

# OGDEN MUSEUM OF SOUTHERN ART

Artists and Sense of Place

## BROKEN WINDOW SILHOUETTES



Mahalia Jackson Elementary School

Artist-in-Residence Jeffrey Cook

# BROKEN WINDOW SILHOUETTES

- Introduction
- The Artist
- Preparation
- Inspiration
- Faculty Workshop
- Scope and Sequence
- Step-by-Step in the Classroom
  - Broken Window Exercise
  - Connect the Dots Exercise
  - Free Hand Broken Window Exercise
  - Free Hand Abandoned House Exercise
  - Abandoned House Writing Exercise
  - Journal Making
- Final Collaboration - “Windows”
- Exhibition at Xavier University
- Louisiana Content Standards and Benchmarks
- Vocabulary

# BROKEN WINDOW SILHOUETTES

## Introduction

The Ogden Museum of Southern Art's artist-in-residency program *Artists and a Sense of Place* connects artists represented in the Ogden Collection with schools in their own neighborhoods. One of the schools selected for the program was Mahalia Jackson, formerly McDonogh 36, and the artist, Jeffrey Cook's alma mater. This relationship between artist and school was significant in the development of the design for the program at Mahalia Jackson. The artist's own sense of place at the school and in the neighborhood is reflected in the artwork he does with the students. He shares his keen eye for design and beauty with the students as they discover the magic of their neighborhood beyond the broken windows and abandoned buildings. Through a transformation of color and pattern, dark photocopies of broken windows become majestic silhouettes of animals, figures, shapes and objects. A selection of the students' artwork was incorporated into two larger pieces on a window frame foundation designed and produced by Mr. Cook. One "window" will remain at Mahalia Jackson and one will be part of the Ogden Museum of Southern Art education study collection.

# BROKEN WINDOW SILHOUETTES

## The Artist - Jeffrey Cook

Jeffrey Cook is returning to his own elementary school for this residency. A student at McDonogh #36 (now Mahalia Jackson), Mr. Cook grew up on Josephine Street in Central City and remembers the neighborhood when it included Jewish, Italian and African American communities. He attended Woodson Middle School and McDonogh #35 High School. During high school, he became interested in break dancing, which would play a role later in his life. He studied visual art with artist and mentor John Scott at Xavier University. He left New Orleans and spent three years as a performing artist in New York. Later, he became a principal dancer in the Los Angeles Repertory Company. Traveling around the world, he noted the rich visual arts of other cultures, ancient and modern. He returned to New Orleans to pursue the visual arts. Mr. Cook now focuses on creating works of art that incorporate his surroundings. Literally collecting objects from property and abandoned buildings, the artist saves the memories and histories of his neighborhood. In Club Rock House the artist makes reference to abandoned buildings that end up used for negative purposes. Just by adding the term “club” in front of “rock house” changes the meaning. In the same way adding “silhouettes” to “broken windows” reveals beauty where there once was destruction.

# BROKEN WINDOW SILHOUETTES

## Preparation

- The principal, Ms. Jacqueline Taylor, met with the residency coordinator, Debbie Randolph, to discuss the program.
- The artist, Jeffrey Cook, and the coordinator met with the principal and members of the academic committee. These meetings set the tone of the residency through storytelling about the school and the neighborhood. The principal and faculty members were very enthusiastic about the residency.
- Ms. Taylor announced the artist-in-residency program in the weekly newsletter sent to parents and in her morning announcements. Parents were also sent consent forms for their children to be photographed during the residency and the photographs used for publicity.
- Ms. Taylor made a schedule for the four weeks.



# BROKEN WINDOW SILHOUETTES

## Inspiration

- Jeffrey Cook's previous experience at Guste Elementary as the artist-in-residence gave him confidence and an understanding of the residency.
- Mr. Cook's return to Mahalia Jackson (formerly McDonogh 36) has inspired faculty and students, and has left a strong impression on the artist. The visit is a bit bittersweet. Just as he is returning to McDonogh 36, the original school building, used as an annex during Mr. Cook's years as a student, is being torn down. Additionally, the students are moving from the main building to a new school within the year.
- The school's surroundings, which are reminiscent of a tree house, and the memories attached to the school for Mr. Cook provided inspiration for the residency and Mr. Cook's own work. On his walk home after visiting the school for the first time in many years, he found a piece of steel with a colorful patina and made a sculpture entitled, "The Violinist."



