



ZUCOT GALLERY

Cultural Experience Project STUDY GUIDE

Grades 9th – 12th



Guided tour by Gallery Professionals

Study guide created by students and teachers participating in the
ZuCot Gallery Experience for Students Program

A note to educators and parents

The ZuCot Gallery Experience is designed to help students develop aesthetic perception, personal expression, and artistic skills. As one of the only African American Art Galleries in the state of Georgia and the largest in the southeast, it is our responsibility to educate young minds on the importance of preserving, collecting and appreciating culture, while also understanding how it affects their everyday life.

The purpose of this Guide is to provide a foundation for further research and reading as the audience prepares and reflects together upon the ZuCot Gallery experience and current exhibition.

The questions, information and activities have been created with the student audience in mind. Please feel free to use/copy any or all of the pages as you reflect with your students about the exhibit viewed at ZuCot Gallery.

Bringing the Exhibit into the Classroom: The Gallery to Curriculum Connection

This Study Guide is targeted for students in grades K–12 and includes activities related to the core subjects of Language Arts, History, and additional knowledge in Science. It also challenges students to build their skills of creative thinking, critical thinking, communication and research, as well as all levels of Blooms Taxonomy.

The Georgia Performance Standards for Visual Art are arranged in domains that group the standards for clarity and focused study.

Meaning and Creative Thinking (MC)

Students engage in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of their own art works and the art works of others (National Standards 2 & 3).

Contextual Understanding (CU)

Students understand the visual arts in relation to history and culture (National Standard 4). Students recognize the impact of art on history and different cultures and how history and culture have influenced art.

Production (PR)

Students create artworks by applying media, techniques, and processes to formulate and express their own ideas and conceptual understandings (National Standard 1).

9th- 12th Grade

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

d. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.

e. Researches and analyzes the work of an artist and writes about how the artist’s style contributes to the meaning of the work.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.

d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty’s sake, and marketing / advertising).

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.

e. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

- e. Discusses the connection between intent and viewer's interpretation—active participation by viewer to bring personal experience to the interpretation.
- g. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.
- c. Identifies various art related careers and post-secondary options.
- d. Draws inspiration for artwork from the world and resources outside the traditional classroom

VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- d. Uses a range of art criticism approaches, such as —Visual Thinking Skills|| and Feldman's Art Criticism process, to understand and make a personal connection to art works.

VAHSDRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

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Gallery Vocabulary

Gallery – A building or space for the exhibition and sale of art, usually visual art. Paintings are the most commonly displayed art objects; however, sculpture, decorative arts, furniture, textiles, costume, drawings, pastels, watercolors, collages, prints, artists' books, photographs, and installation art are also regularly shown.

Museum – An institution that cares for (conserves) a collection of artifacts and other objects of artistic, cultural, historical, or scientific importance and makes them available for public viewing through exhibits that may be permanent or temporary.

Acrylic Paint – A fast-drying paint containing pigment suspension in acrylic polymer emulsion. Acrylic paints are water-soluble, but become water-resistant when dry.

Oil Paint – A type of slow-drying paint that consists of particles of pigment suspended in a drying oil, commonly linseed oil.

Gouache – Full body color, opaque watercolor, or gouache, is one type of watermedia, paint consisting of pigment, water, a binding agent (usually gum arabic), and sometimes additional inert material. Gouache is designed to be used with opaque methods of painting.

Provenance – The chronology of the ownership, custody or location of a historical object. The practice has a particular value in helping authenticate objects.

Gallery Manager – Helps to operate the gallery - talks to artists, curates, and keeps up with clients and sales of the fine artwork.

Curate – A person who is invested with the *care* or *cure* (*cura*) of souls of a parish.

Narrative – Any report of connected events, actual or imaginary, presented in a sequence of written or spoken words, or still or moving images.

Abstract Painting – Uses a visual language of shape, form, color and line to create a composition which may exist with a degree of independence from visual references in the world

Realistic Painting - The attempt to represent subject matter truthfully, without artificiality and avoiding artistic conventions, implausible, exotic and supernatural elements.

The artists for the current exhibition for The ZuCot Experience

To learn more about the artists visit www.zucotgallery.com

H.I.

The work of Atlanta based artist Horace Imhotep is steeped in the often dark historical truths of American history, while being heavily influenced by his familial bonds and ancestral roots. In his body of work we see no conclusions to the darkness, no neat pathway leading us towards progress. Instead, we witness the tying together of a century long narrative, rooted in the ongoing struggles of today. It is a reconciliation with the past, the recognition of the present, and a defiant act of taking ownership of the future.

Jamaal Barber

Jamaal Barber was born in VA and raised in Littleton, NC. At a young age he was fascinated by the illustrations in children's books and the colorful images in comic books. He started drawing on the back of his tests in elementary school and was soon drawing on any material that he could find. He finally decided to become an artist after reading about the life of Romare Bearden in high school.

