

Jeremy Deller — *The Battle of Orgreave*

VIDEO RE-ENACTMENT

This approach to video-making lends itself to examination of historical narratives — and their veracity. As a society, we are surrounded by historical narratives — mythologies that may be seen in a different light if only we could involve the original participants in re-enactment of the events themselves. Jeremy Deller's *The Battle of Orgreave* provides a lucid example of how this might be achieved. This project will help students focus upon researching personal narratives and production planning. Many students will have experienced historical re-enactments, often involving wearing costumes and role-playing — they will understand that re-enactment can be far more than re-visiting battles. Why not explore the Internet for inspiration? [English Trackers](#) is one useful site for consideration by students. See below for further suggestions. Applicable for a wide range of studies, including: Art–Media–Drama–History–Literature–Language–Sociology–Politics–ICT.



SKILLS & KNOWLEDGE
HISTORICAL NARRATIVE
PRODUCTION PLANNING

MINIMUM EQUIPMENT
1 SMARTPHONE **OR** 1 CAMCORDER
1 COMPUTER

RE-ENACTMENT VIDEO PRODUCTION (4 hours+)

- 1) **watch** Jeremy Deller's *The Battle of Orgreave*
- 2) **discuss** the artist's intentions in making the work
- 3) students **suggest ideas** for their own historical re-enactment
- 4) **plan** and **produce** co-operatively — this project will require patience
- 5) **import** video and audio into video edit software
- 6) **add** titles
- 7) **export** the completed movie — make a difference!

There are transcripts of seminal political speeches available via the Internet — e.g. [The Telegraph](#). Students may share the role of speaker, the roles of audience; the various production roles. Imagine the Martin Luther King, Jr. speech — *I Have a Dream* (1963) — performed by several students, inter-cut with carefully lit close-ups of students' faces, each listening intently to this profound and moving speech. Visuals might be recorded on video. Or students might create photographic portraits of one other. Perhaps some might prefer to render hand-drawn portraits of their colleagues? If students are capable of delivering a speech with emotional content and recording the audio with a reasonable level of quality, then they will have achieved much. If they are able to access a computer with basic video edit software, then they require further time, imagination and enthusiasm to complete a meaningful production which they can be proud of.

TECHNICAL ADVICE

Plenty of free video editing software is available, including Windows Movie Maker and iMovie.

EXHIBIT WORK

If students would like to exhibit their work on the artists' moving image website, please contact info@artistsmovingimage.com.