# BROKEN WINDOW SILHOUETTES

## Faculty Workshop

The Faculty were invited to a workshop led by Ms. Ann Rowson Love, the Ogden Museum of Southern Art's Education Curator. The purpose of the workshop was:

1. To familiarize the faculty with the residency program.
2. To introduce the Ogden Museum of Southern Art to the faculty.
3. To introduce the faculty to the artist.
4. To provide the faculty with a hands on experience related to the residency.



# BROKEN WINDOW SILHOUETTES

## Scope and Sequence

Mr. Cook visited each classroom. He brought a bin of materials (markers, crayons, craypas, and chalk), photocopies and an incredible teaching style. The coordinator's role was assistant, observer and documenter. The teacher stayed in the classroom and either participated in the activity or worked on other things. In a few cases, the teacher left the room. Classroom size and configuration varied with each class. Every student in the school (400) participated.

The activity was designed with the following student goals in mind:

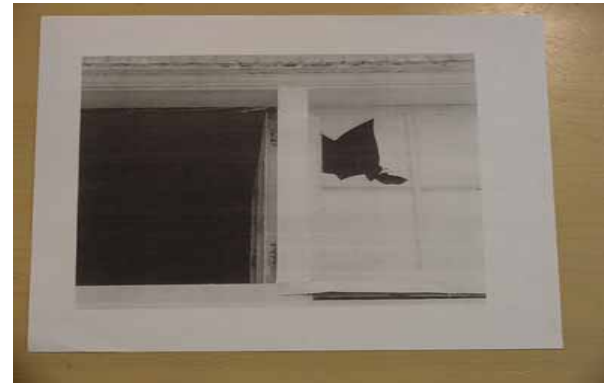
1. Students will demonstrate the ability to follow directions.
2. Students will understand the concept of sequence.
3. Students will demonstrate the ability to focus on the activity.
4. Students will understand the concepts of pattern and shape, light and dark, and silhouette.
5. Students will create an artwork using photocopies, paper and supplies.
6. Students will demonstrate critical thinking skills.

# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom

### Broken Window Exercise

- A photocopy is placed on each student's desk or work space.
- Mr. Cook discusses abandoned buildings and broken windows with students. He states the importance of staying away from abandoned houses.
- The students are asked what they see in the broken window silhouette. Some of the answers were "bird", "hat", "foot", "state", "face" and "kite."
- Mr. Cook explained to students that they were going to turn the black, white and gray photocopy into an artistic masterpiece. The photocopy was colored in the following sequence:
  - Bricks at the top of page
  - Around the small silhouette
  - Inside the three other windows on the right side
  - Column in the middle with pattern
  - Finish coloring all other gray areas leaving only the silhouette and the black window.



# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom

### Broken Window Exercise

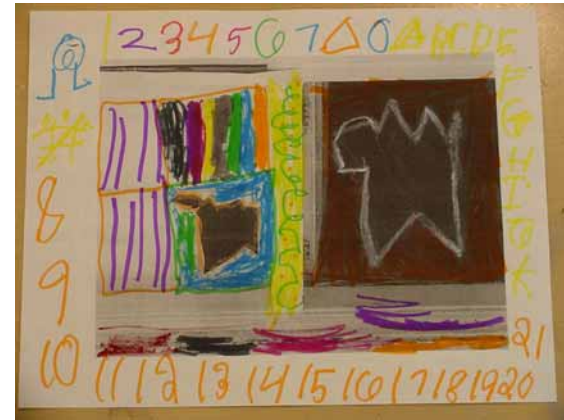
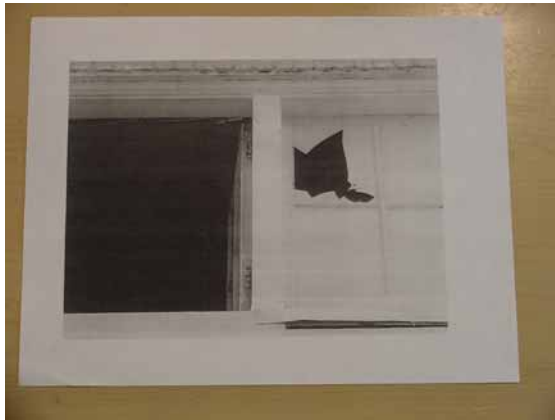
- Mr. Cook asked students to look at the silhouette and draw what they saw in the black window with chalk. The students created their own broken windows.
- Students filled the black space around the silhouette they had created with color.
- The students completed the masterpiece by making patterns in the frame and coloring them.
- The final step was signing their work and presenting it to the class.



