

Lucy and Jorge Orta: Food

KS1 / 2

10 September – 4 December 2016

Tues – Sun, 10am – 5pm

City Gallery and Museum, Priestgate, Peterborough, PE1 1LF

www.metalculture.com



Created by Metal in collaboration with Petra Toseland

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FOOD

the opportunities for fun, creative, scientific, cross-curricular, cross-cultural and intergenerational explorations in school are endless.

Everybody loves food. Everybody has something to say and offer on the subject of food.

- What is your favourite food?
- How many types of apple can you name?
- How is it we can buy tomatoes all year round?
- How much food do you throw away?
- Can you name 5 festivals and celebrations that involve food?
- How far has your food travelled?
- Which 6 guests would you invite to dinner and what would you cook them?

Food is not just a necessity in life, it is possibly the most common denominator and one of the most influential aspects our lives. From where our food comes from, seasonality of foods and how food is grown to recipes passed between generations, cultural celebrations that focus on food through to local and global issues of food waste and food poverty. It is a fun and accessible subject but one that shapes our towns and cities, communities and cultural background. None more so that in East Anglia, the so-called bread basket of England which provides the wheat to produce 250 million loaves of bread and approximately 37% of all the vegetables produced in England. A huge number of family members work in the food industry in one way shape or form in the city.



In 2015 Metal invited Lucy + Jorge Orta to take part in our Harvest Festival. They delivered 70x7 The Meal Act XXXIX in Cathedral Square, their first UK outdoor Meal in their international series, seating 500 local residents for a spectacular meal of locally sourced produce. It was just once example of the work Lucy and Jorge develop that explores the local and global food chain and the ritual of community dining. 100 loaves of bread, baked

by the Peterborough residents were cast in aluminium to turn into new sculptures. These sculptures will be exhibited alongside other pieces of their work about Food at City Gallery from September to December 2016. The exhibition touches on themes of food waste, food distribution, seasonal food, biodiversity and preservation of heritage seeds and provides a great starting point for cross-curricular project on Food.

A short film about the 2015 Harvest Festival in Peterborough: <https://vimeo.com/141656567>

2. Curriculum Links for KS1 & KS2

Curriculum Links:

- Exploring art forms – drawing/painting, sculpture, assemblage and an introduction to contemporary art.
- Sustainability – local / global food production.
- Impact of food waste.
- Plants – life cycle, seeds and biodiversity.
- Design and Technologies – product design.
- Cooking and nutrition – local seasonal ingredients, recipe and menu development.
- Community and cultures - aspects of food production and consumption, tradition and heritage.

Pupils are offered the opportunity to

- Experience and interpret a collection of contemporary artwork.
- Explore a diverse range of objects, drawings and sculptures that have been produced using a variety of materials, media and techniques.
- Discuss and express their thoughts, opinions and feelings in response to art work.
- Consider the wider impact of the themes in relation to their everyday life

This exhibition will broaden the children's experience of art and in addition link to learning about food production (global & local), waste, cultures, harvest, rituals, traditions and bio-diversity.

3. General starting points / Lines of Enquiry in the gallery

You can use the following sentences with the pupils to get them looking and discussing that they see. You can challenge pupils to keep finding more and more detail. These starting points are good for developing the powers of careful observation, encouraging pupils to acknowledge and express their own responses and opinions and begin to understand how and why they were made. It can also start them off on further research and enquiry.

What do you see?

What do you think?

What do you wonder?

Look closely; what have you noticed that others may not have seen?

- What word(s) does the work make you think about?
- Have you seen anything like this before?
- How is the work different/similar?
- How was the work made?
- Why was the work made?
- What does it remind you of?
- Can you predict what will happen in the future?
- Which is your favourite piece of work – and why?

