

**ADE 602 :Spring 2015**

**Theory into Practice**

# **Project Title:**

Collage and layering, Chris Ofili: hidden meaning between the layers.

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# Chris Ofili

The Painter Chris Ofili is well known for his references to his Nigerian Heritage, his highly decorative style and his playful exploration of black cultural identity. Born in Manchester in 1968, he now lives and works in Trinidad. In 1998 he won the Turner Prize, and in 2003 he represented Great Britain at the Venice Biennale.

**Ofili makes many cultural, religious, racial references in his work, often questioning stereotypes in humorous ways. Using heavily decorative and intricate patterns he explores widely diverse themes, including sacred ideals, identity, black history, high and low culture and self-awareness.**

Like many other contemporary painters, **his exploration of new materials often appears to go beyond painting.** As well as using paint in a more traditional way, **he also builds it up in layer upon layer, often incorporating other materials.** He also uses collage, including cut-outs from magazines, tiny mosaic-like dots of resin, glitter, pins, metallic surfaces and his trade-mark elephant dung.

**Citation!** [Chris Ofili: Night and Day 10/29/14-02/01/2015 New Museum Exhibition](#)  
[Tate Britain](#)



Collage and layering, Chris Ofili: hidden meaning between the layers

**Grades: 9th-12th**  
**2-3 lesson**

**Lesson Description :**  
**Research based learning**  
**from contemporary artist**

**Chris Ofili**  
**No Woman, No Cry 1998**  
**Mixed media on Canvas**

Borrowing its title from a Bob Marley song, No Woman, No Cry is a tribute to Doreen Lawrence, the mother of the London teenager Stephen Lawrence who was murdered by a racist.



The tears of the woman in the painting contain collaged images of Stephen's face and the words '**RIP Stephen Lawrence**' in **phosphorescent paint**. (More visible if the painting is viewed in a darkened space)

Ofili also wanted the painting to represent grief and sadness in general.



## **Project Idea:**

(AIM OF THE PROJECT, GOALS AND EXPECTED OUTCOMES)

This painting is a powerful example of Ofili's **physical** and **metaphorical layering**: he builds up materials on the canvas as well as layering meanings. It is also an example of the way that he **plays with pattern, decoration and symmetry**.

### **Form/structure**

**Students generalize about effects of visual structures and functions and reflect upon these effect in their collage works.**

### **Production**

**Students build up materials on the construction paper as well as layering meanings exploring pattern, decoration and symmetry, just like Chris Ofili.**

### **Art Context**

**Students use subjects, themes, and symbols that demonstrate knowledge of context, values, and aesthetics that communicate intended meaning in art work.**

### **Personal Perspective**

**-Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.**

# How to Make it Happen-1

(SUGGESTED PROCEDURE, IDEAS FOR IMPLEMENTATION)

## Material and Resources:

Magazines and Newspaper

Construction Paper

Bristola board

Sharpis

Acrylic paint

Exacto Knives

glow in dark paint

glue

gliters

## Where to view the works?

[Online Tate Britain](#)

## Vocabulary :

Metaphorical layering

Archive

Phosphorescent paint

## How to Make it Happen-2

(SUGGESTED PROCEDURE, IDEAS FOR IMPLEMENTATION)

Activities:

### Preliminary Discussion

“No woman, No cry” represents a particular event in British social and political history, a time when things began to change. **How do artist express subject matter through his art works?**

**How do artist express his identity in his work?** Consider how this image compares with other representations of black people in art. How does this relate to current media and social representations of cultural difference?

**Think about your own perception of reality and world events.** Look at the news coverage on news channels and websites.

## How to Make it Happen-3

(SUGGESTED PROCEDURE, IDEAS FOR IMPLEMENTATION)

### Art activity:

1. Students create an archive of images of current and past events from newspapers, magazines and the internet.
2. Student could also include images from more personal family histories.
3. Students should try to make the collection as diverse as possible.
4. Once students have done their research they should start thinking about how they will represent their own issues.
5. Students should sketch this out first.
6. Students consider working with collage and layering, like Offili. Incorporate found images from newspapers and magazines into paintings and play with layered meanings. Add dots of paint, or perhaps beads or glitters or glow in dark paint.
7. Offili didn't hang his work directly onto a wall. Students think about how their painting should be displayed. Discuss about "Does displaying their works in a different way change its meaning?"
8. Students will participate in a group critique upon finishing the project.



## Making Connections + Extensions:

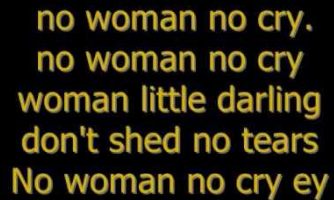
(LONG & SHORT TERM CONSIDERATIONS, CONTEXT, INTERDISC. INTEGRATIONS ETC.)

[18 Years Later, Will Justice Come for Stephen Lawrence?](#) by David A Love,2011,Huffingtonpost

[No woman, No Cry with Chris Ofili](#) [Artist Interview](#)

[Tinie Tempah on Chris Ofili](#) [Musician Tinie Tempah share his thoughts about Chris Ofili](#)

[Layer upon Layer: Six Collage Artists](#) [More artist utilize the process of building up layers.](#)



no woman no cry.  
no woman no cry  
woman little darling  
don't shed no tears  
No woman no cry ey

No Woman, No Cry- Song by Bob Marley

# National Standards

Content standards 1: Understanding and applying media, techniques, and processes

Content standards 2: Using knowledge of structures and functions

Content standards 3: Choosing and evaluating a range of subject matter, symbols, and Ideas

Content standards 4: Understanding the visual arts in relation to history and cultures.

# **Formative Assessment**

- 1. Students have researched aspects of social or personal issue in relation to their own works.**
- 2. Students have selected images for metaphorical layering meanings learning .**
- 3. Students have create a composition using materials with pattern, decoration and symmetry.**
- 4. Students have reflected with instruction through their works.**
- 5. Students have shared idea and discussed in group setting.**

# Summative Assessment

1. **Final Exhibition Work**
2. **Final Reflection**
3. **Group Critique**
4. **Instructor Rubric**

# Hidden Meaning Between the Layer Rubric

Project Assessment Form

Name:  
Period:

S=Student Grade T= Teacher Grade	S	T	S	T	S	T	S	T	S	T
score	1	1	2	2	3	3	4	4	5	5
The artist has researched aspects of social or personal issue in relation to their own works.										
The artist has used subjects, themes, and symbols that demonstrate knowledge of context, values, and aesthetics that communicate intended meaning in art work.										
The artist has built up materials on the construction paper as well as layering meanings.										
The artist has create a composition using materials with pattern, decoration and symmetry.										
The artist has used their time wisely in class and displayed excellence in craftsmanship.										

Total / 50 point

SCORE EQUIVALENTS: 1 = No effort / attempt 2 = Poor effort 3 = Average effort 4 = Above average effort 5 = Excellent effort

# Supporting student learning

Language supports are designed to meet the needs of students with different levels of language learning.

Peer discussion

One on one feedback

Audio visual resources

Guideline handout

Consider IEP, ESL issue providing accommodation and modification