

# Arts Learning Lab @Home



## CURRICULUM COMPANION

Slanguage (Mario Ybarra Jr. and Karla Diaz)  
Pandemic Printing

## Overview

In this series, Slanguage (Karla Diaz, Mario Ybarra Jr.) teaches students how to paint using different materials found at home. This workshop is a great introduction to the elements of art such as line, shape, and color. The use of found objects for printing and painting encourages exploration of different materials that can be used to create unique art and design work.

## Objectives

1. Students identify different household materials that can be used for art making.
2. Students use the elements of art (line, shape, color) to explore the use of different techniques and approaches to painting and printmaking.
3. Students reflect on their relationships to their environments and respond by creating abstract or representational art and design.

## Relevant California Art Standards and age specific sub standards:

- 2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
  - 4.VA:Cr2.1 Explore and invent artmaking techniques and approaches.
  - Pro.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.
- 7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
  - K. VA:Re7.1 Identify uses of art within one's personal environment.
  8. VA:Re7.1 Explain how a person's aesthetic choices are influenced by culture, environment, and personal experiences that impacts the message it conveys to others.
- 10 Synthesize and relate knowledge and personal experiences to make art.
  - 2.VA:Cn10 Create works of art about events in home, school or community life.
  - 6.VA:Cn10 Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

## Materials

- Several sheets of large white paper
- Colored liquids (condiments, teas, coffee etc.)
- Colored powders (Kool Aid, tea)
- Natural pigments found in plants, flowers, berries, and soil

## Vocabulary

- Abstract
- Representational
- Figurative
- Elements of art (line, shape, color)

## Workshop Description

### Introduction

Mario Ybarra Jr's workshop guides students through the process of experimentation and painting. The workshop title "Pandemic Painting" suggests a change in our understanding of environment and relationship to place. It also suggests a change in the way we relate to one another.

### Step 1

Ybarra prompts students to explore their understanding of non-traditional materials they can find in their home. Students identify, analyze, and assess what materials make good painting supplies. Pigments found in food products such as coffee, Kool-Aid, ketchup, and salsa packets display vibrant colors and different consistencies that can be used for art making.

### Step 2

Ybarra begins modeling the painting process and cites reference to the artist Pablo Picasso and his use of line and shape. A line is a point moving in space that wraps around and closes to make a shape. Picasso painted on glass showing how simple the process of painting can be when focusing on the elements of art (line, shape, color). Ybarra uses a similar approach to emphasize the use of salsa packets as a painting material to create line and shape. Ybarra tells students, "today instead of Picassos we're Picosos." Students learn the vocabulary word Picoso or spicy in relation to the salsa packet, this further develops a child's understanding of the salsa packet as an art material.

### Step 3

Following the initial exploration of materials, Ybarra instructs students to make images on a different sheet of paper using their different found materials. Students are encouraged to explore both figurative and abstract forms in their paintings. Figurative forms can be images students recognize such as a rabbit, dog or plant. An abstract form is something not recognizable that could involve organic curved shapes, splashes, smears, and drips. Describe these two concepts as students explore the use of materials.

### Step 4

Once complete, students share their individual paintings articulating their artistic choices and selected material. Ybarra models the process of analyzing student work reflecting and responding to the images and materials students convey in their paintings.

## Discussion Questions

- How has the pandemic changed your relationship with your environment?
- What materials and objects found in your home can be repurposed for artmaking?
- How have artists of the past responded to their environments with art?
- How does making art with your family and friends enrich your life during the pandemic?
- How does learning about art impact how we perceive the world?

## Suggested follow up activities

The Pandemic Painting workshop employs the artistic practices of creating, imagining, responding, and connecting. Continue to encourage your student or child to explore non traditional and recycled material in and around the home. Students should focus on exploring the painting process without a preconceived plan using their imagination to construct figurative and abstract work. Ask students to reflect on how the painting makes them feel and what ideas they are trying to communicate through their painting. Have them share their artwork with family and friends as a way to connect during this time of social distancing.

Follow Mario Ybarra's workshop with Karla Diaz's Pandemic Painting workshop in which the artist teaches students about the practice of printmaking.

## Related resources

To help with instructional resources related to the ideas of material and process follow these links that may inspire further exploration.

- Picasso Painting (Archival footage of Pablo Picasso accessible from youtube)
- Tate Modern's list of experimental art materials (from the Tate Modern)

## Access and Equity

The guided instruction is appropriate for all ages and students of varying physical and cognitive abilities as per California Education Code 200 that requires all students are provided with equal access to public education including art education.

English Language Learners fluent in Spanish have the option of watching workshops in Spanish. For further differentiation teachers and parents can consider their role in modifying lessons by

- Engaging students in artistic vocabulary and concepts throughout the painting process.
- Emphasize vocabulary with physical actions and modeling throughout the workshop to increase acquisition of artistic practices.
- Offer a variety of ways students can communicate their artistic choices and process. Including responses that are verbal, text based, gesture oriented or visual.
- Develop routines for art making such as setting up materials, providing adequate space, material options, and regular dialogue about the concepts and vocabulary being used in each lesson.

## Bio

Slanguage is a collective of artists and exhibition makers from Wilmington, CA founded in 2002 by Karla Diaz and Mario Ybarra Jr. The two artists' work ranges from traditional drawing and painting to performance, archives, and community engagement. As a collective, Slanguage's pedagogy involves education, community-building, and interactive exhibitions.

## About the Arts Learning Lab and 18th Street Arts Center

Arts Learning Lab @ Home is a series of live online arts classes for kids and families schooling from home. These hands-on artmaking workshops (which will be posted as on-demand videos after each workshop) are led by professional artists in residence at 18th Street as well as members of our national and international artist community. The workshops are taught in both English and Spanish for those teachers that are bilingual, and will be live translated in both English and Spanish. The workshops cover a range of fun, hands-on, and participatory ideas that connect with larger social issues.

You can visit more lessons at <http://18thstreet.org/allathome>

Celebrating its 30th anniversary in 2018-2019, 18th Street Arts Center is one of the top 20 artist residency programs in the US, and the largest in Southern California. Conceived as a radical think tank in the shape of an artist community, 18th Street supports artists from around the globe to imagine, research, and develop significant, meaningful new artworks and share them with the public to foster radical imagination, empathy, and positive social change.