

**Museum of Sonoma County**  
**Collective Arising: The Insistence of Black Bay Area Artists**

June 25 - November 27, 2022

<p><b>CA Art Content Standard:</b></p> <p><b>Connect [5.VA:Cn11]</b> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p> <p><b>Respond [5.VA:Re7.1]</b> Compare one’s own interpretation of a work of art with the interpretation of others.</p> <p><b>Create [6.VA:Cr1.1]</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Create [6.VA:Cr1.2]</b> Formulate an artistic investigation of personally relevant content for creating art.</p> <p><b>ELD Standard:</b></p> <p><b>Interpretive</b> [P1.B5] Listening actively to spoken English in a range of social and academic contexts</p> <p><b>Collaborative</b> [P1.A1] Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p><b>Productive</b> [P1.C12] Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p><b>Focal concept/idea:</b></p> <p>Creating a physical healing “cocoon” that is made up of personalized fabric panel</p> <p><b>Essential Questions:</b></p> <p><i>What makes us feel safe and cared for?</i></p> <p><i>How can art help people heal?</i></p> <p><i>How does beauty and creative expression promote and support healing and resilience?</i></p> <p><i>Why is healing in community important?</i></p> <p><i>How do we create places of healing?</i></p>
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**Learning Objective(s):** Students Will Be Able To (SWBAT)...

- SWBAT...apply learning from exhibition tour to creating art themselves
- SWBAT...critically examine how art can be a force of change and healing through discussion and creative applications
- SWBAT...create artwork that reflects aspects of their own identities while considering their connection to greater society

- SWBAT...collaboratively learn from each other through discussion and collective art practice
- SWBAT...engage in essential art-making practices, such as collaboration, reflection, and expression

### **Exhibition information for Teaching Artists**

#### **Exhibition Wall Text:**

Collective Arising: The insistence of Black Bay Area Artists features are by contemporary collectives, namely 3.9 Collective, House of Malico, nure, CTRL+SHIFT, The Black Woman is God, and Black [Space] Residency. Historically, Black, queer, and femme artists have formed collectives - groups with like-minded individuals - during times of great change to confront and resist the systems that oppress them as well as expand their artistic practices and nurture one another. Exploring a board range of topics including kinship, identity, materiality, geography, and history, the artworks exhibited in Collective Arising: The Insistence of Black Bay Area Artists speak to issues at the core of collective formations and demonstrate the radical, creative, and healing power of being in community.

#### **Exhibition Themes:**

Kinship	Expanding limited perspectives
Identity	Transgressing social constructs
Materiality	Place-Based
Geography	Mapping/Migration
History	Africa/African Diaspora
Nurture	Sacred/Spirituality/Ritual
Community	Ancestors
Resistance to and Confrontation of oppressive systems	Memory
Expand practices (interdisciplinary + shared space)	Nature/Nature connection
Radical, Creative, Healing power of community	Loss/Grief/Death
	Love
	Care

### **Learning Segment Overview & Vocabulary**

*Each Lesson is 90 mins*

#### **Day 1 - at Museum**

- Discussion on Exhibition & 'Collectives' and how art supports healing
- Introduce: Statements of Support

- Handout - Creating our own Statements of Support  
*What makes me feel safe? What makes me feel good?*
- Dying fabrics with personal colors

### **Day 2 - at School**

- Draft Panels: Using our handouts from Day 1, let's translate some of our ideas into a draft of our fabric dyed panel.
- Create Panels for Healing Cocoon

### **Day 3 - at School**

- 'We Matter' Presentations & Portraits with fabric panels
- Assemble Healing Cocoon

### **Essential Vocabulary:**

Interdisciplinary

Collectives

Cocoon

Safe space

Community

Ritual

Protest

Kinship

Resilience

### **Day 1 - Museum**

#### **Materials:**

- Statements of Support Handout (see link below)
- Pencils
- Natural fabric dye ([See option on Etsy](#))
- Bins for dye
- Water
- 30-35 x 2'x2' Fabric Panels
- Gloves??
- Clothesline & Pins to dry panels
- Fabric marker (to write names)

