

# Perception & Identity: Original Artworks

Paper Mache Sculptures

Dr. Margaret Walker's

3-D Art Education Methods Class

# The BIG IDEA

Perception and Identity:

How do others see you and how do you see yourself?

# Artist's Statement

“The two main stereotypes that I’ve had to endure as an Asian American are ‘Asians love sushi’ and ‘Koreans eat dogs.’ As an avid dog-lover and picky seafood eater, it alarms me that such negative stereotypes still exist today in the 21<sup>st</sup> century. I hope that my piece – ‘Sushi Dog’ – brings awareness to the viewer that yes, some Asians do enjoy eating sushi and there is a small demographic of Koreans who eat dog, however not all Asians do, especially me...I hope that people will become more sensitive to other people’s cultures and their customs, instead of being judgmental and ignorant.”

-Lena, The Artist

# *Sushi Dog*



## Artist's Choices:

- Dog's eyes
- Plate/presentation
- Ginger



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# Artist's Statement

“I decided to create a piece that represented how society wants us to be. Therefore, I thought to create a set of butterflies trapped in a frame and unable to fly. Each of them is labeled with what society wants from us (straight, successful, thin and beautiful)...some people are unable to express who they are because of what others might think of them; for example, a poor person may try not to show it and spend the money he/she has to go to a movie with friends. The frame represents the society that traps us...Everybody is judged no matter what. It could be because of his/her identity or because of their culture. We are constantly told how to be, what to do, etc. and we always have others looking at and judging us.”

- Cecilia, The Artist

# *Butterflies on Display*



## Artist's Choices:

- Butterflies are encased
- Labels underneath the butterflies
- No Pins (dead, not trapped)
- Looking back, would rather have the butterflies in a net.

# Artist's Statement

“After visiting the 50 Years Post Birmingham exhibit, I was definitely inspired to look into my personal culture for this paper mache studio assignment. My family has raised me in a way that ventures away from traditions of the Philippines because of the differing traditions of America. Throughout the years, we all have learned to incorporate this sense of ‘American-ness’ while still maintaining our Filipino roots.”

- Joyce, The Artist

# *Traditional Filipino Dress, Untraditional Style*



## Artist's Choices:

- “Terno” – a traditional Filipino dress worn on special occasions
- Untraditional color for the fabric (usually pink or crème)
- Added spikes and studs, also not traditional (“to capture my own personality” – the artist)
- Collaged images of traditional dress examples on top
- “I am traditional but not traditional”



# *Be The Color You Want to Be*

“This idea of ‘people of color’ relates because everyone is of some sort of color.”

- The Artist



## Artist's Choices

- Pencil
- Colorful gems

# *Small Girl, Big World*

“I have always been small. Growing up I got teased all the time for my size. Even though I have grown, I still feel small and my perception of myself is smaller than I really am. I showed myself (tiny) sitting in a chair that is huge in proportion to me. This is to represent how these ideas have resonated with me.”

-The Artist



Artist's Choices:

- Words on the figure
- Chair painted like the world
- Proportion/scale choice

# *Does Where You Live Matter?*



This artist was “born in the city” and “raised in suburbia.” This artwork shows how her “life would have been different in each atmosphere.”

## Artist’s Choices:

- Different sides represent different houses where the artist lived
  - Pearl necklace

# *Tough Stuff*

This artwork speaks to the “perception of feminine materials/attributes as fragile.”

- The artist



## Artist's Choices:

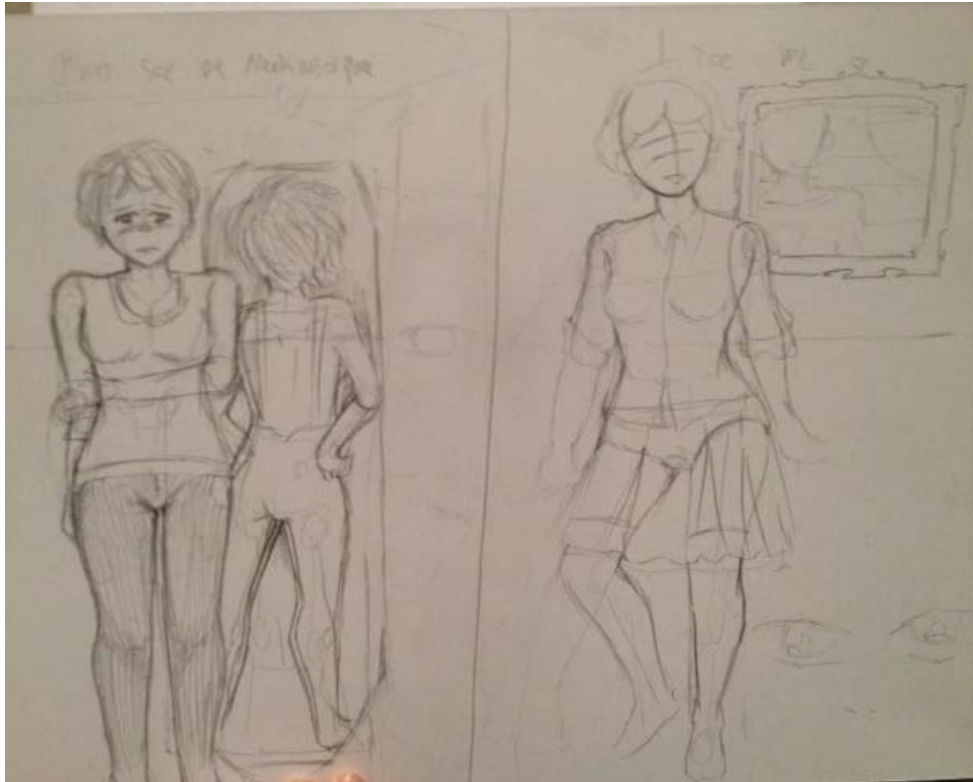
- Made of rice paper
- Hard hat and hammer

# High School Student Work

After completing the warm up activity and the brainstorming worksheet, students developed ideas for their own artworks.

