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## The Great Wall of Fear

I must not fear.  
Fear is the mind-killer.  
Fear is the little-death that brings total obliteration.  
I will face my fear.  
I will permit it to pass over me and through me.  
And when it has gone past I will turn the inner eye to see its path.  
Where the fear has gone there will be nothing.  
Only I will remain.  
- Frank Herbert

Capturing fears and phobias in art is nothing new. Fear is raw emotion, when someone is truly afraid they are at their very essence. There is nothing fake about them. It is actually who they are the time underneath any makeup, clothes and skin. Fear is what causes a person to become their absolute core. hence, I believe the negative connotation fear has may not be quite necessary because at times, fear is what drives us to do something extraordinary. However I fear that under certain circumstances it can also be very much the opposite.

A fear, rather phobia, can compel one to flee instead of fight. This is when a fear begins to disable a person, limiting their quality of life instead of enriching them as a person. The objective of this lesson is to give aspiring and upcoming artists a means to confront their fears and phobias. To turn a disabling factor in their life into a stepping

stone to self-awareness, confidence and to an extent, maturity. This lesson is meant to open doorway for students to think.

Over a course of 3 hours, fourth year painting and drawing students enrolled at OCADU will be required to create a painting of their worst fear in life. This could be the fear of an object or being, such as a spider or clown, or a feeling they fear, such as falling from a great height or losing someone or something dear to the artist. The image could be representational or abstract, however it must be very personal. Each student will have a 30" x 30" board which will be mounted like tiles on a wall within the main building of OCADU.

All participating students will gather in the great hall and listen to instructions after which students will find a place to create their art work, and have two hours to do so. At the end of the 2 hours, they will lead tiny critiques. Materials such as house paint, rags, sponges, brushes, pencils, markers, erasers, spray paint and newspapers will be provided to students. Students are to choose mediums and materials they are comfortable with, and those which aid the concept of their image. During the 2 hours of the creating process, professors will go around speaking to each students about their artwork, they will be available to answer questions and to ensure students are challenging themselves with the assignment.

I am doing this lesson plan because of my own experience of having done a mural as a midterm project at Lasalle College of Arts in Singapore. This assignment was a group project in which each class was given a color scheme, such as pastels or yellow-red, and/or a visual theme, such as landscape or repetition. I found this an excellent assignment in which I learned a lot; Not only did we make our mark on our school but we were able to see everyone from our grade working and a whole other learning environment. Making the mural itself was a whole other adventure because the end of the day nothing, not even you missed numerous drawings and sketches could prepare you for the time you spend painting image or section of an image that you know will be still much larger-than-life. Because you know you will look at this artwork every day, subconsciously it will be better and because the fear would be very personal, the image will have a lot of you embedded into it, making it so much better.

Follows is the breakdown of the workshop:

#### 10 minutes - Introduction

1. Students will gather in the great hall
2. Professor will give an introduction to the assignment along with instructions
  - a. Students will create an image of their worst fear-representation or abstract
  - b. Fear must be personal, as should the image

c. Objective is to confront fears by being a part of a larger whole

d. 30" x 30" boards and painting materials are provided and can be picked up after

intro. Spray paints are allowed only if used in the designated room

#### 10 minutes - set up

1. Students will collect a board and any other materials such as paint and pencils
2. They can get a head start in painting or drawing

#### 2 hours - Creating

1. Students will paint and/or draw their image
2. Professors will go around speaking to each student one on one about their work.
3. Professors are also available for any answering any questions and for assisting if help is required
4. If students finish early, they have the option of mounting their work onto the wall early, and having a critique done while their work is already on the wall

#### 10 - 15 minutes - Critiques

1. In small groups, professors will lead critiques
2. The artist will give a short description of the concept of their work
3. Questions about specific works can be answered

### Remainder of time - Mounting and Clean up

1. Students will get their work mounted onto the wall
2. Each student is required to clean up their working station
3. The remaining materials must be returned

Ideally before leaving, students will be will see the *Wall of Fear* at its last stages of completion, if it is not already complete.

This assignment is designed to help students gain confidence by producing work which will contribute to a large scale, one which they may not have worked in before. Students will learn to manage their time because of the 3 hour limit. Students will learn to carefully plan and layout their work. Students will adapt their art to how the space of their site is used as well as being able to conform and respond to the environment of the site specific work. The objective of this assignment is to bring hidden and maybe negative aspect of the self out in the open where it becomes almost confrontational.

In my teaching philosophy I state that expression is a key factor in the process of learning and also in personal liberation. As an artist I believe that art in an educational curriculum encourages individuality as well as uniqueness. Students are encouraged to

express suppressed emotions through their art. Sometimes what might be difficult to say might be easier to draw and students should have the means or the option to express themselves in any which way they choose. In art class students are encouraged to let out their raw emotion unto a canvas or through their performance. Because art encourages individuality and uniqueness, students are encouraged to draw, paint or use any means of artistic forms to express themselves. I believe that students become more aware of themselves as individuals within an entity, which is clear in my lesson plan, when each student creates a piece of a larger image.