

Watch a fragment from the RIBOCA2 film:
https://bit.ly/RIBOCALAB_Vide



Kultūras ministrija



AIM: To find out about RIBOCA and the reasons why it was necessary to make the RIBOCA2 film. To get to know about contemporary art. To consider the correlation between the phenomena of today and their roots in historical situations, critically evaluating information to explore how people act today. To briefly research the conditions leading to a historical phenomenon and think about models for future development.

AGE GROUP: 9th–12th grades

LESSON DURATION: 40–80 min, depending on the time given to the research and presentations

WHAT YOU NEED: a computer or phone with internet connection

INTER-SUBJECT LINKS: history, philosophy, foreign languages

ACTIVITY PLAN

- PART 1:** Introduce students to the Riga International Biennial of Contemporary Art (RIBOCA), why it was founded and why a film was made of the second biennial, as well as tell about contemporary art. Afterwards, the students read the film text, watch an excerpt of the film, and read the accompanying text.
- PART 2:** Once the students have familiarised themselves with the texts and the film excerpt, you can discuss what they have seen. During this discussion, it is important that they understand what this text might mean in the context of today, and what similarities we can see through the development of history. There are examples on the lab sheet. After the discussion, each student can choose a topic to research in more depth, trying to rationalise why they have chosen that particular topic. Students are given time to gather as much information as possible about the topic they have chosen. The teacher is free to choose how much time is given to research. You can allocate the rest of the class to it, and ask students to prepare a short presentation at home, as well as task 3 on the lab sheet.
- PART 3:** Once the students have finished researching, they can present their research to their classmates using their preferred method. Afterwards, students are once again asked to discuss how the world might look in the future (the discussion can be kept within this class, or can be used as a link to other subjects, for example, they can use their conclusions to create a work in visual art class on how the world of the future might look, or write an essay in literature class).

Watch a fragment from the RIBOCA2 film:

https://bit.ly/RIBOCALAB_Vide



Kultūras ministrija



ADDITIONAL INFORMATION

Since its inception two years ago, RIBOCA2 exhibition project was to reflect on the end of an epoch and to investigate new paths of existence with space for other voices, sensitivities and relationships. The theme grew out of the increasing sense that we were witnessing a planet in agony, linked with a rising discourse around a coming cataclysm. The end of the world has always fascinated mankind, starting with the Mesopotamian Epic of Gilgamesh and its 'flood tablet' from c. 2100 BC, to the Apocalypse of the Book of Revelation, and extending through films like Lars Von Trier's Melancholia and the Mad Max blockbusters.

Tied closely to its location, and suddenly it all blossoms intended from the start to learn from and grow out of the Latvian and Baltic context, where worlds have ended many times over centuries of occupations, wars and economic upheavals. These conditions inspired enduring practices of resilience that culminated in the surreal human chain of two million citizens, a 600km social sculpture linking Tallinn to Riga to Vilnius in a call for independence in 1989. Riga has also been a zone of cultural conflation for centuries, a bridge at the meeting of territories, where multiple sensitivities and ideologies have been assembled and enmeshed since its very inception. Despite these fluctuations, human and non-human solidarities have been maintained through written and oral poetry, acknowledgements of celestial rhythms and practices of healing. In its departures from the local situation, the Biennial also acknowledges that a reality is made up of ongoing exchanges between beings, minds, trajectories and networks that reach far beyond any borders.

Watch a fragment from the RIBOCA2 film:

https://bit.ly/RIBOCALAB_Vide



Kultūras ministrija



#history #existence #causation #philosophy #development

- Curatorial concept:

<https://riboca.digital/en/page/curatorial-concept-by-rebecca-lamarche-vadel>

- Material from **RIBOCA Talks** that can be used for an in-depth understanding of the topic:

<https://www.rigabiennial.com/en/education/riboca-talks/event-title>

- **Additional questions** taken from the RIBOCA2 public programme to reflect on the topic:

- Can the end of a world make space for new beginnings?

- Can utopian thinking lead in the making of different social formations?

- What might we learn from the forms of solidarity enacted between the Baltic countries, during the pandemic and in the global uprisings in support of Black lives?

- How does unmaking and unbuilding the spaces rendered uninhabitable by industrialism make visible its blossoming life-forms?

- How do artistic imaginaries open up new political programmes and experiments in collectivism?

A