

PUBLIC SCHOOL COURSES

The following courses are FREE and open to the public.

Check the exhibition calendar at www.hydeparkart.org for any changes to the program. If you would like to schedule a free course in collaboration with this exhibition, please contact exhibitions@hydeparkart.org with a concept and proposed time/dates.

Drop-In Hip Hop Arts Workshop

Mondays, March 6 – May 29
4:30 – 7:30pm

Graffiti, music production, slam poetry, and foot-working taught by Kuumba Lynx Performance Ensemble programmed by **Jacinda Bullie** and **Jaquanda Villegas**.

Open Forums on Self-Education

Tuesdays, March 29 – June 20
6 – 8pm

Join Jim Duignan (Stockyard Institute) and guest speakers for an informal conversation on self-education in the gallery. "Self-education" includes ways of learning akin to the methods we used during our youth—observation, building to think, disciplining ourselves, and imagining outside the confines of school.

The evenings include a charrette from 7 – 8pm to write, draw, record, gather, and develop ideas and material for the next issue of the *Trans Action* newspaper.

Trans Action, *Dialogues in Trans Disciplinary Practice*, *Issue #3 on Self Education*, is a joint newspaper project between Chicago and Dublin, Ireland that exchanges civic and socially-engaged ideas and histories between our cities, organized by **Jim Duignan** and **Fiona Whelan**.

Podcast Workshops

Participants record ambient noise, collect interviews, and record their narration to create their own sound files. Workshops also include a basic lesson in editing and production. This event is led by **David Ladon** and **Jim Duignan**. Limited spots available. Please RSVP to exhibitions@hydeparkart.org.

WORKSHOP 1

Session 1:

Saturday, March 11, 11am – 1pm

Session 2:

Saturday, March 25, 11am – 1pm

WORKSHOP 2

Session 1:

Thursday, March 23, 6:30 – 8pm

Session 2:

Thursday, March 30, 6:30 – 8pm

WORKSHOP 3

Session 1:

Thursday, April 6, 6:30 – 8pm

Session 2:

Thursday, April 20, 6:30 – 8pm

WORKSHOP 4

Session 1:

Thursday, May 4, 6:30 – 8pm

Session 2:

Thursday, May 11, 6:30 – 8pm

Chicago Home Theater Festival

Sundays, March 19 – April 30
12 – 4pm

No workshop on Sunday, April 16 in observance of Easter Sunday

Chicago Home Theater Festival (CHTF) explores the practice of social organizing by inviting artists, activists, and neighbors to create Neighborhood Field Guides in collaboration with the Chicago Park District, City Bureau, Sixty Inches From Center and others. Together we gather neighborhood stories and create zines, audio collages, and dramaturgical tools utilized by artists to create neighborhood-specific work and performed as part of the festival in May 2017. These events are led by CHTF founding member, **Irina Zadov**, and will be joined by special guests on dates listed below. For more information on the organization visit www.chicagohtf.org

Sunday, March 12: Andrea Hart, co-founder and director of education at City Bureau

Sunday, March 19: Marcus Davis, Alexandria Eregbu, and TRACE (Teens Re-Imagine Art, Community & Environment)

Sunday, March 26: Kamilah Rashied

Sunday, April 2: Building Community and Solidarity through Storytelling with Bonsai Bermudez and the Youth Empowerment Performance Project

Sunday, April 9: Nikki Zaleski and the Illinois Caucus on Adolescent Health (ICAH)

Sunday, April 23: Silvia Gonzalez

Sunday, April 30: Art, Resistance, and Brave Spaces with Sangi Ravichandran

Read/Write Library

Saturdays, 1 – 2pm; April – June 17
12 – 4pm

knowledge, reference material, and resources that they believe an informed and creative Chicago requires. Instead of a read-only library, this library is rewritable. Visitors can add to the library at any time, as well as participate in Read/Write's Q & A card exchange to check out and answer each other's questions about the city. These workshops are led by Read/Write library founder **Nell Taylor**.

