names on them.

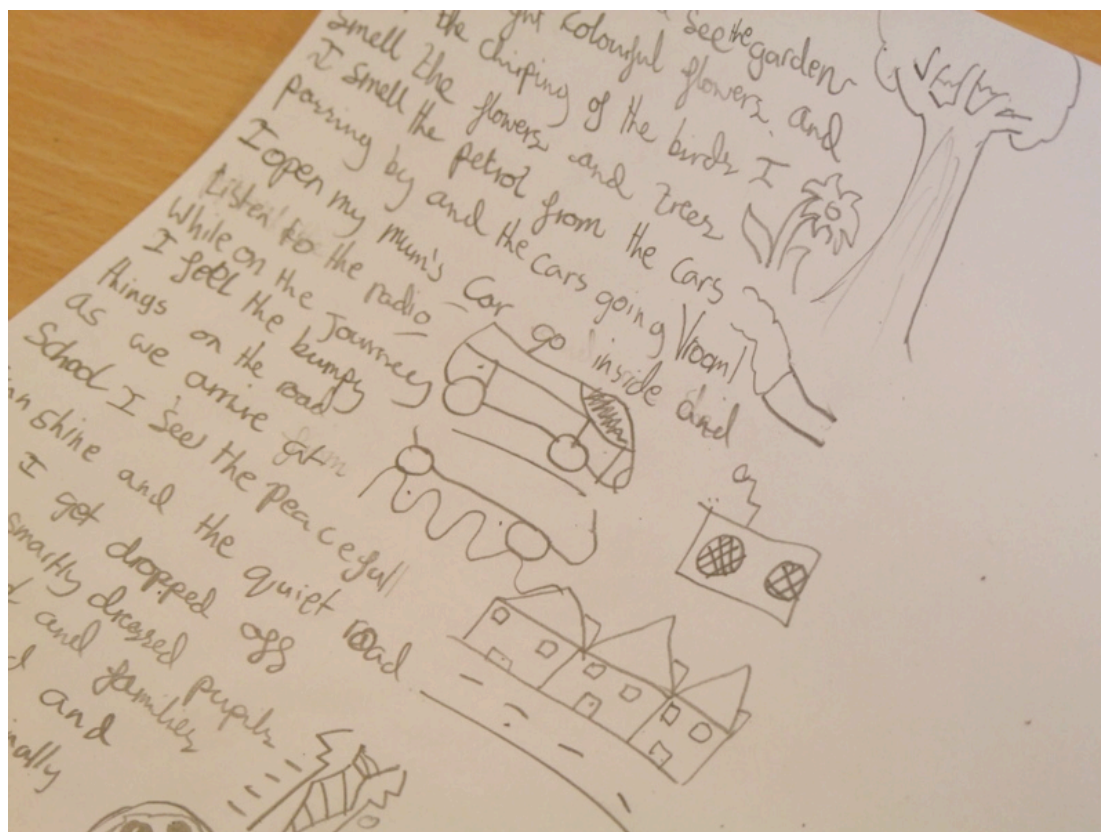
First the pupils were asked to come up with names - as quirky as possible - for a boat they might like, then after telling them the ancient stories and adventures they were asked to make one up of their own in the same way - and using the same methods as they used for the their Journey Map of Home to School.

Then when they were finished - they had the chance to tell the story using their adventure Journey Maps.

