

Proposals
for
Artist in Residency

Art Activities:

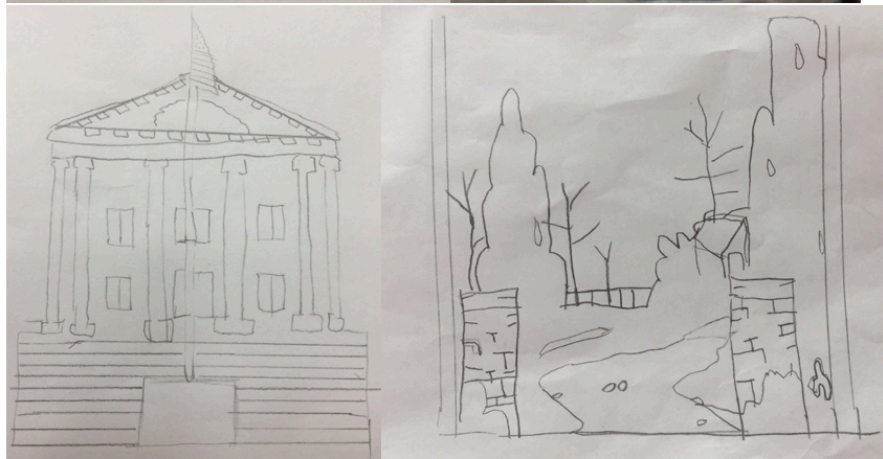
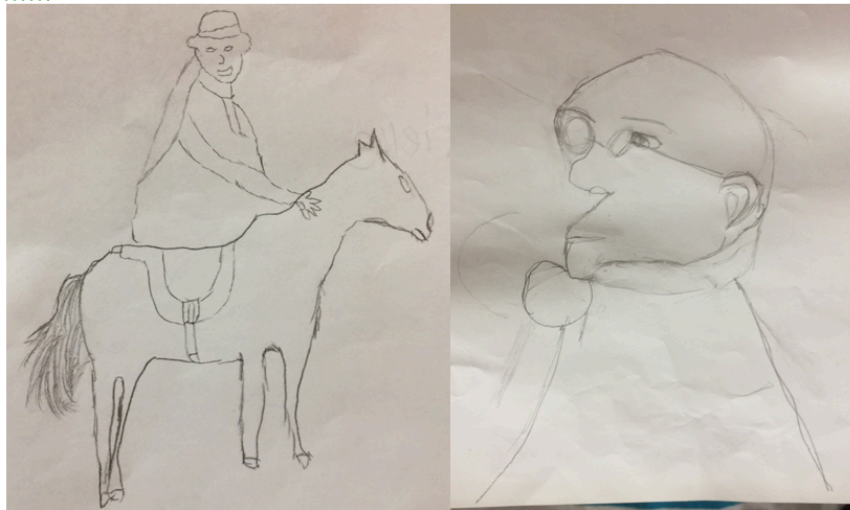
- Themed project
- Murals (indoor/outdoor/vinyl banners)
- Self / Famous Deaf Portrait
- Affirmation / Resistance project based on Deaf experience
- Hand Tree Murals

Art Activities: Themed project: School History



ISD History Mural

This mural was done by a group of 3rd, 4th and 5th graders. The first few days the students did some sketchings on ISD history that is about William Willard and his wife, Eliza, their journey and the school building and how it was proposed to the State of Indiana and that the school became the sixth State School. Then artist Nancy Rourke took pictures of their sketches and uploaded onto a LCD projector and the students outlined their own sketch onto the 8 inch by 10 inch canvas board.



Art Activities: Themed project: School History



ISD History Mural

The students used red, yellow, blue, light blue, black and white colors, using Rourkeism style. When all 48 canvas boards were done, art teacher Scotty Zwicker and woodman Ray, placed together a 4 ft by 8 ft plywood and 2 by 4 studs, to make a huge frame, and painted black all around. Until it was dried, elementary art teacher Amanda Leccese helped Nancy Rourke glued and nailed all canvas boards onto the frame. It is now hung up in the elementary building.