Read/Write Library Workshop #1: Why We Ask & Who We Ask
Saturdays April 1, May 6, June 3

Participants discuss the role of libraries and other institutional keepers of knowledge and explore simple approaches to transferring that authority to their own communities by challenging and adding to the record.

Read/Write Library Workshop #2: What We Found
Saturdays April 8, May 13, June 10

Participants share their research findings (workshop #1) with one another and anyone who wants to attend as an audience member. This may take the form of storytelling, a live interview with a source, the reading of a publication, playing of music, or sharing a video or an object.

Read/Write Library Workshop #3: Making the Record
Saturdays April 8, May 13, June 10

Who gets to create the record, what forms the record should take, and why do we value some forms of the record over others? Different guest writers, journalists, musicians, radio producers, documentarians, and librarians talk

about their work, how it and the work of others in their field informs the historical record, and how culture is documented.

COURSES continued...

ONE DAY COURSES, WORKSHOPS & EVENTS

Sanctuary Poster Screen Printing

Sunday, February 26, 12 – 5pm

The Chicago ACT Collective screen prints sanctuary posters with the public. This event is led by **William Estrada**.

Chicago—New Orleans Social Justice Connection Meeting

Saturday, March 11, 12 – 4pm

Teachers and students attending the ChiNoLA trip gather to screen print t-shirts used to fundraise for the service trip during Chicago Public School's Spring Break. This event is led by **William Estrada**.

Studio Sunday: Chicago Style

Sunday, March 12, 12 – 4pm

Join us for several free art making sessions for all ages led by artists and makers. These pilot classes programmed by Stockyard Institute experiment with prototyping an art school without barriers.

Scraptacular Building Project

12 – 4pm

Rebuilding Exchange operates a drop-in public wood shop where people of all ages are invited to ponder what the "Chicago style" means to them.

Ahhhh Prints!

12 – 4pm

rintmaking is more popular than ever and many artists prefer the method of relief printing because it is fun, direct and low-tech. Participants work with artist **Elke Claus**.

Hip Hip Hop and You Don't Stop

3pm

Performance by Kuumba Lynx artists of all ages.

Family Studio Sunday

Sunday April 9, 1 – 4pm

Steve Ek of Ek Automotive (Oak Park) works with people of all ages to create metal figurines and small sculptures.

A Library for a Black and Brown Imagination

Sunday, April 9, 3 – 5pm

Join us as we think through what a library needs to be in the 21st Century. Designers and planners of the Obama Presidential Library participate in the discussion. This event is a collaborative program between PUBLIC SCHOOL and the concurrent exhibition *The Presidential Library Project: The Black Imaginary* on view in the Kanter McCormick Gallery. Space is limited. Please register with exhibitions@hydeparkart.org.

PUBLIC SCHOOL Open House with Project Fielding

Friday, April 21, 4 – 6pm

Participate in an ongoing dialogue about the role of self-education practices in the pursuit of social justice, and contribute to the Chicago Read/Write Library archive by **Nell Taylor**. Visiting resident **Bianca Bernardo** joins the discussion and shares her experience as an artist, educator and Pedagogic Coordinator at Museu Bispo do Rosário Arte Contemporânea in Rio de Janeiro, Brazil.

Upstairs, Project Fielding leads a conversation on creating a design/build structure that is responsive to our current political climate and can be erected in direct response to the needs of long-term protesters. Project Fielding members **Sara Black**, **Amber Ginsburg**, and **Miriam Stevens** demonstrate how to make the structures.

This open house is presented in conjunction with Open Engagement, an annual three-day conference discussing the role of social engaged art in contemporary society. www.openengagement.info

Annual Teaching Artists Summit

Saturday, April 29
9:30am – 4pm

Taking place on the 100th day of the Trump administration, the second annual citywide Teaching Artists Summit provides a space for reflection and instruction on ways that arts pedagogy can create meaningful platforms for democracy, protest, and self-care. This event is organized by Chicago Artists Coalition and Hyde Park Art Center.