Sean Haynes

Sean Haynes is from New Orleans, and moved to Atlanta after being displaced by Hurricane Katrina. He currently teaches art at a local school while practicing his own art after school and during the summer. His art work pulls from his experience of displacement and migration to another State after the trauma of the flooding from the Hurricane.

Lavett Ballard

Ballard looks at her art as a diverse visual narrative of people of African descent with a blending of themes of Afrofuturism fused within a historical folk context. Her current body of work, uses formal elements of paint, charcoal, oil pastel, and collage, which are deconstructed, and layered on reclaimed large and small aged wood fences. The use of fences is a symbolic reference to how fences keep people in and out, just as racial and gender identities can do the same socially.

Shanequa Gay

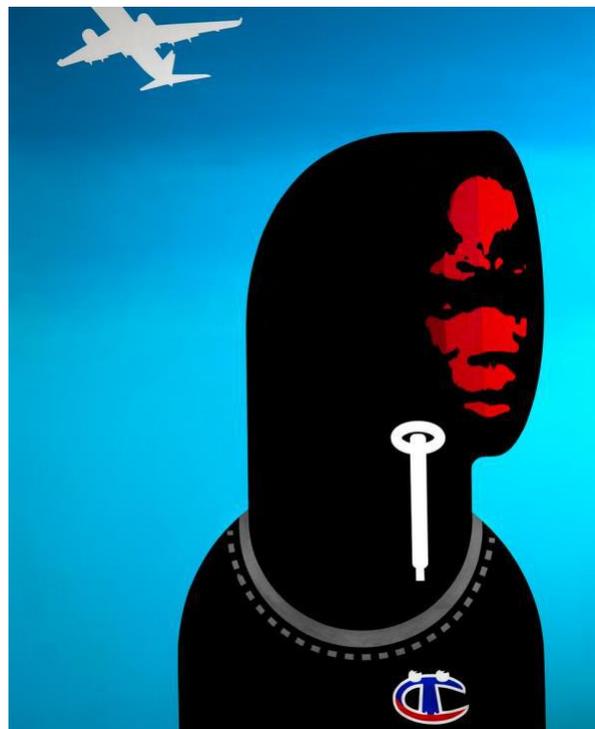
Shanequa Gay, an Atlanta native, has drawn praise and critical acclaim for her current work art as advocacy projects which challenge the unyielding violence and injustices committed in America and across the globe against the black body.

Lobyn Hamilton

Walter Lobyn Hamilton (b. 1985) is a self-taught visual artist who creates representational collages with vinyl records and album covers. He is known for his renderings of political and social figures, social movements, as well as cultural and musical icons.

Shawn Theodore

Shawn Theodore (°1970, Stuttgart, Germany) is an artist who makes photography, sculpture, collage performance art and installations. By contesting the division between the realm of memory and the realm of experience, Theodore reflects on the closely related subjects of archive and memory from an African American perspective. This often results in an examination of both the human need for 'conclusive' stories and the question whether visual anecdotes 'fictionalize' history, particularly American history.



Write Play Based on Image Below

Remember to include these key parts when creating your play:

1. **Story** - The story pertains to the things that really happen; it is the chain of events that take place according to a time sequence. Some of the story is fluff—it's the filler that makes the drama interesting and keeps it flowing.
2. **Plot** - The plot refers to the skeleton of the story: the chain of events that shows causality.

3. **Exposition** - The exposition is the part of the play (normally in the beginning) in which the writer "exposes" the background information that the audience needs to understand the story. It is an introduction to the setting and characters.

4. **Dialogue** - The dialogue of a play is the part that allows you to show your creativity. A play is carried along through conversations, called dialogue. Writing dialogue is a challenging task, but it is your chance to flaunt your artistic side.

Things to consider when writing dialogue are:

