

Score Activation Lessons

1. Ask your students, or as a family, to go for a walk. On the walk pick something to notice, or attune to, that you would not normally do when you walk. Count trees. Look for objects that are all the same colour. Measure the sidewalk using a part of your body. Listen for a particular sound (birds, people, laughter, emotions, resistance...). The point of this walk is to move, practice tuning one or more of your senses towards what you experience, as well as to think socially and politically about the action of walking. The distance or duration of the walk does not matter. When you finish your walk try one or more of the following:

- talk about the walk and what you were tuning into
- draw a map of your walk but instead of buildings and road signs draw the concept(s) you tuned into (this could be literal, gestural marks, words, or anything)
- create a list or a mind map of what you noticed and tuned into on the walk

Consider where you were walking and your own subject position (gender, race, class, sexuality, ability etc.) and how that is part of walking. Add that to the above.

As a practice it might be good to do 2-3 of the above walks to get a sense of the place where you walk.

2. Read the score on the postcard and discuss what you think it means, activates, or points towards. What ideas or concepts does it generate?
3. What place do you want to go and walk given the score and your discussions about the score? Discuss different places and the reasons they connect to the score. Choose a destination (maybe the walk needs to be repeated in multiple destinations – this is all up to you). For teachers this might be assigned but also open; we call this practice ‘enabling constraints.’ Maybe it’s within a 5 block radius of school or home. Or a particular area of a neighbourhood, park etc. You can make some ‘constraints’ without being prescriptive.
4. Decide if the walk is to that destination from where you live or another point, or if the destination is the place of the walk itself. Again, enabling constraints can be used. Maybe the walk is for a particular period of time. Or maybe it’s more of a wander?
5. Prepare how you will respond to the prompt and the place for the score walk: will you want to draw, make etchings/rubbings, make maps, record sounds, collect things, take photographs, perform something? Gather what materials you think you will need.
6. Execute your walk. And record your observations and ideas through some form of arts-based documentation.
7. Once home look through the work you have compiled. Do the walk again if you need to. Do a different walk. Compile the traces of the walk. Write a summary and analysis of the walk and send it and your selected documentation to WalkingLab.
8. Mostly enjoy being responsive to place.