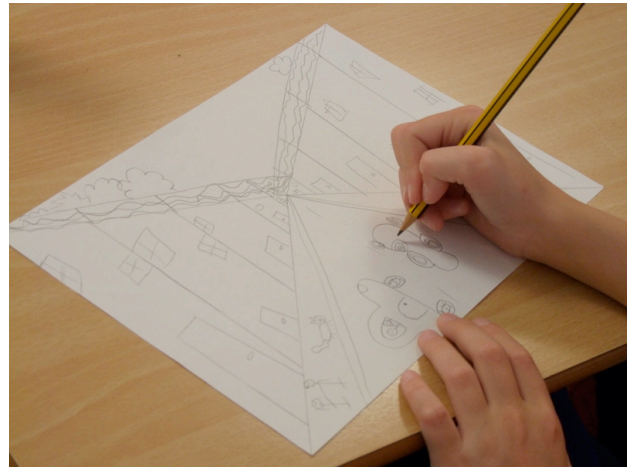
Some Examples of Journey Maps



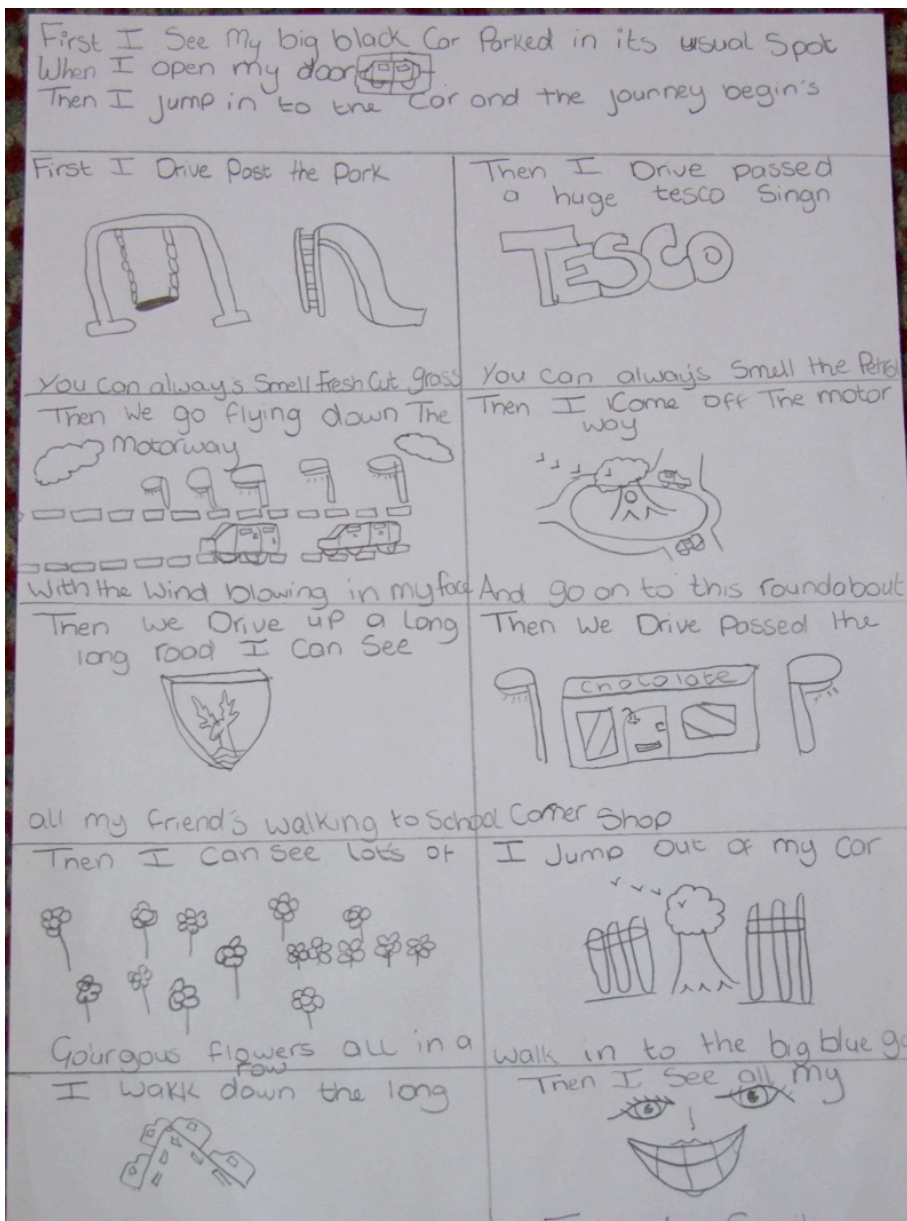
Journey Maps by pupils 13 - 14 years old



