

"Blind Identity" Fednise
Stark

CITY AS

Student Artist in Residence Embedded in Shorewood Government and
Identity, Race, Ethnicity and Diversity Conversations

CANVAS

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SLIDE 1

GOAL

Research
Listening
Observation



Drafting a Plan



Creative Generation



Creative
Refinement



Reflection
&
Evaluation



To see how student artists can support the community and address critical issues by being embedded into city government.

Use asset-based community development and community-based participatory research approaches to art-making.

Specific to Shorewood High School - support their work on acknowledge and support diversity, race/ethnicity and identity.

SLIDE 2

RESEARCH

- 1 Meetings
 - Student Youth Organizations, Teacher, Administrator and Parent perspectives
- 2 Shadowing
 - Students
 - Feedback from teachers/staff
- 3 Teacher In-Service Day (January)
 - Turning point



SLIDE 3

DIVERSITY WORKGROUP

Action Areas

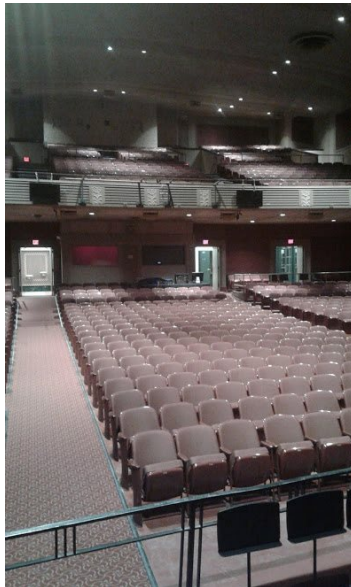
- 1 The Lived Experiences of African American Students at SHS
- 2 Raceworks - Teacher and Administration Professional Development
- 3 Recruitment of Diverse Staff (preferably from the local area)
- 4 Community and Parent Conversations (YWCA)



SLIDE 4

SHADOWING

- Our Student Liason: Shilei B.L.
- Junior Class President
- VP of Youth Rising Up



- Youth Rising Up
- Black History Month curriculum and performance planning



SPACES



- Installations and Interventions in everyday spaces
- Foot traffic at SHS
- Who accesses what spaces and when

SLIDE 5

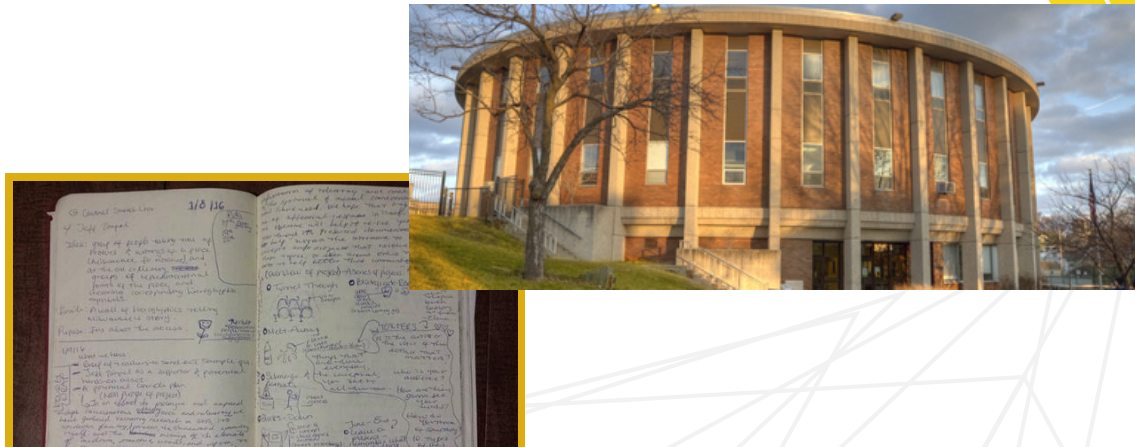
TEACHER IN-SERVICE

At Shorewood Intermediate School

Hearing the existence of conversations on race, but recognizing the need to help facilitate the continuation of and opportunities to apply such conversations in the everyday

TURNING POINT

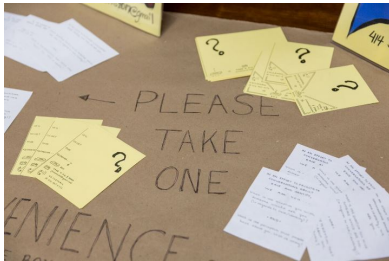
Slips of paper with critical questions serve as an accumulation of the issues presented at the in-service



