

CANADIAN OLYMPIC SCHOOL PROGRAM

WINTER 2011/2012

LANGUAGE ARTS, ARTS

CULTURAL OLYMPIAD - SENIOR



CULTURAL OLYMPIAD
OLYMPIADE CULTURELLE
vancouver 2010

CULTURAL OLYMPIAD





WINTER 2011/2012 LANGUAGE ARTS, ARTS

Baron Pierre de Coubertin, the founder of the modern Olympic Games, always envisioned that the Games should be the “marriage of sport and art.” The Cultural Olympiad runs parallel to the Olympic Games and profiles arts and culture.

To celebrate the London 2012 Cultural Olympiad, the Canadian Olympic Committee has challenged communities across Canada to add to a digital Cultural Olympiad that

celebrates Canadian arts and culture through the eyes of local youth.

Upon hearing of the challenge, your city council has asked local youth to create their community’s submission. Your team is charged with creating a submission to the digital Canadian Youth 2012 Cultural Olympiad that will proudly present your community’s art, culture, architecture, and people to youth around the world.



From the rush of the basketball court and the thrill of the high jump, to the beauty of synchronized swimming and the archer's precision under pressure ; nothing beats the excitement of the Olympic Games. In the same spirit, world-class entertainment is a big part of what people have come to expect from the Olympic Games. This summer in London, prepare to be inspired by more than great athletic feats, as the Cultural Olympiad brings together some of the world's best arts and entertainment.

When founding the modern Olympic Movement in 1894, Baron Pierre de Coubertin's vision was that the Games should be the "marriage of sport and art," says Francesca Canty, the UK and International Cultural Programmes and Partnerships Manager. "London 2012's commitment is to bring Baron de Coubertin's vision back to life."

Sport and culture are two "pillars" that support the mission and vision

behind today's Olympic Games, agrees Canada's Burke Taylor, Executive Producer for Vancouver's 2010 Cultural Olympiad. "De Coubertin wanted to bring people together in a way that was both peaceful and competitive. He wanted to give them an opportunity to get to know each other," says Taylor. "A lot of people aren't aware of that. They think it's all about gold medals."

In keeping with its commitment to give arts and culture a high profile, the London 2012 Cultural Olympiad has been running since 2008 and features a wide range of visual, performance, musical, digital and cultural art exhibits throughout the United Kingdom. Young people are sending in photos, videos, songs and stories online and getting involved in ways unimaginable in the not-too-distant past.

"It is the largest cultural celebration in the history of the modern Olympic and Paralympic Movements," says Canty.

CULTURAL OLYMPIAD - SENIOR

FESTIVAL

The London 2012 Festival program will be the UK's biggest-ever culture festival – featuring art, music, theatre, film and more. There will be over 10 million people taking part in events right across the UK. And over 7 million people will have the opportunity to go along for free. In all, the Festival will feature 1,000 events! Featured artists include Damon Albarn, Cate Blanchett, Scissor Sisters, the Lincoln Center Orchestra, Baaba Maal, Angélique Kidjo, Andy Sheppard, Stella McCartney, Yoko Ono, Simon Rattle, Mark Rylance, Paul Smith, Ridley Scott and Rufus Wainwright.



The culmination of London's Cultural Olympiad will be the 2012 Festival, bringing leading artists from all over the world together from June 21 until September 9, 2012, the last day of the Paralympic Games. It is the UK's "biggest ever festival," says Cauty. In all, 1,000 events will run during the festival.

From pyrotechnics to mixed media art installations and large-scale musical performances, festival events are divided into "strands," or types, of entertainment. For example, young people were asked to create a short film for a competition in the "Film and Digital" strand. Twenty pieces of "New Music" were commissioned. The "BT River of Music" strand features concerts on different stages representing the world's continents, many along the iconic River Thames. There's even a "World of Shakespeare" strand with a new twist on the English classics. Some events are paid admission, but many are free. Venues are set up across London and throughout the UK.