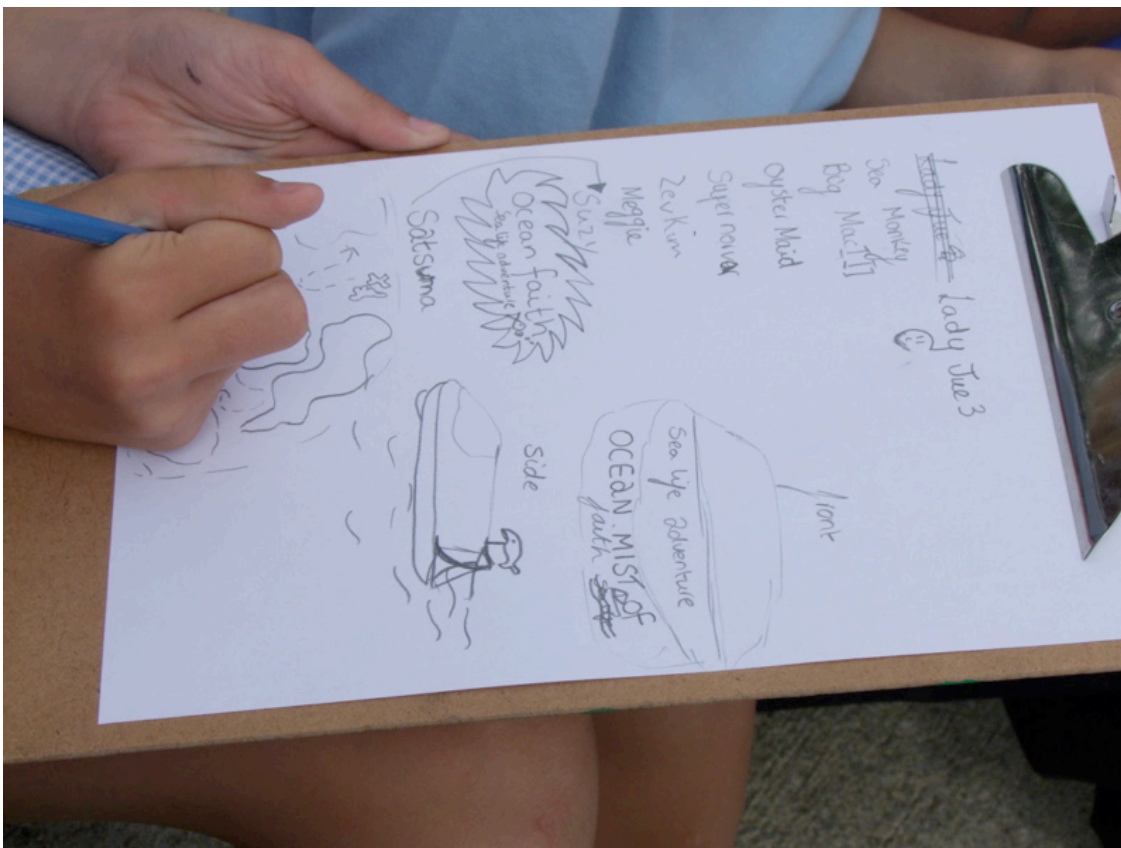
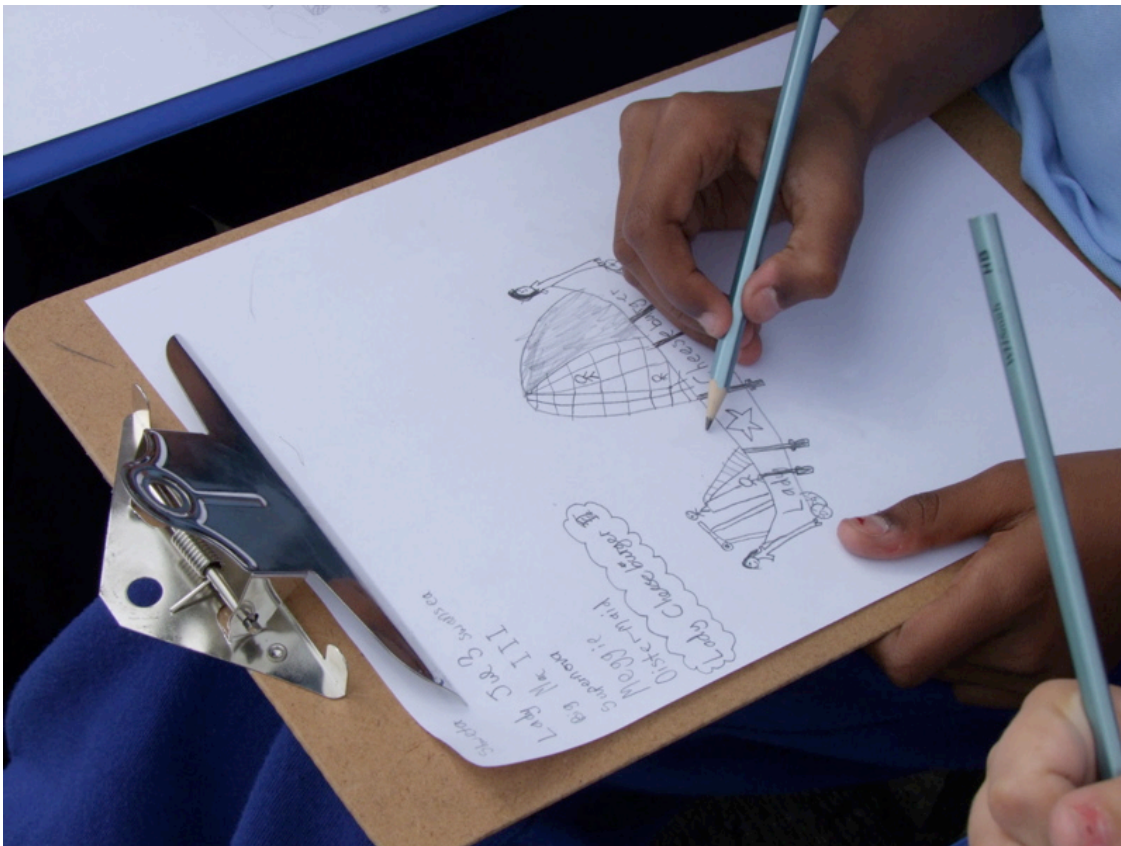
Journey Map by pupil 10 years old