#### **A. Welcome & Review Agenda:**

Begin by welcoming everyone and reviewing the the agenda and overall concept of the art project

Agenda

- Welcome & Review Agenda
- Group Debrief & Discussion - 15 mins
- Introduce Lukaza Branfman-Verissimo's works & Project Overview - 3 mins
- Introduce 'Statements of Support' Activity - 2 mins
- Create our own Statements of Support (Handout) - 15 mins
- BREAK 10 mins
- Dye our Cocoon fabric panels - 35 mins
- Clean up - 10 mins

## **B. Group Debrief & Discussion (15 mins):**

First ask, *"On your tour of the artwork, what did you see and learn that stands out to you?"*

Pose question to students: *"What is a collective? If you don't know, what is a collection?"* Invite them to turn to their neighbor and then invite them to share out as a group. As students start to share out, if there isn't a lot of material generated you can give them an example (i.e. a collection of baseball cards, a rock collection, or a collection of artwork – like this one!).

Then ask *"What is a community?"* Again, invite them to turn to their neighbor and share out as a group.

Finally, ask them: *"How might a collection and a community be similar?"* As students respond, write key words on the board.

After hearing responses, explain that the collection of artwork was all created by Black and African-American or African-diasporic people, most of whom live in the Bay Area. Because of the way that Black people and people of color are often treated in our society, a lot of the artwork in this exhibition is focused on healing, connection to our communities, and creating a culture of care and love where everyone is safe regardless of who they are, what they look like or where they are from.

Lastly, ask students to consider: *"How can art help people heal?"*

## **C. Introduce Lukaza Branfman-Verissimo's & Adrian Octavius Walker's work + Project Overview (3 mins)**

Say to students,

"For our art project today and the two following days back at your school we will take inspiration from the entire exhibition but specifically from the artists Lukaza Branfman- Verissimo & Adrian Octavius Walker. Both artists use textiles and fabrics as a key aspect of their artwork. Both artists use their artwork as a way to create connections between community and friends while creatively utilizing fabric materials to creatively express themselves. Adrian Octavius Walker incorporates fabric into his photography and portraiture, where the fabric becomes a part of the

subject's personal expression and style. Lukaza Branfman-Verissimo's work uses fabric to physically create a "loving environment in which individuals can gather, heal, and organize." In their multilayered collage work, they write statements of support, phrases that are empowering and uplifting.

For our project we will begin by considering what our own statements of support are. What are phrases that reflect what make us feel good, what make us feel safe, and what lift us all up? Then, today, we will begin to prepare our own individual fabric panels by dyeing them in colors that reflect our personalities. When we meet again back at your school, we will imagine how our statements of support could be translated onto our colorful panels, as we see done by Lukaza. Once we have our ideas, we will paint our statements onto our panels along with any other images that feel empowering to us. Lastly, we will share our panels with the group and say why your statement of support matters and if you would like, you can have your portrait taken with your fabric. And then we will assemble our panels into our very own healing cocoons.

#### **D. Creating Statements of Support**

Let's now start to imagine what we want our statements of support to say. This could be anything that feels good for you! The artist Lukaza has two statements: "Our Rituals Prepare Us" and "Black women are my sanctuary." To help us think of what we might say, let's take a few moments to complete a handout to generate ideas.

[Statements of Support Handout](#)

**\*Let's take a 10 minute break\* - transition outside to parking lot**

#### **E. Dying our Fabric Panels**

*Class will be divided in half. One half of the group will start the dyeing process while the other half will go to the sculpture garden.*

(PREP NOTE: Dye must be prepared ahead of time)

#### **Instructions + Demo:**

Say to students,

"We have several different dye colors to choose from. To begin I will give a demonstration of how to dye fabrics. We will be using a dip-dye technique. I will show how to apply this to create a shibori effect by folding fabric in bundles"

[Ombre demo: <https://www.youtube.com/watch?v=9PpIkXBpgMo>]

[Shibori Tie-Dye demo: <https://www.youtube.com/watch?v=ueqSQWpg13c>]

## **Dyeing Activity:**

Say to students,

“With the remainder of the class, we will be here to support you in dyeing your pieces of fabric. The last 10 mins will be dedicated to cleaning up.”

