

Syllabus

THE ART OF IDENTITY

Instructor: Sara Noori

Toya Northington: Community Engagement Strategist, Program supervisor

Shantel Stubbs: Community Outreach Coordinator, Program assistant

Meeting Dates and Times: TBD

WORKSHOP DESCRIPTION:

Learn more about the power of self expression by tuning into the inner tapestry of your own personal history and narrative. Creative art journaling and mini art lessons will weave together the visual narrative of identity as we examine art history, play with techniques, and discover what brings us joy as individuals. Workshop will culminate with artists creating a mixed media project inspired by their research, self-reflection, and a unique visual motif portraying an empowered aspect of their identity.

Delve into the art of identity through both a global and personal perspective. This 8-week mixed media workshop will be a fun introduction to self-care, expression and fine art techniques as we investigate the concept of identity through a modern lens.

UPON COMPLETION OF THIS WORKSHOP, PARTICIPANTS WILL BE ABLE TO:

- Create artworks that represent an empowered and authentic aspect of their identity
- Better understand their own personal identity and histories, and feel more confident expressing themselves in a creative manner

- Utilize creative journaling as an aspect of self care
- Grow their cultural library of artists and/or cultural iconography that influences or inspires them
- Confidently identify elements of art and design present in their work.
- Develop their technical and art historical knowledge about painting, sculpture and collage

REQUIRED COURSE MATERIALS:

Participants will be provided art materials for the workshop series. There will also be requests to bring in objects of personal/historical meaning from home, i.e. toys, plates, quilts, pictures etc.

- **Unlined multimedia notebooks 90-98lbs paper (1 per artist)**
- **Acrylic paint**
- **Brushes (various sizes)**
- **Painters pallet/ butcher trays or disposable pages**
- **1 role Cling wrap (used for preserving paint on pallets)**
- **Aluminium foil: 25yds x 12" standard (1 per 2 student)**
- **Plaster wrap (rolls which can be cut into smaller strips)**
- **ACTIVA Fast Mache Fast Drying Instant Papier Mache - 4-8 pounds**
- **E6000 Glue**
- **Hot glue gun**
- **Hot glue sticks**
- **Sewing supplies**

- **Fabric scraps**
- **Wallpaper samples and scraps**
- **Decorative papers**
- **Large Plastic bowls**
- **Scrap Paper and collage materials**
- **Glue/Modge Podge**
- **Scissors**
- **Writing and drawing utensils (pencils, pens, markers)**
- **Lined paper**
- **Canvas boards 11 x 14, 8 x 10**
- **1 Easel with clipboard (for in-class demos)**
- **Dry erase board with markers (for in-class demos)**

DAILY CLASS AGENDA (GENERAL OUTLINE, FLEXIBLE):

- 1. HELLOS AND WELCOMES (3 Mins)**
- 2. INTRO, EXPECTATIONS, AGENDA AND HOUSEKEEPING (10 mins)**
- 3. LEARNING GOALS FOR THE SESSION (10 mins)**
- 4. ICEBREAKER (CLASS 1-3) (7mins)**
- 5. PRESENTATION (15 mins)**
- 6. DEMONSTRATION OF DAILY LESSON (20-30 mins)**
- 7. INDEPENDENT PRACTICE (1 hour +)**
- 8. HOMEWORK ANNOUNCEMENT (IF APPLICABLE) (5mins)**
- 9. CLOSURE (Popcorn Reflection, WORD OF THE DAY) (5mins)**

FACILITATION METHODS:

- **IN-CLASS DISCUSSION**
- **FOLLOW ALONG DEMO STYLE**
- **STEP BY STEP PRE-MADE EXAMPLES**
- **ART MAKING**
- **JOURNALING**
- **RESEARCH AND READINGS**
- **SPEED FIELD TRIP**
- **CRITICAL THINKING EXERCISES AND REFLECTION**
- **ARTISTS TO ARTISTS SHARING, DISCUSSION AND GALLERY WALKS**

WORKSHOP OUTLINE:

SESSION 1

Artists will be introduced to the concept of identity through a tour of the Speed, exploring the personal and historical meaning behind motifs as narrative elements.

Learn about the global history of motifs and patterns in art and discuss their relevance to identity. This class will also serve as an overview of class goals, expectations and community building.

S1 ACTIVITY:

- Journal opener/reflection activity
- Tour Speed Museum, visiting specific works of art
- Intro to the history of identity and motifs in visual art
- Guided lesson on creating visual motifs (TO BE DONE IN S2 1/29/22)
- Artist will create their own motifs in creative journal (TO BE DONE IN S2 1/29/22)
- Artists will begin utilizing their journals as a reflection point, using critical thinking and reflection skills to frame their entries.

S1 HOMEWORK:

Begin researching and note taking about personal identity . This may look like conversations with elders, children, conversation with classmates, or chosen family. Take notes and bring into the following class to add to the multimedia notebook.

SESSION 2

Learn and understand the basic principles of color mixing, color theory and “elements of art”. Explore color theory as a tool for expression and identity

S2 ACTIVITY:

- Journal opener/reflection activity
- Artist will create their own abstract color wheel using acrylic paints on canvas board as part of final project

- Artists will use their own notes and findings to create multimedia collage in notebooks
- If time permits and artist chooses they may also add painted elements to their creative journals and begin painting their motifs
- If time permits artist will participate in-class **“Gallery Walk”** reflection activity

S2 HOMEWORK: Writing Prompt based on color theory lesson, response is to be written and brought to the following session.

SESSION 3

Discuss and share concepts for objects that connect personal identity and motifs. Recall conversation, and written response in creative journals from S1 for ideas on what to bring in.

