

## Outline, Curriculum and Plan

### **'MAN UP' Program for George Junior Republic (GJR)**

#### **OVERVIEW**

I met with and discussed the MAN UP® Program with Art Instructor Rebecca Limberg, Carpentry Instructor Chad Weierstall and Welding Instructor Mike Jenkins as well as continued my communications with Fine Arts Director and Project Coordinator, Glen Sanders, multiple times.

***As we moved forward to plan this program, we broke it into four sections:***

Under the supervision and instruction of Art Instructor Rebecca Limberg; her Class will produce Paintings or Illustrations of the initial creative concepts and designs created by the youth, to be hung on the walls of the HOYT Art Center, once completed. This will be followed by students fabricating wood panel reliefs from the Carpentry Department led by Chad Wierstall. During the after-school Art program, under the supervision of Fine Arts Director Glen Sanders, students will create small-scale sculptures from on-site materials. The MAN UP® Program will finalize with the creation of plans and modifications for fabrication of the final sculpture lead by Welding Instructor Mike Jenkins.

#### **ACTION PLAN**

##### **1**

I spoke with GJR youth about my *No Recess Please* sculpture during a personal tour of my art studio. I wanted them to understand the importance and honesty about bringing out their feelings.

*No Recess Please*, a multi-media sculpture, is made from steel, sand, marble, brick and fiber. It stands 14' tall x 6' x 8'. The materials used were reclaimed from a library and hospital. The swing hangs empty and lifeless from a steel beam supporting a small-scale replica of an actual library that was built in memory of this child. The vertical and horizontal beam supports are purposely erected in the shape of a hangman's gallows. The structure is solidly mounted into the cold earth under the child's swing.

This very personal sculpture depicts the tragic death of a child while innocently playing on the playground. This young girl was my sister. This sculpture depicts how I brought out my feelings and emotions of a situation that was out of my control.

The young men from GJR saw the 14' structure and asked poignant questions. For example, has your mother seen this? 'Actually, no, she has not. To this day, the past of that day is too painful. This sculpture is too painful for her.' The young men were very intense. This experience confirmed the honesty and importance of bringing out raw feelings. I saw that they could use this as a learning tool and point of reference on how we can tell emotional stories that occur in

our life, that we are not trapped within our psyche. We can use our emotions and knowledge as an educational tool.

2

Discussing what it means to MAN UP® with each of the young men. This Art can become the tool to allow us to perceive what they are dealing with from the past, present and future in hopefully a positive way. Helping them understand how our emotions play a critical role in expressing ourselves throughout our lifetimes, for example:

I can throw

I can hit

I can embrace if I am happy, *and so on*

Expression through the Arts can be done using a multitude of materials and mediums. Colors, textures, lines, angles, renderings and drawings all can come together or singularly to tell a story. I want to capture this information, these raw emotions from these young men. Embrace their MAN UP® stories from their pasts into their futures.

(I used props to express myself)

We wanted to hear their personal thoughts. Embrace their personal stories. Discuss materials that will support these stories using textures, surfaces, dimensions, angles, colors. At all times, they will be encouraged to not lose focus of their story. There is no right or wrong answer in Art. I will encourage them to be honest, I will ask honest questions; what do you feel inside?

I will openly discuss my sculpture, *No Recess Please* and how I felt when my sister died from the tragedy on the playground. I want them to realize that they are not alone and that other opinions of them do not matter. Don't worry about others liking it, this is your story. **When you are an artist, you sometimes can express things that you cannot say in different ways.**

And YES, artists do get to create their own marks and signatures for their art. The young men will also be challenged to design their own Brand, Mark, and Signature.

### **Begin Instructor Sections.**

- **Section 1:**

Rebecca Limberg's group will work and create Paintings and or Illustrations during her daytime art class, 2<sup>nd</sup> and 3<sup>rd</sup> quarters of the school year. These Paintings and Illustrations will provide the initial concepts for the project and will be displayed on the walls at The Hoyt Art Center. Each student's piece will be signed with their mark, signature.

- **Section 2:**

During the same 2<sup>nd</sup> and 3<sup>rd</sup> quarter time period, Carpentry Instructor Chad Weierstall will instruct his class utilizing the same criteria which I have laid out for the program: bringing the past into future stories shared by young men.

I will use the same props as used for the drawing class, creating reliefs for the HOYT Art Center. These reliefs will be hung on the walls at the HOYT, we will also instruct the students during this session to design their own mark, representations of themselves.

- **Section 3:**

Fine Arts Director Glen Sanders will engage with the MAN UP® Program during his after-school arts program. This will take place during the third quarter and his class will create a maquette of the final sculpture from onsite materials. This section will follow the same criteria sourcing from past, present and futures.

- **Section 4:**

The final group, lead by Welding Instructor Mike Jenkins, will come in at the beginning of the 4<sup>th</sup> quarter and will develop plans and drawings as well as fabricate the actual sculpture

- All materials, including the completed sculpture, will ship to The Hoyt Art Center for a show during the 4<sup>th</sup> quarter/May timeframe.