Of course, it takes more than great vision to pull off such a large-scale, widely-coordinated event. It takes

years of advance planning, developing the overall tone of the Cultural Olympiad, determining scope (local, national or international focus), and contacting top-notch talent in both artistic and organizational fields.

Top artists often set their schedules months or years in advance, so organizers have to give them plenty of notice in filling the event schedule. Larger organizations such as symphonies or museums need even more notice. Connections between young visual, digital or musical artists and older, more established talent need to be imagined and arranged. In the end, smiles Taylor, "Top talent is not hard to find when asked to be part of the Olympic Games."

"The more partnerships the better," Taylor emphasizes. The patrons of the local art community need to be approached early in the process, and asked for their input and ideas. Their assistance is critical in order to pull off the many events. Municipal planners need to be brought on board for both temporary and permanent venues and performing space. Partnerships with people providing exhibition space or other donations can include local



BT RIVER OF MUSIC

A massive musical celebration, BT River of Music is one strand in the London 2012 Festival. It features performances by musicians representing all the Olympic and Paralympic nations and major continents across six stages: Battersea Park (Asia stage); Jubilee Gardens (Africa stage); Trafalgar Square (Europe stage); Somerset House (Europe stage); Tower of London (Americas stage) and Greenwich Old Royal Naval College (Oceania stage).

groups, government agencies, art councils and businesses.

In other words, the amount of coordination, detailed management and relationship building is mammoth. Organizers rely on a core group of staff, and an army of volunteers and contractors. A successful Cultural Olympiad means getting the right people on board from the start, defining roles, allowing creativity to flow, and having a plan to finish well. While the possibilities may be endless, deadlines are not. They are firm. Large and small commitments along the way must be met.

The other people to bring on board right from the get-go, are media providers and broadcasters. These are the people with the “megaphone,” says Nathalie Cook, Marketing Vice President for Canada’s Olympic Broadcast Media Consortium. Advertising the highlights of a Cultural Olympiad is half the battle. Once you have a line-up of events in place, and venues and times established, you need to get the word out and build excitement. The Cultural Olympiad is a key way to build anticipation for the Olympic Games.

Since the Vancouver 2010 Olympic Winter Games, social media tools have also played a large role in connecting

people and getting the word out about the Games and the Cultural Olympiad. These are much cheaper ways to advertise than traditional media. London’s planners have used this to their advantage and, as a result, are boldly predicting a participation rate of 10 million people this summer.

When budgeting for a Cultural Olympiad, government supporters and private and public donors put up a large amount of the money, but organizers also plan on earning revenue through ticket and merchandise sales.

Spectators fortunate enough to attend more than one Olympic Games, comment on how each Games has its own personality and feel. Part of what contributes to this is the unique culture of the host country as profiled during the Cultural Olympiad.

“One of the great strengths of the Cultural Olympiad,” explains Taylor who has helped organize many Olympic Games “is that it does so much to distinguish one Games from another.”



LINKS

Browse the program that has been announced so far.

<http://festival.london2012.com/>

Performance details

<http://festival.london2012.com/events/>

More updates on latest Festival events.

<http://www.london2012.com/press/media-releases/2011/11/the-uk-celebrates-london-2012-with-a-12-week-nationwide-.php>

Open Weekend details.

<http://www.london2012.com/open-weekend>

Cultural Olympiad details.

<http://www.london2012.com/cultural-olympiad>

ASSIGNMENT OVERVIEW

The Vancouver 2010 Cultural Olympiad featured the works of artists from across Canada. There were live performances, galleries, and public art. The city was abuzz with excitement. Over 2.5 million fans crowded to hear concerts, appreciate visual art, and take part in the celebrations. While some of many of the events required tickets, there were 650 free events.

Unlike past Cultural Olympiads, culture was also displayed digitally. The Cultural Olympiad Digital Edition (CODE) was a digital art showcase. It profiled new digital media styles in art, music, and film. Artists contributed their pictures, videos, songs and stories that told the world about daily life in Canada. Over 20,000 submissions were made. Social networking made this a hugely popular event.

