

Utah Biennial: The Present as Influenced by the Past

Patching Identity

Annie Kennedy's Woman's 72-hour Survival Kit

Summary:

Students will create a color drawing that depicts their own '72-hour Survival Kit' rendered like a patch-quilt design, integrating symbolic shapes and patterns to illustrate a sequence or story about the artist's identity for the viewer to understand.

Main Curriculum Tie:

Visual Arts (Foundation I):

Standard 1: Explore a variety of art media, techniques, and processes.

Standard 3: Create content in works of art.

Visual Arts (Foundation II):

Standard 1: Refine techniques and processes in a variety of media.

Standard 3: Create content in works of art.

Materials:

Prepare: ___ Quantity of 9x11" white card-stock and colored pencils. Lightly colored gridlines using pencil to guide students could be prepared as a shortcut.

Resources for imagery including books, magazines, online, maps, nature, etc.

Background for Teachers:

Annie Kennedy is a Utah artist who explores themes of identity and Mormon culture using found objects and symbolism that are significant to her based on family and religious history. She constructs narratives using a variety of anthropological materials in technique and process evoking concepts of abstract painting and contemporary art-making. Kennedy turns everyday items into cultural artifacts including canned and packaged foods, toothpaste, camping supplies, olive oil, condensed milk, grape juice, Q-tips, jars, etc.

Intended Learning Outcomes:

- i. Understand the concept of a symbol, and then choose from contemporary images to construct a personal narrative.
- ii. Use basic elements and principles (value, line, shape, unity, variety) of design to effectively construct a realistic drawing of a quilt.
- iii. Discuss and understand the value and role of a personal experience in culture and the effects of culture on each individual's identity.

Instructional Procedures:

Introduce the idea of culture, symbolism, and identity to your students. *How are individuals influenced by the beliefs, values, or characteristics of their culture? How do we understand culture? How do we differentiate one culture from another? What imagery is used to represent culture? What are rituals? Do you have rituals with yourself/family/friends? What kinds of behaviors occur during rituals? What artifacts are being used during these kinds of rituals? Is there any artifact produced from your ritual?*

Look through magazines, books, and online for symbols that students can pull from to use in their final drawing to illustrate their own identity quilt. Be imaginative when choosing symbols that relate to your own life to create a more bold and personalized design.

Extension: Each student's drawing could be 'patched' together for a collaborative artwork portraying the entire class's identity.



