



Bio: My name is Madalina Kelner, a 2020 Graduate of the University of Minnesota Duluth, School of Fine Arts, with a BFA in Graphic Design, Studio Focus. My passion is amplifying the voices of communities that need recognition, making their concepts tangible and accessible through Fine Art and Design. I am interested in going into the field of Graphic Design and finding a way of combining it with my skills in photography. I find myself creating ways to help educate and start conversations about serious topics of accessibility and diversity. Access For All is a group I rebranded and reawakened on campus and led for two years as president. With my creative solutions, I guided the development of a sensory friendly space in the Multicultural Center. After creating one successful sensory space, I brought up my ideas to the UMD Kathryn A. Martin Library to consider doing the same. They were receptive and with my guidance they used a grant to update several study rooms. Both collaborations were recognized and inspired schools across the country to create sensory spaces for their students. Among other groups, I was a passionate graphic designer and board member for ASL club and the RSPT (Regional Stormwater Protection Team). Now that I have graduated, I'm continuing to teach art classes at Southwest Super Summer Program for my eighth summer with Minneapolis Public Schools. In the near future, I have a big project coming up after Behind The Veil. A photographic book titled Tenderness, that communicates how invisible pain affects the human body.

Statement: ArtSeed wants to give young students the power to express themselves through art in a way that shares a deeper story so they will be truly heard. Having taught Art for MPLS Public schools for over 8 years now, I feel my ability to teach the age range ArtSeed caters to, appropriate. My passion to ensure young students find parts of themselves to be proud of and empowered, through art is extremely important to me. Art saves lives and without it, a creative mind is not fully happy and healthy. ArtSeed provides an essential outlet to those who need art and expression.

Lesson# Title: Behind The Veil Date: July 15th Time of day: 2:15



Artists: Madalina Kelner

Behind the Veil
Madalina Kelner
ArtSeed lesson plan
July, 2020

Motivational resources:

My own images in a PowerPoint or printed to hold up
Intro Video: (YouTube link will be here to my video presentation)
Frank Big Bear style image I drew

Materials/Prep: Colored pencils, paper, markers, tissue paper/recycled fabric,

Reflecting on personal stories and experiences as a way to generate powerful artwork

Talking about and sharing to a group of artists what a student's inspiration was for their artwork

Collaboration is achieved when students share their stories and critique.

Goals and intro:

The goal is to address the veil that still exists for so many people. And confidently, the students in this class. What sets you apart needs to be addressed and something you feel empowered by. The collection of photographs made my models feel very confident and the art assignment is supposed to do the same. It validates students' emotions and artistic processes.

Intro: If you are a member of a marginalized group, you often feel the presence of a veil between you and the rest of society. There are people who cannot relate to you and there are times you feel seen but not heard. Sound is drowned out as if you are behind glass or underwater, but your lifestyle and/or physical traits are fascinating enough for people to look at you and ask questions uninvited. I created a way to make this elusive veil tangible by working with models who represented their respective marginalized groups. Each person freely manipulated sheer fabric underwater with one or both of their hands while I took photographs. Some of the models felt the veil was heavier and more opaque, while others felt it was lighter and more transparent. The varying opacities of fabric within the collection communicates the societal impact the model feels. Many political and social issues still stand in the way of mutual understanding, separating minority groups from majority groups. As an adopted artist with disabilities, I know the veil still exists and needs to be lifted, but first, it must be addressed. The individuals that modeled, regardless of how strong a presence the veil has on them are proud of who they are and what they have accomplished so far in their lives. It is time for all of the students to look at themselves and create a piece of art that empowers them the same way. Creating art that features students' hands is important because the hands host so much history for each individual.

Activity:

Intro video - I will provide a short tour through my gallery show and explain the conceptual idea behind my project. Students will learn about my project and its inspiration and think about how they relate to it.

In person art assignment-The students will trace one hand on a piece of paper. Illustrating within segments in the hand in the style of an artist, Frank Bigbear, important fascicles that make them who they are. The thumb will be something in their life that brings them joy, the pointer finger, they will draw what they believe is in their future/ their goals. The middle finger they will draw their family. The ring finger they will draw what or whom they love unconditionally. And with the pinky, they will draw a significant moment of their past. In the palm they will think about and illustrate what separates them from everyone else. Once this is complete, they will staple or tape (the goal shear) fabric overtop the hand on one side.

Conclusion/reflection: The Teacher will guide the conversation about what it means conceptually, to have your hand behind a veil and how it makes the students feel. Bring to their attention, although their hands are behind a veil and they can't see their drawing, it does not mean it is not there. Just because someone doesn't always see you for you does not make you less of who you are. In everyday life, identity might be hard to communicate but with this avenue of artwork they will become more aware of how special their stories are.

Challenges: Introspection and conceptual thinking about oneself.

Successes: students will walk away, being proud of everything they drew, that means they are proud of who they are, under the veil, no matter how thick it is it is easy to be lifted. They will also see many other peers sharing this artistic experience and will feel less alone.

Vocabulary: Students will understand the meaning of important art terms: Conceptual Art, Critique, Organic Shape, Color, Contrast, Emotion, Rhythm, Veil, Marginalization, Individuality.

CA State Standards:

K.VA:Cr1.1	3.VA:Cr1.1	Adv.VA:Cr1.1
Engage in exploration and imaginative play with various arts materials .	Elaborate on an imaginative idea.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Relevant Artist(s) and Distinguished People: Frank BigBear and Avigail Manneberg

Video:https://www.youtube.com/watch?v=N7-CO08feTM&feature=youtu.be&fbclid=IwAR1RFhhAz6sMYBpkANvwS_C87P7leYBvjdl1ICb3_7Cy8z38ONJNdXvGRRk