It was such a huge success that the Canadian Olympic Committee has decided to have Canadian youth digitally celebrate their culture as part of a Canadian Youth 2012 Cultural Olympiad. The challenge is to describe our culture as seen through the eyes of youth. What does it mean to be a youth in Canada? What art, traditions, customs, beliefs, and behaviours are the “blueprint for living” as a youth in Canada?

WHAT IS CULTURE?

Just what do we mean when we speak of culture? What exactly is it?

Culture refers to a society’s traditions, beliefs, customs, behaviours, dress, language, architecture, music and literature. The respected American anthropologist, Clyde Kluckhohn, described culture as the “historically created blueprint for living”.

ARE WE LIVING A GLOBAL CULTURE?

For thousands of years, the world was a big place. Travelling to another land was done on foot, by animal, or later by boat. Experiencing the cultures of the world could only be done by long and often arduous travel. All of that has changed due to jet travel, TV, and the internet. Now you can experience another culture with the click of your mouse.

Now we share culture more easily. Youth across the world listen to American pop music, learn to speak English, eat at McDonalds, and wear Nike t-shirts. It makes it more challenging to describe Canadian culture.

Do Canadian youth have a unique culture, or have those days come to an end? Is Canadian culture just an extension of a global and American-based culture?



ASSIGNMENT OVERVIEW (CONTINUED)

The Canadian Olympic Committee (COC) has set some submission guidelines for the Canadian Youth 2012 Cultural Olympiad. They are looking for an original 2 minute video or multi-media presentation that showcases the culture of your community or province through the eyes of a youth. It is to combine visual images and the narration of an original poem. It can be any style of poetry that you choose. You could produce a video or a slide presentation (e.g., <http://vimeo.com/24638671>). If your group is musical, the poem could be put to

music (think music video). The key message of the poem is an explanation of what it means to be a Canadian youth in your community.

Since Canada is a vast nation, culture is a bit different in each community. For instance life in a small Newfoundland fishing village will be quite different than the culture of a ranching community in Alberta. Culture even within a city like Toronto can vary quite a bit between ethnic communities. You might choose to be very specific in describing your community's culture. You might profile being a Ukrainian Canadian youth in Winnipeg.

WHAT IS THE CANADIAN OLYMPIC COMMITTEE?

The Canadian Olympic Committee (COC) is the organization responsible for Canada's participation at the Olympic and Pan American Games. They field and support the athletes on the Canadian Olympic Team. The COC also runs education and cultural programs that bring the excitement of the Olympic Games to Canadians.



CULTURAL OLYMPIAD - SENIOR

WHAT IS SLAM POETRY?

Slam poetry is performed live, and is often scored by the audience as part of a contest. It often has a vocal style that is similar to that found in hip-hop music or dub poetry (a rhythmic style of poetry from the black and West Indian culture). It doesn't have to rhyme and can shift tones, voices or styles.

The emphasis is on using spoken word as a means of creating an emotional impact. This is a form of passionate poetry where the poet speaks his/her mind openly and freely. It is similar to a motivational speech in that words are carefully chosen to emphasize the emotions of the poet. Here is a great example by Shane Koyczan:

<http://www.youtube.com/watch?v=zs68qRexFc>



ASSIGNMENT OVERVIEW AND INSTRUCTIONS (CONTINUED)

Steps to Make Your Multi-Media Presentation

Creating your presentation is not complicated, but it is a fair bit of work. Here are the steps that you will need to follow:

