

Allison Katz: Artery

Erika Verzutti

22nd May – 31st October 2021

Learning Resource

The resource is designed for **primary, secondary and post 16 students**. It can be used as part of a range of curriculum subjects: Art, English,

Activities

The activities are open ended with no right or wrong outcomes. They are designed to encourage observation, team working and communication; to help students make connections, learn about different perspectives and to generate debate.

The activities require the participants to work in small groups of 2-4 students and also to share with the whole group.

Framing the Imagination

Get new perspectives of the paintings by using your bodies to frame them.

Funny haha

Find ingredients in the paintings to put together to make a joke or funny story.

Word Sculpture

Link sculptures to words and create your own word sculpture.

Families of Sculpture

Choose your own family of sculpture

Additional Subjects for Debate

Resources required

Paper and pencils (we can provide these)

Students and staff may document their responses with cameras or tablets.

Allison Katz: Artery Gallery 1

Framing the Imagination

Explore the artworks

Allison has redesigned the gallery space to create a more complicated and intriguing space. She has created rooms within rooms, one of which you can only look into, not enter. Spend a few minutes walking around the gallery; see what different views of the paintings you can get by looking around the corners and through the openings. Think about where the paintings are placed and whether there are any links between them.

Allison often paints open mouths inside which you can see other images. These act like a frame within the painting but a frame that adds to the painting's visual narrative.

Activity

Work in pairs or small groups.

Choose a painting together that you would like to become part of and stand in front of it about half a metre away from the wall.

Decide how you can use parts of your bodies to **create a frame** for the painting. You can use your hands, arms, legs, whatever...

Please don't get too close and touch the painting!!

Look carefully and think about the mood and what you think the painting is telling us. Your 'body frame' will make a new part of the painting. . It may add to or completely change the story and mood.

Share your frame with the whole class and how you made your decisions.

Discussion prompts - whole class sharing after the activity

How do you think the space and the things around where you look at art might affect how you see it?

Where do you think would be the best place to see these paintings?

Have you spotted any other images or shapes that are repeated in several paintings?

What are they? What role do they have in how we see the paintings?

Are there any everyday but unexpected things you would put in a painting after seeing Allison's?

Allison Katz: Artery Gallery 1

Funny haha

Explore the artworks

Allison includes lots of unlikely and sometimes humorous people, animals and objects in her paintings. The titles of the paintings are often a play on words, where the same word can mean two or more things.

Look at the paintings and their titles. (Titles are listed in the exhibition notes available at the door to Gallery 1). Think about whether you find the title funny or not and if it changes your view of the painting.

Activity

Work in pairs or small groups.

Collect words from looking at the paintings – names of what you see (nouns), descriptive words (adjectives), actions (verbs). Write them really big on paper. Tear up the list of words into individual words on small pieces of paper.

Play with the words to write something strange or funny– lay the words on the floor and try arranging them in different orders. You may add extra joining words so your line makes sense.

You could think of a simple **pun**, where a word has more than one meaning or sounds like another word (e.g. red and read. Allison uses *coq* in her titles to reference her French heritage (cockerel in English). It is the national emblem of France and is itself a play on words of the Latin *gallus* meaning Gaul and *gallus* meaning *coq*, or cockerel).

Share your pun or joke with the whole class.

Discussion prompts- whole class sharing after the activity

Do you think Allison's paintings are funny or serious, or are they both? What makes a painting or any other image funny?

If you were making a painting, what would you do first – think of a description in words or have a picture in your head? (Artists may do either).

Erika Verzutti Gallery 3

Word Sculpture

Explore the artworks

Spend some time looking closely at Erika's sculptures. What material do you think she uses? How do you think she has created the shapes? What everyday things is she inspired by? Can you see anything you recognise?

Activity

Here are some words that might describe what Erika does with her hands. Stand in a circle and act out the words in turn. Help each other to decide how to show the words in actions.

push pull squeeze smear press score
scrape pinch layer imprint
stretch add remove pierce gouge
sharpen spread slit carve slice

Here are some words that might describe the shapes and textures.

dent egg encased holding pointed
balanced piled supported
segmented tripod asymmetrical hollowed
glossy pimples spiked bumpy
indented irregular contrasting handled

Look around the exhibition for examples of these words in Erika's sculptures. Are there any other words you would use to describe them?

Draw the outline of one of the sculptures and fill it with the words that best describe it and how it was made. Make the words look like the shape and texture of the sculpture.

Share your word sculpture drawing with the whole class.

Discussion prompts - whole class sharing after the activity

When you were looking closely at the sculptures and linking words, what do you see and feel? Did they make you notice any of your other senses – taste, touch or smell?

By looking for sculptures that linked to any of the words, what did you notice or feel about the sculpture?

Do you think the words to describe sculpture are different to those to describe a painting? Why is this?

Erika Verzutti Gallery 3 & 4

Families of sculpture

Explore the artworks

Erika makes her sculpture in families. Spend five minutes or so seeing how many families you can find. You may find families where the sculptures are similar shapes, or where the sculptures have similar titles.

Activity

Work together in pairs or small groups. You are going to form new 'families' of sculpture.

Discuss together what characteristics you will be looking for to make up a family. Will the sculptures you choose be different sizes? Will they have similar textures? Will they be fruit, veg or something else? There are so many different things you could choose. Remember, no two families are the same and there can be lots of variations.

Think of a family name.

Share your family with the rest of the group, describing why they are a family and how you decided to choose the sculpture.

Discussion prompts - whole class sharing after the activity

What shapes have you noticed that Erika has repeated in several different sculptures?

Why do you think artists may choose to repeat the same images and shapes?

How important do you think the name of the family is to bring it together?

If you were making a family of sculpture yourselves, what would you use to inspire your shapes?

Subjects for Debate

In all three exhibitions, the artists have created very particular environments in which to show their work. How much has that affected how you look at the work?

The artists have been working through lockdown. How do you think this may have affected their work?

The artists come from three different countries. How much do you think where you are born, live and work affects what you choose to make? Are we such a global society now that it is hard to tell....?

Both Allison and Erika have used images and forms taken from the works of famous artists from history. What do you think about this? Why do you think they have done it?