

Teacher Resource Package

Perceptual Disorders

Julian Forrest

September 12 – October 30, 2014 / Grades K – 9



Julian Forrest, *A Gulf So Dark*, 2013

Exhibition

Julian Forrest is an Alberta painter working with imagery that combines social and political references of modern society with Alberta's historical images.

Through the use of pop culture narrative, Julian Forrest's large scale paintings raise issues related to masculinity, dislocation and place. Using traditional Western representations of identity and history, Forrest's paintings challenge the viewer to question imagery that can be either symbolic or emblematic; questioning the role now played in contemporary media such as advertisements, television, film and the internet.

More on Julian Forrest:

http://www.probertsongallery.com/component/artists/?task=artist_statement&id=28&artist=32

Classroom Connections

The Big Picture:

How can art help us understand different communities, cultures, and ideas? How can artwork demonstrate identity, thoughts, feelings and experiences?

Interacting with Art:

Julian Forest's artwork uses images taken from popular culture to ask the viewer to think critically about identity and history. Using an object based learning approach can help students to gain a better understanding of an artwork through close looking and inquiry. This approach can be used with any artwork or object in the classroom.

General Art Inquiry Questions	Julian Forrest Specific Questions
Starting out:	
What do you see? (What color is it? How big is it? What shapes do you see?) Who made it? When was it made? Do you like the artwork? Why or why not? Does it remind you of anything?	What kinds of icons and symbols do you see?
Dig a little deeper:	
How was the artwork created? What materials were used? How do you know? What does the artwork tell us about when or where it was made?	Do you see any elements that could have been borrowed from the media and western culture? For example: tv, magazines, blogs, newspapers, the internet, etc. Why do you think Forrest would use images from popular culture in his art?
Wrap it up:	
How can we make sense of this artwork? How can we relate the artwork to our own lives? Has talking about the artwork changed	What are the symbols and icons trying to communicate with the viewer? What is the dialogue and who is it for? Can this be considered propaganda art?

how you feel about it?

What does Forrest's artwork say about history or a post-colonial existence?

Historical Connections

Julian Forrest's appropriation of images from popular culture can be compared historically to the Pop Art Movement and the collage techniques of artists such as Picasso.

Surrealism and Realism:



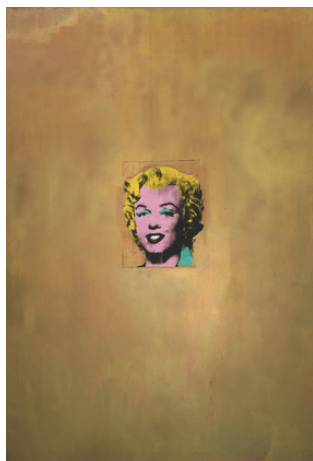
Surrealism was a literary and artistic movement during the 1910s and 1920s. This male dominated movement often idealized women into the position of the “femme-enfant” which was a childlike character. Female artists that worked within the movement had to work to overcome this male dominance and archetype of women, similar to the way that Julian Forrest challenges the western male identity.

http://www.metmuseum.org/toah/hd/surr/hd_surr.htm

http://www.phyllisevans.com/essays/01_essay_mirror_muse_01_01_09.html

Frida Kahlo, *Self Portrait with Thorn Necklace and Hummingbird*, 1940.

Pop Art:



Pop Art was a movement that stemmed out of the mass consumer culture of post WWII Britain and America. Pop Art artists used images borrowed from everyday mass produced items as inspiration for their artwork. Take a peek at the following artists for more information:

Andy Warhol:

<http://www.warhol.org/education/resourceslessons/>

Roy Lichtenstein:

http://www.moma.org/collection/artist.php?artist_id=3542

Claus Oldenberg: <http://www.guggenheim.org/new-york/collections/collection-online/artists/bios/689>

Andy Warhol, *Gold Marilyn Monroe*, 1962, Silkscreen ink on synthetic polymer paint on canvas

Pre and Post Tour Activities

Visual Arts

Grades K-6: What is a symbol? Do symbols mean the same thing to everybody? Discuss with your class how symbols can tell stories, messages, and communicate ideas. Have your students create a symbolic environment, using only symbols to communicate things about their identity and life.

Grades 7-9: Play the role of the artist and the curator. Have your class create self-portraits, and create a corresponding artist statement that discusses why or why not their self-portrait is a reflection of their identity. Then, have students work collaboratively to display their portraits in the classroom and discuss why they chose to install them the way they did. Does it say something about the identity of their group as a whole?

Language Arts and Social Studies

Grades K-6: Choose an image that is a representation of your community's identity. Have your students talk about, or respond in writing to the image. Discuss how art can be a reflection of a society, or be a misleading representation. Ask the students how they would represent their community. Encourage individual interpretations to show that there are multiple opinions possible when looking at art.

Grades 7-9: In today's society we are bombarded with visual media. Have your students bring images to class that they find interesting. Respond and discuss in groups how we have learned to interpret images as a language. How can one image have multiple meanings? How do we respond to different types of imagery? How can an image in the media change the way we think about the identity of a person or community?



Julian Forrest, *Monomania* (detail), 2013