

Greetings from Art + Practice!

Thank you for scheduling your upcoming field trip to Art + Practice's exhibition space. A+P is excited to welcome your class for a self-guided tour of the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

In preparation for your visit, A+P suggests that you review the following gallery rules, general information about A+P's exhibition space, and provided educational resources prior to your visit. This will ensure that you will be prepared to guide your students through the suggested activities.

If you have any questions, please email A+P at education@artandpractice.org or call (323) 337-6887.

We look forward to welcoming your class to A+P soon.

Sincerely,

ART + PRACTICE

Teacher Resource Guide

ART + PRACTICE

Collective Constellation: Selections from The Eileen Harris Norton Collection

GALLERY RULES

1. No food or drink is allowed. If students bring their lunches, they can leave their food/drinks with A+P near the front gallery desk.
2. No running or skipping in the gallery.
3. Backpacks and large bags are not permitted in the gallery. Students can leave their belongings with A+P near the front gallery desk.
4. No pens are allowed. A+P will provide students with pencils for the tour.
5. No flash photography permitted.
6. Visitors should use inside voices while in the gallery.
7. Limited use of cell phones is requested.



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

GENERAL INFORMATION

Duration

Self-guided tours typically range between 45 minutes-1 hour.

Group Size and Chaperone Count

Groups of 30 or less are highly encouraged. Adult to student ratio should be 1:10.

Teacher Resource Guide

This packet contains tools and activities for you to facilitate with your students during your visit to A+P. This packet is meant to integrate into your curriculum and incorporates the California State Content Standards.

Please follow the directions listed in this packet, and ask an A+P staff member if you have any questions before or during your visit. We'll be happy to help.

Student Handouts

This packet corresponds to a student handout A+P will have printed and ready for your students upon arrival to the exhibition space, along with clipboards and sharpened pencils.

Bathroom Code

A+P has women's and men's restrooms onsite. The code for entry is **52022**.

INCLUDED IN THIS PACKET

1. Tour Agenda
2. Key Vocabulary Words
3. List of the elements of art discussed in the artworks on view
4. List of California State Content Standards applied to the tour's activities
5. List of recommended reading materials for the tour and information about how to read the artworks on view
6. Descriptions for the exhibition, Eileen Harris Norton, exhibition curator, works on view, and related artists
5. Tour activities (1-3)

TEACHER RESOURCE GUIDE: K - 2nd Grades

TOUR AGENDA

- 1. Review the gallery rules with students (page 02).
- 2. Introduce the key vocabulary words to the students and encourage them to utilize them during their activities (page 03).
- 3. Provide students with background information about the exhibition and artists on view (pages 05-06).
- 4. Administer the activities included in the student handouts (pages 08-09).

KEY VOCABULARY WORDS

SELF-PORTRAIT - A portrait of an artist produced or created by that artist.

CONTEMPORARY ART - A term used to describe artworks of today, produced in the second half of the 21st century.

MIXED MEDIA - A type of visual art that combines different materials in a single artwork. For example, if you draw with crayons, then paint over it with watercolors, then add highlights with pens, that is mixed media!

ELEMENTS OF ART DISCUSSED IN ARTWORKS ON VIEW

Line 

Color 

Textures



Shape 

Organic Shapes 

CALIFORNIA STATE CONTENT STANDARDS

While carrying out the following activities in this packet, please keep in mind the following California State Content Standards:

VISUAL AND PERFORMING ARTS: RESPONDING-ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORKS OF ART

ENDURING UNDERSTANDING: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTIONS: How do artists use tools and techniques to express their ideas?

PROCESS COMPONENT: Perceive

PK.VA:Re7.2

Distinguish between images and real objects.

K.VA:Re7.2

Describe what an image represents.

1.VA:Re7.2

Compare images that represent the same subject.

2.VA:Re7.2

Categorize images based on expressive properties.

TEACHER RESOURCE GUIDE: K - 2nd Grades

READING A WORK OF ART

There are various approaches to discussing works of art with your students. Art + Practice has briefly outlined methodologies that can be used to discuss artworks and guide students to engage in discussing, writing about, and examining works of art. These strategies can be used during your visit at A+P and in the classroom as you introduce new ideas, lessons, or units.

VISUAL THINKING STRATEGIES

Visual Thinking Strategies are a great way to engage students in a group discussion. They are a series of thoughtfully facilitated questions that prompt discussion of an artwork to create a more engaging and equitable conversations with your students. Consider asking these questions when in discussion with your students at A+P:

1. After students have examined the image, ask: What's going on in this picture?
2. Whenever a student makes an inference (i.e. a comment drawing conclusions based on observations), respond first by paraphrasing, and then ask: What do you see that makes you say...?
3. In order to keep students searching for more observations, frequently ask: What more can you find?

For more information visit vtshome.org.

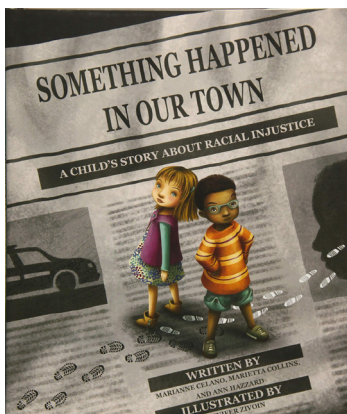
SEE, THINK, WONDER

This activity helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, *What do you see?* and *What do you think about what you see?* The activity helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the activity stimulates curiosity and helps students reach for new connections.

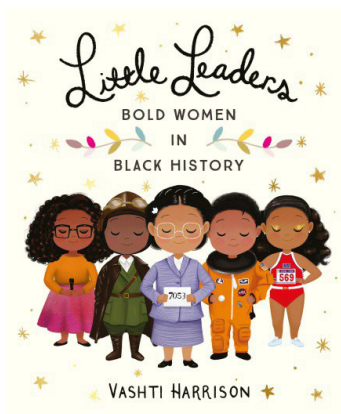
For more information visit harvard.edu/resources/see-think-wonder-at.

PRE-VISIT RESOURCES

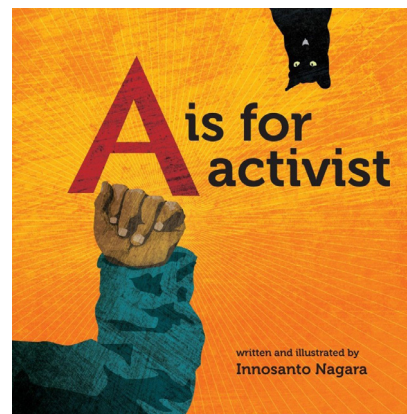
If interested in furthering your students' familiarity with feminism, race, and identity, A+P recommends that you check out the following books.



Something Happened in Our Town by Marianne Celano, Marietta Collins, and Ann Hazzard, illustrated by Jennifer Zivoin



Little Leaders: Bold Women in Black History by Vashti Harrison



A is for Activist by Innosanto Nagara

TEACHER RESOURCE GUIDE: K - 2nd Grades

ABOUT THE EXHIBITION

Please read the following summary to your students for the exhibition on view:



Amy Sherald, *When I let go of what I am, I become what I might be (Self-Imagined atlas)*, 2018. Oil on canvas. 54 x 43 x 2 inches. © Amy Sherald. Courtesy of the artist and Hauser & Wirth. The Eileen Harris Norton Collection. Photo: Charles White.

Collective Constellation: Selections from The Eileen Harris Norton Collection

Art + Practice and the Hammer Museum present *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

Collective Constellation features a selection of artworks by women of color from the personal art collection of philanthropist, art collector and A+P co-founder, Eileen Harris Norton. Eileen first started with a focus on young artists from Los Angeles and her collection has grown from there. In working with art for over 30 years, she has helped the careers of many contemporary artists. Her interest in collecting art was sparked after seeing a self-portrait by artist Ruth Waddy in 1986.

The exhibition you are about to see puts the spotlight on women artists of different ethnicities from all around the world. These women have all made a very strong impact on the art world and they use their art to tell stories. A constellation is a grouping of individual stars to make a shape. *Collective Constellation* brings together a unique group of individual artworks to tell the story of the great influence women of color have had on the world of contemporary art.

The exhibition extends into the A+P Project Room with an interactive installation called *FAMILY STYLE* by artist Sadie Barnette who is also in the exhibition.

This exhibition is co-organized by Art + Practice and the Hammer Museum, Los Angeles. The exhibition is organized by the Hammer Museum associate curator Erin Christovale.

ABOUT EILEEN HARRIS NORTON

Eileen Harris Norton is the President of The Eileen Harris Norton Foundation. The Foundation works with education, family, and the environment. There is a strong focus on helping low-income children of color. In 2014, Eileen co-founded Art + Practice with artist Mark Bradford and activist Allan DiCastro.

Eileen has long been interested in contemporary art, early childhood education, parenting, child welfare, and women's issues. She served on the boards for many museums across the country and also for the Children's Defense fund.

Eileen is also an avid art collector with a strong interest in work by artists of color (particularly with African roots), women artists, and artists of Southern California.

Eileen was born and raised in Los Angeles. She was a highly ranked student and graduated from UCLA with a degree in French and a certificate in teaching. She then went on to get a graduate degree from USC and spent several years as an elementary school teacher in the Los Angeles Unified School District where she taught English as a second language. Eileen left teaching to become the first employee of Peter Norton Computing, Inc, helping her then-husband grow the company, eventually serving as its office manager.



