

# LESSON PLAN

## WILLIAM D. CANNON ART GALLERY

**CURRENT EXHIBIT:** *Four Visions: A Celebration of the Year of the Woman*  
October 6, 2020 - March 7, 2021

This year marks the 100<sup>th</sup> anniversary of the passing of the 19<sup>th</sup> Amendment granting women the right to vote. In celebration of this anniversary, the William D. Cannon Art Gallery presents the work of four local women artists. Art holds an important place in the history of women's fight for the vote. Art helped to inspire and unify the suffragists who were dedicated to expanding American democracy. Today, art continues to inspire and stir others. "Four Visions: A Celebration of the Year of the Woman" showcases four multigenerational women artists who each bring their own inspiration and vision to their work. The four artists in this anniversary exhibition challenge our assumptions of media by working with traditional as well as unexpected materials. Many of the pieces are solid and structural while others are ethereal and otherworldly. Artists are **Anne Mudge** (sculpture), **Kline Swonger** (mixed-media and sculpture), **Bianca Juarez** (ceramics) and **Marisol Rendón** (drawing).

**Anne Mudge** is a nationally acclaimed sculptor and public artist who lives and works in northern San Diego County. The core of her work has to do with process, and she makes work with an organic feel. She manipulates natural and man-made materials in an incremental build-up of forms, utilizing stainless steel wire, beads, fiber, cable, lead, wax and pigment. In her fragile-looking and exquisite sculptures, she often employs a variety of processes to reference living forms and systems.

**Kline Swonger** is a San Diego based sculptor and designer who earned her Masters of Fine Arts in sculpture at San Diego State University School of Art + Design. Originally from Los Angeles, she received a double major in Art and Environmental Studies from Pitzer College. She later went on to earn her AS in Landscape Architecture at San Diego Mesa College. Through her sculptural installations, she explores spatial and psychological relationships between place, perception, memory, ritual and loss. Through use of light, shadow, and materials representative of both the urban and natural landscape, her work serves as a platform allowing for moments of reflection and pause.

**Bianca Juarez** is a lifelong artist in multiple mediums and has found a form of highly personal and unique expression with clay, fire and glaze. Through a process of invention, imagination, and excavation, her ceramics give shape to different aspects of her subconscious and emotional life. Curiosity drives her practice. Inspired by history, folk art and early cultures, she aims to invoke a universally shared emotional experience that imparts a feeling of connectedness. Juarez hand-builds her ceramics using slabs and coils. The organizing principles of nature fascinate her - out of chaos comes order - material constantly rearranging itself in ways that only become apparent as she works, striving to make objects that transcend time and place.

**Marisol Rendón** works as artist, designer and educator. She received her MFA from Claremont Graduate University in Claremont, California. During the last 12 years, she and her husband Ingram Ober have collaborated on projects in public art, museum exhibitions, social/civic events and have participated in art and aesthetics discussions. Rendón, who was born in Colombia and now lives in San Diego, also finds in her work a means to explore the cultural divide. In her drawings, common objects are transformed into complex repositories of memories and meanings to reflect the culture at large and her memories and life experiences.

## THREE-PART ART: Pre-Tour Art Lesson

**PROJECT TITLE:** “If This Doorknob Could Talk...”

**THEME:** Four Visions: A Celebration of the Year of the Woman (A Cannon Art Gallery Exhibit)

**AGE RANGE:** K-12

### **PROJECT INTRODUCTION:**

This is a two-part project. Students will write and illustrate a short story inspired by the work of Kline Swonger.

### **Four Visions: A Celebration of the Year of the Woman**

Kline Swonger’s art installation, *A Place Called Home*, is made up of 117 doorknobs collected from 117 San Diego residences. The doorknobs contain dirt from the residences where they are from. As a sculptor, Kline begins by collecting materials and found objects. These materials are then transformed into organic forms and simplified structures to capture emotions felt from life experiences and beauty from natural phenomena. The viewer is invited to explore their own thresholds of perception, noticing their engagement with the world through their senses.

*“A lot of my work is informed by my experiences growing up in Los Angeles. During that time, I lived across the street from a vacant lot where used material and unwanted objects were dumped. My neighborhood friends and I would go there to play, create, and explore, using the found materials. My time spent in that vacant lot has informed a lot of my thought processes and work in general. Also- I create mainly sculptural work and installation work that begins to merge the physical and the metaphysical through object and shadow.”* -Kline Swonger, from a 2019 article



**Kline Swonger**

*A Place Called Home, 2020*



### **PREPARATION:**

#### **Step 1:**

Take a moment to think about who might view the above artwork. Brainstorm a list of different perspectives, or points of view, to describe Kline Swonger’s artwork.

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- What would their perspective be on the artwork? (A perspective is the way one sees something, or a point of view).
- How are the perspectives different and what would each person or thing think about it?
- Would each person or thing interpret it differently from another?
- How do you think a Curator would see this work of art? (A Curator is a keeper of a museum or collection).
- How would a passerby see it?
- What about a cat?