4. Bodies of work within the exhibition

70x7 The Meal Series



Lucy and Jorge's take familiar objects and rituals and adapt them to change the way we look at everyday life processes. Their **70x7 The Meal Series** takes the everyday act of dining and introduces motifs, symbolism and language into the design of the plates and table runners used to trigger for discussion amongst the diners. Lucy and Jorge design new plates and table runners for each meal they deliver. In 2015, 500 residents of the city were invited to join Lucy and Jorge in one of their dining experiences. The focus was on the city and the surrounding fenland. With a long agricultural history of supplying the crops and vegetables to feed the nation the area was once often referred to as the 'breadbasket' of England. It is an industry that has not only influenced the physical landscape but also the population make-up of the city. The plates and table runners Lucy and Jorge designed brought together symbols of land, harvest, Mabon and Lamas festivals and words for bread in a host of different languages. Guests to the meal were invited to bake a loaf of bread and bring it to the meal to share with fellow guests. Several of these loaves were cast in aluminium by the Ortas which will feature in new art works premiered at the exhibition.

Areas to explore:

- Seasonal food – what foods are available when
- Food based festivals from different cultures
- Seasonal festivals and folklore
- Bread-making

Skills: Research, discussion, ingredients, food groups, recipes, product design.

Simple activities

1. Select your favourite and least favourite plates from Lucy + Jorge's table. Choose one. What do the images and words on the plate mean? What colours do they use and why? Does it tell a story? What do you think people at the meal the plate was designed for might have talked about?
2. List fruit and vegetables that are available in each of the seasons.
 - a. What meal could you make with these items?
 - b. Design a plate for one of the seasons featuring the words and images you have gathered together. Use Lucy + Jorge's designs as inspiration. Think about how you might mix words and pictures
3. Explore cultural festivals – old and new. Mabon is the autumn equinox – the day of equal light and dark. Explore the symbolism. What food would you serve at this festival. What other festivals could you explore?
4. Have a class meal – what subject would you want people to discuss at your meal? Design plates and table runners that use words and images to help people have the discussions. What food would you serve? Type up and illustrate recipes or conversation cards people can have at the meal. 'Peterborough Take Note' choir sang songs with folk musician Robin Grey to entertain the Peterborough diners. Are there any songs you would sing?

Symbolism of Mabon:

- Symbols: wine, gourds, pine cones, acorns, grains, corn, apples, pomegranates, vines such as ivy, dried seeds, and horns of plenty.
- Herbs: Acorn, benzoin, ferns, grains, honeysuckle, marigold, milkweed, myrrh, passionflower, rose, sage, solomon's seal, tobacco, thistle, and vegetables.
- Foods: Breads, nuts, apples, pomegranates, vegetables such as potatoes, carrots, onions.
- Incense: Autumn Blend-benzoin, myrrh, and sage.
- Colors: Red, orange, russet, maroon, brown, and gold.
- Stones: Sapphire, lapis lazuli, and yellow agates.
- Activities: gathering dried herbs, plants, seeds and seed pods, walking in the woods, scattering offerings in harvested fields, offering libations to trees, adorning burial sites with leaves, acorns, and pine cones to honour those who have passed over

Hortirecycling



When farmers in France protested against EU agricultural policy by dumping tonnes of fruit and vegetables onto the streets Lucy gathered together waste / leftover produce and worked with top chefs to turn the produce into jams, preserves which she shared at stalls outside of Les Halles, one of the top retail centres in Paris. Through the process of sharing and tasting, Lucy was able to talk to people about their thoughts on waste food and the farmers dispute. This led onto a body of work entitled **Hortirecycling** and the creation of structures that provided market traders with somewhere to put their surplus produce at the end of the day. These structures, often re-purposing shopping trolleys, enabled people to not only gather the produce but clean and cook it when they were connected up to water and electricity.

A second series of work looks at advertising of food. It is the absence of labelling on the bottles etc that ask the question about freedom of choice and if our purchases are made under the influence of seductive advertising campaigns.