Eileen Harris Norton. Santa Monica, CA. 13 October 2019. Photo: Molly Adams.

ABOUT THE CURATOR



Erin Christovale. 11 May 2017. Photo by Paley Fairman.

Meet Erin Christovale

Erin Christovale is the associate curator at the Hammer Museum and the co-founder of Black Radical Imagination with Amir George. She has been involved with many impressive exhibitions with the Museum of Contemporary African Diasporan Arts, the ONE National Gay and Lesbian Archives, the Los Angeles Municipal Art Gallery and the Hammer Museum. Erin played a big part in the critically acclaimed *Made in L.A.* exhibition that began in 2018 at the Hammer Museum.

ENGAGING WITH THE WORKS ON VIEW

The exhibition *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights many different subjects: artistic techniques, feminism and women's rights, and social and political issues. In talking about these subjects, the artworks bring up ideas of spirituality, race, life at home, how history affects today, power, and violence towards women.

You will see different types of works including painting, printmaking, photography, sculpture, video, and installation. The artists you will see are Belkis Ayón, Sadie Barnette, Carolyn Castaño, Nzuji De Magalhaes, Renée Green, Mona Hatoum, Varnette Honeywood, Samella Lewis, Julie Mehretu, Ana Mendieta, Beatriz Milhazes, Wangechi Mutu, Shirin Neshat, Lorraine O'Grady, Adrian Piper, Betye Saar, Alison Saar, Doris Salcedo, Amy Sherald, Lorna Simpson, Ruth Waddy, Kara Walker, Carrie Mae Weems, Lynette Yiadom-Boakye and Brenna Youngblood.

Each of the artworks are powerful on their own and together they reveal a biography of their collector and offer a deeper look into the vast creative production of women of color.



Betye Saar, *Souvenir of Friendship*, 1977. Mixed media assemblage. 15 3/4 x 14 3/4 x 1 in. © Betye Saar. Courtesy of the artist and Roberts Projects. The Eileen Harris Norton Collection. Photo: Charles White.

CHECK OUT ARTISTS WITH SIMILAR THEMES/MEDIUMS

Lezley Saar



Lezley Saar (American, born 1953). Detail from *Bemused Resignation*, from *Monad Series*, 2014. Mixed media on canvas, 16' x 12'. Collection Betzi Stein.

Mickalene Thomas



Mickalene Thomas, *Femmes Noires*. Courtesy of Art Gallery of Ontario.

Coco Fusco



Guillermo Gómez-Peña and Coco Fusco perform *Two Undiscovered Amerindians Visit the West*, part of the exhibition *The Year of the White Bear*, in the Minneapolis Sculpture Garden, September 12, 1992. Photo courtesy the Walker Art Center Archives.

TEACHER RESOURCE GUIDE: K - 2nd Grades

ACTIVITY 01 | SELF PORTRAITS

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and participate in a conversation about the artwork Ruth Waddy, *Self Portrait*, 1966.

See, Think, Wonder activity is designed to help students make careful observations and develop their own ideas and interpretations based on what they see.

- 1. Ask students to gather around the artwork by Ruth Waddy titled *Self Portrait*
- 2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers
- 5. Ask the students to draw their own self portrait in the frame at the bottom of the page. Provide about 5 minutes.
- 6. Ask students to share with the group what they included in their self portrait and why.



Ruth Waddy, *Self Portrait*, 1966-

ACTIVITY 02 | FRIENDSHIP

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork by Betye Saar, *Souvenir of Friendship*, 1977.

- 1. Ask students to gather around the artwork by Betye Saar titled *Souvenir of Friendship*.
- 2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 5. Ask the students to use the space at the bottom of the page to write who their best friend is and why. Ask students to draw something that represents their friendship. Provide about 5 minutes.
- 6. Ask students to share with the group what they drew.



Betye Saar, *Souvenir of Friendship*, 1977

ACTIVITY 03 | ELEMENTS OF ART

(DOK LEVEL 3: STRATEGIC THINKING)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork by Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

- 1. Ask students to gather around the artwork by Varnette Honeywood titled *It's Chance that Makes Sisters, Hearts that Make Friends*.
- 2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 5. Describe the elements of art that are listed in students' handouts (i.e. line, shape, color, organic shapes and textures). Ask students what examples they can think of that represent the elements of art listed. For example: a basket is woven, a brick wall is hard, a pillow is soft, etc.
- 6. Ask students to look at *It's Chance that Makes Sisters, Hearts that Make Friends* and identify what elements of art are present in the work of art. Direct students to write their answers in space provided on their handout. Provide 10 minutes.



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986

THE ELEMENTS OF ART

Line



Organic Shapes



Shape



Textures



Color



ACTIVITY 3

Find



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

I SEE...

I THINK...

I WONDER...

FUN FACT: Varnette Honeywood was a painter, writer, and business-woman. Her artworks were hung on the walls in the house of Camille and Bill Cosby on *The Cosby Show*.

THE 7 ELEMENTS LISTED BELOW ARE THE BUILDING BLOCKS OF ART. EVERY ART PIECE THAT YOU LOOK AT CONTAINS ONE, SOME, OR ALL THE ELEMENTS OF ART.

THE ELEMENTS OF ART

Line

Shape

Color

Organic Shapes

Textures

LIST 3 ELEMENTS OF ART USED IN THIS ARTWORK. WRITE YOUR ANSWERS BELOW:

- _____
- _____
- _____

Collective Constellation: Selections from The Eileen Harris Norton Collection

GRADES K-2

Name: _____

WELCOME TO ART + PRACTICE

Art + Practice is excited to welcome you to our campus to visit the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*. A+P has prepared three activities for you to help you understand the artworks on view. If you have any questions, please ask an A+P staff member. We are here to help!

During your visit, please keep in mind the following words. See if you can use the words in the activities listed in this worksheet.

SELF-PORTRAIT is a portrait of an artist produced or created by that artist.

CONTEMPORARY ART is a term used to describe artworks of today, produced in the second half of the 21st century.

MIXED MEDIA is a type of visual art that combines different materials in a single artwork.

For example, if you draw with crayons, then paint over it with watercolors, then add highlights with pens, that is mixed media!

ENGAGING WITH THE WORKS ON VIEW

BACKGROUND INFORMATION ABOUT COLLECTIVE CONSTELLATION: SELECTIONS FROM THE EILEEN HARRIS NORTON COLLECTION:

The exhibition includes artworks from the private collection of African American woman Eileen Harris Norton. Eileen has been collecting contemporary art and supporting artists for more than 30 years! Her interest in collecting art was sparked after she purchased a self portrait by artist and arts advocate Ruth Waddy in the 1970s. *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights a group of important women artists who have changed the landscape of contemporary art.

WHO IS YOUR FAVORITE FEMALE ARTIST? _____

DO YOU HAVE A COLLECTION? WHAT OF? _____

FIRST TIME VISTING ART + PRACTICE?

Art + Practice is a nonprofit organization which supports the needs of our local foster youth

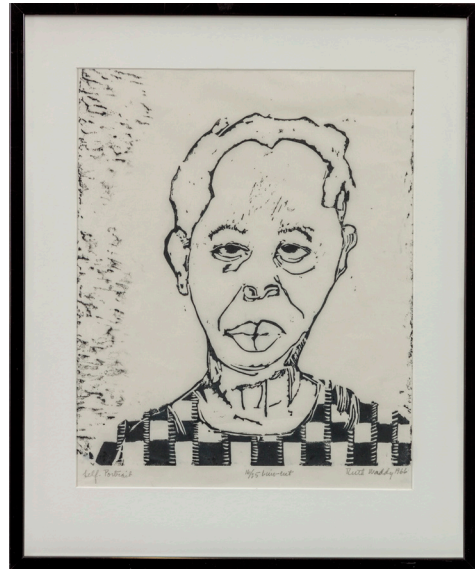
and provides our community with free access to museum-curated contemporary art.

STAY CONNECTED



ACTIVITY 1

Find



Ruth Waddy, *Self Portrait*, 1966



I SEE...



I THINK...



I WONDER...

FUN FACT: Ruth Waddy was born in Lincoln, Nebraska. After World War II, Ruth moved to Los Angeles with her daughter. Ruth spent a lot of time working as an artist in Leimert Park.

ACTIVITY 2

Find



Betye Saar, *Souvenir of Friendship*, 1977



I SEE...



I THINK...



I WONDER...

FUN FACT: Betye Saar is an African American artist living in Los Angeles today.

TIME TO FLEX YOUR ART MUSCLES!

In the provided frame, draw a self portrait. Remember a self portrait is a picture of yourself!

