

## ArtReach Fellowship 2021: End Report

FELLOW: Al-Qawi Nanavati

STUDENTS:

Nazrul Islam, Md Irshad, Kundan, Sukar, Nargis, Asma, Jimadi, Ilima, Muskaan Bhushan, Chandni Bhushan, Tarannum, Shabeena, Anjali Rakesh, Saraswati, Shaheen and Saddyk.

Number of workshops led and total contact hours

11 workshops x 2.5 hours = 27.5 hours

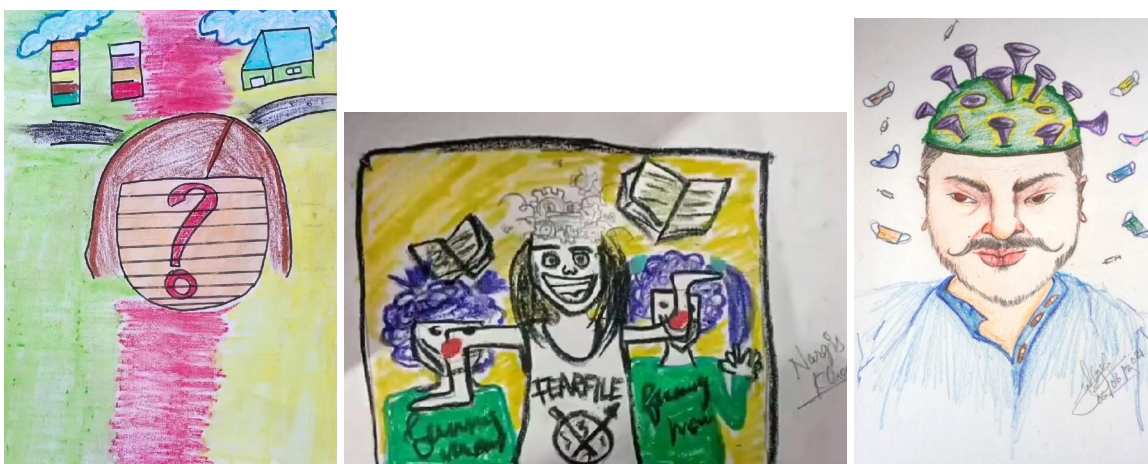


## MY EXPERIENCE AND STUDENTS ACHIEVEMENTS:

When I received the ArtReach Fellowship I was thinking about all that I could offer to the students but today, at the end of my fellowship, I feel they have taught me so much more. They've unknowingly taught me to take a risk with ideas, to be open to trying new things, to learning, to retaining and to nurturing our thoughts resulting in out of the box, amazing ideas and artworks.

To prepare for my fellowship lesson plans I made a tentative structure, presented it to the ArtReach team and from the feedback received I tweaked it to give the students the best possible art making experience I could. The workshops included various techniques and lectures taught throughout the five months engaging the students' maker and thinker sides. I tried to incorporate a holistic teaching approach to encourage all students to enjoy while they made art during class, regardless of their skill and expertise. This helped in developing confidence in those students who did not feel their work was strong.

I commenced my Fellowship's first class with a self-portrait activity, wherein we started by making caricatures of ourselves, moving on to looking at portraits by Frida Kahlo, Dhruvi Acharya, Van Gogh and others after which we drew our own. In our self portraits we included our feelings, the environment and our thoughts. From this class, I learned that my students were extremely ambitious, skillful and thoughtful in their art making. They weren't afraid of experimentation and even made beautiful abstracted depictions of themselves.



Student works from the Self Portrait Workshop

In the week after we played colour theory games through which I taught students about primary, secondary, tertiary, complementary, warm and cool colours. For this lesson I also included art by famous artists who have worked using these colour schemes like primary colour scheme works by Piet Mondrian and Mark Rothko, secondary colour scheme work by Claude Monet, complementary scheme work by Henri Matisse and so on. In the following weeks we learned watercolour and acrylic painting, monotype printmaking- where they used plastic bags, leaves etc to make prints and painting without using a paint brush, here the students used twigs, rope, fingers, spoons amongst other things to paint with. Then we made paper sculptures using our old artworks, did paper and cloth weaving, embroidery, collage making and we also had a guest storyteller who inspired the students to write their own fictional stories and illustrate them. Through each workshop I saw the students respond more confidently and get more comfortable with the idea of exploring new avenues of expression.



a) b)

- a) Student work from the Acrylic and Observation Painting Workshop
- b) Student work from the Printmaking Workshop



‘Meri Neend’ by Nargis Khan

From the Story Writing and Illustration workshop about a girl who loves her sleep.