Graffiti workshop for City Teachers by Desi Mundo

Tuesday May 2, 1 – 3pm

Half Pint Poetics Opening Ceremonies & Preliminary Bouts

Saturday, May 6, 11am – 5pm

An elementary school poetry slam led by Kuumba Lynx.

Art & Pedagogy in Brazil

Tuesday, May 9, 6 – 8pm

Visiting Jackman Goldwasser Resident **Bianca Bernardo** from Rio de Janeiro discusses her recent projects generating films and books with teachers and elementary students that imagine a museum representing their history. She will show the film "Bispo para Educação—Expedição Colônia, 2016" and talk about the book "O Museu Que Nós Queremos".

Lead Zine Folding Gathering

Sunday, May 21, 12 – 4pm

The Chicago ACT Collective hosts a lead zine folding gathering where we invite the public to hang out, fold zines, and discuss our water rights. This event is led by **William Estrada**.

Mobilize Creative Collaboration Workshop

Sunday, June 24, 12 – 3pm

The Mobilize Creative Collaborative is a collective led by four artists who utilize bicycle-based maker spaces to provide free art workshops for youth and adults.

Exhibition Reception

Sunday, February 26, 3 – 5pm

Hyde Park Art Center is a hub for contemporary arts in Chicago, serving as a gathering and production space for artists and the broader community to cultivate ideas, impact social change, and connect through expanded networks. The Art Center functions as an amplifier for today and tomorrow's creative voices, providing the space to make, see, learn about, and engage art with freedom. The Art Center is funded in part by: Allstate Insurance Company; Alphawood Foundation; Andy Warhol Foundation for Visual Arts; Bloomberg Philanthropies; Chauncey and Marion D. McCormick Foundation; The Chicago Community Trust; Crown Family Philanthropies; David C. and Sarajeon Ruttenberg Arts Foundation; Field Foundation of Illinois; Harper Court Arts Council; Illinois Arts Council Agency; John D. and Catherine T. MacArthur Foundation; The Joyce Foundation; Lloyd A. Fry Foundation; MacArthur Fund for Arts and Culture at Prince; National Endowment for the Arts; Polk Bros. Foundation; Reva and David Logan Foundation; Smart Family Foundation, Inc; Terra Foundation for American Art; and the generosity of its members and people like you.

Hyde ParkARTCENTER

5020 S. Cornell Ave. Chicago, IL 60615
773.324.5520
www.hydeparkart.org



See back for additional events and programing.

2017

Gallery 1 & 2

Stockyard Institute (Jim Duignan)/Seen + Heard (Rachel Harper)
Jacinda Buie, William Estrada, Jaquanda Villegas, Irina Zadov

The American public education system has long been attached to place. The Land Ordinance of 1785 ensured that a certain amount of land in every township was designated for a public school. Free education is a right that we Americans take for granted until it is being threatened by government budget cuts, privatization, political redrawing of districts, or labor union disputes, to name a few recent problems. The exhibition PUBLIC SCHOOL carves out space to learn again by returning to strategies and sites of self-education as well as sharing the neighborhood locations where we search out particular knowledge in untraditional and experiential ways.

Artists **Jim Duignan** and **Rachel L.S. Harper** created PUBLIC SCHOOL by asking the following questions:

- Where is learning happening?
- How do we, residents of city neighborhoods, engage with the tools and information of daily work and play in order to build ourselves, at age 0, at age 6, at age 19, at 55, at 95?
- Who gets to say what we should know?
- Who gets to say what we should become?
- Who gets to say what's worth doing, making, destroying, loving, trusting, coveting, unlearning? For whose benefit?

The artists hope to provoke more questions from the public about the individual's role in gaining knowledge by creating an installation of interactive and reminiscent objects and programs that spark our curiosity and imagination in the

world around us. The show demonstrates the need to reclaim the term “public school” by centering education on the ways people naturally learn and renew our allegiance toward free and equal education for all regardless of race, ethnicity, economic status, sex, sexuality, ability, or religion.