Journey Maps by pupils 10 years old



Journey Maps by pupils 10 years old



Journey Maps - Adventure Stories Pupils 9-11 years old

World Map

Approach

To get pupils to think more creatively about the world around them and to see how those in their class may have experienced different parts of the world, and how many have links to other countries. It aims to create excitement both about the here and the far away, and to think of the world as more than just an atlas map or a globe. Through the activity they should be able to imagine themselves into places where they may want to go in the future. It is also to consider the distance in time and space, and to introduce the idea that communities which look or seem homogeneous - can actually be made up of many different elements.

It is not the aim of this task to get an exact shape of the countries and continents, or to be able to get the exact locations of where they are on a geographic world map.

It is important that the pupils consult with each other about where they think a city or a country should be - and if they get stuck then to ask the teacher or activity leader, or even consult a geographic map. This is also an activity that implicitly gets pupils to work together and create something that draws on each others experience, knowledge and cooperation.

Practice

For Younger Pupil groups - ages 7 - 12

- 1) Take pupils outside to a playground - ideally one with a relatively smooth flat pavement surface (that is not covered by snow or ice or too much rain)
- 2) Give each pupil a piece of chalk (ideally coloured) and take them through the following task
- 3) Tell them that for this activity the playground is their whole world
Ask one or several students to choose a spot on the playground to represent where they are now
eg the city of Swansea - and ask them to draw it - let this happen through consultation
- 4) While they are drawing it - ask another group - to draw around them the state or province or region which they are in (eg Wales - around Swansea).
- 5) Then ask another group to draw around them the country that they are in - and those who have finished can help. (eg Britain around Wales).
- 6) Then ask the pupils to
GO TO and DRAW the country or place
Where they were born?
Then Where their parents were born?
remind them to check if the country exists already
– in which case just ask them to stand there or draw in some details of the place
They should try and draw this in consultation with others drawing nearby bits of the world

Then where the grandparents were born or the most distant relative they know about.
Follow procedures as above.

