

STUDIO 360°

an up-close look at artist's working spaces

Introduction

Studio 360° is an online video archive profiling six Sackville, New Brunswick artists in their studios. The featured artists work in diverse media from embroidery to animation and painting to ceramics. In addition to working across media, the artists are at different stages of their careers from emerging to established.

At the heart of the project are videotaped interviews with the artists that reveal the working context for each artist's practice.

The project includes interactive 360° panoramic photographs of each studio, allowing visitors to zoom-in and discover in remarkable detail everything from painting pallets and book collections to works in progress and favourite music CDs.

As the title suggests, *Studio 360°* provides a "full view" of the artist's practice—as a virtual, up-close look into the private space of the artist's studio, and as a means to more fully understand an artist's final production.

The interviews took place in the summer of 2012.

Resource for Teachers

Studio 360° uses the artist's studio as a lens to explore contemporary artists and art practice. Through this rich resource, meet six New Brunswick artists with vastly different approaches to artmaking and visit

the spaces in which they work.

Artists discuss what is essential in their studios, their approaches to working and whether they consider these spaces private or social. Common threads and contrasts emerge in the interviews.

The studios presented in *Studio 360°* are as varied as the artist themselves. What comes to light is how individual each studio is—how each reflects the artist and how these spaces are themselves constructed. The studio spaces are both practical and highly personal.

This guide is designed as a flexible resource for teachers in grades 5-12 to support the use of *Studio 360°* in the classroom or other learning environment. Suggestions for Classroom Conversations, and ways to Create, Reflect, Connect and Extend *Studio 360°* can be tailored to best suit class needs.

Content Overview

The main content of *Studio 360°* is found under the *Artists* heading in the top navigation. By selecting an artist's name you can access the interactive studio panorama, video interview, slideshow of artworks and a short biography. A description of each of these elements is included below.

Panorama

The landing page for each artist is a full-window panorama of their studio. Each

panorama is made up of approximately 200 high resolution images that have been specially stitched together. These photographs contain incredible detail that you can discover by zooming in with the + button. You can move through the studio using the on-screen arrow buttons, keyboard arrows or a mouse. The circular arrow button auto pans the image. The house icon button returns you to the initial view.

Studio 360° is fully functional on tablet devices, however, due to constraints in image display, the zoom function is significantly reduced on these displays.

Video

Each artist was interviewed in their studio. The interviews touch on various topics related to their studios and their art practice. Incorporated into the interviews are elements of a studio "tour", where artist takes you through their space, pointing out objects or features of significance.

Interviews range in length between 13 and 17 minutes. We recommend that you preview the interviews before showing them in the classroom or assigning them to students.

Slideshow

The slideshows allow viewers to see a selection of work by each artist. In the



case of Graeme Patterson, the slideshow features short clips from a selection of his animations.

Biography

A short biography is included for each artist. The biographies highlight key aspects of each artist's career and include links to each artist's website, providing an opportunity for further research.

Classroom Conversations

One of the key ways to engage with *Studio 360°* is through discussion. Discussion can take place with the entire class or in small groups. If discussing in small groups, you may want to provide an opportunity for groups to "report back" to the class, to share and compare thoughts.

You may choose to assign a video or videos or panorama for home or computer lab viewing, watch as a whole class, or combine both approaches. The discussion topics can also be assigned as journal reflections.

Topic: What is a studio?

"The physically of the space is one thing, but you need a mental space to go and keep working all the time."

- Anna Torma

Prior to exploring *Studio 360°* have a discussion on the idea of the studio. What understandings and assumptions do students have about artist's studios? What is a studio? What are some characteristics of a studio? What would you expect to find in a studio?

Explore the studio panoramas. Be sure to zoom in to fully experience the spaces.

What similarities do you see across the studios? What are some contrasts? What are some things that you were surprised to discover? What are some of the favourite discoveries that you made? Share observations.

Through discussion of these questions and explorations of the studio panoramas, students should begin to appreciate the variety of forms a studio can take. They should also be sensitive to the more abstract notion of the studio as a "mental space" and begin to reflect on their own creativity and the spaces that they construct for themselves.

Topic: Your Studio

Andrea Mortson said that when she was a child her first studio was her bed. Do you have a space that functions as your studio? What are the qualities of this space that make it studio-like?

Topic: Materials and Tools

All of the artists talk about their materials and tools in one way or another, from plastic swords and gear parts, in the case of Graeme Patterson, to a suitcase full of paints in Andrea Mortson's studio. What are some of the observations that the artist's make about their materials and tools?