1. Discuss the meaning of culture. What is Canadian culture? How is it present in your community? What does it mean to be a youth in your community? From these discussions, determine four key messages that will be the content communicated by your presentation.
2. Decide on the format of your presentation (e.g., video or slide show).
3. Determine the roles and responsibilities among your group members.
4. Based on the discussions in step 1 and 2 the decisions regarding format and genre, write your poem.
5. If doing a slide show, select the images that best represent the ideas in your poem.
6. If doing a video, layout your presentation using either a script style or a story board. This will help you plan how you will deliver your messages. It helps you plan videoing locations, cuts, images to use, etc. This will also help you think out how the presentation will flow. Check out <http://www.sotherden.com/video101/storyboard.htm> for a tutorial.
7. Create your presentation using programs such as PowerPoint, Prezi, iMovie, Windows Movie Maker, or other video and/or photo editing software. You may also choose to add music or other sound effects to enhance the effectiveness of your presentation.

The organizer page will help you with the layout of your multi-media presentation.

WHAT IS A STORY BOARD?

Story boards make the script come to life. In basic terms it is like a timeline for the video, outlining each scene from the opening to the closing shot. It lets you see what the scene will look like and helps tell the story or deliver the messages in an effective way.



PRESENTATION ORGANIZER

Description of Canadian Culture in Our Community:

What are four key messages to be conveyed in the presentation?

Format: _____

Will you use a story board or script approach (see templates for each): _____

GROUP ROLES

Director _____

Poet _____

Videographers _____

Production _____

Narrator(s) _____

Music _____

Note: Depending on the format of your presentation, you may or may not need each of these roles. The point is that it is important to delegate the work so that everyone feels involved. For instance, if you are doing a slide presentation, then you will not need a videographer or director.



SLIDE SHOW ORGANIZER

Video (describe the shot)	Diagram (sketch what it looks like)	Audio (sounds and script)



SLIDE SHOW ORGANIZER

IMAGE	POEM
01 Photographer or Source:	
02 Photographer or Source:	
03 Photographer or Source:	
04 Photographer or Source:	
05 Photographer or Source:	
06 Photographer or Source:	
07 Photographer or Source:	
08 Photographer or Source:	
09 Photographer or Source:	

10 Photographer or Source:	
11 Photographer or Source:	
12 Photographer or Source:	
13 Photographer or Source:	
14 Photographer or Source:	
15 Photographer or Source:	
16 Photographer or Source:	
17 Photographer or Source:	
18 Photographer or Source:	
19 Photographer or Source:	
20 Photographer or Source:	



TEACHER'S GUIDE

Introducing the Project

Introduce this project with a discussion on culture. Some possible discussion starters are:

1. What does culture mean to you?
2. Brainstorm things that are uniquely Canadian.
3. What makes Canadians different from Americans?
What makes your community different from other communities or provinces?
4. Is Canadian culture different for youth than it is for adults? Although the Cultural Olympiad Digital Edition website is no longer active, some of the videos that were produced for this initiative are still active on other sites. An example of some of the work submitted is found at <http://www.palladio.ca/cultural-olympiad-digital-edition/>

Set Up

The assignment can be done individually or in small groups (3-4 students). Since it relies on a familiarity with PowerPoint or Prezi, it is best to distribute the students with previous experience with these programs among the different groups. Alternatively, you can give a brief demonstration or ask one of your students to teach their peers.

This project will require the use of the school computer lab. When booking your computer lab, plan for 1 for selecting images and 2 for assembling the presentation. This assumes that some of the image search and presentation will be done out of class as homework.

Leading the Project

Encourage the students to use the Pecha Kucha Organizer to prepare. This will help the student or groups of students to organize their work. Here are a few tips that will help your students in making their presentations:

1. Think about your audience – Encourage your students to think about their audience. What would engage your audience? What do you like in a presentation? What don't you like?
2. Be concise – It's a very fine line between providing a suitable amount of information and too much information. Narrating a slide in only 20 seconds will be a challenge for some. Challenge your students to say more in fewer words. This is a perfect project to refine their skills at writing concisely.
3. Be original and be creative – Ask your students to think carefully about the content they want to deliver. Challenge them to be creative in their

words and selection of images. You might decide to place additional requirements for the types of images selected. For instance you might require that 4 of the images be original works of art or that some of the images be selected from their family photo albums. An interesting twist would be to require that the students photograph all of the images over the course of a week.

