

After AP: Healing Power of Art

through Mail Art Project with Artists with Disabilities

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in partnership with:
Creative Clay
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Creative Clay visits Gibbs.

This video says it all.

<https://www.youtube.com/watch?v=n3UaCblj8Ck>

History

- Pinellas County School Extended Transition Program for art minded ESE students started in 2008 in partnership with Creative Clay



Extended Transition @ Creative Clay

The Transition Program for ESE High School Students in partnership with Pinellas County School System began in 2008. The Pinellas County School System approached Creative Clay to discuss a collaborative relationship to provide arts related transition services for 18 - 22 year olds with learning, developmental and/or emotional disabilities. The program focuses on easing the transition from the school environment to post high school goals of independent living and employment.

www.creativeclay.org



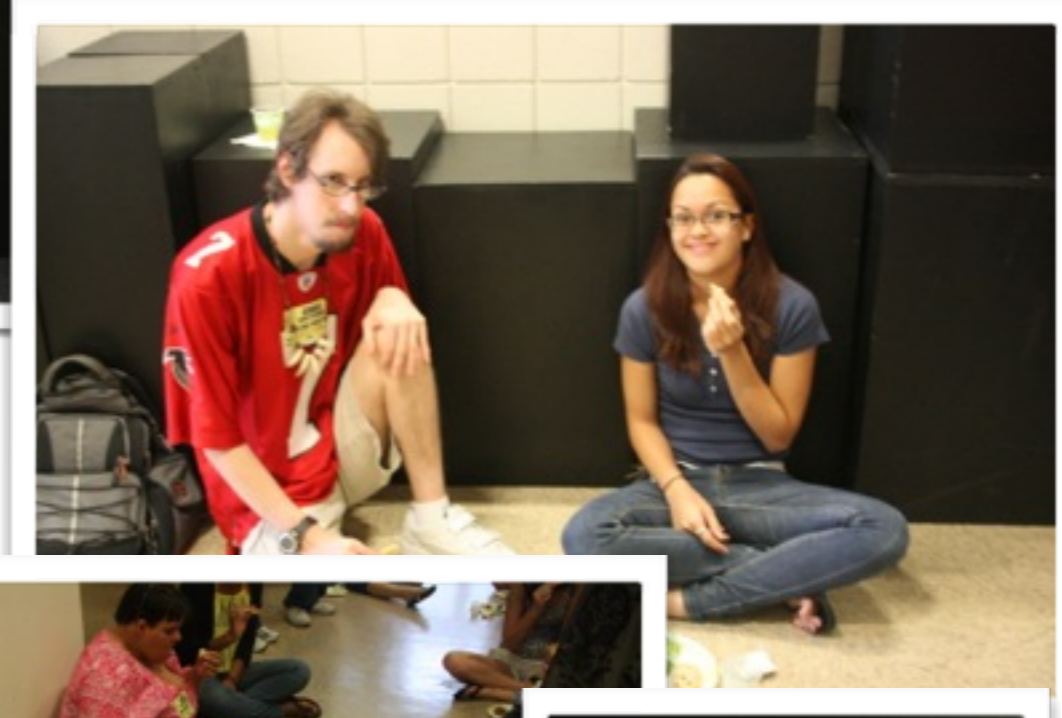
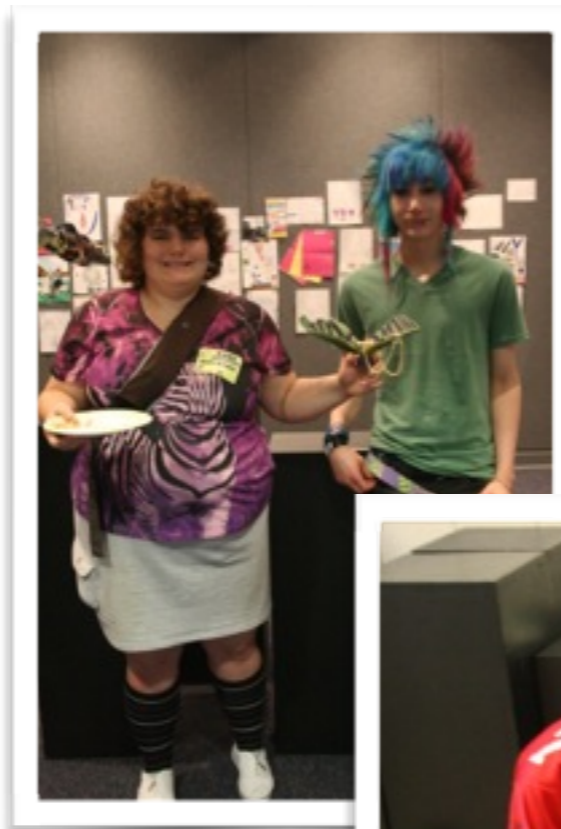
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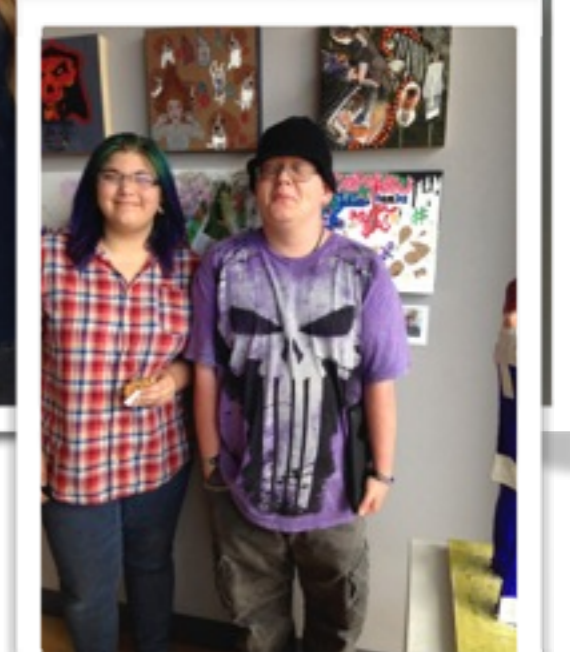
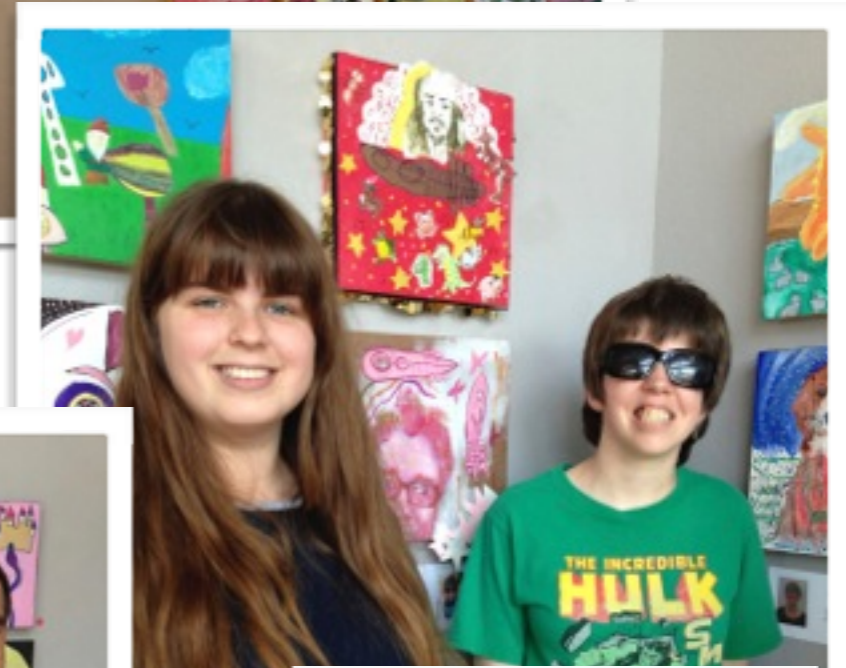
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- The Mail Art Project commemorated it's 5th year anniversary in May of 2014