S3 ACTIVITY:

- Journal opener/reflection activity
- Artists will articulate the meaning of their motifs and patterns as it relates to their identity after considering lesson and class discussion
- Artists will collage writing prompts into multimedia notebook
- Artists will begin laying out composition for the final project (to be covered in plaster and/or paper mache .
- Artists will explore materials and concepts and, if applicable begin building alumni mini sculpture

S3 HOMEWORK: Identify objects and artifacts of historic relevance to your life and bring in elements or photographs of objects for S4.

SESSION 4 *Determine concept for final project. This session can also be a make-up/ open studio day for artists who missed previous sessions. Add objects to 3/D collage, begin to sculpt objects or motifs for the final project, continue to work on painting from S2, and or work on final pages of your creative journal for display.*

S4 ACTIVITY:

- Journal opener/reflection activity
- **Artist will begin work on final project(s) (Composition, applying plaster, painting, drawing, collage)**
- Revisit narrative aspects, of motifs, color theory, texture and other elements of art as it relates to individual pieces
- Artists will continue to work on motifs and patterns for their final project
- Artist will continue to develop and refine collage elements in notebook
- Artist will work on adding to or completing abstract color painting from S2 (*if applicable*)

S4 HOMEWORK: Continue to reflect, write, gather, and save items for addition to your creative journal.

SESSION 5

Explore how sculpture can express identity through the use of rendering objects of personal meaning. One on one check-in's with Sara.

S5 ACTIVITY:

- Journal opener/reflection activity
- Short presentation on sculptures as they relate to identity, motifs and narrative throughout art history
- In-class demonstration on how to create aluminum sculptures
- Artists will create alumni sculptures (steps 1-2 of 3)
- Artists will experiment with materials , concepts and approaches to art-making
- Artist will continue to explore and unite elements of art, motifs and pattern into work
- One on one check-in during open studio' work time

S5 HOMEWORK:

Artists will begin to brainstorm and write rough draft of artist statement (1-2 Paragraphs)

SESSION 6

Open studio' work day. Explore and continue to expand on the concept of identity in your artwork.

S6 ACTIVITY:

- Journal opener/reflection activity
- Artists will paint college sculptures, if dry enough (Step 3/3)
- If sculptures are still damp, artist will work in creative journal
- Artists will continue to experiment with materials , concepts and approaches to art-making
- Artists will share drafts of their artist statement with Sara

S6 HOMEWORK:

Edit and revise artist statement. Continue gathering pictures and other materials for your journal or multi-media collage

SESSION 7

Open studio' work day. Edit and revise artist statement, opportunity to share artist statement with others.

S7 ACTIVITY:

- Journal opener/reflection activity
- Artists will Paint sculptures (Step 3/3)
- Artists will Finish paintings (from S2, if applicable)

- Artists will edit and revise their artist statement.
- Artists will continue to add to journals from *S6 homework* and reflect on projects.
- Artists will Experiment with materials , concepts and approaches to art-making

S7 HOMEWORK:

Finalised project for Identity piece, choose notebook page for display, finalize artist statement for final piece (1-2 paragraphs)

SESSION 8

Final open studio' day. Artists will finish artwork(s) and notebook entry for the final exhibition. This session can also be a make-up/open studio day for artists who missed previous sessions.

S8 ACTIVITY:

- Artists will finish pieces for final project
- Artists will consider and choose page(s) of creative journal for display at exhibit
- Artists will apply what they have learned throughout course as criteria to evaluate artistic work, during final in class **"Gallery Walk"** and reflection

S8 HOMEWORK: Complete program evaluation and labeling before the exhibition date

ATTENDANCE:

If an artist is not able to attend a session, Sessions 4 and 8 will include a reserved time for catch up and include an opportunity for an open studio hour.

ACCOMMODATIONS

Diversity, unique traits and skills are part of what creates our identities. We respect and acknowledge diversity and various abilities in our classroom community. Any participant who requires assistance for learning or health issues should contact the instructor, program supervisor or community outreach coordinator. All lessons can be accommodated to individual differences, abilities and learning styles.

SAFE LEARNING ENVIRONMENT

This workshop is designed around artistic authenticity and self discovery. Focus will be on an individual's level of interest and abilities, meaningful communication, and encouragement through one on one in-class instruction. Workshop will concentrate on material experimentation, process, and championing the innate wisdom and curiosity of each artist's identity.

SUPPLEMENTAL RESOURCES TO SUPPORT PARTICIPANT'S LEARNING

EXPERIENCES:

The Adventures of a Curious Mind by Diana Crandall

The Magic of Mindset: A Journal To Get Unstuck by Johanna Wright

The Mindfulness Journal: Exercises to help you find peace and calm wherever you are
by Corinne Sweet

My Friend Fear: Finding Magic in the Unknown by Meera Lee Patel

Who do you think you are? By Alice Harman & Blok Magnaye

1000 Symbols: What shapes mean in art & myth by Rowena and Rupert Shepherd

ONLINE:

Exploring the Self: 15 Identity Artworks. *Art Class Curator*. Retrieved from

<https://artclasscurator.com/identity-artworks/>

Changed Identity Coursework Guide. *Tate Britain*. Retrieved from

<https://www.tate.org.uk/art/student-resource/exam-help/changed-identity>

Cultural Identity: Explore the importance of the development of 'Cultural Identity' to the artists within ARTIST ROOMS. *Tate Britain*. Retrieved from

<https://www.tate.org.uk/artist-rooms/collection/themes/cultural-identity>

J. Paul Getty Trust (2011). Elements of art. *The Getty Center*. Retrieved from

https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf

VIDEO:

Art in the Twenty-First Century Season 1 (09/28/2001). "Identity" ART21.

Retrieved from

<https://art21.org/watch/art-in-the-twenty-first-century/s1/identity/>