Topic: Ideas

"Part of my process is [that] my ideas come out of working"

- Graeme Patterson

One of the topics touched on by a number of the artists is how ideas are developed and worked through. Andrea Mortson

discusses having "too many ideas". Anna Torma keeps notes on ideas for future works, while Mark Igoliorte talks about how he feels that writing down ideas can somehow "kill" them. Both Graeme Patterson and Mark Igoliorte talk about ideas developing through the process of working.

Consider the different approaches the artists in *Studio 360°* have for working through ideas. Where do your best ideas happen? How do you develop ideas? How do you choose what creative ideas to pursue?

Topic: Routines

"There is something essential that comes from just making every day."

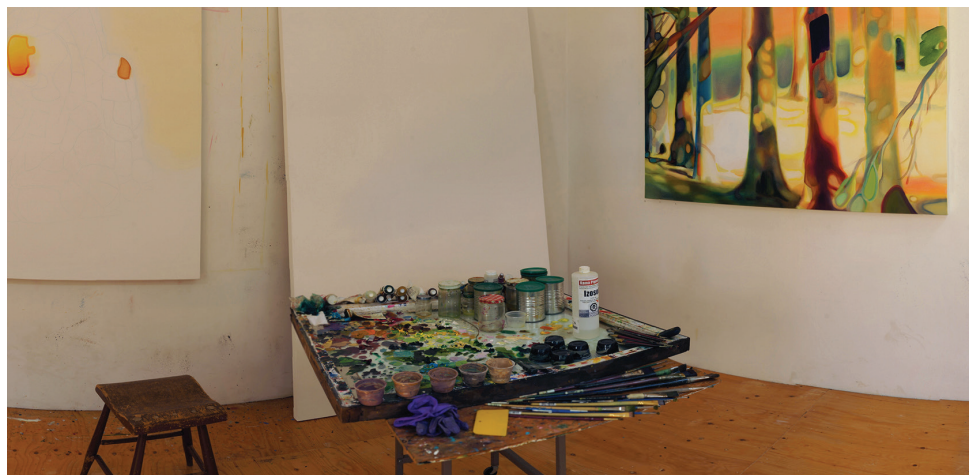
- Jerry Ropson

The artists in *Studio 360°* keep very different schedules, from regular hours like Kaeli Cook and Anna Torma to focused times of making for Mark Igoliorte. Often artists are balancing studio time with work and family commitments. Discuss the different routines that the *Studio 360°* artists have developed.

Consider Jerry Ropson's statement about what it means to make everyday, even in small ways.

Topic: Collecting

Many artists keep collections of one kind or another that may directly or indirectly relate to their artistic practice. Jerry Ropson has a collection of tiny but monumental-looking stones, while Anna Torma keeps many small potted plants on the windowsills of her studio. Both Andrea Mortson and Kaeli Cook have bulletin



boards filled with imagery for inspiration.

Discuss how these collections relate to these artist's work. Do you keep collections that inspire your creative work?

Topic: Public vs. Private

Anna Torma prefers not to have people visit her studio while she is working on a project as this can sometimes distract her from her original vision. Andrea Mortson has a similar perspective. Graeme Patterson on the other hand, enjoys having people see and talk about his work in progress. Discuss these two points of view.

Reflect

In his interview, Graeme Patterson describes his dream studio. In fact, he created a model of his dream studio as part of his recent work, *The Mountain*.

Describe your dream studio. What features would it have? Where would it be located? How would you use it? Draw plans.

Consider Andrea Mortson's description of her studio. She says, *"It's not a very comfortable space. When I come in, I come in to work. I don't read... it's a work space."*

Create

Dream Studio

Make a model of your dream studio. Use cardboard, stiff card and various found materials. Both Graeme Patterson and Jerry Ropson describe their dream studios in their interviews.

Make Everyday

Set aside a short amount of time each day for making. This can be daily sketchbook time at home or during the school day.

Even ten-minutes of making can create a routine.

Have students reflect on the effect of making everyday. What observations can they make from their sketchbook? What interests, themes or forms emerge? Connect student reflections to Jerry Ropson's observations on his own sketchbooks and how he was surprised to see landscape-like forms in them. He now uses his sketchbooks as sources of imagery for larger-scale works.

Inspired by Collections

Make an artwork inspired by a collection or special object that you might have.

Connect

Send us a message through the Contact Us form, we'd love to hear what captured your attention in *Studio 360°*.

Extend

Invite artists in your community to your classroom to talk about their studios and art practice.

Assessment

Assessment can be tailored to fit your needs. Contributions to "Classroom Conversations" through class or group discussion, written journal reflections, related research and engagement in "Reflect" and "Create" activities are all elements that can be used for assessment and address Visual Arts and English Language Arts outcomes.

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