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Community Outreach and Informatic Empowerment of Under-represented Artists

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Community Outreach and Informatic Empowerment of Under-represented Artists

Cornerstone #2

Jillian McDonald, Fine Arts, Dyson

May 15, 2012

Mid-Project Reports - Please submit the following:

A. Please outline your original goals.

This project was a course merging the methodologies and study of informatics, art and design in technology-based visual arts. In this course, students gained skills which allowed them to design and develop websites that are attractive, functional, and specific to the clients' needs or goals. They worked in small teams and their clients were professional artists considered to be "under-represented". That is to say, the chosen artists do not have gallery representation, which is not to say they are not active in their field since the art world is a complex market system and there are countless artists working professionally outside of the market. The course also introduced the students to contemporary art and many of the ways artists find to show and promote their work outside of the mainstream. The goal of the course was not only to work with these artists to create websites to promote and display their artwork, but to document their work for display and assist them in gaining the technical skills to maintain the websites independently now that the course is over. Students were also instructed on photographing and videotaping artists' work professionally for the purposes of documentation. This is a great service for the artists who need documentation in order to present their work for grant applications and exhibitions. I aimed to use technology to empower this under-represented community.

The learning objectives of the course were:

- ~Students will learn basic web design and programming skills (students wrote their own HTML and CSS code for their web projects), as well as online multimedia integration
- ~Students will learn professional techniques for documenting artwork
- ~Students will learn to design their websites for accessibility and aesthetics
- ~Students will be able to identify examples of good design, through class discussion and short writing assignments
- ~Students will develop an understanding of the processes of professional working artists based on presentations by visiting artists and communication with artist clients
- ~Students will learn launch websites with their artists
- ~Students will contribute to a brochure promoting all participants

B. What progress have you made towards your original goals on your project to date?

Students have completed design and coding on websites for the eight participating arts professionals (five visual artists, one curator, one fashion designer, one actor). They organized

files, created original designs, shot video and/or photographs, prepared press, and gave presentations to their artist clients at every stage of the design process. The brochure remains to be completed.

C. Has your project impacted students? If so, how many?

Yes, fourteen students in the course, one student teaching assistant, and one alumnus who is now a professional in the arts and was included among the artist clients whose websites were designed by students.

D. Has your project impacted other faculty members? If so, how many?

Yes, two adjunct faculty members were invited to be among the artist clients whose websites were designed by students.

E. What are your next steps?

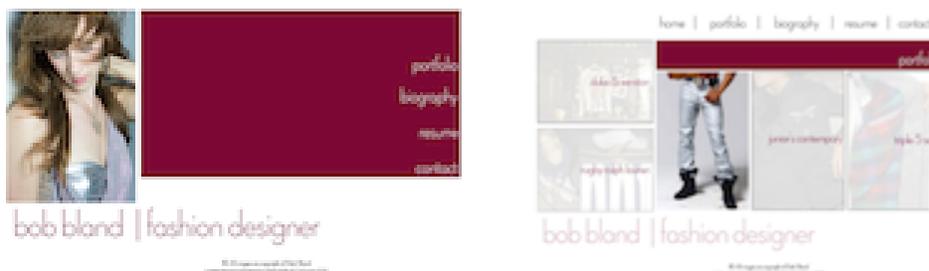
The final step is to complete design on the brochure for pdf and print.

Screenshots: examples of the completed websites

1. Alicia Adema, actor



2. Bob Bland, fashion designer / screen printer



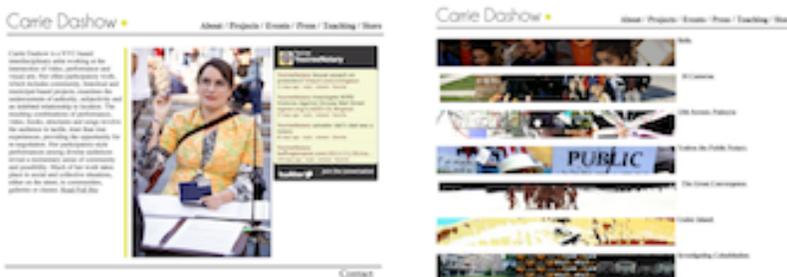
3. Carl Fudge, printmaker



4. Carly Goodspeed, mixed media



5. Carrie Dashow, performance / new media artist



6. Claire Watkins, sculptor / kinetic artist



7. Joe Ahearn, curator of music and performance



Final Project Reports -Please submit the following:

- A. Please outline your original goals.
- B. What progress have you made towards your original goals on your project to date?
- C. What activities have been completed to contribute to meeting/progressing toward these goals?
- D. What activities have not been completed? Please indicate why they have not been completed.
- E. Please outline the outcomes you have received as a result.
- F. Did you create a Class? If so, is the class running?
- G. Has your project impacted students? If so, how many?
- H. Has your project impacted other faculty members? If so, how many?
- I. Were there any unintended outcomes achieved?
- J. Do your outcomes reflect the change or benefit you were hoping to receive?
- K. How has your project furthered the Thinkfinity Cornerstone you selected?
- L. Describe your future plans for sustaining the program or project.