Areas to explore:

- Food waste – how much do you throw away
- Food poverty – who has access to food
- Where food comes from and how it gets to our supermarkets
- How to preserve foods and save waste – recipes
- Water – flood, drought and saving water
- Labelling of food packaging

Simple activities

- Imagine a day when you can't have food. What are the reasons you might not be able to have food. What does it feel like. Write a short story.
- Can they monitor what food gets thrown away at school, at home etc. What are the things most frequently thrown away? Why are they thrown away? Use the website 'www.lovefoodhatewaste.com' to see how they could use these foods so that aren't wasted in future. Could they cook with them, store them differently? Recycling? Composting? What challenge can they set themselves, their family or their school to reduce waste? How could they display this visually?
- Can they gather together their favourite packaging from home – cereal boxes etc. What is it about these designs that make them select them? What are the most popular colours? What fonts are good? What other things make packaging attractive or not? Can they design the packaging for the best cereal in the world? Can they design one which would be the worst – no-one would pick it up.
- What recipes do they know that can use up potentially waste produce or abundant produce? Do they have any recipes passed down the family? Banana bread, pickles and preserves? Can they write them up and illustrate them? Can you make some preserves as a group at school and share it with other classes? Write a poem and wrap it around the jars the preserve is in.
- Explore where their food comes from, who is involved in producing food. How does the food get in to shops?
- Analysis – list the food you eat? Where does it come from? How much food do you eat?

Bio-diversity and Seed Bank:



The Seed Bank is a vast collection of drawings and watercolours inspired by seeds, pollen and tubers that draw attention to the immense diversity of our natural world, currently under threat. Lucy and Jorge will be premiering the exhibition of approx. 100 drawings, creating an imaginary seed bank to preserve and disseminate seeds, particularly varieties that are not in commercial use or that may be threatened with extinction. These art works advocate the preservation of biodiversity and the wisdom and imagination necessary to do it.

The world has become increasingly dependent on broadly-adapted high-yield crops to the exclusion of varieties adapted to local conditions. Mono-cropping vast fields with genetically uniform seeds required expensive chemical fertilisers and toxic pesticides. Studies suggest that the high-yield varieties are genetically weaker. As the world's population of 7 billion expands to 9 billion by 2050, availability and access to food will become more urgent. Food production will have to increase two-fold to keep up with demand.

Lucy and Jorge drawings will be accompanied by will also premiere a series of highly sculptural and exquisite Heritage Seeds, enlarged and produced in Marino glass

Areas to explore:

- Drawing and painting from objects, recording information about what they look like in different ways.
- Sculpture – working in 3D, with different materials.

- Plants - life cycle, seeds, germination, what do plant need to grow?
- Anatomy of a seed / plant
- Identify different seed types
- Bio-diversity / heritage seeds

Questioning

- How have the drawings been made?
- How long do you think they took to draw?
- Why did Jorge draw the seeds in this way?
- What do the drawings tell you about the seeds?
- What information is missing from the drawings?
- How has the media of glass changed the appearance or feel of the seed?
- How do you think it is different or similar to the real seed?
- What other materials could you use to make sculptures of seeds? Why?

Simple activities

Describe the work using some of the basic formal elements. (Extension; some pupils could describe: Tone, Form, Pattern)

Line

Shape

Texture

Colour

Simple Gallery activities

- Choose a seed drawing from the work and make a copy of it - try drawing in the style of Lucy + Jorge. Make lines and shapes in the way they do.
- Make a range of drawings from the artwork. Explore different ways of making a drawing (blind, continuous line) and use different media and materials.
- Evaluate the drawing using the formal elements as a frame work for talking about art.
- Invent a new seed but mixing the characteristics form different seeds to make a new one. Now draw the plant that you think would grow from this seed
- Produce a continuous line drawing of one of the seeds and then draw the seed 3 dimensionally in wire.

Extension activities

- Collect seeds and seed heads. Look at seeds under a microscope – can they draw what they see without looking at the paper as they draw? Analyse the surface texture
- Explore the growth cycle of a seed - Plant a range of different seeds and photograph and record the changes, develop the images into artwork that records germination. What do the different stages and component parts of a plant / flower / seed do
- Cut open some fruit /vegetables. Can they make sculptures out of materials (clay, plasticine, papermache) of what they see?
- How many different types of apple can they name? How many are British apples? How do they differ? Why are there only a few apples in the supermarket? Where do they come from?
- Get a selection of 6 – 8 different apples. Cut them up into slices and keep the seeds separate. Ask the children to taste and describe each of the apples.
- Select a fruit – strawberry, apple etc. Ask the pupils to write about what they see. What does it look like, smell like, feel like. Put it against your skin – what does it feel like.
 - Can they write a story that features the descriptions and what they have discovered?
 - Cut it open – can they draw what it looks like?
- Gather together a selection of fruits and vegetables that have seeds – look at them together – how do they differ?
- Study other alternative artists and illustration styles -
- Students could invent their own seeds. Use creative imagination by inventing a futuristic seed, and then design the plant that would grow from it and the food that would be harvested. Choose 2 – 3 different materials to produce different 3D models of the same seed - explore scale. Explore how the medium affects how you represent the seed. How might the material and scale chosen affect how the response to the work?