From the first class to the last, most students have developed a way of expressing to everyone what they're making, they're able to reason and explain their choices for the piece they've made and they expressed a lot of interest to keep learning new things.

## MY ONLINE TEACHING EXPERIENCE AND RESOURCES:

I have been teaching art online since April 2020 and had the experience from my past classes which I used to improve my ArtReach workshops. I made videos such as this one for my ArtReach workshop- [Watercolour wash painting Video](#) through which I taught students watercolour painting. I found it easier to shoot videos in advance as some of the care homes did not have clear internet so when I would demonstrate processes to them over zoom it was not always visible through video call, this way the students were able to re-watch the videos and it was more clear for them to understand the process. For some workshops I also used step by step photos to explain the process to keep the workshops different and interesting each time.

(An application that can be used to make these videos is Canva it's free and available on android and iphone)

I drew inspiration from many books and websites for my lesson plans, one of which is [BLICK'S WEBSITE](#) . It has many lesson plans such as weaving, collograph making, printmaking, collage etc. All of which can be tweaked to suit the students' needs and availability of materials at the homes. Another one is pinterest, here I found many great ice breaker ideas.

I came across an Art-Teacher Blogger on Instagram and Youtube, Cassie Stephens who put out lesson plans and extremely innovative ideas for online as well as offline teaching for kids, so I incorporated some of her ways of engagement within my plans as well.

Her Instagram handle:

[https://instagram.com/cassie\\_stephenz?utm\\_medium=copy\\_link](https://instagram.com/cassie_stephenz?utm_medium=copy_link)

Her Youtube channel:

<https://youtube.com/channel/UCdEo82iK2lzwMqCxBuQmmrQ>

Some books I used were:

1. Reader's Digest Complete Guide to Drawing and Painting
2. The Usborne Complete Book of Art Ideas

During all the workshops I made sure to structure them with at least two activities such as a different ice breaker activity every class and the main activity. Sometimes I would add a third one where students received simple optional homework assignments like pencil sketching a leaf or flower or making a sketch of their own feet and they would present it during the next class. For all my slide presentations I kept information on the slides to a minimum and had more images to keep the students interested. I gauged early on that too much information on the slides was not keeping the class engagement up. Additionally, I would periodically ask questions and have small activities to see if they were paying attention and understanding the lectures. For example, to explain complementary colours I asked the students to draw three fruits- a banana, an orange and an apple and use their complementary colours to make the shadow.



I also encouraged the students to share artworks they made outside my workshops to understand their interests and strengths. Many students had wonderful works they made outside of class and it was always interesting to learn about them.