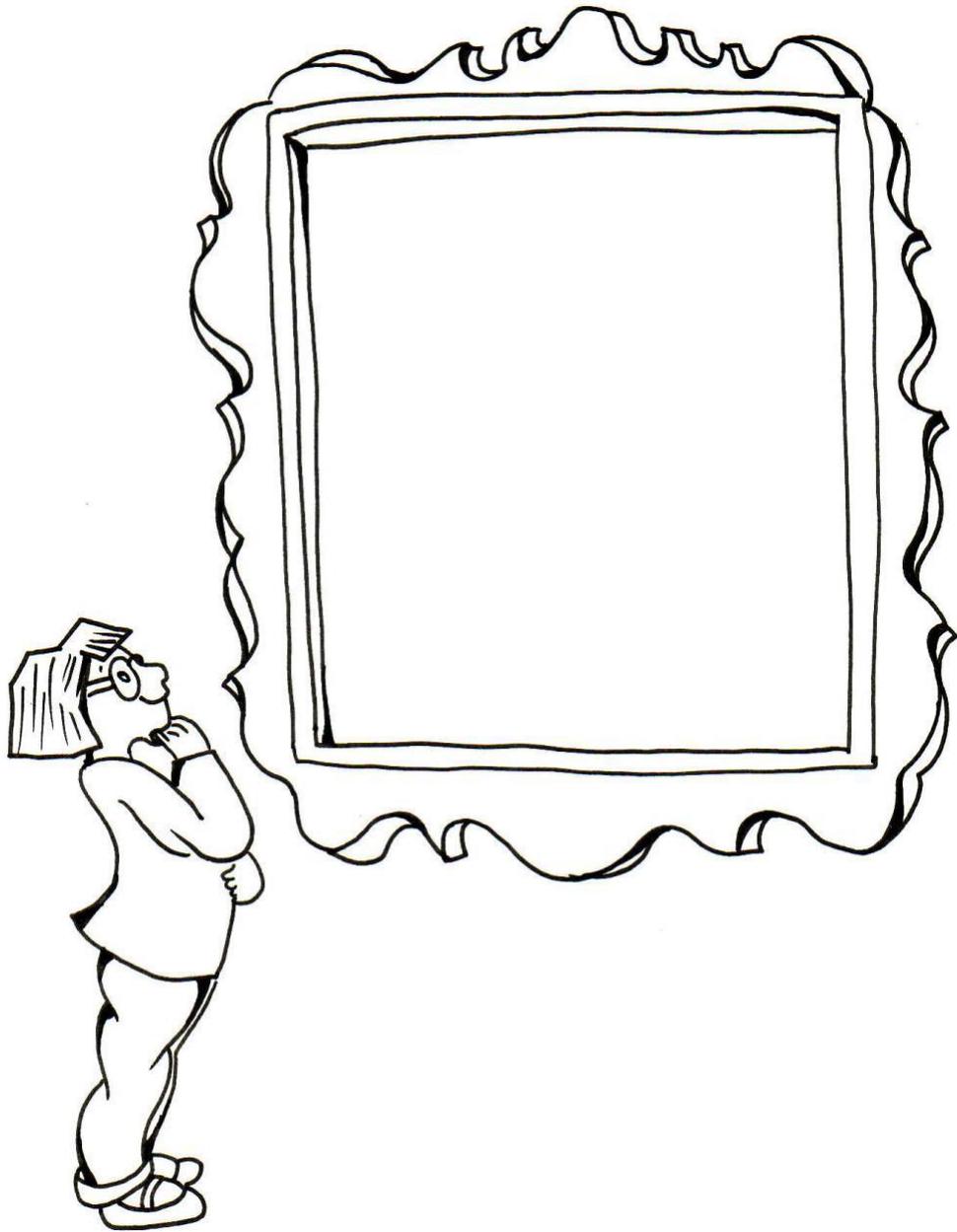
- Habits or accents that provide insight to the character

- Actions or behavior the character displays while talking

5. **Conflict** - Many plots involve a struggle to make things interesting. This struggle or conflict can be anything from a concept in one person's head to a battle between characters. Struggle can exist between good and evil, between one character and another, or between a dog and a cat.

6. **Complications** - If your story is going to have a conflict, it should also have complications that make the conflict even more interesting. For instance, a struggle between a dog and a cat can be complicated by the fact that the dog falls in love with the cat. Or the fact that the cat lives in the house and the dog lives outside.

7. **Climax** - The climax happens when the conflict is resolved in some way. It is the most exciting part of a play, but the journey toward a climax can be choppy. A play can have a mini-climax, a setback, and then a bigger, final climax.



Explain why this piece is your favorite.

You are an artist and ZuCot Gallery would like to feature your piece in their next exhibit. Use this canvas to create your masterpiece.



Is your piece an abstract or realistic painting? _____

What type of paint did you use Gouache, Oil, and Acrylic? _____

Why? _____

In the first part of the left circle, list words that come to mind when you look at this piece below. When you visit the gallery and read the artist write up, list words that you and the artist used in the middle and words that the artist used only in the last part (right) of the circle.



name _____

date _____



Does this sculpture remind you of your environment? Why or why not?

What title would you give this piece?

How does this piece of work make you feel?

If you could leave a note about this piece to the artist what would you say?



Budget \$15,288.00

Using the ZuCot Gallery Price List, find 5 different combinations of the paintings you could buy with the budget above. List the **item #**'s in the box below to create your combinations.

Combination 1	Combination 2	Combination 3	Combination 4	Combination 5

Directions: Use the combination chart you created above to solve the following problem.

As a gallery manager when a painting sells the artist is paid 45% of the sale and the gallery collects the remainder. Based on the solutions above, how much money did the gallery? How much did the artist make? Complete this question for each of your possible combinations listed above.

Hint: Remember to remove the tax for the payouts!

Gallery Fact: When a painting is purchased, the gallery charges a sales tax of 8% that must be paid to the government. This DOES NOT count as income to the gallery or the artist.