# BROKEN WINDOW SILHOUETTES

Step-by-Step in the Classroom

Broken Window Exercise

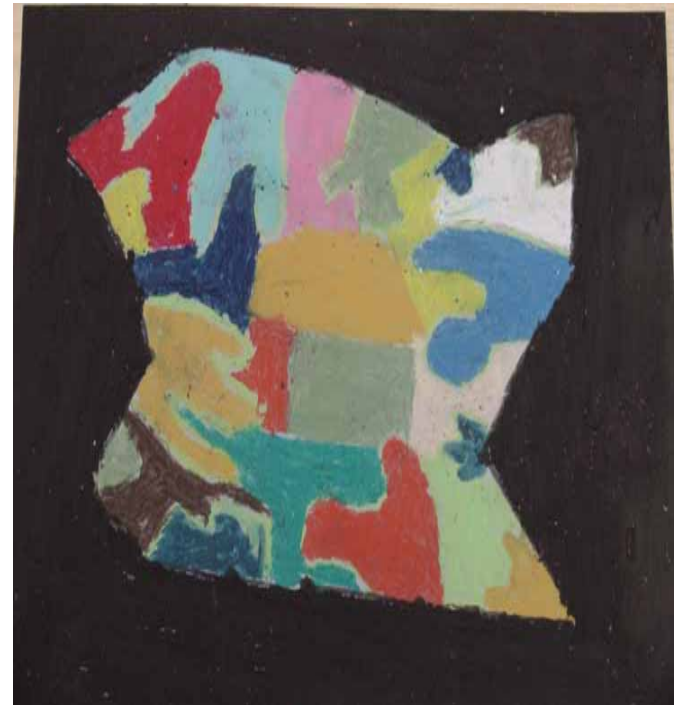


# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom

### Connect the Dots Exercise

- Each child was handed a blank sheet of paper.
- Mr. Cook instructed the students to place 8-12 dots on their sheets with a marker over as much of the paper as possible.
- The students then connected the dots to make a shape.
- The student used craypas and markers to color patterns inside of the shape.
- Students filled the exterior space with a solid color.



# BROKEN WINDOW SILHOUETTES

Step-by-Step in the Classroom

Connect the Dots Exercise



# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom Free Hand Broken Window Exercise

- Each child was handed a blank sheet of paper.
- Students created a window frame by drawing a border on the paper with four lines.
- Next, they drew a freehand broken window.
- The broken window was patterned with craypas and markers.
- The students decorated the border in much the same way as they did with the broken window exercise.



# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom

### Free Hand Abandoned House Exercise

- Students were given blank sheets of paper and crayons, craypas and markers.
- Mr. Cook discusses “houses” with the children and the differences between abandoned houses and homes where the children lived.
- Students were instructed to create houses on their sheets of paper.
- Some students created abandoned houses. Others depicted their own houses and families, while others made their dream houses.



# BROKEN WINDOW SILHOUETTES

Step-by-Step in the Classroom

Free Hand Abandoned House Exercise



# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom Abandoned House Writing Exercise

- Students were given a photocopy of an abandoned house with rows of broken windows. The photocopy was on the top half of the page. The bottom half was blank.
- Students used craypas and markers to color in some of the windows. They created broken window silhouettes in others.
- Students were asked to describe the shapes that they saw. Students in the upper grades were asked to write a short essay about the picture.
- Students then read their entries to the class.