### Step 2:

Choose a specific perspective to explore further (ie: a curator; a keeper or custodian of a museum or other collection), using these sentence-starters:

- I am thinking of the artwork, *A Place Called Home*, from the viewpoint of \_\_\_\_\_ (*chose a perspective*).
- Be an actor (*take on the character of your perspective*).
- I think \_\_\_\_\_ (*describe the artwork from your perspective*).
- A question I have from this perspective is \_\_\_\_\_ (*ask a question from this viewpoint*).

### EXAMPLES:

- *I am thinking of this artwork from the perspective of the Curator.*
- *I think this artwork is an interesting way to explore the idea of what home means. I would love to hang it in my museum.*
- *A question I have from this perspective is how visitors to my museum will react to this artwork.*

## PART 1: WRITING ACTIVITY

### DESCRIPTION:

Did you know that you can also think and write from the perspective of inanimate (nonliving) things? For this project you are going to imagine that you are a doorknob! You will be thinking and writing from the perspective of a doorknob.

### PROMPT QUESTIONS:

1. As a doorknob, where are you? Are you the doorknob to your front door? Your bedroom? A family member's home? Or another place that makes you feel at home? A karate dojo? A Community Center? A School? Use your imagination!
2. What do you look like? Are you old and dirty? Full of fingerprints? Are you new and shiny?
3. What are you made of?
4. What kind of door are you attached to? What does it look like?
5. Where does the door lead to?
6. What emotions do you feel? Why?
7. Consider the people that use you everyday. Who are they? Why are they there? What do you notice about them?

### MATERIALS NEEDED FROM HOME/SCHOOL:

- Lined paper
- Pencil

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## **ART PROJECT VOCABULARY:**

**Perspective-Point of View** - the position from which someone or something is observed

**Short Story**- a story with a fully developed theme but significantly shorter and less elaborate than a novel

**Illustration**- a picture or diagram that explains or decorates

**Illustrator**- an artist who draws the pictures in a book. Some children's book authors are also illustrators, while other authors work with an illustrator. Illustrators can also draw or paint pictures for comic books, advertisements, magazines, greeting cards, and graphic novels.

## **WRITING YOUR STORY (step by step):**

### **Step 1:**

Decide what you are going to write. Use your imagination.

### **Step 2:**

You can write a few sentences, a paragraph or even a whole story. Remember you are writing from the perspective of the doorknob so your sentences will include "I" "Mine" "Me" "My".

### **Step 3:**

Read the example sentence-starters below:

- "Today was a busy day for me. There were so many visitors to the \_\_\_\_\_ (ex. school, house, museum)..."
- "I am so bored! Nobody has used me for so long. I used to be such a busy doorknob when students were coming into the classroom. I remember one day when \_\_\_\_\_" (fill in the blank).

## **PART 2: ILLUSTRATING YOUR STORY**

### **DESCRIPTION:**

Now that you have written your short story it is time to illustrate it! To illustrate a story means to create a picture that explains your story, or a part of your story. Your illustration can be anything you'd like that connects to your story. It can be a painting of the door, the doorknob, the house it is attached to or a scene related to the door. Use your creativity!

### **ART PROJECT MATERIALS: (from your Art Kit)**

- Watercolor set with included brush
- #6 Watercolor brush
- 9x12 Watercolor Paper

### **MATERIALS FROM HOME/SCHOOL:**

- Small container of water
- Paper towel or cloth
- Pencil

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### **ART MAKING INSTRUCTIONS:**

#### **Step 1:**

Collect and lay out the materials needed from your Art Kit and home or classroom onto a table or workspace. Make sure that the water container is at the top of your work area so it won't spill. If you are working near any electronics (Ex: your computer, Chromebook or cellphone) ensure that no materials will come into contact with them.

#### **Step 2:**

Think about all the parts of your illustration, what will it look like? If you are drawing yourself as the doorknob, think about filling the paper with your shape and then adding texture and color. If you are drawing a scene from the life of a doorknob, consider all the details that you could add for interest.

#### **Step 3:**

Use your pencil to lightly sketch out your design. (This is optional! If you would like to move right into using watercolor that is also fine.) If you are sketching with a pencil think "Do it light until it's right" -it is easier to erase unwanted pencil marks when they are light.

#### **Step 4:**

When you are happy with your sketch, it is time to add color. Dip your brush into the cup of water and use the wet brush to add water to the watercolor set. The more water you use, the lighter your colors will be. The less water you use, the darker your colors will be. Experiment! Paint with one color at a time, cleaning your brush in between colors by dipping into the water and wiping off on the paper towels. Or layer colors on top of one another to create new colors. When the water becomes muddied change it out. Sometimes you may have to wait a bit before painting colors next to each other if they are very wet. Think about filling your entire page with color.