- 7) Then you can do the sticker activity – which you will need to have prepared before hand

Prior to the activity

Choose 3 sports teams for example, whom the pupils would have heard of
such as for example 2 Football or Hockey teams – from different cities
Ideally choose a team that has many players from abroad
(For example we used British Football Teams Swansea City & Manchester City)

Get the names of the individual players and make up labels which should have on them the following information:

the name of the player

The team they are playing for – and the city where the team is based

The place where the player was born

In the playground (remember to bring the stickers with you)

Tell all the pupils to close their eyes – while you and assistants put a sticker on each of them

When they open their eyes – ask them to go stand where their team is from – this should divide the class into two group (or more if you used more than two teams)

Then ask each of them to go stand and draw, if need be, the place where their player is from

8) The final activity (even if you skip the above sticker task) is to ask the pupils to go stand or draw the country which they would like to go live in or visit when they grow up.

9) Once all are distributed around their world – ask them to look around and see how far everyone is gone, and ask some of them why they have chosen the place they did.

10) Find a place where they can all gather and stand and look at their world together

Show them a map of the world and ask them how their world is different

Ask them why they think that is

Ask them if they think that their world is wrong – the answer should be - no
and ask why? the answer should be because if a map is a story
then their map is their story

Ask them which places appear bigger in their world – and why?

(Usually these are the ones where they live now)

One of the answers is because they know most about it and at the moment it may be the most important place to them – where most of their stories live.

You may also want to ask them to talk about why they drew some of the countries where they did.

Materials

Chalk

Playground

stickers – optional – see task above

World Map

For Older Pupils ages 13 - 16

Do the same tasks as above BUT - instead of going to a playground

Get a large piece of paper or put several rolls of paper together that will cover an area of eg 4 x 2 metres - as much space as you can get.

Then give each of the students a colour marker - a thick one - and get them to do the same exercise as above. Getting them to move around the paper (either on the floor or on the table) and get them to draw symbols or images on the country they have created that may represent the place or themselves.

Instead of the Sticker task - just ask them to draw the country or place where their favourite - musician, artist or actor comes from. And to draw something that symbolizes that celebrity or artist in that country.

Follow a similar pattern of questions as above.

Materials

Large rolls of paper

Tape to stick it together into a big sheet

Colour Markers

World Map



Pupils Age 9-10 Creating World Map in the Playground



Pupils age 14 -15 Creating World map in the Classroom

Free Drawing

History

This is a new way of thinking about space that was developed through my painting and drawing practice. The title is taken from the street art form, which originated in Paris, also known as Parkour, where people negotiate urban space in accordance to an individual approach and intent, whereby a route through the space is chosen which challenges physical obstacles and urban structures set by town planners – such as paths and designated route ways. It is an enfranchisement of urban space which otherwise is governed by political and commercial structures - and can be seen as a practical response to Henri Lefebvre's *Production on Space* (1974).

Philosophy

The aim of this drawing approach is:

- 1) To really consider the space and free from prescriptive ways of thinking about drawing.
- 2) For the artist to direct the investigation of the space in an honest way based on a personal response.
- 3) To develop visual awareness and a detailed understanding of a space.
- 4) To challenge traditional methods of representation and establish drawing as an investigative process.
- 5) To facilitate independent and creative thinking and empower the artist through freedom to explore space.

Approach

The objective is to be honest about the way that we look at an environment. To try to move away from prescribed ways of thinking about space and the way that we might visually explore and represent it.

- 1) No window or view finder to look at the world- this is a biopic investigation
- 2) No foreground or back ground
- 3) All objects and spaces occupy the same space of the drawing - which may or may not denote three dimensionality
- 4) The hierarchy of objects is negated – whereby things which might be associated to cultural constructs such as beauty, are considered equally to things which have no such status: A flower is as valued as a stain. Also objects with no monetary value are equal to objects with high value.
- 5) The space of the paper can be mapped out as the artist chooses so spaces and objects overlap one another.

