

Kerry O'Grady
Student Art Projects

Images from a drawing marathon involving eight University of Utah art students over three days. During the process, we engaged in exercises and discussions about the destruction and creative risk in drawing process, the collaborative generation of schema and imagery, and the challenges inherent in the creation of collaborative work. The resulting drawing was on view during *Drawing Lab* to embolden the creativity of all visitors. (Link: [time-lapse video](#))







Images from ART 3015 Materials and Methods of Art (for pre-service general classroom teachers), University of Utah, 2013.



Assignment: First day introduction to course: a collaborative, site-specific work. Three students were collaborating on a piece in the branches of the tree but then noticed their shadows while they were working. They chose to document the shadows instead.



Assignment: First day introduction to course: a collaborative, site-specific work. Three students made commentary about an ironically-placed ashtray (above), and three students pursued an aesthetic experience with gravel (below).



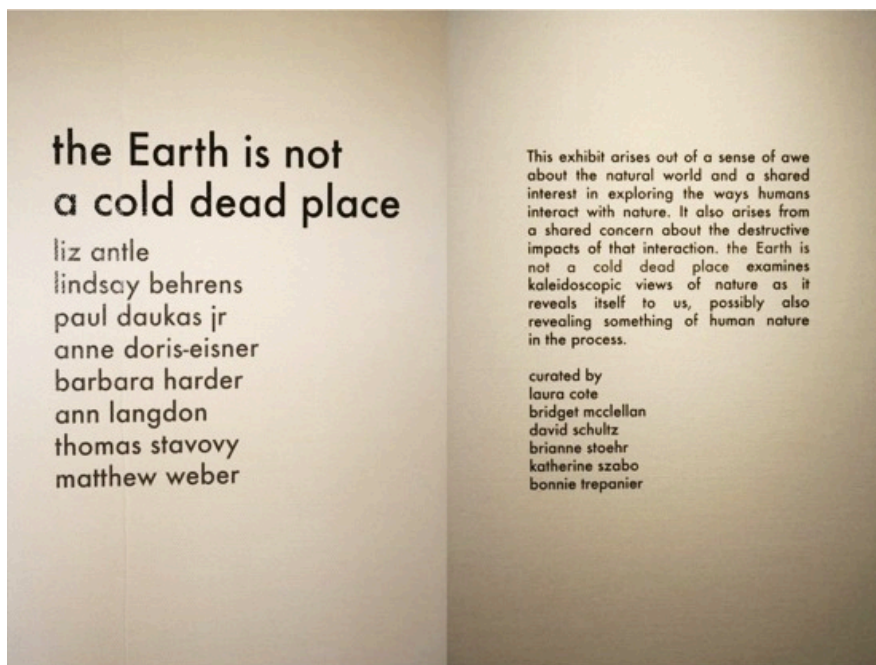
Assignment: Art Education Philosophy Artist Book. Students were asked to articulate their vision of art education through words, images, and a creative book format.



Poem Collage. An introduction to assemblage/collage and transmediation (creative writing to visual art). Each student expressed a different line of a poem in a quick, mixed media sketch. Together they create a visual illustration of the poem.

Images from Exhibition Development I/II, which culminated in this thematic exhibition, collaboratively curated by six students and featuring works by eight Connecticut artists. The students titled their exhibition *the Earth is not a cold dead place* and, through a group writing exercise, wrote the curatorial statement. Seton Art Gallery, University of New Haven.

Concurrently with an examination of exhibitions as visual essays and the many variables in the evolving field of curatorial practice, students collaboratively curated a thematic, group exhibition of works by local artists, pursuing the curatorial process from research to concept development to exhibition design.



Entry view and detail of wall text for *the earth is not a cold dead place*, curated by Exhibition Development Students, Seton Art Gallery, 2011. The wall text was collaboratively written through a series of guided exercises.



Installation views of *the earth is not a cold dead place*, curated by Exhibition Development students.



The Epic Assemblage. Students were asked to document an "epic" time in their own lives, paying attention to the relationship between material, meaning, and format. Mixed media, collage, and LED lights.



Creative Problem Solving Paper Sculpture. Students were asked to find the relationship between a paper document and a paper sculpture, finding creative structural solutions.



The Epic Assemblage. Students were asked to document an “epic” time in their own lives, paying attention to the relationship between material, meaning, and format. Found-object sculpture.



Introduction to Abstraction and Painting, Intro to Studio Art (non-majors gen-ed)



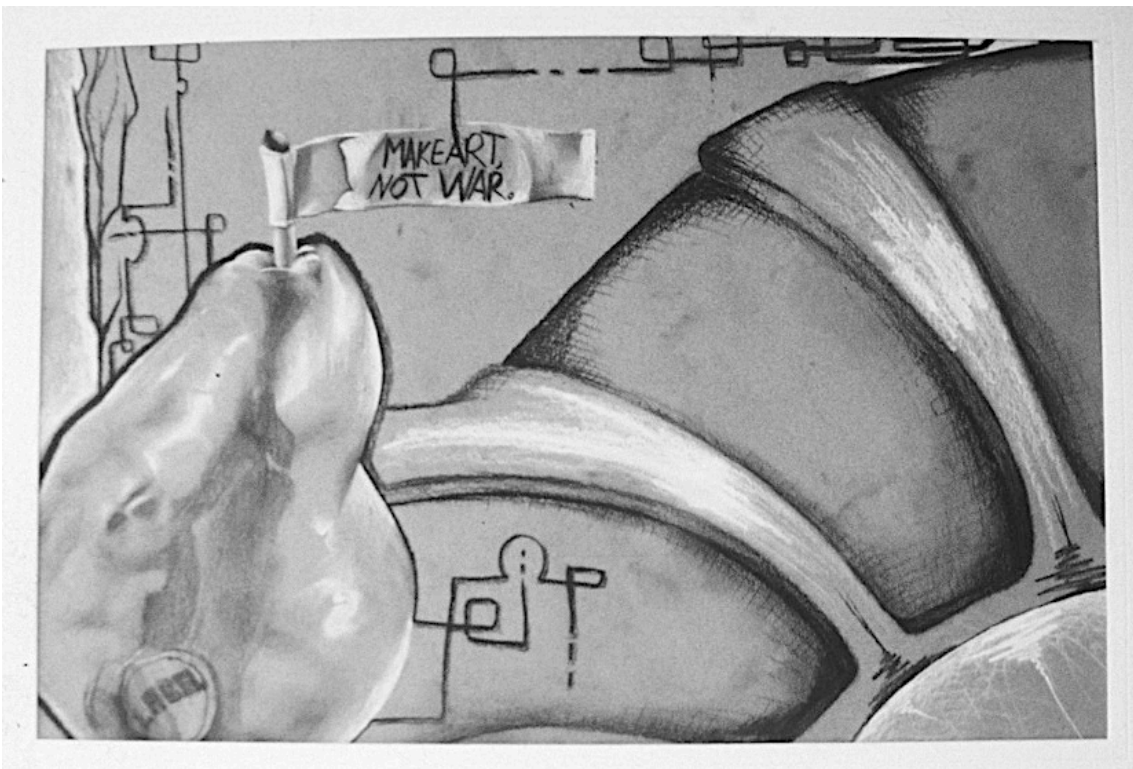
Reinterpreting an object by changing scale. Appx 24" x 18." Advanced Art, Milton High School



Stylization and Pattern, Milton High School, Advanced Art



Dramatizing a Pear, Advanced Art, Milton High School



Dramatizing a Pear, Advanced Art, Milton High School