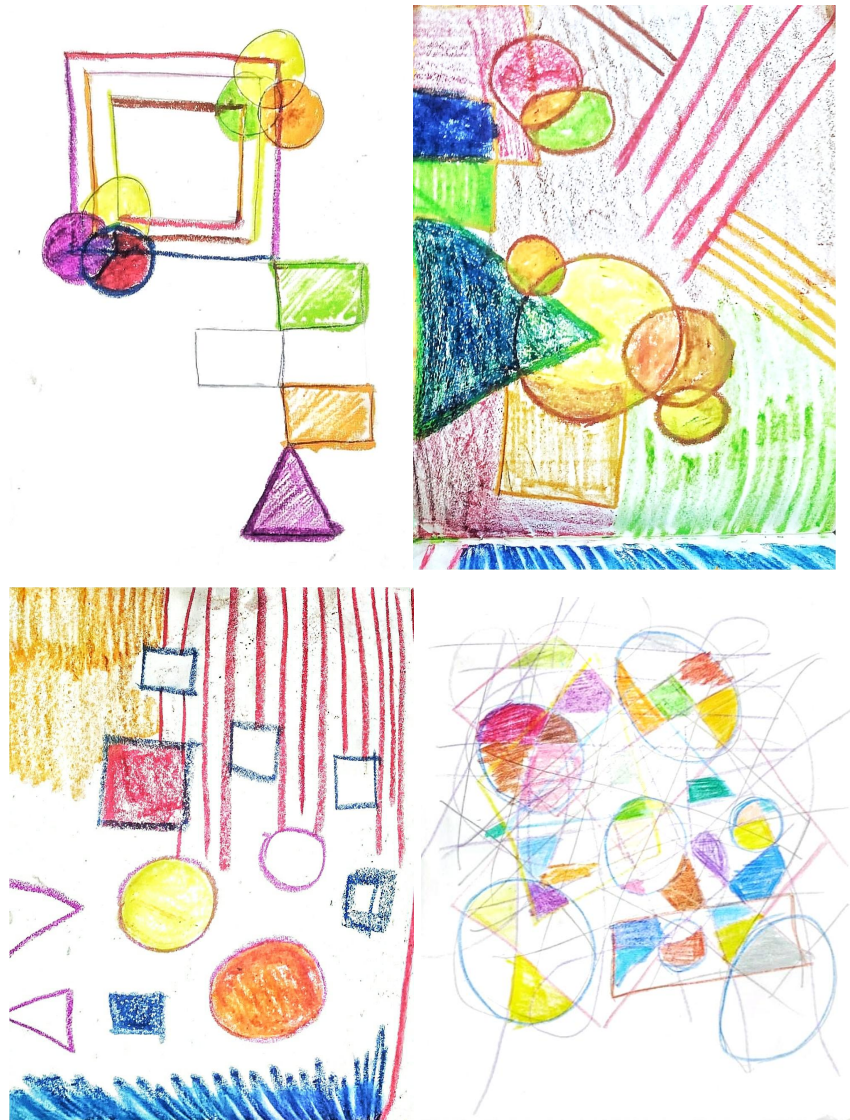
Something I found extremely important during the sessions was to ask them by name what they were making. It kept even the online teaching more comfortable and personal, like we were sitting in front of each other. The students also showed great interest in time based activities and game based learning so I structured many game based learning activities in my lesson plans.

Some of the activities that the students were enthusiastic about and participated very well in were:

1: Learning colour theory through shapes and lines. Here I gave instructions such as these after we finished our theory lecture (the students had 30 seconds to 1 minute for each instruction and each round had 10-15 instructions which resulted in a final artwork shown below)-

- Draw 1 Pentagon using a primary colour
- Colour in 3 circles using different warm colours
- Colour in 1 triangle using a Cool colour
- Color 2 squares with your favorite pair of complementary colours

We played 3 rounds of this and the artworks made and information the students retained was amazing.



## Student Artworks from the Colour theory Activity

2: The most successful ice breaker activity during my sessions was “What if…”

- What if your head is a fruit
- What if you have 5 legs
- What if you are 13 ft tall



Student Artworks from the “What if…” Activity.

This was also timed and for every round the students were given 3 minutes.



### 3: Mixed Media Weaving:

Here the students used newspapers, old artworks, cloth, string etc to make Woven Artworks. Some of them used found images to make it like a collage too.



