

Jen Stark

ABOUT THE ART:

Stark's ideas are based on replication and infinity, echoing patterns and intelligent designs found in nature. Since expanding her medium from paper to include wood and even mirrors, Jen Stark's oeuvre of optically and methodologically baffling sculptures and drawings has enjoyed a renaissance of context. Her signature creations combine a variety of materials that have acted as a catalyst for more established spiritual proclivity as expressed through hypnotic mandala-like configurations. She discovered paper while studying abroad in the South of France. "When I was in France, the Euro was high and everything I planned on getting at the art store was like 20 or 30 Euros. I was only a college student, so I had to get something cheaper. I bought this one or two Euro stack of construction paper and thought, let me try something with this. I started experimenting and made a piece that turned out to be awesome."

Encourage observation and open discussion about the art.

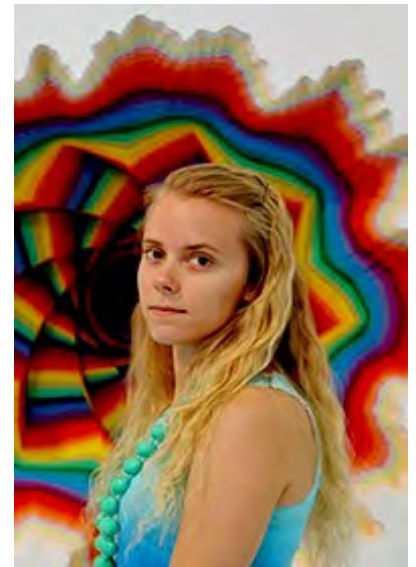


Guidance: Try to allow enough time so that each student can comment on the artwork. Add art terms where appropriate.

If you are the copyright holder of the work of art used for the Interurban Center for the Arts and do not agree that its use on the site is in accordance with the fair use principle, contact www.InterurbanCenterfortheArts.org

ABOUT THE ARTIST:

Jen Stark was born in Miami, Florida in 1983 and received her BFA from Maryland Institute College of Art in 2005, majoring in fibers with a minor in animation. Her artwork mimics intricate patterns and colors found in nature while exploring ideas of replication and infinity. Although Stark is most recognized for her paper sculptures, she has explored a variety of media including wood, metal, paint, plexi and animation. Stark has exhibited globally with major shows in NYC, Los Angeles, Miami, Chicago, Thailand and Canada. Her work is included in the Smithsonian American Art Museum, the West Collection, Crystal Bridges Museum of American Art, the Museum of Art Fort Lauderdale and MOCA Miami among others. Stark lives and works in Los Angeles currently.



ART STYLE: Contemporary Art

is the **art** of today, produced by artists who are living in the twenty-first century. **Contemporary art** provides an opportunity to reflect on **contemporary** society and the issues relevant to ourselves, and the world around us.

RESOURCES:

<http://www.jenstark.com/about/>

Art Concepts and Lesson Goals

Art Concepts:

1. **Color:** identify primary, secondary, and complementary colors in this artwork.
2. **Line:** Identify different types of line. Identify line used to creating shape and pattern.
3. **Shape / Form:** Identify different shapes; how does the circular shape influence this pattern?
4. **Value:** Identify different types of color scale in this photo.
5. **Space:** Identify different types of space: positive/negative, back/middle/foregrounds
6. **Texture:** identify different textures: does texture imply a feeling– strength, fragile? How is this texture created (i.e. line, color, etc.) in this photo?



Art Principals:

1. **Balance:** Balance is illustrated in this photo by the use of dark and light colors, large vs. small, paper vs. the thickness of the cube.
2. **Emphasis / Focal Point:** varies with each viewer: center of the design.
3. **Movement:** created by the eye moving from the focal point out along the edges.
4. **Pattern / Repetition:** created by the repetition of line and color in the sculpture.
5. **Proportion:** illustrated by making the center is smaller and it becomes larger at the outer edges .
6. **Rhythm:** illustrated through the repetition of line and color– the viewer’s moves along the entire structure; following the different lines.
7. **Variety:** How are the elements of line, shape, and form, used to guide the viewer’s eye through and around this art work?
8. **Unity:** discuss with the students what creates the feeling of harmony: balance– everything is in proportion , repletion of color and line creates harmony.

Core Standards OVERVIEW:

Practice Communicating: Discuss ideas, meaning, and feelings illustrated through this art work, what do you think this artist is trying to communicate through her work?

Learn & Recognize the Element of Art: Focus on grade level appropriate Elements and Principals listed above.

Use tools: Colored paper is used to create form and depth in a radial design.

Observe Common Core Standards: Recognize, create, & compose shapes (geometry) and imagery.