FOLLOW THESE INSTRUCTIONS AS YOU DRAW:

1. START BY DRAWING AN OVAL...
2. ADD THE NECK...
3. ADD EYES...
4. ADD A MOUTH AND NOSE
5. WHAT ELSE DID YOU ADD?

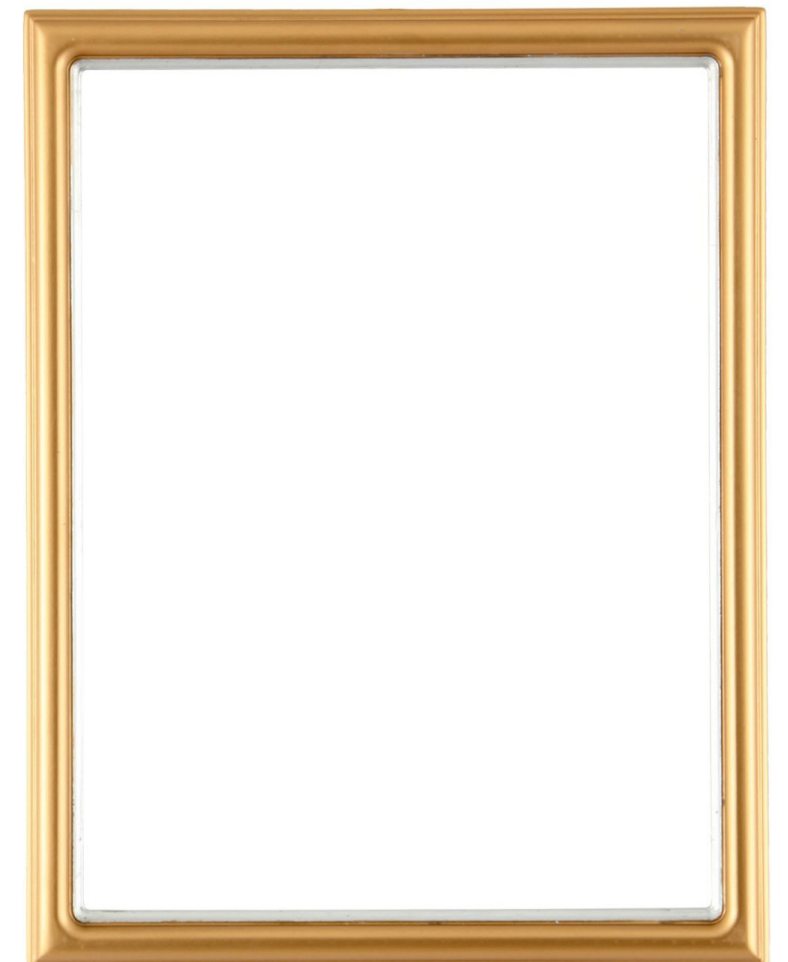


DRAW YOUR BEST FRIEND!

If you were to create an artwork to celebrate your friendship, what would it look like? **DRAW IT HERE!**

ANSWER THESE QUESTIONS BELOW:

**WHO IS YOUR BEST FRIEND?
WHY ARE THEY YOUR BEST FRIEND?**



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ART + PRACTICE

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ART + PRACTICE

Collective Constellation: Selections from The Eileen Harris Norton Collection

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Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

GENERAL INFORMATION

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4. List of California State Content Standards applied to the tour's activities
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5. Tour activities (1-3)

TEACHER RESOURCE GUIDE: 3 - 5th Grades

TOUR AGENDA

- 1. Review the gallery rules with students (page 02).
- 2. Introduce the key vocabulary words to the students and encourage them to utilize them during their activities (page 03).
- 3. Provide students with background information about the exhibition and artists on view (pages 05-06).
- 4. Administer the activities included in the student handouts (pages 07-08).

KEY VOCABULARY WORDS

PERSEVERANCE is when you keep trying and do something, even when it is really difficult.

INFERENCE is a conclusion reached on the basis of evidence and reasoning.

MIXED MEDIA is a type of visual art that combines different materials in a single artwork. For example, if you draw with crayons, then paint over it with watercolors, then add highlights with pens, that is mixed media!

ELEMENTS OF ART DISCUSSED IN ARTWORKS ON VIEW

Line 

Color 

Textures



Shape 

Organic Shapes 

CALIFORNIA STATE CONTENT STANDARDS

While carrying out the following activities in this packet, please keep in mind the following California State Content Standards:

VISUAL AND PERFORMING ARTS: RESPONDING-ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK

5.VA:Re7.2

Compare one's own interpretation of a work of art with the interpretation of others.

ENDURING UNDERSTANDING: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTIONS: How have the artists in this exhibition faced challenges in their lives and how is their challenges reflected in the artworks they created?

PROCESS COMPONENT: Perceive

3.VA:Re7.2

Determine messages communicated by an image.

4.VA:Re7.2

Analyze components in visual imagery that convey messages.

TEACHER RESOURCE GUIDE: 3 - 5th Grades

READING A WORK OF ART

There are various approaches to discussing works of art with your students. Art + Practice has briefly outlined methodologies that can be used to discuss artworks and guide students to engage in discussing, writing about, and examining works of art. These strategies can be used during your visit at A+P and in the classroom as you introduce new ideas, lessons, or units.

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1. After students have examined the image, ask: What's going on in this picture?
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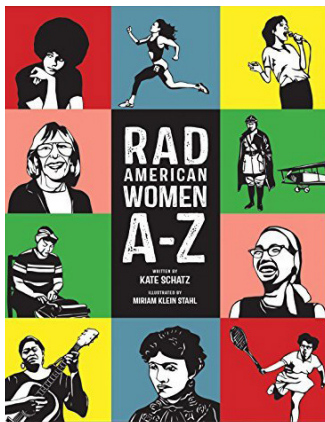
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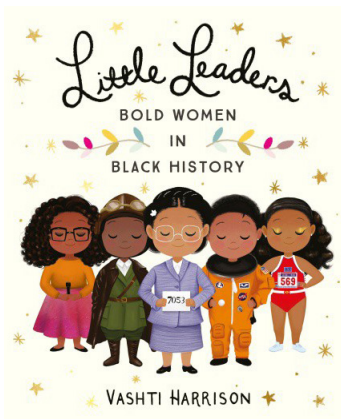
For more information visit harvard.edu/resources/see-think-wonder-at.

PRE-VISIT RESOURCES

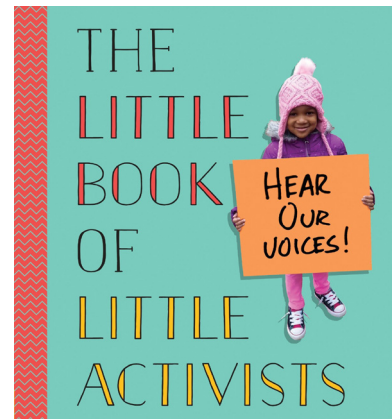
If interested in furthering your students' familiarity with feminism, race, and identity, A+P recommends that you check out the following books.



Rad American Women A-Z
by Kate Schatz



Little Leaders: Bold Women in Black History
by Vashti Harrison



The Little Book of Little Activists
by Penguin Young Readers

TEACHER RESOURCE GUIDE: 3 - 5th Grades

ABOUT THE EXHIBITION

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Amy Sherald, *When I let go of what I am, I become what I might be (Self-Imagined atlas)*, 2018. Oil on canvas. 54 x 43 x 2 inches. © Amy Sherald. Courtesy of the artist and Hauser & Wirth. The Eileen Harris Norton Collection. Photo: Charles White.

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The exhibition you are about to see puts the spotlight on women artists of different ethnicities from all around the world. These women have all made a very strong impact on the art world and they use their art to tell stories. A constellation is a grouping of individual stars to make a shape. *Collective Constellation* brings together a unique group of individual artworks to tell the story of the great influence women of color have had on the world of contemporary art.

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Eileen Harris Norton. Santa Monica, CA. 13 October 2019. Photo: Molly Adams.

ABOUT THE CURATOR



Erin Christovale. 11 May 2017. Photo by Paley Fairman.

Meet Erin Christovale

Erin Christovale is the associate curator at the Hammer Museum and the co-founder of Black Radical Imagination with Amir George. She has been involved with many impressive exhibitions with the Museum of Contemporary African Diasporan Arts, the ONE National Gay and Lesbian Archives, the Los Angeles Municipal Art Gallery and the Hammer Museum. Erin played a big part in the critically acclaimed *Made in L.A.* exhibition that began in 2018 at the Hammer Museum.

ENGAGING WITH THE WORKS ON VIEW

The exhibition *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights many different subjects: artistic techniques, feminism and women's rights, and social and political issues. In talking about these subjects, the artworks bring up ideas of spirituality, race, life at home, how history affects today, power, and violence towards women.

You will see different types of works including painting, printmaking, photography, sculpture, video, and installation. The artists you will see are Belkis Ayón, Sadie Barnette, Carolyn Castaño, Nzuji De Magalhaes, Renée Green, Mona Hatoum, Varnette Honeywood, Samella Lewis, Julie Mehretu, Ana Mendieta, Beatriz Milhazes, Wangechi Mutu, Shirin Neshat, Lorraine O'Grady, Adrian Piper, Betye Saar, Alison Saar, Doris Salcedo, Amy Sherald, Lorna Simpson, Ruth Waddy, Kara Walker, Carrie Mae Weems, Lynette Yiadom-Boakye and Brenna Youngblood.

Each of the artworks are powerful on their own and together they reveal a biography of their collector and offer a deeper look into the vast creative production of women of color.



Betye Saar, *Souvenir of Friendship*, 1977. Mixed media assemblage. 15 3/4 x 14 3/4 x 1 in. © Betye Saar. Courtesy of the artist and Roberts Projects. The Eileen Harris Norton Collection. Photo: Charles White.