Practice

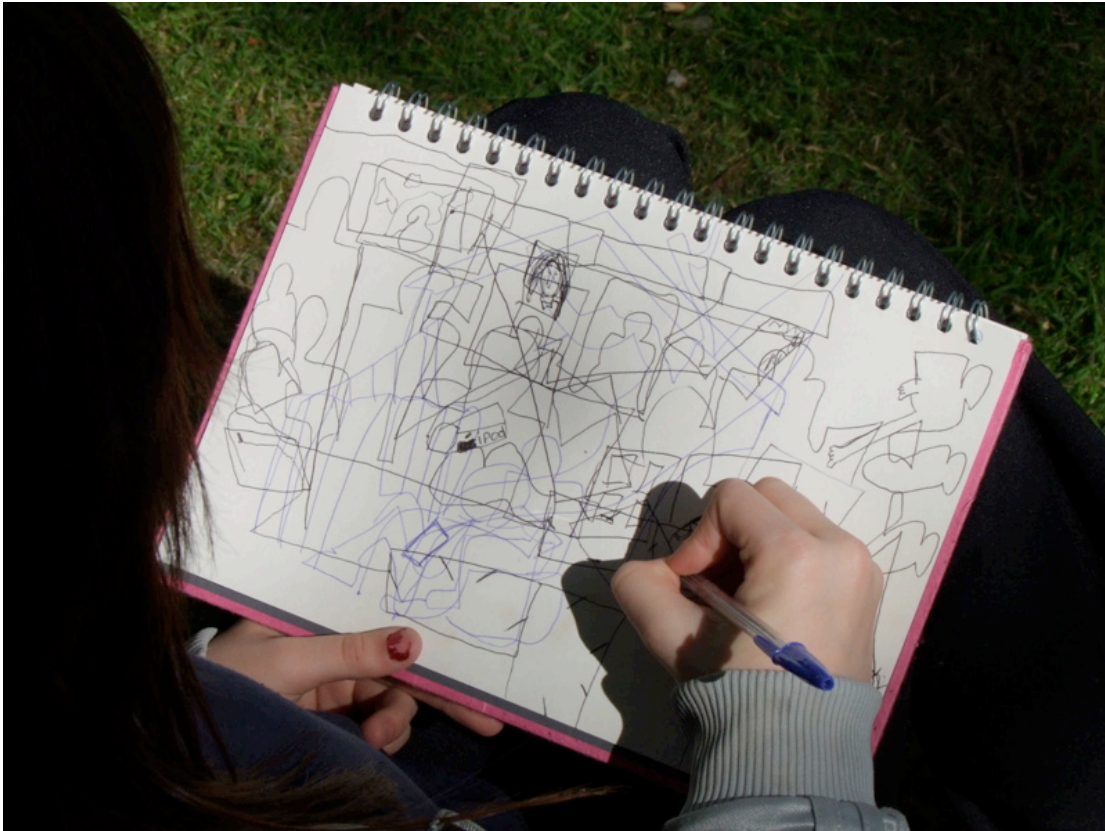
- 1) Begin by drawing what attracts your eye
- 2) Draw what you see as long as it is of visual interest
- 3) Be honest when it is no longer of any interest move on
- 4) Draw the movement of the eye across the space – tracking and looking, then pausing when something becomes engaging.
- 5) change position in the space – or adopt a different view point high low, looking up or down
- 6) This can be done while progressing through a space so moving in and around a place.

Materials

Pen or pencil and drawing paper with a hard back cover or clip board so that the drawing does not have to remain desk bound. No rubbers to be used as the point of the drawing is to reveal the process of looking and visual inquiry, therefore what might be considered as error is highly valued to the process.



14 year old students begin a Free Drawing session



Free drawing outside

Location – the fastest drawing in the world!

History

This workshop developed out of a body of work that Webster made in 1994-5 *Mapping Wales* in which she travelled across Wales and attempted to explore and communicate the experience of moving from place to place through drawing and painting. It is an attempt to develop an idea that we are not static viewers but mobile beings.

