

Rethinking Materials- Mixing Traditional and Nontraditional Materials and Techniques

FAA 1002, Introduction to Abstract Painting

M, W 12pm-2:50pm Room 6000

Kirsten Ledbetter

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Office Location (TBD)

Office Hours (TBD) and by appointment

Pre-requisite: Foundations of Painting

(15 students – for purpose of planning for time)

Project 1 from Syllabus

- Seonna Hong inspired paint chip paintings- (recycle, minimalism, series, memory)
- Created in 1 week
- This project will be 20% of the student's final grade. (From Syllabus)

Purpose of the Assignment

In this project students will be looking at the mixed media works of Seonna Hong. Seonna Hong uses materials, like paint chips, in her paintings. Students will utilize this as inspiration for their own works. They will go to thrift stores and stores in general and think about how to rework materials/supplies in a way that the material was not initially intended to be used. Paint chips, clothing, linens, books. This will be a work that will be created and displayed on a flat surface.

Students will be able to approach art with a new perspective that allows them to think about materials that they encounter in new untraditional ways. Students will demonstrate improved ability and development of creative problem solving and experimentation to explore new materials to best suit their needs for a project. Students will be able to justify their choices behind choice of material and subject matter, clearly and thoughtfully. Students will demonstrate enhanced ability to conduct independent research in order to find sources of inspiration and further research independently to benefit from fruitful research. Students will participate in and help facilitate a positive and thriving environment where risk-taking and learning is the goal.

The theory of Experiential Learning, put forth by Carl Rogers, outlines the *ideal characteristics in both student and teacher in order to achieve optimal learning by the student that the student desires*. The theory and the individual behind the theory, put forth also the belief that all humans have a natural inclination toward learning. But to *achieve and promote this inclination*, students are to exhibit the following characteristics: *'personal involvement, self-initiated, evaluated by learner, and pervasive effects on learner.'* These students that exhibit greatly their desire for learning and knowledge should be so fortunate as to have teachers who *'...set a positive climate for learning, clarify the purposes of the learner(s), organize and make available learning resources, balance intellectual and*

emotional components of learning, and share feelings and thoughts with learners but do not dominate the learners. (This last section is most important for the instructor to be mindful of.)

(excerpt from instructor's Pedagogy Theory Analysis)

Art Production

Places for research and sources/materials:

- **DAAP Library** – Books and Materials Library
- **Lloyd Library** – 917 Plum Street Cinci. OH
- **Cincinnati Art Museum Library – Rosenthal Learning Center** - 953 Eden Park Drive Cinci. OH
- **Cincinnati Public Library** – many branches. Downtown Main Branch- 800 Vine Street Cinci. OH
- **Thrift Stores**- Located all over the city and in the Suburbs
- **Indigo Hippo**- 1334 Main Street Cinci. OH
- **Scrap It Up**- 5935 Ridge Avenue Cinci. OH
- Find places!!

Materials:

- Paper - Watercolor Pad Strathmore 12"x 18"
- Thrifted Materials*- Fabrics, supports, paints, brushes, whatever you can think of and use
- Needles*
- Thread*
- Yarn *
- Paint Chips*
- Sketchbook – use your own discretion when picking a size and type of paper
- Acrylic Paints (Liquitex or Golden brand Acrylic paints are recommended)
- Oil Paints (Artist/Profession Series from Utrecht, Gamblin, Winsor & Newton, etc.)
- Liquin
- Clear Gel Medium- Use your discretion when deciding mat or gloss
- Panel
- Brushes
 - Gesso Brush-
 - Large soft Hake brush- min. 3 inches
 - Flats/ Filberts -
 - Boar Hair Bristle, Synthetic for Oils, Natural Hair Bristle - sizes 6-12
 - Rounds-
 - Mixed Synthetic Bristle- sizes 6-10

*indicates a material that is experimental and nontraditional. Material is a suggestion or starting off point from which students can explore.

Skills:

Students will skills used in Foundations of Painting. Students should know how to choose materials to best suit their needs, know how to use acrylic paints, know how to use oil paints, know how to care for paint brushes used for acrylic or oil, know how to collage, etc. Students should know how to ask for help if they are interested in a technique they do not know and are interested in acquiring. Students know how to ask for help and/or know how to find resources in the many different libraries at their disposal, know how to find other resources to acquire a specific skill set (I.e. Fashion Technologies Lab, DAAP Build Lab, Printmaking Lab, Skillshare- an online skill sharing platform, etc.)