CHECK OUT ARTISTS WITH SIMILAR THEMES/MEDIUMS

Lezley Saar



Lezley Saar (American, born 1953). Detail from *Bemused Resignation*, from *Monad Series*, 2014. Mixed media on canvas, 16' x 12'. Collection Betzi Stein.

Mickalene Thomas



Mickalene Thomas, *Femmes Noires*. Courtesy of Art Gallery of Ontario.

Coco Fusco



Guillermo Gómez-Peña and Coco Fusco perform *Two Undiscovered Amerindians Visit the West*, part of the exhibition *The Year of the White Bear*, in the Minneapolis Sculpture Garden, September 12, 1992. Photo courtesy the Walker Art Center Archives

TEACHER RESOURCE GUIDE: 3 - 5th Grades

ACTIVITY 01 | INSPIRATION

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

See, Think, Wonder activity is designed to help students make careful observations and develop their own ideas and interpretations based on what they see.

- 1. Ask students to gather around the artwork by Varnette Honeywood titled *It's Chance that Makes Sisters, Hearts that Make Friends*.
- 2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers
- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 5. Ask students to consider what they thought the image was inspired by. Direct students to write their answers in the space provided. Provide about 5 minutes.
- 6. Ask the students to re-create the image in the space provided. Provide about 5 minutes.



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986

ACTIVITY 02 | FINDING MATERIALS

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork by Betye Saar, *Souvenir of Friendship*, 1977.

- 1. Ask students to gather around the artwork by Betye Saar titled *Souvenir of Friendship*.
- 2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 5. Ask the students to use the space at the bottom of the page to write down the materials that they identify in the artwork. Provide about 5 minutes.
- 6. Ask students to share what materials they identified.



Betye Saar, *Souvenir of Friendship*, 1977

ACTIVITY 03 | FIRST IMPRESSIONS

(DOK LEVEL 3: STRATEGIC THINKING)



Mona Hatoum, *Untitled (latin grater)*, 2001



Nzuji De Magalhaes, *Wrong Way*, 2009-2012

Duration: 20 minutes

Objective: Students engage in a conversation around the artworks *Untitled (latin grater)* by Mona Hatoum and *Wrong Way* by Nzuji De Magalhaes

1. Ask students to gather around the artwork *Untitled (latin grater)*.
2. Ask students to write down their answers to the following questions:
 - My first impression of the artwork was...
 - The part of the artwork I find most interesting is...
3. Ask students to gather around the artwork *Wrong Way*
4. Ask students to write down their answers to the following questions:
 - My first impression of the artwork was...
 - The part of the artwork I find most interesting is...
5. Direct students to gather as a group. Ask students to share their answers with the class.

ACTIVITY 3

Find



Mona Hatoum, *Untitled (latin grater)*, 2001

ANSWER THESE QUESTIONS BELOW:

1. My first impression of the artwork was:

2. The part of this artwork I find most interesting is:



Nzuji De Magalhaes, *Wrong Way*, 2009-2012

ANSWER THESE QUESTIONS BELOW:

1. My first impression of the artwork was:

2. The part of this artwork I find most interesting is:

Collective Constellation: Selections from The Eileen Harris Norton Collection

GRADES 3-5

Name: _____

WELCOME TO ART + PRACTICE

Art + Practice is excited to welcome you to our campus to visit the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*. A+P has prepared three activities for you to help you understand the artworks on view. If you have any questions, please ask an A+P staff member. We are here to help!

During your visit, please keep in mind the following words. See if you can use the words in the activities listed in this worksheet.

PERSEVERANCE is when you keep trying and do something, even when it is really difficult.

INFERENCE is a conclusion reached on the basis of evidence and reasoning.

MIXED MEDIA is a type of visual art that combines different kinds of materials in a single artwork.

For example, if you draw with crayons, then paint over it with watercolors, then add highlights with pens, that is mixed media!

ENGAGING WITH THE ARTWORKS ON VIEW

BACKGROUND INFORMATION ABOUT *COLLECTIVE CONSTELLATION: SELECTIONS FROM THE EILEEN HARRIS NORTON COLLECTION*:

The exhibition includes artworks from the private collection of African American woman Eileen Harris Norton. Eileen has been collecting contemporary art and supporting artists for more than 30 years! Her interest in collecting art was sparked after she purchased a self portrait by artist and arts advocate Ruth Waddy in the 1970s. *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights a group of important women artists who have changed the landscape of contemporary art.

WHO IS YOUR FAVORITE FEMALE ARTIST?

DO YOU HAVE A COLLECTION? WHAT OF?

FIRST TIME VISITING ART + PRACTICE?

Art + Practice is a nonprofit organization which supports the needs of our local foster youth

and provides our community with free access to museum-curated contemporary art.

STAY CONNECTED

 @artandpractice

 artandpractice

ACTIVITY 1

Find



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986



I SEE...



I THINK...



I WONDER...

FUN FACT: Varnette Honeywood was a painter, writer and businesswoman. Her artworks were hung on the walls in the house of Camille and Bill Cosby on *The Cosby Show*.

ACTIVITY 2

Find



Betye Saar, *Souvenir of Friendship*, 1977



I SEE...



I THINK...



I WONDER...

FUN FACT: Betye Saar is an African American artist living in Los Angeles today.

ANSWER THIS QUESTION BELOW:

WHAT DO YOU THINK INSPIRED THIS ARTWORK? WRITE YOUR THOUGHTS HERE:

DRAW THE ARTWORK HERE.
Be sure to include the patterns!

WHAT MATERIALS CAN YOU FIND?

ANSWER THIS QUESTION BELOW:

HOW MANY MATERIALS CAN YOU IDENTIFY IN THIS ARTWORK? WRITE YOUR THOUGHTS HERE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ART CAN BE MADE OUT OF ALMOST ANYTHING! MATERIALS CAN INCLUDE:

- * PAINT *
 - * CLAY *
 - * FABRIC *
 - * FOUND OBJECTS *
 - * WIRE *
 - * LIQUID *
 - * PENCILS OR PENS *
- AND SO MUCH MORE!**

WHAT MATERIAL DO YOU THINK WOULD BE INTERESTING TO MAKE ART OUT OF?

Greetings from Art + Practice!

Thank you for scheduling your upcoming field trip to Art + Practice's exhibition space. A+P is excited to welcome your class for a self-guided tour of the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

In preparation for your visit, A+P suggests that you review the following gallery rules, general information about A+P's exhibition space, and provided educational resources prior to your visit. This will ensure that you will be prepared to guide your students through the suggested activities.

If you have any questions, please email A+P at education@artandpractice.org or call (323) 337-6887.

We look forward to welcoming your class to A+P soon.

Sincerely,

ART + PRACTICE

Teacher Resource Guide

ART + PRACTICE

Collective Constellation: Selections from The Eileen Harris Norton Collection

GALLERY RULES

1. No food or drink is allowed. If students bring their lunches, they can leave their food/drinks with A+P near the front gallery desk.
2. No running or skipping in the gallery.
3. Backpacks and large bags are not permitted in the gallery. Students can leave their belongings with A+P near the front gallery desk.
4. No pens are allowed. A+P will provide students with pencils for the tour.
5. No flash photography permitted.
6. Visitors should use inside voices while in the gallery.
7. Limited use of cell phones is requested.



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

GENERAL INFORMATION

Duration

Self-guided tours typically range between 45 minutes-1 hour.

Group Size and Chaperone Count

Groups of 30 or less are highly encouraged. Adult to student ratio should be 1:10.

Teacher Resource Guide

This packet contains tools and activities for you to facilitate with your students during your visit to A+P. This packet is meant to integrate into your curriculum and incorporates the California State Content Standards.

Please follow the directions listed in this packet, and ask an A+P staff member if you have any questions before or during your visit. We'll be happy to help.

Student Handouts

This packet corresponds to a student handout A+P will have printed and ready for your students upon arrival to the exhibition space, along with clipboards and sharpened pencils.

Bathroom Code

A+P has women's and men's restrooms onsite. The code for entry is [52022](#).

INCLUDED IN THIS PACKET

1. Tour Agenda
2. Key Vocabulary Words
3. List of the elements of art discussed in the artworks on view
4. List of California State Content Standards applied to the tour's activities
5. List of recommended reading materials for the tour and information about how to read the artworks on view
6. Descriptions for the exhibition, Eileen Harris Norton, exhibition curator, works on view, and related artists
5. Tour activities (1-3)

TEACHER RESOURCE GUIDE: 6 - 8th Grades

TOUR AGENDA

- 1. Review the gallery rules with students (page 02).
- 2. Introduce the key vocabulary words to the students and encourage them to utilize them during their activities (page 03).
- 3. Provide students with background information about the exhibition and artists on view (pages 05-06).
- 4. Administer the activities included in the student handouts (pages 07-08).

KEY VOCABULARY WORDS

PERSEVERANCE is when you keep trying and do something, even when it is really difficult.

RESISTANCE is the refusal to accept or comply with something; the attempt to prevent something by action or argument.

GENDER BIAS is preference or prejudice toward one gender over others. Bias can be conscious or unconscious and may manifest in many ways, both subtle and obvious.