Presenting Their Work

Depending on the class size and whether this project was done in groups, allow one or two classes to present the PechaKuchas. If multiple teachers are doing this project in your school, you may wish to choose the best 3 presentations from each class and share them with the school community as a whole to encourage cultural awareness in support of the London 2012 Cultural Olympiad.

Extension Activities

1. *Host a live Cultural Olympiad event at your school or in your community*
Have your students plan and host a cultural event with an Olympic theme. This could be a live concert, poetry reading, PechaKucha Night, art exhibit, etc. Plan the logistics including venue, ticketing, promotions, sound, lighting, and refreshments.
2. *Design a Canadian Youth 2012 Cultural Olympiad pin*
Introduce the concepts of symbols and symbolism and provide examples (e.g., a dove as a symbol of peace, flags to represent nations, coats of arms, etc.). Discuss the important roles that the concepts of colour, symbols, and the message each of these logos carry for the greater nation. Ask the students to design a pin to be given to all Canadian Youth 2012 Cultural Olympiad participants in their community.
3. *Organize a Multiculturalism Day*
Introduce how Canada is well-known for its diverse culture. We, as Canadians, respect, appreciate and celebrate our multiculturalism. Many Canadian cities hold annual festivals that recognize the customs, traditions, cuisine and clothing of various cultures. Imagine you are in charge of organizing a Multiculturalism Day at your school. What sorts of things would you showcase? How would you organize it to ensure that a wide variety of cultures are represented?

PRESENTATION EVALUATION RUBRIC

NOT YET MEETING EXPECTATIONS	MINIMALLY MEETING EXPECTATIONS	FULLY MEETS EXPECTATION	EXCEEDS EXPECTATION
<p>Ideas are not presented clearly and coherently.</p> <p>Presentation uses generalities and inaccuracies.</p> <p>Content is repetitive and lacks originality or variety.</p> <p>Presentation strays from topic assigned.</p> <p>Language choice indicates a lack of understanding of audience.</p> <p>Use of media (presentation or video) is poorly done and indicates a lack of effort.</p> <p>Images and graphics do not correspond to the narrated content.</p>	<p>Ideas are presented with some coherence.</p> <p>Main points are present, but not always obvious to audience.</p> <p>Presentation stays mostly on topic.</p> <p>Content has some variations and but is largely repetitive.</p> <p>Some supporting facts are presented, but lack appropriate detail.</p> <p>Language choice indicates limited understanding of audience.</p> <p>Use of media shows some skill and effort.</p> <p>Images and graphics add to the content.</p>	<p>Ideas are presented clearly and coherently.</p> <p>Presentation is informative and persuasive.</p> <p>Main points are clearly articulated.</p> <p>Content has some originality and variation.</p> <p>Supporting facts are effectively used with appropriate detail.</p> <p>Language choice indicates understanding of audience.</p> <p>Use of media demonstrates skill and effort.</p> <p>Images and graphics enhance the content.</p>	<p>Ideas are presented clearly and concisely with creativity and professionalism.</p> <p>Main points are clear and well explained.</p> <p>Presentation is informative and very persuasive.</p> <p>Content shows imagination, originality, and variation.</p> <p>Evidence of research on the topic.</p> <p>Use of supporting facts are skilfully presented.</p> <p>Language choice is concise and indicates advanced understanding of audience.</p> <p>Use of media is professional.</p> <p>Images and graphics are skilfully used to enhance the content.</p>

