TUTORIAL 03

How can archives connect art and science?

TEACHER / YOUTH FACILITATOR RESOURCE • Ages 12–20 • Suggested session: 45–55 minutes

1. About the video

In this approximately one-minute video, the speaker suggests starting with scientific or historical documents: a researcher's letter, field notebook, engraving, experiment report or testimony. Learners identify the scientific phenomenon within the source and explore how to make it visible, tangible and human through visual, sound-based or graphic expression. The activities below extend the video's proposal.

2. Learning objectives

- Identify documented facts, historical context and a scientific question in an archival source.
- Distinguish evidence in a document from artistic interpretation.
- Turn a source into a visual, sound-based or graphic creation while preserving its meaning.
- Explain how documentary rigour and creativity can work together.

3. Key ideas

The speaker presents science as a story developed over time within artistic, human and historical contexts. Suggested forms include poetic infographics, performances about scientific method and sound installations exploring a climate event. The challenge is to make a document accessible without changing its factual content. Deeper, more memorable understanding is a hoped-for benefit expressed in the video, not a measured outcome.

4. Suggested learning sequence

Stage	Time	Facilitator guidance
Explore a source	5 min	Watch the video, then introduce a scientific or historical archive. Identify its date, author and type.
Find the science	10 min	In small groups, list documented facts and ask: "What scientific phenomenon lies behind this?" Check the context.
Interpret and create	20 min	Choose a visual, sound-based or graphic format (infographic, collage, short performance). Preserve key facts and identify imagined elements.
Share and discuss	10–15 min	Present the source and creation. Explain what the artistic approach makes visible or tangible, and what remains interpretation.

5. Materials

Video playback device; a short, legible and contextualised archive (such as a field notebook page or observation report); paper, pencils and markers. Optional: recycled materials, digital tools or sound-making objects. Check the source and usage rights of documents.

6. Questions for discussion

- What clues help us identify a scientific phenomenon in this document?
- How does an established fact differ from an artistic interpretation?
- How can we make a document engaging without distorting its meaning?
- What does the source reveal about the historical and human context of science?

7. Assessment and follow-up

Each group presents its source, the phenomenon identified and its creation. Learners identify at least two verifiable facts and explain their artistic choices. As a follow-up, compare two sources about the same phenomenon or add captions and references to the artwork.

8. Accessibility and adaptation

Provide short sources, readable transcriptions and vocabulary support. Allow drawing, collage, sound, spoken explanation or digital media. Assign varied roles (reading, fact-checking, creating, presenting) and alternatives to sound- or vision-based tasks.

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