ELEMENTS OF ART DISCUSSED IN ARTWORKS ON VIEW



CALIFORNIA STATE CONTENT STANDARDS

While carrying out the following activities in this packet, please keep in mind the following California State Content Standards:

VISUAL AND PERFORMING ARTS: RESPONDING-ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK

ENDURING UNDERSTANDING: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTIONS: In which ways have the various artists in the exhibition demonstrated acts of perseverance in their artworks?

PROCESS COMPONENT: Perceive

7.2 Enduring Understanding:

Visual imagery influences the understanding of and responses to the world.

6.VA:Re7.2

Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

7.VA:Re7.2

Analyze multiple ways that images influence specific audiences.

8.VA:Re7.2

Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

AT THE END OF YOUR VISIT STUDENTS WILL BE ABLE

TO: Write informative/explanatory texts to examine and convey complex ideas and visual information clearly and accurately through the effective analysis of content.

TEACHER RESOURCE GUIDE: 6 - 8th Grades

READING A WORK OF ART

There are various approaches to discussing works of art with your students. Art + Practice has briefly outlined methodologies that can be used to discuss artworks and guide students to engage in discussing, writing about, and examining works of art. These strategies can be used during your visit at A+P and in the classroom as you introduce new ideas, lessons, or units.

VISUAL THINKING STRATEGIES

Visual Thinking Strategies are a great way to engage students in a group discussion. They are a series of thoughtfully facilitated questions that prompt discussion of an artwork to create a more engaging and equitable conversations with your students. Consider asking these questions when in discussion with your students at A+P:

1. After students have examined the image, ask: What's going on in this picture?
2. Whenever a student makes an inference (i.e. a comment drawing conclusions based on observations), respond first by paraphrasing, and then ask: What do you see that makes you say...?
3. In order to keep students searching for more observations, frequently ask: What more can you find?

For more information visit vtshome.org.

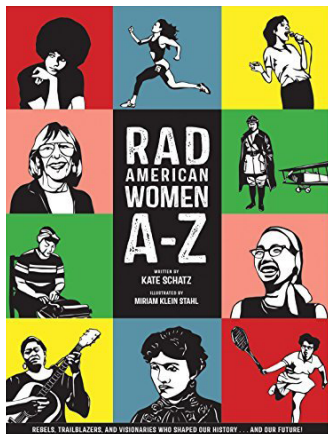
SEE, THINK, WONDER

This activity helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, *What do you see?* and *What do you think about what you see?* The activity helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the activity stimulates curiosity and helps students reach for new connections.

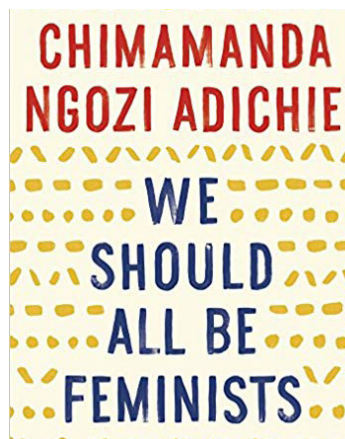
For more information visit harvard.edu/resources/see-think-wonder-at.

PRE-VISIT RESOURCES

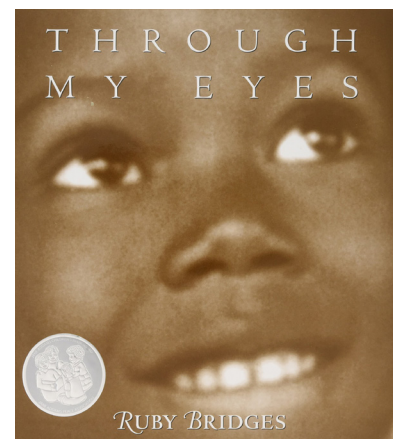
If interested in furthering your students' familiarity with feminism, race, and identity, A+P recommends that you check out the following books.



Rad American Women A-Z
by Kate Schatz



We Should All Be Feminists
by Chimamanda Ngozi Adichie



Through My Eyes
by Ruby Bridges

ABOUT THE EXHIBITION

Please read the following summary to your students for the exhibition on view:



Amy Sherald, *When I let go of what I am, I become what I might be (Self-Imagined atlas)*, 2018. Oil on canvas. 54 x 43 x 2 inches. © Amy Sherald. Courtesy of the artist and Hauser & Wirth. The Eileen Harris Norton Collection. Photo: Charles White.

Collective Constellation: Selections from The Eileen Harris Norton Collection

Art + Practice and the Hammer Museum present *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

Collective Constellation features a selection of artworks by women of color from the personal art collection of philanthropist, art collector and A+P co-founder, Eileen Harris Norton. Eileen first started with a focus on young artists from Los Angeles and her collection has grown from there. In working with art for over 30 years, she has helped the careers of many contemporary artists. Her interest in collecting art was sparked after seeing a self-portrait by artist Ruth Waddy in 1986.

The exhibition you are about to see puts the spotlight on women artists of different ethnicities from all around the world. These women have all made a very strong impact on the art world and they use their art to tell stories. A constellation is a grouping of individual stars to make a shape. *Collective Constellation* brings together a unique group of individual artworks to tell the story of the great influence women of color have had on the world of contemporary art.

The exhibition extends into the A+P Project Room with an interactive installation called *FAMILY STYLE* by artist Sadie Barnette who is also in the exhibition.

This exhibition is co-organized by Art + Practice and the Hammer Museum, Los Angeles. The exhibition is organized by the Hammer Museum associate curator Erin Christovale.

ABOUT EILEEN HARRIS NORTON

Eileen Harris Norton is the President of The Eileen Harris Norton Foundation. The Foundation works with education, family, and the environment. There is a strong focus on helping low-income children of color. In 2014, Eileen co-founded Art + Practice with artist Mark Bradford and activist Allan DiCastro.

Eileen has long been interested in contemporary art, early childhood education, parenting, child welfare, and women's issues. She served on the boards for many museums across the country and also for the Children's Defense fund.

Eileen is also an avid art collector with a strong interest in work by artists of color (particularly with African roots), women artists, and artists of Southern California.

Eileen was born and raised in Los Angeles. She was a highly ranked student and graduated from UCLA with a degree in French and a certificate in teaching. She then went on to get a graduate degree from USC and spent several years as an elementary school teacher in the Los Angeles Unified School District where she taught English as a second language. Eileen left teaching to become the first employee of Peter Norton Computing, Inc, helping her then-husband grow the company, eventually serving as its office manager.



ABOUT THE CURATOR



Erin Christovale. 11 May 2017. Photo by Paley Fairman.

Meet Erin Christovale

Erin Christovale is the associate curator at the Hammer Museum and the co-founder of Black Radical Imagination with Amir George. She has been involved with many impressive exhibitions with the Museum of Contemporary African Diasporan Arts, the ONE National Gay and Lesbian Archives, the Los Angeles Municipal Art Gallery and the Hammer Museum. Erin played a big part in the critically acclaimed *Made in L.A.* exhibition that began in 2018 at the Hammer Museum.

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The exhibition *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights many different subjects: artistic techniques, feminism and women's rights, and social and political issues. In talking about these subjects, the artworks bring up ideas of spirituality, race, life at home, how history affects today, power, and violence towards women.

You will see different types of works including painting, printmaking, photography, sculpture, video, and installation. The artists you will see are Belkis Ayón, Sadie Barnette, Carolyn Castaño, Nzuj De Magalhaes, Renée Green, Mona Hatoum, Varnette Honeywood, Samella Lewis, Julie Mehretu, Ana Mendieta, Beatriz Milhazes, Wangechi Mutu, Shirin Neshat, Lorraine O'Grady, Adrian Piper, Betye Saar, Alison Saar, Doris Salcedo, Amy Sherald, Lorna Simpson, Ruth Waddy, Kara Walker, Carrie Mae Weems, Lynette Yiadom-Boakye and Brenna Youngblood.

Each of the artworks are powerful on their own and together they reveal a biography of their collector and offer a deeper look into the vast creative production of women of color.



Betye Saar, *Souvenir of Friendship*, 1977. Mixed media assemblage. 15 3/4 x 14 3/4 x 1 in. © Betye Saar. Courtesy of the artist and Roberts Projects. The Eileen Harris Norton Collection. Photo: Charles White.

CHECK OUT ARTISTS WITH SIMILAR THEMES/MEDIUMS

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Lezley Saar (American, born 1953). Detail from *Bemused Resignation*, from *Monad Series*, 2014. Mixed media on canvas, 16' x 12'. Collection Betzi Stein.

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Mickalene Thomas, *Femmes Noires*. Courtesy of Art Gallery of Ontario.

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Guillermo Gómez-Peña and Coco Fusco perform *Two Undiscovered Amerindians Visit the West*, part of the exhibition *The Year of the White Bear*, in the Minneapolis Sculpture Garden, September 12, 1992. Photo courtesy the Walker Art Center Archives

TEACHER RESOURCE GUIDE: 6 - 8th Grades

ACTIVITY 01 | FIRST IMPRESSION

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork *When I let go of what I am, I become what I might be (Self-Imagined atlas)*.

See, Think, Wonder activity is designed to help students make careful observations and develop their own ideas and interpretations based on what they see.

1. Ask students to gather around the artwork by Amy Sherald titled *When I let go of what I am, I become what I might be (Self-Imagined atlas)*.
2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
5. Have students write their answers to the questions at the bottom half of the page. Provide 10 minutes.
 - My first impression of the artwork was...
 - The part of this artwork I find most interesting is...
 - Describe who you think the person in the painting is, and why Amy Sherald decided to paint him?
6. Ask students to share their answers with the group.



