

OGDEN MUSEUM OF
SOUTHERN ART

Artists and Sense of Place

Neighborhood Fabrication

Facades, Landmarks and Symbols
of the Lower Garden District

ANDREW JACKSON ELEMENTARY SCHOOL

Artist-in-Residence Gina Phillips

Neighborhood Fabrication

- Overview
- Enduring Idea
- The Artist - Gina Phillips
- Scope and Sequence
 - Preparation
 - Students Work
 - Neighborhood Discovery
 - Exhibition of the “Neighborhood”
- Related Content Standards
- Vocabulary

Neighborhood Fabrication

Overview

The Ogden Museum of Southern Art developed an artist-in-residency program that matches artists in the Ogden collection with their neighborhood public schools. The artist spends four weeks in the school creating art with the students. The residency program, *Artists and Sense of Place*, gives students the opportunity to explore their neighborhoods through the artist's chosen media. The artist-in-residence at Andrew Jackson Elementary School was Gina Phillips, an artist who works with fabric. The students created neighborhoods by using paper and fabric to make houses, warehouses, churches, and storefronts. The artist works with the students and adds her own personal touch to the neighborhoods. The students also learned about house types and Lower Garden District history from the Preservation Resource Center where the "neighborhoods" were exhibited at the end of the residency. Artwork will be chosen from the completed neighborhoods to be given to the school and for the Ogden Museum of Southern Art for display in the education collection.

Neighborhood Fabrication

Enduring Idea

The variety of the built environment expresses the culture of the neighborhood. The houses and businesses indicate how people make their living, what their tastes and values are. By creating the elements that make up a specific neighborhood, students become aware of their own neighborhood's history and culture and their own sense of place.

Neighborhood Fabrication

The Artist - Gina Phillips

Gina Phillips, a Kentucky native, has lived in New Orleans since the early nineties. As a fabric artist, she has taken that medium to surprising depths and created a broad range of artwork from the monumental to smaller, personal pieces. The people and architecture of the lower garden district inspired much of her work. This residency combined an early love of architecture (she once considered becoming an architect) with her current passion for experimenting with fabric application.

Neighborhood Fabrication

The Artist - Gina Phillips



20 August 2003

Ogden Museum of Southern Art

6

Neighborhood Fabrication

Scope and Sequence: Preparation

- Pre-residency Meetings with the Principal and Lead Teacher
 - Ms. Ann Rowson Love and Ms. Debbie Randolph met with Andrew Jackson’s principal, Mrs. Perretta White-Mitchell and lead teacher, Ms. Willard, to discuss the program.
- Preparation of Art Materials
 - Prior to the start of the residency, fabric was collected and cut into strips. Much of the fabric was donated. Some of the fabric was glued to paper for strengthening.
 - Strips were also cut from painted drawing paper. A technique discovered by the artist during this preparation time was painting two pieces of paper with acrylic paints, sticking them together and pulling them apart to create a two-tone that resembled weathered wood.
 - Templates of the houses were cut from poster board.
- Overview Presentation for Teachers at a Regular Staff Meeting
 - During a regular staff meeting, teachers met the artist, Gina Phillips and were given an overview by Ms. Ann Rowson Love.
- Scheduling
 - Ms. Willard developed a schedule allowing all students to work with Ms. Phillips during their regular library time for the first two weeks of the residency.
 - During the second two weeks, certain classes finished the work they had begun during the first two weeks. Students were selected from a few classes to form focus groups.

Neighborhood Fabrication

Students' Work: Template Houses

- Templates of house shapes were handed out in all classes. A few students designed their own templates.
- Students placed fabric and paper strips on the templates row by row with glue, cutting them to fit the template.
- Students included windows, doors, cornices, columns, balconies and other architectural elements on certain house shapes. These were done in card stock or wood painted by students.
- For most house types, two templates were attached with staples. A few of the template houses were single sided. Wooden bases were used for stabilization.
- Architectural types in this category included generic gable roof, double galleries, churches, and storefronts.

Neighborhood Fabrication

Students Work: Template Houses



Neighborhood Fabrication

Students Work: Template Houses



Neighborhood Fabrication

Students Work: Box Houses

- Selected students created architectural types and details out of boxes, which were pre-assembled.
- Students placed fabric, paper strips and painted corrugated cardboard on the boxes using a similar technique to template houses.
- Students included windows, doors, cornices, columns, balconies and other architectural elements on certain house shapes. These were done in card stock or wood painted by students.
- Architectural types in this category included pediment houses, warehouses, and Creole cottages.

Neighborhood Fabrication

Students Work: Box Houses



Neighborhood Fabrication

Scope and Sequence: Neighborhood Discovery

The Preservation Resource Center collaborated with the Ogden Museum of Southern Art to introduce architectural and neighborhood history to the students. Nairne Frazier, Director of Education at the Preservation Resource Center, provided models of house types for discussion. Students learned about house types and styles in their Lower Garden District neighborhood such as the Creole Cottage and the Shotgun house types and Greek Revival and Italianate styles. Ms. Frazier taught the students the differences in column styles by having the children imitate columns with their arms.

Ann Rowson Love, Education Curator, Ogden Museum of Southern Art, led the students in exercises identifying landmarks in their neighborhood using photographs. Photographs of Lower Garden District buildings were mixed with international landmarks for students to compare in small group discussions. Students could easily identify their neighborhood houses and landmarks.

Neighborhood Fabrication

Neighborhood Discovery



Neighborhood Fabrication

Scope and Sequence: Exhibition of “Neighborhoods”

The “neighborhoods” were exhibited at the Preservation Resource Center. A reception for students, teachers, parents and neighborhood advocates was held on January 31, 2003. A select group of houses will stay at the school and another group will be added to the Ogden Museum of Southern Art’s education collection.



Neighborhood Fabrication

Related Content Standards

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;

Neighborhood Fabrication

Related Content Standards



Language Arts

BENCHMARKS K-4

- 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-2-E6 writing as a response to texts and life experiences;
- ELA-4-E2 giving and following directions/procedures
- ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information;

BENCHMARKS 5-8

- ELA-1-M1 using knowledge of work meaning and developing basic and technical vocabulary using various strategies;
- ELA-2-M2 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 complex compositions;
- ELA-2-M6 writing as a response to texts and life experiences;
- ELA-4-M2 giving and following directions/procedures
- ELA-4-M6 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader, facilitator, recorder).
- ELA-7-M2 problem solving by using reasoning skills, life experiences, accumulated knowledge and relevant available information.

Neighborhood Fabrication

Related Content Standards



Social Studies

BENCHMARKS K-4

- 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-1A-E2 locating and interpreting geographic features and places on maps and globes;
- 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-1C-E2 describing and comparing the types of settlement and patterns of land use in local communities, the United States and world regions;
- G-1D-E1 identifying and explaining ways in which people depend upon and modify the physical environment;

BENCHMARKS 5-8

- H-1A-M2 demonstrating historical perspective through the political, social and economic context in which an event or idea occurred;
- G-1B-M2 identifying and describing significant physical features that have influenced historical events;

Neighborhood Fabrication

Vocabulary

- fabric
- fabrication
- landmark
- symbol
- facade
- texture
- acrylic paint
- Creole cottage
- American cottage
- shotgun type house
- Doric column
- Ionic column
- Corinthian column
- gable roof