Assessment and Reflection – Allow time to discuss comprehension, student collaboration, and the presentation of student ideas.

Warm-up (optional)

Allow students to practice on an extra piece of ruled notebook paper the drawing/construction of their anamorphic hole.

VIEW VIDEO ON HOW TO DRAW THIS! <https://www.youtube.com/watch?v=-9yTI2SgyzY>

Stark meets Kandinsky #1: Project Materials

White construction paper for background

Several sheets of colored construction paper

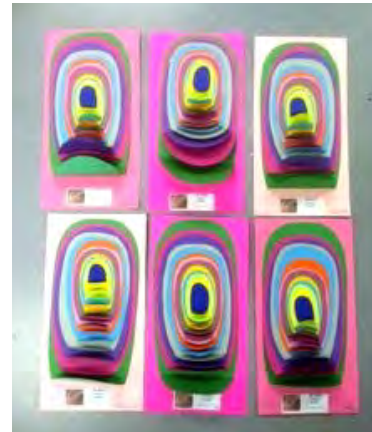
Scissors

Glue sticks



Project Directions

1. Allow students to choose the colors of paper they would like to begin with. They will cut a small organic circle.
2. This circle will then be placed on a second color of paper (using it as a template) students will follow the shape of the circle cutting it out a second time just a little bigger than the original circle. This second circle will be placed on a third color of paper cutting the third circle just a little bigger than the second template circle.
3. Keep repeating this process until students have 8 to 10 circles.
4. Next students will glue the circles in inside each other starting with the largest and moving through to the smallest circle leaving just the bottom 1/3 of the circle unglued.
5. The unglued 1/3 should then be folded up and gently creased to mimic Jen Starks artwork.



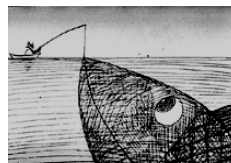
Art Terms

Two-dimensional art—having the dimensions of height and width only

Three-dimensional art—media occupies space defined through the dimensions of height, width and depth

Depth—The apparent distance from front to back or near to far in an artwork.

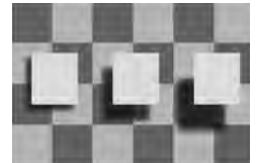
2-D



3-D



Depth



Stark meets Kandinsky #2: Project Materials

Black construction paper for each student

Several sheets of colored construction paper cut into 1” strips

Scissors

Glue sticks



Project Directions

Instructional Video: <https://www.carlasartstudio.com/single-post/2018/01/09/Paper-Weaving-Madness>

1. Begin by having students cut their black construction paper into a spiral starting from the outer edge and cutting toward the center. This can be done in advance for each student.
2. Reassemble the spiral and keeping it flat have students weave different colored strips over and under the segment of the black spiral.
3. If the student started the first row over the top of the spiral then the second row will begin under the black spiral.
4. Repeat steps #2 and #3 alternating each row as seen in the video.
5. Once student has completed their weaving the whole piece can be carefully glued to a larger sheet of white paper for display.



Art Terms

Weaving - The process of forming cloth or fabric on a loom by interlacing yarn or thread (or, as in this case, paper).

- **Loom** - A frame for weaving yarn or thread into cloth or fabric.
- **Warp** - Threads running lengthwise on the loom.
- **Weft** - The horizontal threads which are woven across the warp

Radial Stark Project Materials

12x12 Black Construction paper for each student.
Glue stick
Multiple colored 3x3 squares for folding

Folding paper instructions:

<https://www.youtube.com/watch?v=6ZN93JWmKgI>

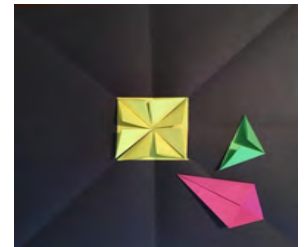
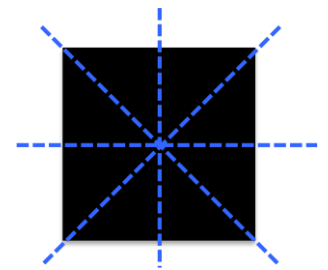


Project Directions

- 1 Students start by folding a piece of 12"x12" black construction paper diagonally both ways and vertical and horizontally, and on each diagonal, see grid to the right.
2. Choose a shape fold to begin with! Triangles or kites? Make sure your shape fits inside the fold lines. Use them as a guide throughout this project.
3. Arrange your first set of fold shapes and securely glue the bottoms. Keep in mind, this is a sculpture, make sure the folds are loose and facing upward! Make sure your using the fold lines on your large paper as a guide for your shapes each row.