**(Pin students' names to their fabric)**

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## **Day 2 - School**

### **Materials:**

- Drafting Panels Handout (see link below)
- Pencils (for drafting)
- Statements of Support Handout from Museum (bring with you)
- Dried dyed fabric panels (bring with you)
- Acrylic Paints (in squeeze bottles)
- Paint Brushes
- Painting Palettes
- Cardboard squares (for painting panels)
- Clips (for attaching panels to cardboard for painting)

### **A. Welcome & Review Agenda (5 mins):**

Begin by welcoming everyone and reviewing the the agenda and vision for today's activity

#### **Agenda**

- Welcome & Review Agenda - 5 mins
- Discussion - What do people remember from the exhibit? - 10 mins
- Overview of today: Drafting Panels + Painting Statements of Panels - 5 mins
- Drafting Panels - 20 mins
- BREAK - 10 mins
- Painting Panels - 30 mins
- Clean-Up 10 mins

### **B. Discussion - What do people remember from the exhibit?**

Ask students,

“What do you remember from the art exhibition? What stands out to you? First turn to your neighbor and share what you remember? Then we will share out as a group.”

After students share with neighbors, invite them to share what they talked about.

### **C. Overview of today: Drafting Panels + Painting Statements of Panels - 5 mins**

Say to students:

“To start to generate ideas about what you want to put on your panel, we will first use some paper to draft how we want to lay out our Statements of Support that we came up with when we were last together. Remember, your panels are 2' x 2'. By first creating a draft, it will give you a sense of how lettering needs to be spaced on the piece of fabric. After you're done drafting the panel, we will use paint to translate your Statements of Support on to the fabric”

### **D. Drafting Panels**

Give students their draft handout and support them with translating their Statement of Support to their panels. Students can change their statement if they wish.

Reference a picture of *Rituals Here* and remind students that their work doesn't need to be clean or symmetrical. Encourage them to be loose and expressive with their designs.

[Drafting Template](#)

### **E. Painting Panels**

Now that we have each mapped out what we would like our panel to say and how we want it to be laid out, we will take the remaining time together to paint our Statements of Support on our panels.

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## **Day 3 - School**

### **Materials:**

- Safety pins
- Wire or hoop (for top of cocoon)
- Fishing wire (to attach and suspend cocoon)
- Camera for portraits

### **A. Welcome & Review Agenda (5 mins):**

Begin by welcoming everyone and reviewing the the agenda and vision for today's activity

## Agenda

- Welcome & Review Agenda - 5 mins
- 'We Matter' Presentations & Portraits - 40 mins
- BREAK - 5 mins
- Assembling our Cocoon - 30 mins
- Final Reflections - 10 mins

### **B. 'We Matter' Presentations & Portraits - 45 mins**

Say to students,

“Now that we have each completed our panels with our statements of support on them and before we assemble our cocoon, we will share what these statements mean to us and why they matter. After we each share, you will each have an opportunity to have your portrait taken, wearing or using your fabric in a meaningful way, like the artist Adrian Octavius Walker’s photography.”

Go around in a circle and give each student 1 minute to share what their fabric means to them and why it matters.

### **C. Assembling our Cocoon**

Using safety pins help students attach their fabric panels to each other, leaving a space for students to enter.

(NOTE TO TEACHING ARTISTS: If there are 32 panels, try for 4 rows of 8 panels across. If some columns of panels need to be longer than others that is fine to balance out the numbers.)

After panels are assembled, take 16' wire and attach to the top row of panels with safety pins and bend into a circle. The cocoon should be about 5' in diameter. Then using fishing wire, tie the top of the cocoon to the ceiling so the cocoon is suspended.

Invite students to interact and enjoy their Healing Cocoon!

### **D. Closing & Final Reflections**

Ask students,

“How did it feel to create something individually that then became something that was connected?”

“What was the most fun part of this whole project?”