the WHYs

- what should the students do after AP deadline?
- a way to alleviate “art burn-out” from the rigor of AP
- enjoying the process of art making without the “looks” of a formal assessment
- to introduce socially responsible/real world application on art processes
- to introduce diverse population (window to the real world)



Art for Art's Sake

Encyclopedia Britannica:

art for art's sake, a slogan translated from the French *l'art pour l'art*, which was coined in the early 19th century by the French philosopher Victor Cousin. The phrase expresses the belief held by many writers and artists, especially those associated with Aestheticism, that art needs no justification, that it need serve no political, didactic, or other end.





Enjoy the process again.
Isn't this the very reason we started to make art?

Mail Art?

Mail Art, Correspondence Art, or Populist Art

Mail art

“Mail art—along with the synonymous terms Postal art and Correspondence art—refers to small-scale works that utilize the mail as a distribution system...”

“Ordinarily, Mail art has seldom been given a place in museums; it is one of the most populist art forms in history. Instead of creating objects and finding a place to exhibit them, Mail artists need only postage and the often copy art-based means to make letters or postcards. Mail art exhibitions (often unjuried) featured eclectic themes, ranging from opposition to the Vietnam War to homages to comic-strip heroes. The egalitarian aims of mail art, in fact, dovetailed closely with those of Fluxus, which provided a cadre of artist-correspondents.” ...MOCA LA

Motivation: “unjuried”, “unjudged”, “free art”



“Camelia”



“The Case of a Middle Aged Crush”

Yoko Nogami, from *Circle*, Butterfield Too Gallery, St. Augustine, Florida Mail Art Exhibition

State Standards: Historical and Global Connections

VA.912.H.1.8

Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.

VA.912.H.1.10

Describe and analyze the characteristics of culture and its people to create personal art reflecting daily life and/or specified environment.

VA.912.H.1.3

Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics

State Standards: Critical Thinking and Reflection

VA.912.C.2.1

Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

VA.912.C.1.1

Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression

VA.912.F.1.1

Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

State Standards:

Innovation, Technology, and the Future

VA.912.F.1.3

Demonstrate flexibility and adaptability throughout the innovation process to focus and refocus on an idea, deliberately delaying closure to promote creative risk-taking.

