Drawing session proposal

Final version to be submitted to the course team 1 week prior to student-led session

|  |  |
| --- | --- |
| •  | Your name and the title of the class  |
|   |  Joanna Hartle Student Led drawing ( creative responses) The senses as stimuli for responses to creative practice. |
| •  | What do you expect to learn from this session and what do you expect the students to learn (basically, what is the point of this session?)  |
|   | For this session, I will be sharing and exploring with peers using music, words and narrative as stimuli for responses to creative tasks. * The aim of the lesson is for learners to develop skills that show original thinking and emotion as well as the senses in the consideration of development of pieces.
* This aim will be met through a series of creative explorations, and the creation and explanation of the piece of creative expression together with evaluation of reasoning.
* Exercise reflections will be placed in the blog to support development of creative techniques.
 |
| •  | What is the task? 90 Mins plus additional time to discuss as required.How long will it last for? Is it one task?  |
| * Monday eve
* 12.45pm
* 1pm
* 1.05pm
* 1.10pm
* 1.15pm
* 1.23/5pm
* 1.30 pm
 | The task will take on 2 parts: Both parts will take place on the old grounds of King Johns Hunting Lodge on Lordship Lane.Set up space before - make a safe space. (JH) * Meet at Door of turner Building with warm clothes, headphones, phones with WIFI access.
* Link to the following tune: <https://www.youtube.com/watch?v=DExBeFCx3mQ>
* Students will be asked to move the track beyond the adverts and pause.

Walk across to the location, (All) * Leaners will be asked to spend 2 minutes silently reflecting on the space, the emotions it evokes, the external stimuli.
* Prompts for how they feel, how the environment is affecting them, how their body feels, what colours they can see, what they can taste, smell and hear.

Music track will be played simultaneously by all. * Learners will be invited to lie in a circle, on the groundsheets and blankets with their feet in towards the centre so they have space to experience alone yet be together.
* Learners will listen to a piece of music as loud as they can so that they can still feel the environment yet can hear the piece.
* Learners will note responses in their heads as they feel 2mIns

Think about how the emotion of the piece, how did it make them feel? What surprises them? How to record emotion How the place effects the recollection of the song? Any stimuli it draws to the surface. What else did it bring to the surface?Part 2) Learners will re listen to the music, this time individually in a space they have found for themselves. Instructions: * In this task you are going to respond directly, allowing yourself to flow through and allow the music seep through you to the piece.
* This can through any means, movement, mark making, use of natural materials, on a linear piece of paper (provided) and will annotate as necessary. This can be developed later, you can use colour, you can use anything, just ensure it is an honest representation, there is no right and wrong way to do this. It is your interpretation.
* Don’t be frightened of anything this might present to you, just let yourself go with it.
 |
|  | What will be the method of feedback used at the end of the session? How long will the feedback last? Pieces of work will be laide next to each other to allow sharing, The music will be played again.  |
|  1.40pm – 2.00pm 2.05pm 2.30 – 2.45 pm finish  | The method of feedback that will be used is a sharing exercise. The following questions will be explored? * How could you use this in your practice?
* (Prompts in formation of ideas)
* (Through escape from ideas) through in forming of new ideas.

Comfort breakPieces will be displayed in the Artist learner’s studio space and can be compared to allow the leaners to understand further of different interpretations.* Students will explore each other’s responses and draw further ways to explore
* Is the piece of creation readable, can it be understood as a response to a piece of music or is it a representation.
* Further extension tasks can be completed later to explore this further.
* Closing of the session, blog recording of session
 |
| Risk Assessment |

|  |  |  |
| --- | --- | --- |
| Hazard | Who  | Mitigation |
| Wet weather  | all | Ensure sufficient ground cover and blankets are in situ. |
| Lack of Wifi / ability to access tune  | all | Remind all participants to charge devices and bring Headphones, CP to bring spare  |
| Slips trips falls, | all | Place the safe space in a place where the cohort will feel safe, physically, and mentally.CP to do a site visit on day to ensure that site is fit for purpose on day.  |
| Emotional reaction  | All  | CP to remain outside of learning exploration to ensure all participants are looked after and cared for. Water, tissues will be on hand. Briefing will be given to all participants prior to commencement should the y require support.  |

 |
| Resources LearnerCP -  | Device and headphonesWarm clothesSketch books and mark making / pen./ paintsPrepared instruction sheet, Risk Assessment (above) 2x ground sheets, Blankets to lie on blind folds, scarfs, gloves etc.Wallpaper rolls, some pens (use studio versions) Camera set up to record interactions Water bottles  |