Parks, gardens and the outdoors are simulated within the gallery by including artworks in the form of swings, a palm tree, a school bus—all of which are framed by a dark green wall inspired by the plush plant colors of the Fern Room at Garfield Park Conservatory. The artists source their ideas for the installation from memories of childhood spaces of wonder and exploration (traversed before the streetlights went on). Spaces like playgrounds, libraries, forts, stages, garages, and gymnasiums prompt activity and self-education early in life and prioritize learning from a physical understanding of an environment.

Brazilian philosopher and educator Paulo Freire wrote “No one is born fully-formed: it is through self-experience in the world that we become what we are.”¹ The artwork of Harper and Duignan is influenced by the work of many philosophers and educators, both past and present. Naturalist John Muir and landscape architect Jens Jensen inform their emphasis on the relationship between nature and the human mind. Education and social reformers, philosophers, and activists including John Dewey, Jane Addams, Paulo Freire, and Chicago-based academics, theorists and educational leaders Bill Ayers, Bill Schubert, and David Stovall, to name



Left:
Ada Grey, *Public Address*, 2017, performed during PUBLIC SCHOOL opening reception on Super Sunday Feb 2017

a few, also inform the artists' work and charge it with an urgency of civic need, and the individual's agency within the public education system. In the spirit of strengthening community, Duignan and Harper operate collaboratively and have invited artists/organizations working in a similar education modes of embedded within separate wards across Chicago to activate the installation with programs and classes: **Jacinda Bullie** and **Jaquanda Villegas** (Kuumba Lynx), **William Estrada**, **Nell Taylor** (Read/Write Library), and **Irina Zadov** (Chicago Home Theater Festival). Additionally, local creative businesses including **Chicago Crucible**, **Ek Automotive**, and **Rebuilding Exchange** highlight the technical learning resources nestled in neighborhoods and have partnered with the artists to run hands-on making workshops in woodworking, welding and bike mechanics.

“The programs are offerings to the city from the city,” Duignan explains. “The method is to make introductions to those who may wish to find out about how to do something

with those who possess an excess of expertise on the subject. The programs are one element to establish Hyde Park Art Center as a vector space where connecting takes place in many forms and is durational, improvisational, and resists the basic tendencies to privilege the same people, the same way, time after time.”

According to Harper, “The space is a trigger for meaning, but it is completed when it is operationalized by the public, and it relies on neighborhood logic to rearrange its parts into a more useful whole. This workspace is open to all, and six key collaborators offer arcs of educational artistry from their neighborhoods and lives, drawing from sites around the city, to animate the space through teaching and connecting their work to the common good.”

The experimentation in class structure (including content, size, and duration) and agency of teaching artists in PUBLIC SCHOOL parallel the transformation and ideas currently



Left:
Installation view of PUBLIC SCHOOL

taking place in Hyde Park Art Center's **Oakman Clinton School & Studio** programs. By 2020, the Art Center will expand access to classes to ensure all people who want to have the ability to participate in arts education. Students and other community members have been working with staff to think about models that support the desired program to remove financial and psychological barriers to art making. The Art Center will also deepen its investment of a robust and equitable arts education program by supporting the pedagogical practices and studio artwork of the artists who teach. By connecting teaching artists to residency and studio resources, exhibition opportunities, and critical feedback on their work, the Art Center will strengthen the art education field through productive, well-represented professional artists.

Through PUBLIC SCHOOL, artists Jim Duignan and Rachel L.S. Harper speculate on the return of education to the people, managed by the people, for the benefit of a

flourishing community. The exhibition takes place during the 10 year anniversary of the Stockyard Institute show *The Pedagogical Factory*, which highlighted the international conversation of “how we learn” focused on art and education in a city and featuring a rotating list of presenters and talks. PUBLIC SCHOOL addresses the local need for the community to explore possible modes of learning that can assist students currently participating in a crumbling education system.

Allison Peters Quinn,
Director of Exhibition & Residency Programs

1. Freire, Paulo. *Pedagogy of the Oppressed*, Bloomsbury Academic, 1968.