Approach

The aim is to literally open the student's eyes to the way that we actually see the world. We are so conditioned by the box and the frame especially in the contemporary context (Martin Kemp has written extensively about this subject) where the world is frequently mediated by the window of the computer, camera, television, car, train etc. The aim is to:

- 1) Consider ourselves as three dimensional beings in a three dimensional world, biopic beings with a broad field of vision.
- 2) Democratise drawing practice so that any one can do it.
- 3) Develop hand eye coordination
- 4) Create confidence
- 5) Develop a relationship between visual investigation and memory
- 6) To help gain a visual knowledge of the locality

Practice

Warm up

- 1) Stand arms distance apart
- 2) stretch out arms in front of face, palms together
- 3) Fix eyes on hands
- 4) Do not move eyes from this position
- 5) Open arms apart until it is not possible to see hands
- 6) 180+ degrees is a general field of vision

Drawing

- 1) Standing outside – face one direction.
- 2) Locate the pencil at the edge of the paper roughly half way up.
- 3) Don't look at the paper again – this is very important!
- 4) Now find in the view where the land meets the sky – it could be over a building or tree – the sky line.
- 5) As your eye follows this line move the pencil on the paper to follow the eye's movement – don't look at the paper.
- 6) Turn 90 degrees and repeat.
- 7) Repeat until a full circle has been made.
- 8) Put the drawings together in the best way.

Printing

These sky lines can be used in simple printings processes.

- 1) Choose one of the sections of the drawing.
- 2) Cut along the line to make two pieces of paper/OR copy the line to a larger piece of paper.
- 3) Use the bottom section as a stencil by clipping with paper clips to a piece of paper the same size.
- 4) Then with a sponge dab paint onto the top section over the edge of the stencil.
- 5) when dry this can be repeated for the bottom section/OR work from memory with pencils, oil pastels or felt pens to add the detail to the bottom section.

Materials

- 1) Robust small paper x5/6 sheets
- 2) Clipboard
- 3) Pencil

Part 2

- 4) Scissors
- 5) Paperclips
- 6) Paper the same size as above /OR larger if going to transfer drawing
- 7) Sponges – one for each colour of paint to be used
- 8) Paint
- 9) Coloured pens, oil pastels
- 10) Line to hang pictures on to try

A way of extending the activity

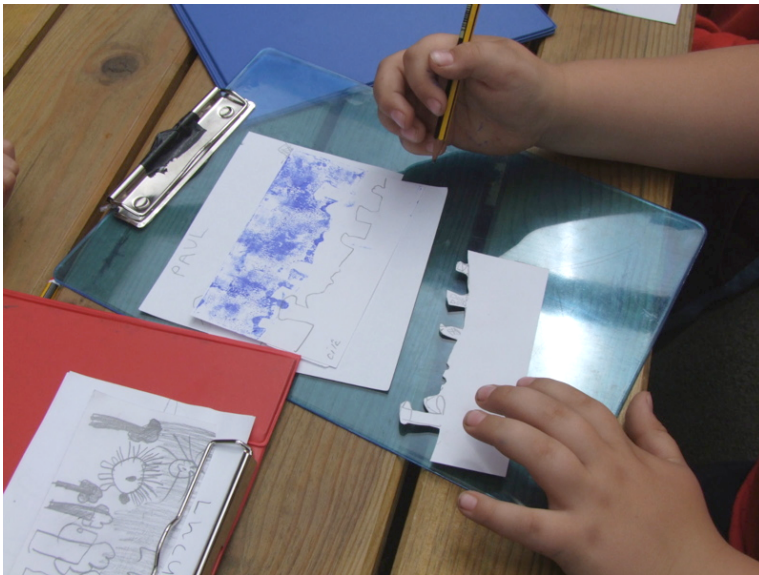
These images can be made on blank postcard paper and then sent on.

You may want everyone to write on the back answers to the following questions, based on the city that they are in – the examples below use ‘Swansea’ as the city (replace it with your own)

- 1) If you could take any part of Swansea to the moon what would it be?
- 2) If you could put Swansea anywhere in the world where would you put it?
- 3) If you could take any part of the world and bring it to Swansea what would it be?
- 4) When you think of Swansea what colours come to mind?



Skyline pictures by student aged 9



Skyline picture in Process



Hanging pictures to dry



Skyline paintings by students aged 10



Skyline paintings by pupils aged 7