# BROKEN WINDOW SILHOUETTES

## Step-by-Step in the Classroom

### Journal Making Exercise



- Students chose card stock from which to make their journals.
- Mr. Cook showed the students how to fold the paper to make a cover.
- Students cut on the other edges to create a design. Many made their covers look like broken windows or houses.
- Students chose other paper to fill the journal. Some students made accordion folds and pop ups.
- The students wrote on some of the pages and drew on others.
- The journals were bound by raffia tied to the three holes punched along the folded edge.
- The journals gave the students the opportunity to make comments about the artist and the residency. Many students thanked the artist for coming to the school. One student simply said, “I love art.”

# BROKEN WINDOW SILHOUETTES

## Final Collaboration - “Windows”

- Mr. Cook wove the students’ work into two multi-paned windows to create the collaborative pieces.
- Mr. Cook selected a few students to assist him in finishing the final works of art.
- Students painted the frame for the piece and added names and letters as needed.



# BROKEN WINDOW SILHOUETTES

## Final Collaboration - "Windows"

One of the collaborative "windows" on the left, created from a simple multi-paned frame, will be exhibited in the Ogden Museum of Southern Art's Education Collection. The other will be given to the school, which is moving to a new site.



# BROKEN WINDOW SILHOUETTES

## Exhibit at Xavier University



During a field trip by the students to the Jeffrey Cook exhibit at Xavier University coinciding with alumni week, Mr. Cook explained how his residency at Mahalia Jackson inspired his own art work. He discussed with the students two new works entitled, “The Show Off” on the left and “The Runner” on the right.

# BROKEN WINDOW SILHOUETTES

## Related Content Standard Benchmarks

### K-4 Louisiana Content Benchmarks



#### Visual Art

- CE-1VA-E1 Explore and identify imagery from a variety of sources and demonstrate visual representation;
- CE-1VA-E2 Explore techniques and technologies for visual expression and communication;
- CE-1VA-E3 Use art vocabulary and the elements and principals of design to communicate the language of art;
- CE-1VA-E5 Work individually and as a group member in a responsible and productive manner;
- AP-2VA-E2 Recognize and respond to concepts, such as beauty and taste, which are determined by culture and differ from person to person;
- AP-2VA-E3 Discuss and identify the role and status of the artist and how art is used in daily life, in the workplace, and within the community;
- AP-2VA-E5 Participate in elementary inquiry into the basic question "What is art?"
- HP-3VA-E2 Express how visual symbols communicate a universal language;
- HP-3VA-E3 Explore and discuss art images from the past and the present;
- HP-3VA-E4 Identify media used in works of art throughout history;
- HP-3VA-E5 Describe ways the visual arts are used in daily life;
- CA-4VA-E2 Work individually and/or collectively to identify symbols and images in art and other core curricula;

# BROKEN WINDOW SILHOUETTES

## Related Content Standard Benchmarks



### Language Arts

- ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions;
- ELA-2-E3 creating written texts using the writing process;
- ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information;



### Social Studies

- H-1A-E1 demonstrating an understanding of the concepts of time and chronology;
- H-1B-E1 describing and comparing family life in the present and the past;
- H-1B-E2 relating the history of the local community and comparing it to other communities of long ago;
- H-1C-E1 describing the people, events, and ideas that were significant to the growth and development of our state and nation;
- H-1C-E4 recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage;
- G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture;
- G-1B-E3 describing how the physical and human characteristics of places change over time;
- G-1D-E1 identifying and explaining ways in which people depend upon and modify the physical environment;

# BROKEN WINDOW SILHOUETTES

## Vocabulary and Materials

### VOCABULARY

photography  
collage/assemblage  
found objects  
silhouette  
light/dark  
negative/positive  
pattern  
balance  
shape  
measurement  
transparent  
translucent  
frame  
signature

### MATERIALS

crayons  
craypas  
chalk  
markers  
glue  
paper  
vellum  
parchment  
raffia  
hole punch  
scissors  
staples/stapler  
card stock  
photocopy