SLIDE 6

▶▶ PLAN ▶▶▶

Creative Generation



SLIPS OF PAPER

- Tool for continuation and action
- WPA mural site
- Time constraints= schedule of plan
- Written/Verbal results



SLIDE 7

▶▶ ACTION ▶▶

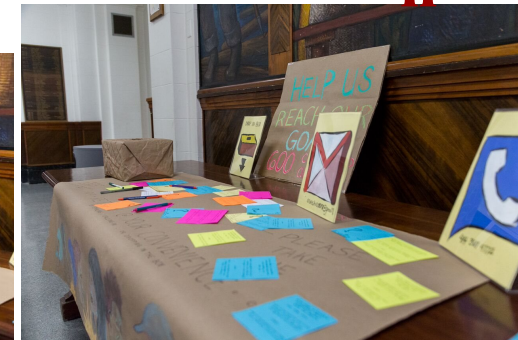
Creative Refinement

What question do you wish someone would ask you (in regards to race and identity)?

What is one perception people have about you that is wrong?

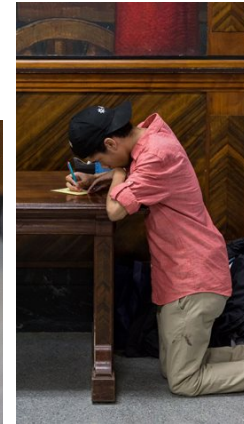
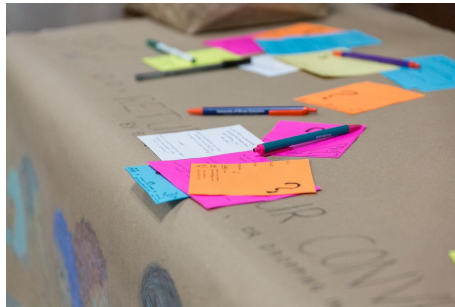


Modes of Collection n



SLIDE 8

DISCOVERY



"Are you comfortable with the race that
you are?"

"Why do we as a society make it so difficult to talk
about race?"

"What do you hate about being
white?"

"I wish someone would ask me why I think music
is a powerful force for promoting understanding
and friendship across racial identities."

- Ken/Pablo Related Findings

- Rich Conversations

- One Audio File Collected

- How is this meaningful?

- Attention to Specific/Significant Words in
Responses

- Visual Journalism Class - Jeff Zimlas

SLIDE 9

OUR GIFT TO SHS



PHYSICALITY

- Documentation/Report
- Archive
- Ground to build upon
- Manifestation of current generation & present-day issues

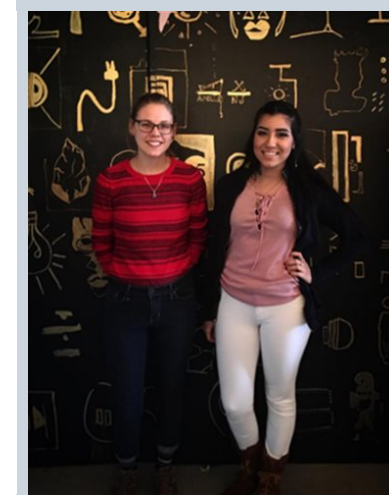
SUGGESTIONS

- Ask! Ask frequently, ask fearlessly
- Engage! In activities and events that encourage learning of backgrounds and identities
- Consider! Take into consideration the questions gathered, and the sentiment for doing more
- Expand! Spread word about potential groups to educate community on identity

SLIDE 10

SUGGESTED NEXT STEPS

- Is this model repeatable?
- Time!
- Objectives/expectations
 - Document, document, document
 - The importance of reflection as an art
- Co-Artist
 - Relationships first
 - Time! - recognizing each skill set
- Pull from other sources



"Inspiring conversation with Elena & Stefanie yesterday at the studio. In preparing for our upcoming show, we have been incredibly fortunate to have many interesting, talented people come into the work space and it's had a big impact on how things have evolved - these two are no exception. Plus, they have reminded me just how much my education space is blending with the studio space. So, thank you."

SLIDE 11