## Student Artworks from the Weaving Workshop

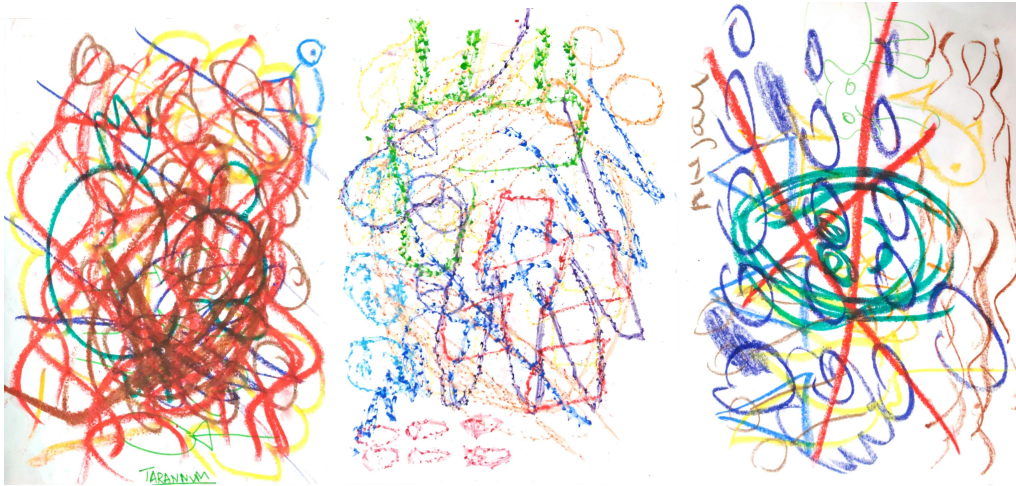
### 4: Drawing Relay Game:

One of my workshops was in person at Kilkari Home so for the ice breaker game we played drawing relay.

1. I had everyone take a crayon and paper and stand in a Circle
2. When the timer started we all drew on the sheet we had as per the instructions given for example drawing a leaf in 20 seconds with only the crayon we had in hand.
3. As soon as the buzzer went off everyone moved one position to the right. Leave their papers in the previous space and going to draw on the next person's paper with their crayons on a different topic like water.
4. This went on until everyone had drawn once on each sheet.

This kept everyone active and excited for the day.





### HICCUPS AND AREAS WITH SCOPE FOR IMPROVEMENT:

My overall experience of this fellowship was amazing, the students were brilliant and bright and the ArtReach team was excellent too.

The ArtReach team had informed me about the limitations and resource availability for these workshops prior to starting and keeping that in mind I had kept my lesson plans flexible but, I faced certain issues due to negligence or understanding where a few students were left without the required materials for class. Care homes kept certain paints and materials locked in a cupboard and even though they were informed about the materials required they forgot to give it to the students so for the acrylic painting workshop a few students were unable to use acrylic paints as no one was available to unlock the cupboard for them on a Sunday and they had to use whatever was available to them at that time.

Another such incident occurred when I had made and sent to the Rainbow homes management via help from ArtReach (Shivangi) some paper looms and cloth packets for each student for a weaving workshop I wanted to conduct the following month. However, the care homes lost most of the packets and the workshop could not be conducted in the manner in which it was planned.

Nevertheless, I understand how overburdened the care homes are, therefore possibly constantly reminding them of material requirements would be

helpful for the workshops (in this case we did send the reminder the day before class but maybe trying to get an acknowledgement from them that they read it would help) and if an artist wants to send workshop materials to Delhi, it could be sent a day or two before to the care home so it does not get lost. Or it could be sent to the ArtReach team who could dispatch it to the homes the day of the workshop.

Even though there were some issues they weren't so big and I adjusted the workshops around them to still have a fun filled learning environment.

### **DOCUMENTATION AND ORGANISATION:**

I decided from the first class itself that I wanted to properly document the works the students made. With the help of Shivangi, post each class the care homes would send in all the students' artworks and I would edit them in a scanner app to remove shadows and tilts from them and save them on a google folder so that ArtReach or I could access them for use in the future.

### **FOLDER WITH STUDENT ARTWORKS FROM CLASS 1 TO 11**

This not only helped with social media posting and sharing it also helped with keeping track of the students' progress over the weeks and understanding their strengths and weaknesses. Therefore I would highly encourage documenting every class and the students' works.

### **FINAL NOTES**

Lastly, I'd like to add one suggestion for the classroom. If Kilkari Home could have just one or two more screens it would be extremely helpful as there were around six students with only one screen and each student couldn't always get enough attention.

Other than that the organisation and effort from all parties was really great and my experience of teaching with KNMA-ArtReach program at Rainbow homes was nothing short of exceptional.

#### STUDENTS WITH GREAT POTENTIAL

Sabeena - Kilkari Home  
Irshaad- Umeed Home  
Nazrul- Umeed Home  
Nargis- Khushi Home  
Aasma-Khushi Home  
Sadayyk