5. Did you know – facts related to the exhibition

- In May 2013, the United Nations stated that, although the world contains 30,000 edible plants, only 30 crops account for 95% of the energy in human food.
- Even more frightening, 75% of plant diversity has been irreversibly lost over the last 100 years.
- Peterborough sits on the edge of the Fens, surrounded by Grade 1 agricultural land, which accounts for about half of all Grade 1 agricultural land in England.
- Peterborough and its surrounding Fen environs are often referred to as the ‘breadbasket’ of England, supplying the crops and vegetables to feed the whole nation.
- Every year farms in the Fens grow enough wheat to produce 250 million loaves of bread and approximately 37% of all the vegetables produced in England are grown in this fertile, black soil.
- **7,500 varieties** of apples are grown throughout the world. How many types of apples can you name?

6. Educational workshops and resources available

At the gallery

Question cards: There will be a series of question cards available at the gallery which will help you start conversations with your group. These ask questions about titles of work, colours used, subject matter, stories told through the work etc.

Resource box at the gallery: There will be a box of materials for use by groups at the gallery. This will include charcoal, pencils, colouring pencils, clip boards etc. Please be prepared to bring your own paper and pencils. Worksheets can be downloaded from the metalculture.com website and printed at school so that you know you have the right number for your group.

Guided Tours: If you would like a free guided tour of the exhibition, please contact Metal on 01733 893 077. It would be great to know if there is a particular angle that you would like us to refer to in our tour. Tours are only available if booked in advance.

Workshops:

Vivacity will be coordinating a number of bookable workshops linked to the exhibition. For details visit www.vivacity-peterborough.com

There may be a number of other workshops available to schools. Please contact Metal for details.

Running alongside the show will be an exciting **public** programme of activities and events ranging from bread making and pickling workshops, artists talks, debates. For more information and to keep up to date visit www.metalculture.com or facebook at Metal Peterborough or call 01733 893 077

Resources available around 'Food'

- Farming and Countryside Education (FACE) offer various worksheets for schools: <http://www.face-online.org.uk/>
- <http://www.face-online.org.uk/art/art-and-farming-in-britain>
- Wellcome Trust – The Crunch: <https://thecrunch.wellcome.ac.uk/> The Crunch is an exciting year of activities, experiences and discussions about our food, our health and our planet. Through The Crunch we want to help people think about how our food, our health and our planet are all interconnected. By examining our relationships with food, and exploring cutting edge research, we can think about how we can eat in ways that can keep our planet and ourselves healthy. Each school will have received a resource pack from The Crunch for use in schools -

7. Other organisations offering workshops and information on the theme of Food

- Food for Life Partnership – www.foodforlife.org.uk/
- Sacrewell Farm - <http://www.sacrewell.org.uk/>
- Green Backyard: www.thegreenbackyard.com
- Vivacity: <http://www.vivacity-peterborough.com/information-for-schools/>
- PECT - <http://www.pect.org.uk/working-with-us/education>
- East of England Agricultural Society - <http://www.eastofengland.org.uk/events-overview/education-events/>

8. About the artists: Lucy + Jorge Orta

- <http://www.studio-orta.com/en>
- <http://www.studio-orta.com/en/artworks/serie/23/70-x-7-The-Meal>
- <http://www.studio-orta.com/en/artworks/serie/16/Food>

Lucy and Jorge Orta are known internationally for their collaborative practice focusing on major world issues. They use a diversity of media (drawing, sculpture, installation, painting, silkscreen, photography, video, light and performance) to create 'thematic' collections of work. Since 1996 they have been developing work that explores the local and global food chain and the ritual of community dining.

