

bruise. body with bar [image-text]

b r u i s e

b r u i s e s

b r u i s i n g

This image with text is a practice research assemblage where I am exploring and learning to understand the intra-actions of my body with the materials of lifting (powerlifting and weightlifting) and how we learn with and are taught by materials, an embodied and material pedagogy. For this work, this making, a bruise, bruises, bruising are markings of learning that teach- to push and punch into new learning spaces.

day. month. year. place.

new materialism, material, pedagogy, embodied, practice research, assemblage

t a r a p a g e
bruise. body with bar

10. november. 2017. shin. right.



29. november. 2017. thigh. right.



10. november. 2017. shin. left.



6. january. 2018. arm. left.



13. january. 2018. knee. right.



13. january. 2018. shin. left.



1. february. 2018. shin. left.



21. february. 2018. shin. left.



21. february. 2018. shin. left



27. february. 2018. lower leg. left.



23. may. 2018. thigh. right.



23. may. 2018. thigh. left.



23. may. 2018. thigh. left.



23. may. 2018. thigh. left. detail.



23. may. 2018. shin. left.



6. july. 2018. arm-shoulder. left.



6. july. 2018. leg. lower. left



6. july 2018. thigh. inner. left.



23. july. 2018. knee. right.



10. august. 2018. leg. lower. left.



10. august. 2018. leg. lower. right.



19. july. 2019. thigh. left.



19. july. 2019. hip. right.



11. april. 2020. shoulder. left.



11. april. 2020. shoulder. left. detail.



12. april. 2020. shoulder. left. detail.



13. april. 2020. shoulder. left. detail.



14. april. 2020. shoulder. left. detail.



15. april. 2020. shoulder. left. detail.



16. april. 2020. shoulder. left. detail.



bruise.

bruises.

bruising.

what is a bruise?

why do we bruise?

what are the meaning of bruises-bruising?

what are the black and blues teaching us?

Three years ago, I I started to learn how to lift, powerlifting and weightlifting¹ and with my practice research, an ongoing research assemblage if you will, I am exploring and learning to understand the intra-actions of my body with the materials of lifting; bars, plates, rack² learning what my body can do and how I learn with and am taught by these materials, an embodied and material pedagogy³.

This assemblage of pedagogy with⁴ practice with research, an entanglement, where the intra-actions the action between is what matters and no one practice, theory etc. is more important or has status over the other; they all feed each other. For me pedagogy is not a passive process nor just about the acquisition of knowledge, but as a 'a union of the mind, body and spirit, not just for striving for knowledge in and understanding from books, but knowledge about how to live in the world'⁵.

It is through and with this work-this making I aim to enable rupturing, disruption and questioning, that can then support punching through into new learning spaces of potentials, how do we learn and what do we learn, ie. how do I learn, with bar-plates-rack⁶. But this is not about the subject, of me, or my body or bodies or the object, of bar-plates-rack, but the entanglement, the event, the action between is what matters and what I am interested in.

Through this making I am also learning that it is not only the action, the between of body with the bar, racks, plates... that matters and teaches. The bruise, the bruises, the bruising also teaches.

another one- this one is in a different, in a different place, a different place on my body, my body is a place but also has many places, arm, shoulder, shin, these places are also different, more bony, less bony, some softer, some harder.

'A bruise, also known as a contusion, is a type of hematoma of tissue, the most common cause being capillaries damaged by trauma, causing localized bleeding that extravasates into the surrounding interstitial tissues. Most bruises are not very deep under the skin so that the bleeding causes a visible discoloration. The bruise then remains visible until the blood is either absorbed by tissues or cleared by immune system action...usually initiated by blunt trauma, which causes damage through physical compression and deceleration forces.'⁷

For this assemblage a bruise, bruises, bruising are markings that are on and of the body that result from the body with matter (the material of the barbell⁸). But rather than construct a bruise or bruising with trauma and damage they become markings of learning that teach, a material and embodied pedagogy.

And yes sometimes this learning and teaching is painful where the matter is against my body-more of a colliding-a collision. But, this impact, this pain, this crashing of matter against and on my body are opportunities to learn; a tweak of body or bar position, a slight movement here, more pressure on my pull there. The 'ouch button'⁹ is teaching me to continually push and punch into new learning spaces.

day. month. year. place.

Endnotes

¹ ‘**Powerlifting** is a strength sport that consists of three attempts at maximal weight on three lifts: squat, [bench press](https://en.wikipedia.org/wiki/Bench_press), and deadlift’ (<https://en.wikipedia.org/wiki/Powerlifting>).
‘Olympic weightlifting, often simply referred to as **weightlifting**, is an athletic discipline in the modern Olympic program in which the athlete attempts a maximum-weight single lift...The two competition lifts in order are the snatch and the clean and jerk.’
(https://en.wikipedia.org/wiki/Olympic_weightlifting).

² ‘A **barbell** is a piece of exercise equipment used in weightlifting and powerlifting, consisting of a long bar, usually with weight plates attached at each end’ (<https://en.wikipedia.org/wiki/Barbell>). A weight **plate** is a flat, heavy object, usually made of cast iron,^[1] that is used in combination with barbells to produce a bar with a desired total weight for the purpose of physical exercise’ (https://en.wikipedia.org/wiki/Weight_plate).
‘A power **rack** (also known as a power cage, squat cage or squat rack) is a piece of weight training equipment that functions as a mechanical spotter for free weight barbell exercises’ (https://en.wikipedia.org/wiki/Power_rack).

³ Page, T. (2018). Teaching and learning with matter.
<https://www.mdpi.com/2076-0752/7/4/82/htm>

⁴ I use ‘with’ to connote an entanglement; messy, not structured or ordered, non-hierarchical, non-binary and open to potentials and possibilities. But I also use with, or a hyphen, to visually denote the space between. See Page, T. (2020). Placemaking. A new materialist theory of pedagogy. Edinburgh University Press. Edinburgh.

⁵ hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge. p.15.

⁶ Page, T. (2019). sounding. body with bar-plates-rack [film-text]. Invited guest.
<http://tenderfoot.co.uk/tara-page-front-page/>

⁷ <https://en.wikipedia.org/wiki/Bruise>

⁸ ‘A **barbell** is a piece of exercise equipment, usually made from steel, used in weightlifting and powerlifting, consisting of a long bar, usually with weights attached at each end...Barbells usually range in length from 1.2 metres to above 2.4 metres... The central portion of the bar varies in diameter from 25 millimetres to 50 millimetres, and is often engraved with knurled crosshatch pattern to help lifters maintain a solid grip. The barbell is used for free weight training and competitive sports, such as powerlifting, and Olympic weight lifting. Standard barbells are usually an estimated weight of 20 kilograms’ (<https://en.wikipedia.org/wiki/Barbell>).

⁹ Familial term for a bruise- usually accompanied with digit pressure (family member pokes your bruise with their finger and says ouch button).