Website:

<https://snapguide.com/guides/create-a-3d-radial-symmetry-paper-sculpture/>



Art Terms

Radial balance is any form of representation that achieves a visual balance through circles. This is achieved where parts of an object or picture are regularly arranged and radiate from the central point.

RADIAL DESIGN. ... **Radial** balance is any type of balance based on a circle with its **design** extending from its center.

**INTERURBAN CENTER
FOR THE ARTS**

Green River College Foundation

<https://www.greenrivercollegefoundation.org/ica>

Easy Anamorphic Hole Project Materials

2 sheets of College ruled notebook paper for each student

Pencils

Rulers

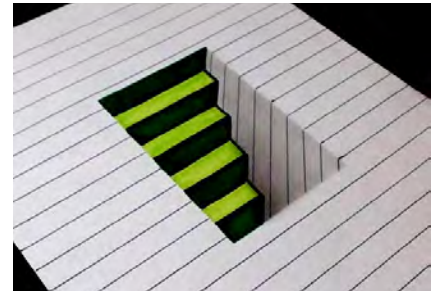
Colored markers including black markers

Video: <https://www.youtube.com/watch?v=-9yTI2SgyzY>

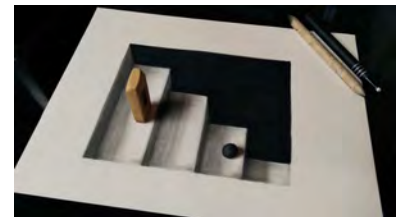
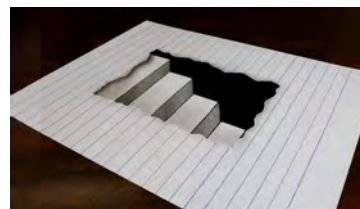
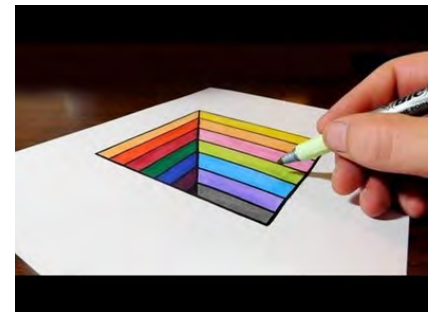


Project Directions

1. Allow students to draw/ practice on a separate sheet of paper.
2. Once they have their final drawing drawn out in pencil on the college ruled paper, to cover the lines of the paper they will need to color their stairs in to different colors i.e. green and yellow following the rise and fall of the steps.
3. Now that the steps are colored they can use a black marker to color in the back wall **or** mimic Stark's dripping colors!



Note for older students, they can have some fun with the drawing. Once they have filled in the steps, and before coloring, they can draw simple items on one step adding to the visual illusion! OR try something like the picture below.



Art Terms

Anamorphic art- is a deformed image that appears in its true shape when viewed in some "unconventional" way. The image must be viewed from a position that is very far from the usual in-front and straight-ahead position from which we normally expect images to be looked at.

Rise- How far a line goes up (for a given distance along). Rise/Run (Rise divided by Run) gives us the slope of the line.

Rise / Tread (run) = Stringer (Slope) or a good set of stairs!

HOW TO
MEASURE
FOR STAIRS



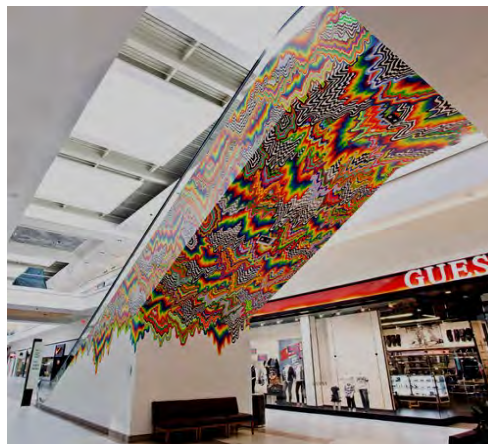
Dripping with Color: Project Materials

White construction paper or cardstock

Colored markers

Scissors

Tape; used for your hall way display



Project Directions

Each student can make 1 or 2 paper sculptures to add to the hallway display.

1. Students begin by drawing a small organic shape (consider Stark's dripping image to the right) on a piece of construction paper.
2. Then, using colored markers students should draw around their shape, replicating it multiple times each time in a different color. They keep doing this until their paper is no longer large enough to fit their shape.
3. Then cut it out along the most outer edge of the design and display it. Build your hallway display by simply lining up the edge of one piece to another, inverting artwork or overlapping when necessary.



NOTE: as students draw out their design encourage them to insert some black and white line work!



**INTERURBAN CENTER FOR
THE ARTS**

Green River College Foundation

<https://www.greenrivercollegefoundation.org/ica>

Better Education Through Art