



# COLLABORATIVE TAPE ART

## WORKSHOP: CORNER STORE

Michael Townsend and Leah Smith

**DAVIS**





## Assignment Title: CORNER STORE—RESPECTING GLOBAL COMMUNITIES

### Recommended Level:

All Levels

### Exercise Run-time:

55min–90min

(Can be split between two 45-minute classes)

### Materials:

PiktoTape™: 1 roll minimum per student

PiktoTape™ comes in 3 widths. Ideally students have access to a roll of each width. The more PiktoTape™ available, the more students will feel free to draw with reckless abandon.

### Introduction:

This creative prompt addresses the universal theme of community. Through the exploration of social, cultural and demographic context in their geographic location students will learn about the diversity that surrounds them. Where applicable, provide Students with the relevant information and reference photos they will need. Feel free to be directive about student's web quests and internet searching. Have them share the tasks by dividing them across the class.

### Creative Prompt:

"There is a new corner store opening in your neighborhood that will carry merchandise that appeals to the community living in the surrounding area. When you enter the store, you will see racks of clothing, shelves stocked with decorations for all sorts of cultural holidays, and the most diverse selection of foods and cooking utensils you have ever seen. There will be many items that you have never seen before. This corner store is a place where you can discover new things about the cultures and characteristics of your neighbors.

As a class, you are responsible for drawing the inside of this new corner store. To figure out what to put on the shelves you will need to determine the demographics of the neighborhoods around your school. There are many online resources that can provide insights into the cultural heritage of the people who live around you, past and present."

### Additional Considerations:

Many organizations such as city halls, city/town planning departments, health and human resources, and housing authorities have documentation and data to help gain critical insights into what the store needs to best serve everyone in the community. Beyond searching for demographics, ensure students come prepared with information about each group in your community. Examples might include recipes, toys, traditional clothing, musical instruments, holiday decorations, and objects for home decor. Ask them to think about the following:

- How many different cultures are represented by the items being sold in the store?
- What do you think would be the store's best seller?
- What items are universal? What items do all humans need to survive?

## Instructions:

### Setup:

1. Determine the wall area for the mural/s. As a rule there should be at least enough room for all members of a group to stand shoulder to shoulder along the wall in the area they will be drawing in.
2. EITHER distribute the rolls of PiktoTape™ along the wall OR provide a central pile of PiktoTape™ rolls for all students to pull from during the exercise.



### Exercise:

1. Introduce the activity and prompt to students and demonstrate drawing with PiktoTape™. For standard demo instructions, reference the book, Collaborative Tape Art: The PiktoTape Method.
2. If possible, each group should brainstorm about what they want to draw in front of the wall that they will be drawing it on. Remind the students that everything that they render will be life-sized.

The brainstorm should include discussion of the larger composition of their drawing:

- Where is the front door to the store? Where is the cash register in comparison to the front door?
- How many “departments” should the store have? For example: clothing, holiday decorations, food mart. These sections may be a good opportunity for students to organize into smaller groups.
- For high-school classes, we would recommend the drawing have a minimum of four people in it (perhaps an employee and three customers from the neighborhood).
- Will the drawing include the exterior walls of the building? If so, maybe there is room to show what is outside the building.

You can decide whether to let students make a preliminary sketch. We strongly recommend that any plans are loose and that students give themselves the freedom to respond to what they are making in real time. Reference photographs of different cultural objects and food may be helpful guides.

3. Whenever students have an agreement about a general direction, they can start to draw.

Note, we strongly recommend that students visually represent cultural objects and products without using words and letters (see page 76–78 in the Collaborative Tape Art book for a discussion on avoiding words and letters in Tape Art murals). Students can use labels or sticky notes after the fact to clarify particularly strange or unique items for future viewers.

4. At the end of the drawing period, if there is time, students can take turns sharing the things they added to the drawing and provide some additional insights into the people that would be interested in purchasing that item. Maybe they can share recipes, holiday traditions, or point out similar products/foods across cultures.

When talking about the mural you can use this as an opportunity to practice critique in a setting that is not focused on the artwork of any one individual student.

5. The groups of students who made the work should be responsible for its removal. We recommend removing the murals between one day and one week after their creation.



## Additional Considerations:

1. Recommend that students be constantly aware of what others are drawing in the store. This will allow them to respond to what their collaborators are making. Maybe a new idea will occur, or maybe they will realize that the initial idea needs to be tweaked or rethought.
2. Let students know that they can work on all parts of the drawing. Remind them to help other students, ask for help themselves, move from drawing a figure to drawing the background, and switch places to give patterns drawn by many different hands a more unified look. Every student in the group is responsible for the entire drawing, not just their individual area.
3. Remind students to draw the entire time, even if they feel like they are done.

## Discussion Ideas:

- What visually makes a store feel like a store?
  - How do the different sections of the store display the objects differently? Are the items from different cultures separated into separate displays or mixed in together?
  - Does the store have any decorative elements that help illustrate that it serves a wide range of cultural backgrounds?
- What is the mood of the store? Is it chaotic and cluttered, neat and organized, or homely and welcoming? Did the students achieve the mood they wanted? What elements of art (line, shape, space, value, form, texture, and color) could they have used to more effectively communicate that mood?
- How can arrangements of smaller objects create larger shapes within the composition?
- What perspective techniques give the store a sense of depth and space?
- Do the characters in the drawing interact with their surroundings or each other? What details tell the viewer who they are? What does their body language tell us about how they are feeling?
- Does the store feel inclusive of all of the items? How can they visually encourage equity, diversity and inclusion within their community?

## Assessment Thoughts:

- Did the student/s search or use the provided data/references when drawing their scene? How well was the information integrated into the drawing?
- Did the student/s collaborate well within their group (listen to and respect all ideas, ask and give help, make others' feel included, maintain a positive attitude, draw for the entire time)?
- Did the group create a cohesive image/installation? Were there students who did not work to incorporate their drawing efforts into the rest of the mural?
- Were there explorations into alternative uses of the tape for creating images or 3D elements?

## Extensions:

- The 'community' may be that of the neighborhood around your school, or any other neighborhood you might want to explore. This could be extended to the entire county, state, country, and beyond.
- The corner store could be created in response to promote healthy lifestyles and encourage the community on a path towards acceptance, empathy and sustainability



Create new and uniquely inclusive ways for your class to work together building art that explores image-making at its most epic. Rooted in the power of collaboration, the Piktotape Method builds confidence and motivates students to develop innovative solutions to design challenges. Discover the fun and engaging process of drawing together with tape. Grades K–12. Spiral bound. **\$49.95**

Visit [DavisArt.com/PiktoTape](https://DavisArt.com/PiktoTape) to peek inside the book and learn more.