Art Activities: Murals: to celebrate School History



ISD History Mural

The students used red, yellow, blue, light blue, black and white colors, using Rourkeism style. We did four murals size 4 ft by 8 ft. This was a 2 ½ weeks project. The murals were hung on the wall at the Alumnus Hall at Indiana School for the Deaf.



Art Activities: Murals: School History & ASL

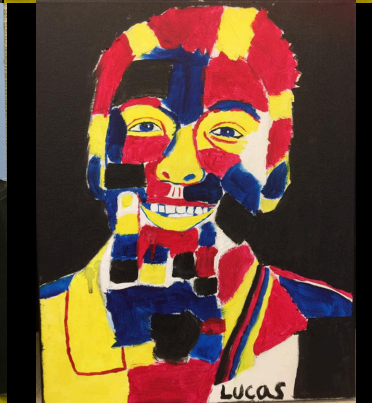


California School for the Deaf, Fremont

The students painted the mural with Nancy Rourke by following the “paint by number.” This was a two-week project, for an outdoor mural, using latex paint with Rourkeism colours. The outlines were done by using an old overhead projector at night prior to school days.



Art Activities: Famous Deaf Portraits



Indiana School for the Deaf, Mississippi School for the Deaf & Phoenix Day School for the Deaf

The students did their sketches and traced the outline onto a large canvas and use Rourkeism colours to paint. They picked a famous Deaf person to whom they are inspired by and why. When paintings were done, they did a show and share.

MIDDLEHIGH SCHOOL

DEAF FAMOUS PORTRAIT

Dummy Hoy Agatha Tiegel Hanson

Unit: Tempera/Acrylic painting
Overview: Students will learn about Nancy Rourke's style of using Rourkeism and various examples of her artwork using powerpoint.
Element of Art: color and balance
Vocabulary (ASL/English): ROURKEISM, primary colours

Materials:
 Acrylic paint
 16 by 20 inch canvas board
 small thin paintbrushes for small details around eyes, nose, etc.
 medium size paintbrushes around face
 large size paintings for background
 sketch papers
 pencil, erasers
 LCD projector
 Paper towel
 Cups for cleaning brushes and diluting paint

George Veditz Sophia Fowler

Procedure:

1. Introduce Nancy Rourke and various examples of her artwork using powerpoint.
2. Students pick a photo of their favorite famous Deaf person that they are inspired by and sketch it.
3. Keep the sketch and enlarge it by using a LCD projector and trace it on a large 16 by 20 canvas board.
4. Then they have to study the light and dark values of a portrait, to apply the primary colours.
5. I tend to use red for a left eyebrow and blue for a right eyebrow or vice versa.
6. For people of colour, of skin colour, I tell the students to come up with more colours especially on a Deaf person like Andrew Foster, or Claudia Gordan, or John T. Williams
7. and to find something on their earlobe or a pin on a tie, or handkerchief that represent who they are. For example, Dr. Harold Mowl tends to wear purple heart pin all the time and so I tried to keep that in mind, by painting him with a purple heart pin.
8. These little things are important to have on a painting, that makes a painting powerful.

Dr. Andrew Foster

De'VIA Elements:
 View of how Deaf and DeafBlind people experience the world.
 Images/motifs/symbols of the Deaf & Deaf-Blind experience
 Art, Activism, Authentic Aesthetics of the Deaf & Deaf-Blind experience

Dr. Claudia Gordan

Learning Objectives:
 At the completion of the unit, students will

- Identify Nancy Rourke as a De'VIA artist and identify her art style and use of colours.
- Create an Rourkeism expressionist style Deaf Famous Portrait using primary colours and demonstrating an understanding of Rourkeism.
- Name the colours that Nancy Rourke uses in her paintings and explain what they mean.

Resources:
 HeART of the Deaf Culture
<http://www.heartofdeafculture.wordpress.com>
 RIT Deaf Artists
<http://www.rit.edu/ntid/dccs/dada/dada.htm>
 Nancy Rourke
www.nancyrourke.com
 Interview with Deaf Artist Nancy Rourke
<http://youtu.be/YLWtyAyMgQ>
<http://youtu.be/9RmaBaQHgw>
 Nancy Rourke: Deaf Artists Series by James Van Manen
<https://deviacur.wordpress.com/>

Essential Questions/Reflections:

- What is Rourkeism?
- What do the colours mean?
- How is your Deaf Famous portrait different from Nancy Rourke's artwork?