Amy Sherald, *When I let go of what I am, I become what I might be (Self-Imagined atlas)*, 2018.

NOTE: Amy Sherald is an American painter based in Baltimore, Maryland. She is best known for her portrait paintings. Her choices of subjects look to enlarge the genre of American art by telling the stories of African-Americans within their own tradition. Her paintings invite viewers to engage in a more complex discussion about accepted ideas of race and representation. Sherald painted First Lady Michelle Obama's portrait in 2018. The portrait will visit Los Angeles in 2021 at LACMA.

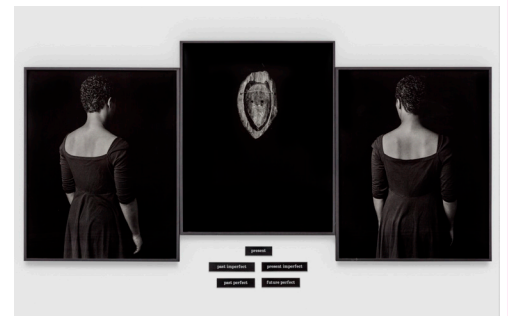
ACTIVITY 02 | WHAT DOES PERSEVERANCE LOOK LIKE?

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork *Tense*.

1. Ask students to gather around the artwork by Lorna Simpson titled *Tense*.
2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.



Lorna Simpson, *Tense*, 1991.

TEACHER RESOURCE GUIDE: 6 - 8th Grades

- 3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
- 5. Have students write their answers to the question at the bottom of the page. Provide 5 minutes.
- How do you think this artwork demonstrates perseverance or resistance?
- 6. Direct students to use the space provided at the bottom of the page to draw their own artwork about resistance or perseverance. Provide 10 minutes.

ACTIVITY 03 | THE ELEMENTS OF ART

(DOK LEVEL 3: STRATEGIC THINKING)

Duration: 20 minutes

Objective: Students engage in a conversation around an artwork of their choice.

- 1. Ask students to select one artwork that stands out to them.
- 2. Ask students to use the space provided to answer the following prompt. Provide 5 minutes.
What do you see? What do you think the artist wanted the viewer to feel or take away from the work?
- 3. Ask students to check off which elements of art they can identify in the artwork they selected.
- 4. Direct the students to regroup. Ask them to share their answers.

THE ELEMENTS OF ART

Line



Shape



Color



Organic Shapes



Textures



ACTIVITY 3

EXPLORE A+P'S EXHIBITION SPACE AND CHOOSE ONE ARTWORK THAT STANDS OUT TO YOU THE MOST. WRITE YOUR ANSWERS BELOW.

THE TITLE OF THIS ARTWORK IS _____

THE ARTIST'S NAME IS _____

WHAT DO YOU SEE? WHAT DO YOU THINK THE ARTIST WANTED THE VIEWER TO FEEL OR TAKE AWAY FROM THE ARTWORK?

THE ELEMENTS OF ART

Please check which elements of art are represented in the artwork you chose:

LINE 

TEXTURES



SHAPE 



COLOR 

ORGANIC SHAPES 

Collective Constellation: Selections from The Eileen Harris Norton Collection

GRADES 6-8

Name: _____

WELCOME TO ART + PRACTICE

Art + Practice is excited to welcome you to our campus to visit the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*. A+P has prepared three activities for you to help you understand the artworks on view. If you have any questions, please ask an A+P staff member. We are here to help!

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ENGAGING WITH THE ARTWORKS ON VIEW

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WHO IS YOUR FAVORITE FEMALE ARTIST?

DO YOU HAVE A COLLECTION? WHAT OF?

FIRST TIME VISITING ART + PRACTICE?

Art + Practice is a nonprofit organization which supports the needs of our local foster youth

and provides our community with free access to museum-curated contemporary art.

STAY CONNECTED



ACTIVITY 1



Amy Sherald, *When I let go of what I am, I become what I might be* (Self-Imagined atlas), 2018



I SEE...



I THINK...



I WONDER...

FUN FACT: In 2018 artist Amy Sherald painted First Lady Michelle Obama's portrait. The portrait will visit Los Angeles in 2021 at LACMA in Mid City.



ANSWER THESE QUESTIONS BELOW:

My first impression of the artwork was: _____

The part of this artwork I find most interesting is: _____

BRIEFLY DESCRIBE WHO YOU THINK THE PERSON IN THE PAINTING IS AND WHY AMY SHERALD PAINTED HIM.

ACTIVITY 2



Lorna Simpson, *Tense*, 1991



I SEE...



I THINK...



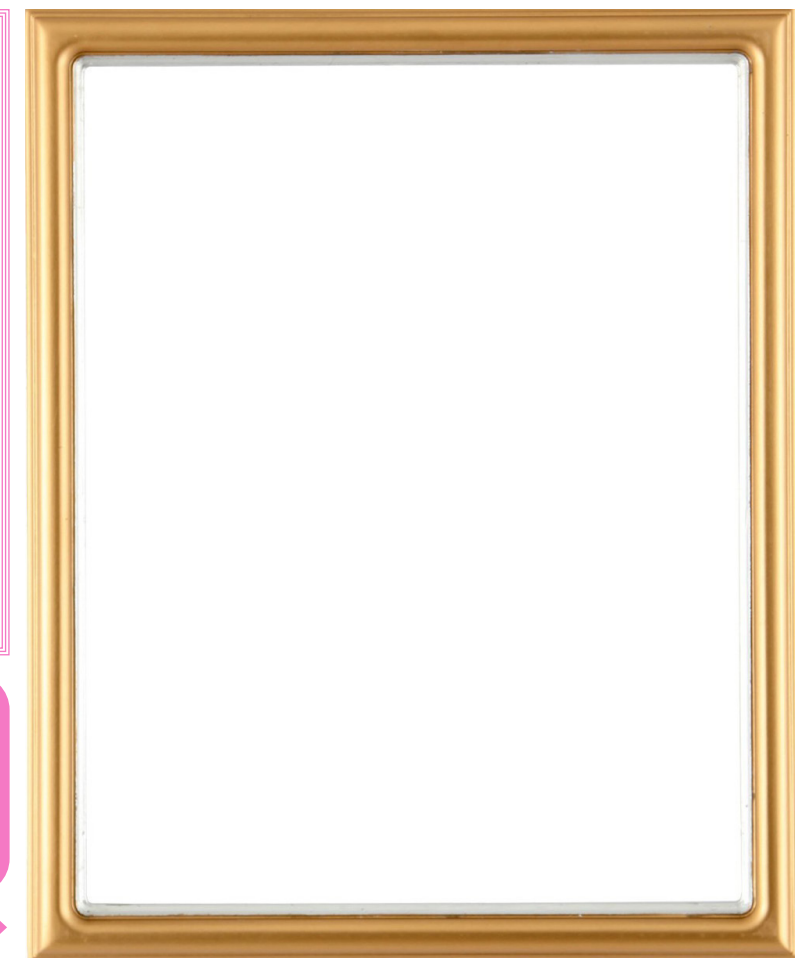
I WONDER...

FUN FACT: Lorna Simpson is an African American artist most known for her powerful artworks that combine photographs with words.

WHAT DOES PERSEVERANCE LOOK LIKE?

HOW DO YOU THINK THIS ARTWORK DEMONSTRATES PERSEVERANCE OR RESISTANCE?

If you created artwork about perseverance or resistance what would it be? **DRAW YOUR ARTWORK HERE.**



Greetings from Art + Practice!

Thank you for scheduling your upcoming field trip to Art + Practice's exhibition space. A+P is excited to welcome your class for a self-guided tour of the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

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Sincerely,

ART + PRACTICE

Teacher Resource Guide

ART + PRACTICE

Collective Constellation: Selections from The Eileen Harris Norton Collection

GALLERY RULES

1. No food or drink is allowed. If students bring their lunches, they can leave their food/drinks with A+P near the front gallery desk.
2. No running or skipping in the gallery.
3. Backpacks and large bags are not permitted in the gallery. Students can leave their belongings with A+P near the front gallery desk.
4. No pens are allowed. A+P will provide students with pencils for the tour.
5. No flash photography permitted.
6. Visitors should use inside voices while in the gallery.
7. Limited use of cell phones is requested.



Varnette Honeywood, *It's Chance that Makes Sisters, Hearts that Make Friends*, 1986.

GENERAL INFORMATION

Duration

Self-guided tours typically range between 45 minutes-1 hour.

Group Size and Chaperone Count

Groups of 30 or less are highly encouraged. Adult to student ratio should be 1:10.

Teacher Resource Guide

This packet contains tools and activities for you to facilitate with your students during your visit to A+P. This packet is meant to integrate into your curriculum and incorporates the California State Content Standards.

Please follow the directions listed in this packet, and ask an A+P staff member if you have any questions before or during your visit. We'll be happy to help.

Student Handouts

This packet corresponds to a student handout A+P will have printed and ready for your students upon arrival to the exhibition space, along with clipboards and sharpened pencils.

Bathroom Code

A+P has women's and men's restrooms onsite. The code for entry is **52022**.