Lucy Orta was born in 1966 in Sutton Coldfield, United Kingdom. She graduated in fashion-knitwear design from Nottingham Trent University (1989). After moving to Paris, Lucy began practicing as a visual artist in 1991, exhibiting her work in galleries and museums internationally. Lucy is currently Chair of Art and the Environment at the University of the Arts London, where she has been a Professor of Art and the Environment at the London College of Fashion since 2007.

Jorge Orta was born in 1953 in Rosario, Argentina. He studied at the faculty of fine arts (1972–1979) and the faculty of architecture (1973–80) of the Universidad Nacional de Rosario.

Amongst their most 'thematic' series are:

- [Refuge Wear](#) and [Body Architecture](#): portable minimum habitats bridging architecture and dress; [HortiRecycling](#): the food chain in global and local contexts;
- [70 x 7 The Meal](#): the ritual of dining and its role in community networking;
- [Nexus Architecture](#): alternative modes of establishing the social link; The Gift: a metaphor for the heart and the biomedical ethics of organ donation;
- [OrtaWater](#) and [Clouds](#): water scarcity and the problems arising from pollution and corporate control;
- [Antarctica](#): international human rights and freer international migration
- [Amazonia](#): the value of the natural environment to our daily lives and to our survival.

In recognition of their contribution to sustainability, the artists received the *Green Leaf Award* in

2007 for artistic excellence with an environmental message, presented by the United Nations Environment Programme in partnership with the Natural World Museum at the Nobel Peace Center in Oslo, Norway. In 2013 the artists' monumental [Meteoros Clouds](#) was selected for the inaugural Terrace Wires public art commission for St Pancras International in London.

Lucy + Jorge Orta's studios are located in central Paris and at Les Moulins in Seine-et-Marne. Les Moulins is a cultural complex situated along an 8km stretch of the Grand Morin valley. It was founded by the artists in 2000 to establish a collective environment dedicated to artistic research and production of contemporary art. The site is undergoing redevelopment into artist studios, workshops, residencies, contemporary art galleries and a sculpture park to host international artists and researchers to create artworks in-situ.

Films:

- Harvest Festival in Peterborough: <https://vimeo.com/141656567>
- Lucy + Jorge Orta: 70 x 7 The Meal, Peterborough (2015): <https://vimeo.com/142070269>
- Harvest time lapse of the meal set-up: <https://vimeo.com/141666659>
- Lucy + Jorge Orta: 70 x 7 The Meal, Philadelphia, USA (2013): <https://www.youtube.com/watch?v=deFw6Wggy7E>
- Lucy + Jorge Orta: Symphony for Absent Wildlife (2014): <https://www.youtube.com/watch?v=FHxifituTAK>
- Lucy Orta: Nexus Architecture, performance (2002): <https://www.youtube.com/watch?v=Te0nIXDB-BI&spfreload=10>
- Lucy Orta: Refuge Wear (1998): <https://www.youtube.com/watch?v=AlwnZFpzzNA>

9. Visiting the Gallery / Museum

- General admission is FREE.
- Admission on special event days: Admission prices vary depending on event.
- Group tours of the site can be booked throughout the year by prior arrangement. Please contact us for more details and bookings, call 01733 864 663 or email museum@vivacity-peterborough.com.
Independent group visits are welcomed but restricted to a maximum of 32 people (for independent school visits: 32 plus supporting staff).
- Details of risk assessments etc for visiting the museum / gallery can be found here: <http://www.vivacity-peterborough.com/information-for-schools/learning/>

10. Glossary

- **Aesthetic** — A word used to relate to the appearance of a piece of art work.
- **Artistic language**— An artistic language is the style constructed by the artist.
- **Contemporary art** — Artwork that is produced in the present time and explores current issues and themes.
- **Installation**— An artwork created from multiple elements (such as objects, sound, film) that acts as an experience for the viewer to enter.
- **Retrospective** — A collective exhibition of an artist's work which shows a development of their career over time.