NAEA - The National Visual Arts Standards:

- Standard #1 Understanding and applying media, techniques, and processes
- Standard #2 Using knowledge of structures and functions
- Standard #3 Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard #4 Understanding the visual arts in relation to history and cultures
- Standard #5 Reflecting upon and assessing the characteristics and merits of their work and the work of others

Informal Assessment:
 Observation and discussion

Formal Assessment:
 See rubrics under Curriculum Resources

Art Activities: Affirmation / Resistance project based on Deaf experience

The high school students studied on their own identity and made art that were affirmative and resistance art based on their Deaf experience, using Rourkeism colours. They studied on how to work with Rourkeism, where colours were opposed to each other.



Art Activities: Affirmation project based on Deaf experience

The elementary students studied on their own identity and made art that were affirmative theme, based on their Deaf experience, using Rourkeism colours. They studied on how to work with Rourkeism, where colours were opposed to each other.



Art Activities: Hand Forest / Hand Tree Murals



These works were done from Pre-K, Kindergartens through Middle schools. The students traced their own hands and made them like forest. Faculties finished painting the background black to help the Rourkeism colours to pop out.



Rourkeism, which is an art style used by De'VIA Surdist Nancy Rourke, where she only uses shades of primary colors: Red, yellow, blue and black and white has its own meanings.

Colors and Their Use

Until sometime in 2011, Rourke occasionally used green in her work. She made a conscious decision to stop the use of green and remain only with the three primary colors, black and white. While any color can be made with these, she is careful to use only two shades of each primary color. When colors are next to each other in a piece, she often will place a contrasting color next to the one she has just used for visual interest.

Black/Gray is negative in most of Rourke's artwork. It often refers to oralism, audism and the Mask of Benevolence. Black can also be used positively to represent diversity.

Black, gray and white can be used neutrally as a reinforcement to provide contrast in a piece between two primary colors to make them stand out. These are also employed when the same color appears in two areas and would otherwise contact itself.



White refers to positive or neutral feelings in her work. It is a representation of light. Rourke also often uses white for lettering or to outline other elements in her work.



Blue has two tones in Rourke's work. Light blue is overwhelmingly positive and means happiness and the Deafhood journey. Darker blue refers to oralism, audism and the Mask of Benevolence. A darker blue sometimes looks lighter when it is used for blue tape.



Red refers to power and occasionally refers to love and positive emotions. It often appears in work depicting empowerment or taking a stand for justice.



Yellow means hope- for the future and hope for improvement in life. It also refers to light as Deaf

people require the ability to see in order to understand language. This is a powerful and important aspect to many pieces of her artwork. The need for light in the darkness is not just a metaphor - Deaf people must literally see to understand information. Light, therefore, becomes a critical aspect of life.

Grade Levels:

- Pre-K
- K-3, Elementary 4-6
- Middle School 7-8
- High School 9-12
- College level
- Community
- Special Projects (commissioned works)

Proposals:

- Elective art courses- main focus: to study Rourkeism.
- Deaf studies courses to research and study De'VIA artist / Rourkeism.
- Package project for entire school (2-4 weeks) (permanent collection, art show, mentoring, workshops, etc.)
- Permanent Collection project (mural, large scaled paintings for library, lobby, cafeteria)
- Special project that focuses on what school needs (trauma therapy, bullying, audism)
- Videophone Presentation
- Commissioned Videos

Proposals: (con't)

- Artist first asks for the residency date and for how long.
- Secondly, Art teacher and Artist negotiate on what project to work on.
- Third, budget and Artist's honorarium.
- Then Artist makes the agreement form and the proposal with a list of supplies and total expenses.
- The planning for the residency usually takes from 3 months to 3 years.

Community Project:

- Non-profit organizations
- Retreats
- Paint and Sip
- Paint with Kids
- Activities at festivals
- Exhibition booth

Thank you