### **POST PROMPT QUESTIONS:**

1. How did it feel writing from the point of view of a doorknob?
2. Would you like to try writing from the point of view of another object? What would the object be? What would the story be?
3. How would you illustrate that story? Try it with your left over materials!
4. Did you like illustrating your own story? What did you enjoy most about your artmaking?

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## EDUCATIONAL RESOURCES FOR PARENTS AND TEACHERS:

### Artful Thinking

#### See/Think/Wonder

##### **What kind of thinking does this routine encourage?**

This routine helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, What do you see? and What do you think about what you see?, the routine helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the routine stimulates curiosity and helps students reach for new connections.

##### **When and where can it be used?**

This widely- used routine works well with almost any artwork or object. It is versatile, easy to use, and almost never fails to deepen students' interest in the topic at hand, whether students have lots of background knowledge or none at all. Many teachers like to use this routine at the start of a lesson, or as a first step in a more extended activity.

#### Circle of Viewpoints

##### **What kind of thinking does this routine encourage?**

This routine helps students see and explore multiple perspectives. It helps them understand that different people can have different kinds of connections to the same thing, and that these different connections influence what people see and think.

##### **When and where can it be used?**

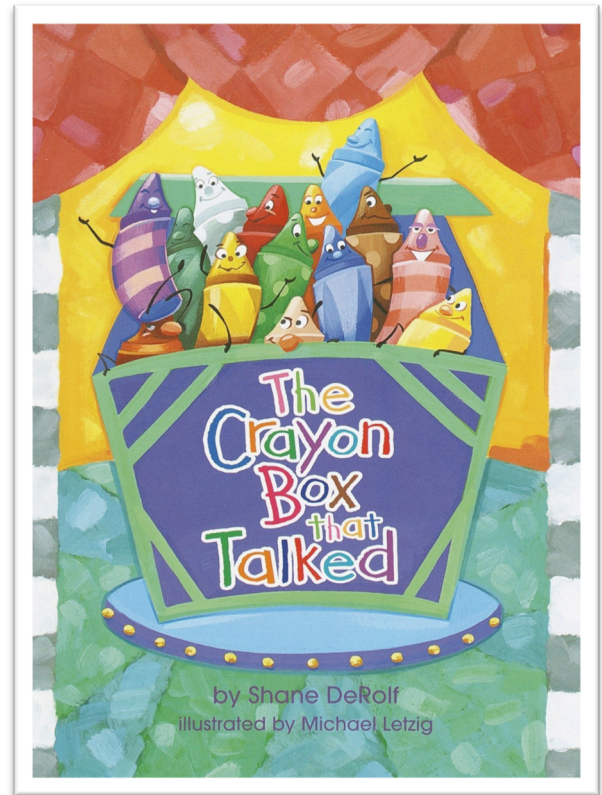
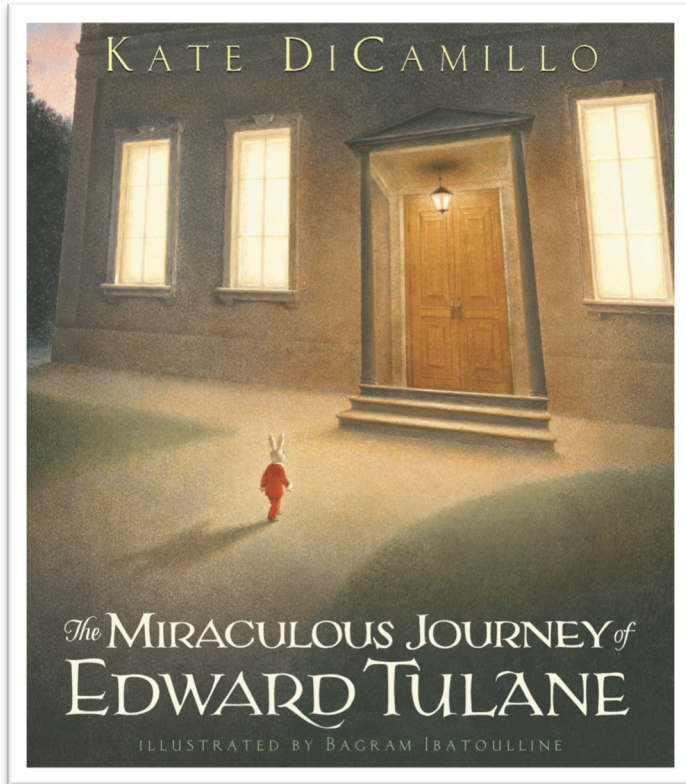
The routine works well with topics and artworks that deal with complex issues. It also works well when students are having a hard time seeing other perspectives or when things seem like there are only two sides to an issue. The routine can be used to open discussions about dilemmas and other controversial issues.



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## CHILDREN'S BOOKS CONNECTIONS:



## RESOURCES:

[http://pzartfulthinking.org/?page\\_id=2](http://pzartfulthinking.org/?page_id=2)

<https://www.klineswonger.com/>