INCLUDED IN THIS PACKET

1. Tour Agenda
2. Key Vocabulary Words
3. List of the elements of art discussed in the artworks on view
4. List of California State Content Standards applied to the tour's activities
5. List of recommended reading materials for the tour and information about how to read the artworks on view
6. Descriptions for the exhibition, Eileen Harris Norton, exhibition curator, works on view, and related artists
5. Tour activities (1-3)

TEACHER RESOURCE GUIDE: 9 - 12th Grades

TOUR AGENDA

- 1. Review the gallery rules with students (page 02).
- 2. Introduce the key vocabulary words to the students and encourage them to utilize them during their activities (page 03).
- 3. Provide students with background information about the exhibition and artists on view (pages 05-06).
- 4. Administer the activities included in the student handouts (pages 07-08).

KEY VOCABULARY WORDS

IDENTITY POLITICS - is a political approach based on people prioritizing the concerns most relevant to their particular racial, religious, ethnic, sexual, social, cultural, or other identity, and forming political alliances with others of this group.

PERSEVERANCE - is when you keep trying and do something, even when it is really difficult.

RESISTANCE - The refusal to accept or comply with something; the attempt to prevent something by action or argument.

GENDER BIAS - A preference or prejudice toward one gender over others. Bias can be conscious or unconscious and may manifest in many ways, both subtle and obvious.

ELEMENTS OF ART DISCUSSED IN ARTWORKS ON VIEW

Line 

Color 

Textures



Shape 

Organic Shapes 

CALIFORNIA STATE CONTENT STANDARDS

While carrying out the following activities in this packet, please keep in mind the following California State Content Standards:

VISUAL AND PERFORMING ARTS: RESPONDING-ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK

ENDURING UNDERSTANDING: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

ESSENTIAL QUESTIONS: What kinds of messages and commonalities do the artworks in the exhibition convey? And, how have these artists demonstrated acts of resistance and perseverance?

PROCESS COMPONENT: Perceive

Prof.VA:Re7.2

Analyze how one's understanding of the world is affected by experiencing visual imagery.

ACC.VA:Re7.2

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behavior of specific audiences.

Adv.VA:Re7.2

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.

AT THE END OF YOUR VISIT YOUR STUDENTS WILL

BE ABLE TO: Write informative/explanatory texts to examine and convey complex ideas and visual information clearly and accurately through the effective analysis of content.

TEACHER RESOURCE GUIDE: 9 - 12th Grades

READING A WORK OF ART

There are various approaches to discussing works of art with your students. Art + Practice has briefly outlined methodologies that can be used to discuss artworks and guide students to engage in discussing, writing about, and examining works of art. These strategies can be used during your visit at A+P and in the classroom as you introduce new ideas, lessons or units.

VISUAL THINKING STRATEGIES

Visual Thinking Strategies are a great way to engage students in a group discussion. They are a series of thoughtfully facilitated questions that prompt discussion of an artwork to create a more engaging and equitable conversations with your students. Consider asking these questions when in discussion with your students at A+P:

1. After students have examined the image, ask: What's going on in this picture?
2. Whenever a student makes an inference (i.e. a comment drawing conclusions based on observations), respond first by paraphrasing, and then ask: What do you see that makes you say...?
3. In order to keep students searching for more observations, frequently ask: What more can you find?

For more information visit vtshome.org.

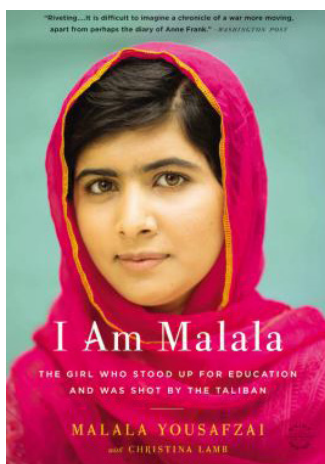
SEE, THINK, WONDER

This activity helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, *What do you see?* and *What do you think about what you see?* The activity helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the activity stimulates curiosity and helps students reach for new connections.

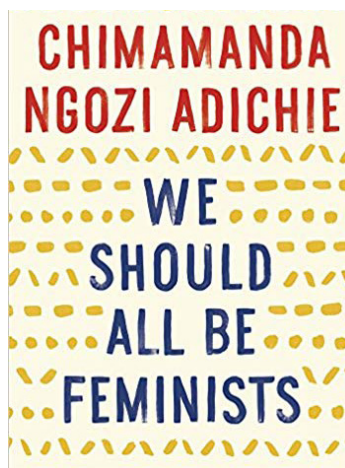
For more information visit harvard.edu/resources/see-think-wonder-at.

PRE-VISIT RESOURCES

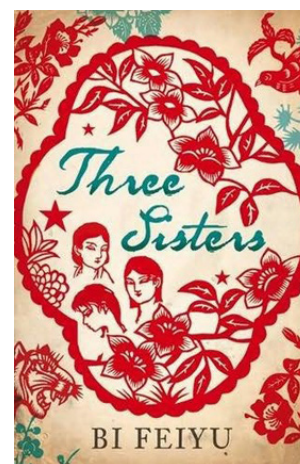
If interested in furthering your students' familiarity with feminism, race, and identity, A+P recommends that you check out the following books.



I Am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban
by Malala Yousafzai



We Should All Be Feminists
by Chimamanda Ngozi Adichie



Three Sisters
by Bi Feiyu

TEACHER RESOURCE GUIDE: 9 - 12th Grades

ABOUT THE EXHIBITION

Please read the following summary to your students for the exhibition on view:



Amy Sherald, *When I let go of what I am, I become what I might be (Self-Imagined atlas)*, 2018. Oil on canvas. 54 x 43 x 2 inches. © Amy Sherald. Courtesy of the artist and Hauser & Wirth. The Eileen Harris Norton Collection. Photo: Charles White.

Collective Constellation: Selections from The Eileen Harris Norton Collection

Art + Practice and the Hammer Museum present *Collective Constellation: Selections from The Eileen Harris Norton Collection*.

Collective Constellation features a selection of artworks by women of color from the personal art collection of philanthropist, art collector and A+P co-founder, Eileen Harris Norton. With an initial emphasis on young, Los Angeles-based artists, Harris Norton has been collecting contemporary art and supporting artists for more than three decades. Her interest in collecting was sparked after encountering and acquiring a self-portrait by artist and arts advocate Ruth Waddy in 1986.

Collective Constellation seeks to highlight an intergenerational, multi-ethnic and transnational group of trailblazing artists who have profoundly impacted the landscape of contemporary art. A constellation is a gathering of individual stars whose shared mass forms a shape. *Collective Constellation* brings together a unique group of artworks in order to display the critical contributions women of color have made within the ever-evolving landscape of contemporary art.

The exhibition extends into the A+P Project Room with an interactive installation entitled *FAMILY STYLE* by exhibiting artist Sadie Barnette.

This exhibition is co-organized by Art + Practice and the Hammer Museum, Los Angeles. The exhibition is organized by the Hammer Museum associate curator Erin Christovale.

ABOUT EILEEN HARRIS NORTON

Eileen Harris Norton is the President of the Eileen Harris Norton Foundation. The Foundation's areas of focus are education, family and the environment with an emphasis on low-income children of color. In 2014, Eileen co-founded Art + Practice with artist Mark Bradford and activist Allan DiCastro.

Eileen has long-standing interests in contemporary art, early childhood education, parenting, child welfare and women's issues. She served on the boards of the Hammer Museum at UCLA, the Studio Museum in Harlem, the New Museum of Contemporary Art and the Children's Defense Fund.

Eileen is also an avid art collector with a strong interest in work by artists of color (particularly from the African diaspora), women artists and artists of Southern California.

Born and raised in Los Angeles, Eileen graduated Cum Laude with a BA from UCLA in French and a certificate in teaching English as a second language. She holds a Master of Science in Bilingual Education from USC. She spent several years as an elementary school teacher in the Los Angeles Unified School District where she taught English as a second language. Eileen left teaching to become the first employee of Peter Norton Computing, Inc, helping her then-husband grow the company, eventually serving as its office manager.



Eileen Harris Norton. Santa Monica, CA. 13 October 2019. Photo: Molly Adams.

ABOUT THE CURATOR



Meet Erin Christovale

Erin Christovale is the associate curator at the Hammer Museum and the co-founder of Black Radical Imagination with Amir George. Notable exhibitions include *a/wake in the water: Meditations on Disaster* (2014) at the Museum of Contemporary African Diasporan Arts, *Memoirs of A Watermelon Woman* (2016) and *A Subtle Likeness* (2016) at the ONE National Gay and Lesbian Archives, *S/Election: Democracy, Citizenship, Freedom* (2016) at the Los Angeles Municipal Art Gallery, the critically acclaimed *Made in L.A. 2018* (2018) with Anne Ellegood and *belonging* (2019) at the Hammer Museum.

Erin Christovale. 11 May 2017. Photo by Paley Fairman.

ENGAGING WITH THE WORKS ON VIEW

Collective Constellation: Selections from The Eileen Harris Norton Collection highlights a range of works, shared feminist practices, art techniques and movements, political and social issues and the notion of diaspora and addresses topics such as spirituality, domestic life, memory and historical trauma, the body, intimacy, power dynamics and violence towards women.