CURRICULUM LINKS

BRITISH COLUMBIA/YUKON

Language Arts 9-12

- Express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain.
- Select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, acknowledging and discussing diverse points of view, and reaching consensus or agreeing to differ
- Select and use a range of strategies to prepare oral communications, including interpreting a task and setting a purpose, considering audience, generating ideas, making connections, among relevant knowledge and experiences, and planning and rehearsing presentations.
- Create thoughtful representations that communicate ideas and information to explore and respond record and describe, explain and persuade, and engage.
- Write meaningful personal texts that elaborate on ideas and information to experiment, express self, make connections, reflect and respond, and remember and recall.
- Write purposeful information texts that express ideas and information to explore, respond, record and describe, speculate and consider, argue and persuade, analyse and critique, and engage.
- Write effective imaginative texts to develop ideas and information to strengthen connections and insights, explore and adapt literary forms and techniques, experiment with increasingly sophisticated language and style engage and entertain.
- Create thoughtful representations that communicate ideas and information to explore and respond record and describe, explain and persuade, and engage

Information and Communications Technology 11

- Design and create a multimedia solution to an identified problem.
- Prepare and deliver a presentation using presentation graphics software that incorporates: slide formatting, graphics, sound.

Information and Communications Technology 12

- Prepare and deliver presentations using presentation graphics software, incorporating: image manipulation, timing, linking, slide transition features, and interactivity.
- Apply various skills, methods, strategies, and technical tools to communicate with a variety of audiences.

ALBERTA/NORTHWEST TERRITORIES

Language Arts10-12

- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
- Use production, publication and presentation strategies and technologies consistent with context.

SASKATCHEWAN

Communications Media 10, 20, 30

- Develop and demonstrate increasing skill through the practice and use of equipment (e.g., camera, lights) and processes (e.g., camera work, set lighting) during the typical steps of the production stage of shooting video and beginning postproduction.
- Devise and implement a plan demonstrating a high level of critical and creative thinking to communicate a concept and express ideas with society at large.
- Speak for a variety of purposes including to express feelings, ideas, and opinions; to explain, report, and inform; to explore ideas; to describe; to influence and persuade; and to entertain.
- Develop an understanding of pre-production activities and their relationship to communications theories.
- Understand the interrelationship between message, audience, and medium.

MANITOBA

English Language Arts

- Senior 1 – Adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose. Use memorable language effectively and experiment with different personas for dynamic self-expression
- Senior 2 – Present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]
- Senior 3 – Use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication



Senior 4 – Select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response

Social Studies

Senior 1 – Describe factors that shape personal, regional, and national identities. Evaluate the influence of mass media and pop culture on individuals, groups, and communities. Analyze current issues surrounding Canadian culture and identity.

Senior 3 – Contributes to the following Enduring Understandings: Canada’s history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources. Canadian identity, citizenship and nationhood are subjects of ongoing debate in Canada’s pluralistic society. Immigration has helped shape Canada’s history and continues to shape Canadian society and identity.

ONTARIO**English 9, 10, 11, 12**

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Media Arts 10, 11, 12

- Apply the creative process to create media art works, individually and/or collaboratively.
- Design and produce media art works, applying principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts).
- Apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes.
- Demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values.

QUEBEC**Languages (Secondary School Education, Cycle One)**

Follow a production process to create media texts for specific purposes and audiences.

NEW BRUNSWICK AND PRINCE EDWARD ISLAND**Language Arts (secondary)**

- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
- Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.
- Use computer and media technology effectively to serve their communication purposes.
- Demonstrate a commitment to the skilful crafting of a range of writing and other representations.
- Integrate information from many sources to construct and communicate meaning.

NOVA SCOTIA AND NEWFOUNDLAND AND LABRADOR**English Language Arts 10**

- Demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose.
- Experiment with the use of technology in communication.
- Use a range of materials and ideas to clarify writing and other ways of representing for a specific audience.

English Language Arts 11

- Make informed choices about the use of technology to serve their communication purposes.
- Apply a variety of writing and representation strategies to construct increasingly complex texts.

English Language Arts 12

- Apply their knowledge of effective strategies in writing and other representing.
- Use technology effectively to serve their communication purposes – design texts that they find aesthetically pleasing and useful.