After 45 minutes of development time, we conducted a class critique to help students flush out and deepen their ideas. All agreed this was helpful in the art making process. Many students changed their directions because of the critique.

# Student One



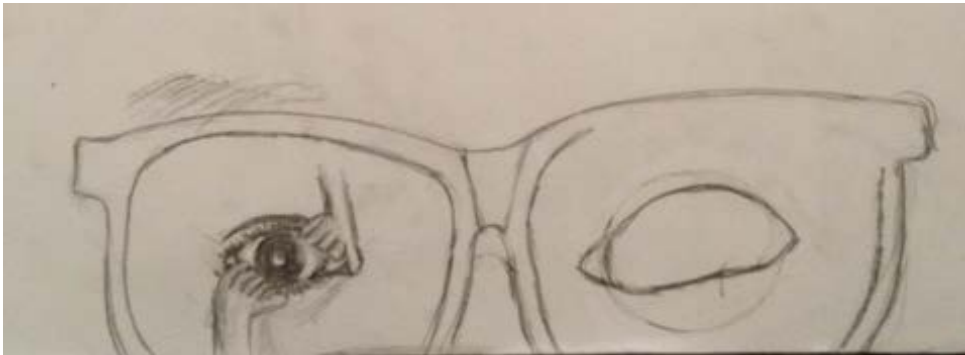
- A portrait of how people see her: Shy, uncomfortable and how she sees herself reflecting in the mirror – confident, outgoing, happy.

# Student Two



- African American student who is often told he is “White” or “acts White.” He just sees himself.
- Pre-Critique: picture of a man who is half stereotyped White, half stereotyped Black.
- Post-Critique: A self portrait of the student stepping out of a black and white “skin.”

# Student Three



- Student is often told he looks Asian because of the shape of his eyes.
- Pre-critique – a black and white drawing of his eyes. One would be in the colors of the Mexican flag (for his mother) and the other in the colors of the Argentinian flag (for his father).
- Post-critique – added hands pulling at the eye lids to represent how people want to change who he really is – pulling in different directions.



# Student Four



- Pre-critique – viewer would look through a tube at a portrait to represent how stereotypes and outward appearances give you a limited view of a person.
- Post-critique – entire portrait covered up with some sort of moveable viewer.

# Student Five



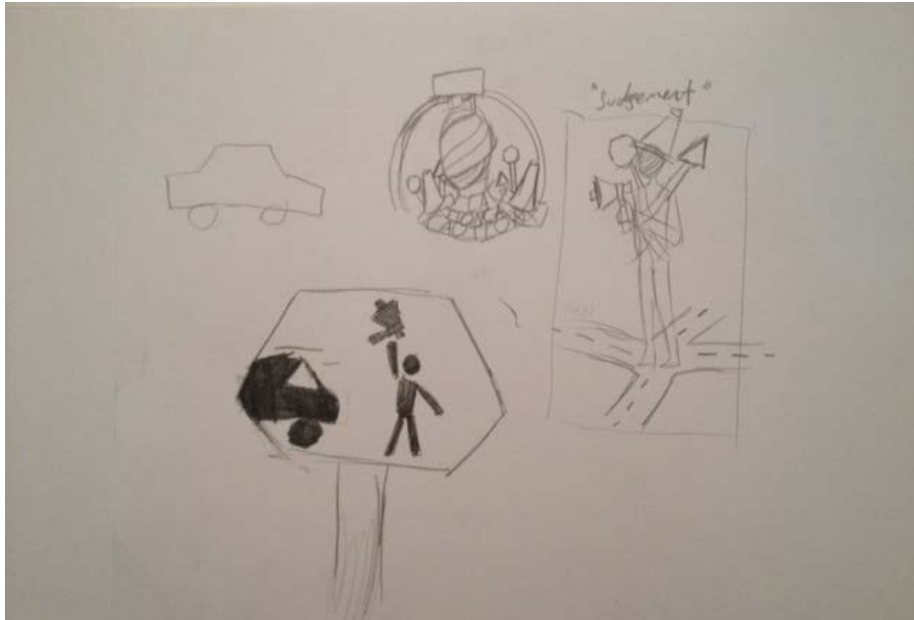
- Pre-critique – draw a dandelion (something considered fragile) but render it so it looks strong (from a different material).
- Post-Critique – show the roots of the dandelion, which remain unseen but are strong and tough to uproot.

# Student Six



- Pre-critique – Portrait of a girl who is dressed in heels and a dress on one side and in soccer gear on the other.
- Post-critique – Portrait of a girl playing soccer in a dress and heels. The netting of the goal “entraps” her like the stereotypes placed on her as a female athlete.

# Student Seven



- Pre-critique – We all wear masks to cover up who we really are – drawing of different masks for one person.
- Post-critique – A man standing in a busy street, covered with several traffic signs who wants to speak to those surrounding him but can't. He is trying to get others to stop labeling him but he is voiceless.

# Student Eight



- Pre-critique – Portrait of young man, who is small in stature, but shows how he feels through a thought bubble: strong, empowered.
- Post-critique – Brain with pencil as the brainstem (would be small) surrounded by all the thoughts and ideas the artist has (would be bright, colorful, and large). Shows that his outward appearance means little compared to what is inside – an “inner” self portrait.