With works ranging from painting, printmaking, photography, sculpture, video, and installation; artists include Belkis Ayón, Sadie Barnette, Carolyn Castaño, Nzuji De Magalhaes, Renée Green, Mona Hatoum, Varnette Honeywood, Samella Lewis, Julie Mehretu, Ana Mendieta, Beatriz Milhazes, Wangechi Mutu, Shirin Neshat, Lorraine O'Grady, Adrian Piper, Betye Saar, Alison Saar, Doris Salcedo, Amy Sherald, Lorna Simpson, Ruth Waddy, Kara Walker, Carrie Mae Weems, Lynette Yiadom-Boakye and Brenna Youngblood.

Each of the artworks are powerful on their own as bold statements of artistic identity. Together they reveal a biography of their collector and offer a deeper look into the vast creative production of women of color.



Betye Saar, *Souvenir of Friendship*, 1977. Mixed media assemblage. 15 3/4 x 14 3/4 x 1 in. © Betye Saar. Courtesy of the artist and Roberts Projects. The Eileen Harris Norton Collection. Photo: Charles White.

CHECK OUT ARTISTS WITH SIMILAR THEMES/MEDIUMS

Lezley Saar



Lezley Saar (American, born 1953). Detail from *Bemused Resignation*, from *Monad Series*, 2014. Mixed media on canvas, 16' x 12'. Collection Betzi Stein.

Mickalene Thomas



Mickalene Thomas, *Femmes Noires*. Courtesy of Art Gallery of Ontario.

Coco Fusco



Guillermo Gómez-Peña and Coco Fusco perform *Two Undiscovered Amerindians Visit the West*, part of the exhibition *The Year of the White Bear*, in the Minneapolis Sculpture Garden, September 12, 1992. Photo courtesy the Walker Art Center Archives.

TEACHER RESOURCE GUIDE: 9 - 12th Grades

ACTIVITY 01 | CHALLENGING THE GENRE OF AMERICAN ART

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students engage in *See, Think, Wonder* activity and engage in a conversation around the artwork *When I let go of what I am, I become what I might be* (Self-Imagined atlas).

See, Think, Wonder activity is designed to help students make careful observations and develop their own ideas and interpretations based on what they see.

1. Ask students to gather around the artwork by Amy Sherald titled *When I let go of what I am, I become what I might be* (Self-Imagined atlas).
2. Ask students what they **see**. This could be in reference to the color, material, or content of the work. Repeat back what the students say without indicating right or wrong answers. Have the students spend about 30 seconds observing the work before sharing any answers.
3. Ask students to contemplate what they **think** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
4. Direct students to contemplate what they **wonder** about the artwork. Again, repeat the student responses without indicating right or wrong answers.
5. Have students write their answers to the questions at the bottom half of the page. Provide 10 minutes.
 - How does Amy Sherald challenge the genre of American art by painting large-scale portraits of everyday African-Americans?
 - What do you take away from Amy Sherald's painting?
 - What inspires you?
6. Ask students to share their answers with the group.

NOTE: Amy Sherald is an American painter based in Baltimore, Maryland. She is best known for her portrait paintings. Her choices of subjects look to enlarge the genre of American art by telling the stories of African Americans within their own tradition. Her paintings invite viewers to engage in a more complex discussion about accepted ideas of race and representation.



Amy Sherald, *When I let go of what I am, I become what I might be* (Self-Imagined atlas), 2018.

ACTIVITY 02 | SHIRIN NESHAT

(DOK LEVEL 2: SKILL/ CONCEPT)

Duration: 20 minutes

Objective: Students are able to construct an inference by looking at Shirin Neshat's photograph and formulate an inference from a visual analysis of the artwork by providing text evidence to support the inference.

1. Ask students to gather around the artwork by Shirin Neshat titled *Allegiance with Wakefulness*.
2. Direct students to take a few minutes observing the artwork and then write their answers to the following questions. Provide 10 minutes.
 - Artwork titles often tell us a great deal about the content of the piece. What do you think the title of the photograph suggests the artwork is about?
 - How do you think the text was added to the photograph?
3. Ask the students to share their answers with the group.



Shirin Neshat, *Allegiance with Wakefulness*, 1994.

ACTIVITY 03 | THE ELEMENTS OF ART

(DOK LEVEL 3: STRATEGIC THINKING)

Duration: 20 minutes

Objective: Students engage in a conversation around an artworks of thier choice.

- 1. Ask students to select one artwork that stands out to them.
- 2. Ask students to use the space provided to answer the following prompt and questions. Provide 10 minutes.
 - Take time to look closely at the work of art.
 - What do you see?
 - What do you think the artist wanted the viewer to feel or take away from the work?
 - Do any of the vocabulary words seem relevant to this artwork?
- 3. Ask students to check off which elements of art they can identify in the artwork they selected
- 4. Direct the students to regroup. Ask them to share their answers about how the vocabulary words were releaveant to the artwork they chose.

THE ELEMENTS OF ART

Line



Shape



Color



Organic Shapes



Textures



ACTIVITY 3

EXPLORE A+P'S EXHIBITION SPACE AND CHOOSE ONE ARTWORK THAT STANDS OUT TO YOU THE MOST. WRITE YOUR ANSWERS BELOW.

THE TITLE OF THIS ARTWORK IS _____

THE ARTIST'S NAME IS _____

WHAT DO YOU SEE? WHAT DO YOU THINK THE ARTIST WANTED THE VIEWER TO FEEL OR TAKE AWAY FROM THE ARTWORK?

THE ELEMENTS OF ART

Please check which elements of art are represented in the artwork you chose:

LINE 

SHAPE 

COLOR 

ORGANIC SHAPES 

TEXTURES



Collective Constellation: Selections from The Eileen Harris Norton Collection

GRADES 9-12

Name: _____

WELCOME TO ART + PRACTICE

Art + Practice is excited to welcome you to our campus to visit the exhibition titled *Collective Constellation: Selections from The Eileen Harris Norton Collection*. A+P has prepared three activities for you to help you understand of the artworks on view. If you have any questions, please ask an A+P staff member. We are here to help!

During your visit, please keep in mind the following words. See if you can use the words in the activities listed in this worksheet.

IDENTITY POLITICS is a political approach based on people prioritizing the concerns most relevant to their particular racial, religious, ethnic, sexual, social, cultural or other identity, and forming

political alliances with others of this group

PERSEVERANCE is when you keep trying and do something, even when it is really difficult.

RESISTANCE is the refusal to accept or comply with something; the attempt to prevent something by action or argument.

GENDER BIAS is a preference or prejudice toward one gender over others. Bias can be conscious or unconscious and may manifest in many ways, both subtle and obvious.

ENGAGING WITH THE ARTWORKS ON VIEW

BACKGROUND INFORMATION ABOUT *COLLECTIVE CONSTELLATION: SELECTIONS FROM THE EILEEN HARRIS NORTON COLLECTION*:

The exhibition includes artworks from the private collection of African American woman Eileen Harris Norton. Eileen has been collecting contemporary art and supporting artists for more than 30 years! Her interest in collecting art was sparked after she purchased a self portrait by artist and arts advocate Ruth Waddy in the 1970s. *Collective Constellation: Selections from The Eileen Harris Norton Collection* highlights a group of important women artists who have changed the landscape of contemporary art.

FIRST TIME VISITING ART + PRACTICE?

Art + Practice is a nonprofit organization which supports the needs of our local foster youth

and provides our community with free access to museum-curated contemporary art.

STAY CONNECTED

 @artandpractice

 artandpractice

ACTIVITY 1

Find



Amy Sherald, *When I let go of what I am, I become what I might be* (Self-Imagined atlas), 2018



I SEE...



I THINK...



I WONDER...

FUN FACT: In 2018 artist Amy Sherald painted First Lady Michelle Obama's portrait. The portrait will visit Los Angeles in 2021 at LACMA in Mid City.



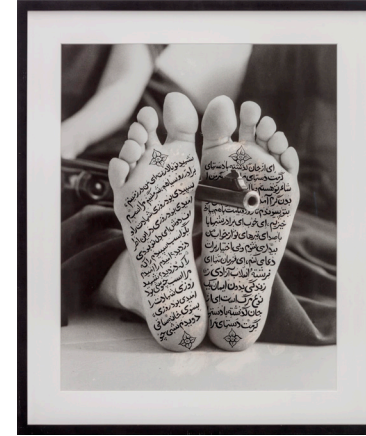
ANSWER THESE QUESTIONS BELOW:

1. How does Amy Sherald challenge the genre of American art by painting large-scale portraits of everyday African Americans?

2. What do you take away from Amy Sherald's painting? What inspires you?

ACTIVITY 2

Find



Shirin Neshat, *Allegiance with Wakefulness*, 1994

INFO ABOUT THE ARTIST:

Shirin Neshat is interested in studying the increasing strictness of Islamic law and how it affects the everyday lives of women living in Iran.

Neshat's body of work extends beyond identity politics. Cultural critic Eleanor Heartney once said, "Neshat makes art through her identities as an Iranian and as a woman, but reshapes them to speak to larger issues of freedom, individuality, and societal oppression."

ANSWER THESE QUESTIONS BELOW:

1. Artworks' titles often tell us a great deal about the content of an artwork. What do you think the title of Shirin Neshat's photograph suggests the artwork is about?

2. What do you think the text's relationship is to the feet and gun?