VA.912.F.1.1

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State Standards: Organizational Structure

VA.912.0.2.2

Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

VA.912.0.31

Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

State Standards: Skills, Techniques, and Processes

VA.912.S.1.5

Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

VA.912.S.2.3

Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor

VA.912.S.2.5

Demonstrate use of perpetual, observational and compositional skills to produce representational, figurative or abstract imagery.

VA.912.S.2.6

Incorporate skills, concepts, and media to create images from ideation to resolution.

VA.912.S.3.2

Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.

VA.912.S.3.9

Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.

Timeline

- Late April to Early May
 - Introducing the Mail Art Project
 - Assigning Partners
 - Writing an introductory letter to their partners
- 1st week of May
 - completing half piece and deliver/mail to partner
 - receiving half piece from the partner
- 2nd week of May
 - completing 1st piece of the one from the partner
 - finishing a half piece for partner
 - deliver half piece to partner
 - receive half piece from partner
- 3rd week of May
 - Arrange a meeting of the partner with a showing and reception
 - a short collaborative session on on the spot art making together with the partner



Tips on Collaborative Artwork

- Working WITH the work, not fixing, correcting or making work OVER the other person's art.
- DO NOT COVER your partner's work but apply work WITH the existing area. You may build more, increase surface area, turn a 2D into a 3D etc.
- Enjoy the process, make the best work you can make with what you receive.

Collaboration with People with Disabilities

- You and your students will be in partnership with students and artists with multiple kinds of physical and mental disabilities. While many will display some sort of disabilities, some may not.
- Refer to people of disabilities as artists; emphasis on equal standing
- We are and will connect through our mutual interest in the process of making art.
- Remember that this is a collaboration and partnership. They will teach you as well as they will learn from you. We will be at equal grounds and this is a very important mindset. Please be open to new ideas, methods and accommodations so we are able to create something exciting together! I
- Be open and honest about fear or discomfort about meeting a new population. Always provide aid and help to students who feel overwhelmed with this new experience.

Transitions.
Art Collaboration



























Pinellas County Center for the Arts @ Gibbs High School Class of 2010 and Creative Clay



Pinellas County Center for the Arts @ Gibbs High School Class of 2013 and Creative Clay



**Creative Clay
School Class of 2014 and Creative Clay**

Alumni Reflections: David Ramos

I remember having a lot of apprehension about working with someone with an intellectual disability and how my art making and the other students' art making would work collaboratively. I think the cause of this was because of my general lack of understanding about intellectual disability and how as a young student who's working on art preparation for college will have the time to spend working on this project. In the end it seemed to work out fine as far as I'm concerned. It was an enriching program that took many of us students outside our comfort zone and into a place of critical thinking outside our own personal art making practice. There was a lot of growth emotionally that took place and I hope the same amount of growth impacted the students we worked with. Today I'm in my fifth year at The Maryland Institute College of Art in their accelerated masters program for Art Education. By may of 2015 I'll have my BFA in Painting and my MA in Teaching. My goal is to find a program with a similar atmosphere to that of PCCA and conduct a teaching practice and work in a curriculum that was similar to that program. Schooling in Maryland is so different from that of Pinellas County, but the students are the same. My long term goal is to continue my own artistic journey as a Painter and facilitate learning experiences that were akin to that of PCCA.



Alumni Reflections: Jennifer Neuman

Reflecting back on my experience during the 2013 Mail Art Project, it truly altered my life and ultimately helped in the making of my decision to become an art therapist. From the beginning I was so enthralled to be apart of the Mail Art Project. It was all the excitement of having a pen pal, with the added perk of being able to not only share words, but artwork as well. I had the best time making my half-piece of art and writing a cute hand-written letter. Without any sort of guidelines, I was able to just let loose and have fun with the entire thing! When we received the half-piece of art from our a Creative Clay friends, I couldn't contain my excitement, it was an absolute joy to see the huge stack of letters and art pieces just waiting to be claimed. Making art for art's sake was such a breath of fresh air, considering the entire year consisted of rigorous commitment to our individual concentration pieces. Concentrations were twelve individual pieces of art based on one universal concept which were to be submitted by the end of the year. Upon finishing concentrations and ending the year off by just being able to have fun and make art without having to worry about AP deadlines or grades was the light at the end of a very long, dark tunnel. After this entire experience, it opened my eyes. Although Creative Clay is not necessarily labeled as "art therapy," experiencing the art making process with my friend from Creative Clay made me realize how important creative expression was to those students, as well as myself. By indulging in the inner-experience and de-stressing through creative expression, I realized my calling. I am currently attending SPC for my associates degree while fulfilling some requirements necessary for my masters in art therapy. I am so very thankful for the opportunity I was given to participate in the Art Mail Project of 2013, because not only did I discover a career path for myself, but I met beautiful people whom I probably would have never had a chance to meet otherwise.



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Thank you!