Wednesday 12pm-2:50pm

- In the last hour (1:50-2:50)of class- show example of instructor interpretation, as well as material examples. Talk about and show examples from : Seonna Hong, Louise Bourgeois, Eva Hesse, Danielle Krysa, Jill Stoll, Emily Hanako Momohara, Katie Parker and Mike Davis of Future Retrieval, Howardena Pindell, Faith Ringgold, and Julie Mehretu. In showing examples of works from these artists, focus on the material experimentation and variety.

Due for the next class- material exploration independently. Bring materials to next class. Be ready to create during the next 3 hour class period. Be ready to participate in a 40-minute discussion/presentation about material exploration/recalibration, material gathering/collecting.

Places to explore and materials to consider:

Thrift stores, Goodwill, St. Vincent de Paul, Hardware stores, Indigo Hippo, lumber yards, Habitat for Humanity ReStore, basement, friends, relatives, scrap bins in DBL, recycle bins

Paint chips, crayons, scrap paper, scrap wood, books, magazines, textiles, yarn, glass

FOR NEXT CLASS:

Come to class prepared to work with the materials you wish to repurpose and use to create works.

Monday 12-2:50pm

Participate in a 45-minute discussion/presentation about material exploration/recalibration, material gathering/collecting.

What did you do? Brainstorm for materials.

Where did you go?

What did you consider? What was your thought-process? What were you inspired by? Were you surprised by anything with which you got inspired? What made you not chose a different object(s) material(s)? Discussion will be encouraged and facilitated.

Work in class. Instructor will come around and check-in on student progress and ideas. Dialogue will be encouraged and facilitated.

Wednesday 12pm-2:50pm

The first hour will allow time for final clean up and finalizing details on works.

1pm- allow 15-20 minutes for set up for informal critique/discussion.

Did you find this difficult? Did you like or dislike this prompt? What did you learn from this process? Do you feel like you look at materials differently- repurposing materials? Do you feel inspired by this work? Allow for generation of questions by students. Discussion will be encouraged and facilitated. Do not guide too closely.

At end of class, collect sketchbooks to review and grade independent research conducted by students.

Critical Analysis

- **Seonna Hong**
 - Contemporary Painter and Mixed Media Artist. She is a contemporary Los Angeles-based artist working in the genre known as lowbrow or alternatively, pop surrealism.
- **Louise Bourgeois**
 - 20th Century Sculptor and Mixed Media Artist. She is best known for her large-scale sculpture and installation art. She was also a prolific painter and printmaker.
- **Eva Hesse**
 - 20th Century Sculptor and Mixed Media Artist. Known for her pioneering work in materials such as latex, fiberglass, and plastics.
- **Danielle Krysa**
 - Contemporary Painter and Author. She is the writer and curator behind the contemporary art site The Jealous Curator, and the author of three books on art and culture
- **Jill Stoll**
 - Contemporary Collage Artist
- **Emily Hanako Momohara**
 - Contemporary Photographer and Activist
- **Katie Parker and Mike Davis of Future Retrieval**
 - Contemporary Ceramicists and Researchers
- **Howardena Pindell**
 - American painter and mixed media artist. Her work explores texture, color, structures, and the process of making art; it is often political, addressing the intersecting issues of racism, feminism, violence, slavery, and exploitation
- **Faith Ringgold**
 - Modern painter, writer, mixed media sculptor and performance artist, best known for her narrative quilts.
- **Julie Mehretu**
 - Contemporary Visual Artist. She is well known for her multi-layered paintings of abstracted landscapes on a large scale. Her paintings, drawings, and prints depict the cumulative effects of urban sociopolitical changes through the landscape's alteration of architecture, topography, and iconography.

Students will be shown a diverse list of artists from different art disciplines that illustrate various concepts in preparation for this project. Students will view these artists as inspiration for reinventing their preconceived notions of what are can be /is.

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Evaluation Sheet

Name: _____ Due Date: _____

1. Student participation in class discussion of research aspect of project _____/10pts
2. Student's independent research is evident in sketchbook. _____/10pts
3. Student's ability to articulate research and reasoning behind material (s) chosen _____/5pts
 - a. -what student learned, what student struggled with, what student would do differently, etc.
4. Student's ability to articulate concept _____/5pts
5. Student was prepared for each class work session and productive in class time. _____/10pts
6. Student was prepared for Critique _____/5pts
7. Student was inventive and took risks with material _____/5pts
8. Student took craft into consideration - cleanliness and presentation _____/10pts

Total Points Awarded: _____ / 60 points (Total Possible Points)

