JUMPING DOWN THE RABBIT HOLE

ART ON THE EDGE + REACHING FORWARD

ON VIEW MARCH 8 - APRIL 7, 2019
What does it mean...

...to jump down the rabbit hole within the context of a kids' art program? For the students of Art on the Edge and Reaching Forward Mentors, transformation is central to a journey that includes new forms of expression, creative risk-taking, and the development of skills necessary to succeed. Each year local elementary to college-age students choose to jump all the way in, with courage and commitment, making work that is “radiant, amazing, and terrific” as one student described the projects featured in the 2019 exhibition.

Art on the Edge (AOTE) launched in 2008 as a free studio art program taught by professional artists, with the goal of providing accessible, high-quality creative sessions to young artists residing in the nine towns along Outer Cape Cod. Since its inception, hundreds of children and teens have worked in PAAM’s Museum School; semester-long studio classes in the fall and winter include art history presentations and discussions, visits to PAAM’s galleries, the creation of individual and collaborative works of art, and exhibitions in the Museum’s galleries. Its sister program, Reaching Forward Mentors, followed in the fall of 2010, and employs local high school and college-age youth to support younger AOTE students. Mentors develop leadership skills in arts education and administration, while connecting with PAAM’s creative community. The programs are donor and grant funded and provide instruction, materials and transportation free-of-charge.

The 2018-19 program has been taught by Visiting Artists Wilder Alison, Cheryl Carlson-Perrow, Rob DuToit, Traci Harmon-Hay, SV Randall, Vicky Tomayko, Lead Teacher Kiah Coble, and Curator of Education Lynn Stanley. Painting, drawing, pastels, origami, printmaking, bookmaking, and mixed-media assemblage on display in PAAM’s Hawthorne Gallery from March 8-April 7, 2019.


PAAM’s youth programs are supported in part by Ted Jones and Peter Petas; the Aeroflex Foundation; the Arts Foundation of Cape Cod; the Massachusetts Cultural Council, a state agency; the Bilezikian Family Foundation; Keith Hayes and Teresa Townsend; the Horizon Foundation; and Stop & Shop Provincetown, in memory of John Michael Gray. PAAM collaborates with the Provincetown, Nauset, and Monomoy School Districts, Cape Cod Lighthouse Charter School, Cape Cod Regional Technical School, and Cape Cod Community College to provide accessible, creative education programs of the highest caliber.
Take a walk through the winding paths of Provincetown’s Beech Forest and chances are you’ll find the artist Rob DuToit sketching or painting, overlooking the pond or among the pine trees. The practice of creating out of doors, or in plein air, is probably best known through the work of French impressionists such as Claude Monet, but artists have worked in the natural environment across continents and centuries. Rob introduced students to the history of plein air painting and drawing, presenting an art lecture on a diverse range of work, from Albrecht Dürer to Wolf Kahn, and using the watercolors of Charles Hawthorne from PAAM’s permanent collection as examples of expressive outdoor studies. Hawthorne, one of the first artists to establish a school in Provincetown and a founder of the Provincetown Art Association, believed that studying color relationships in natural light helped developing artists “learn to see.” Art on the Edge students used both watercolor and pastels in these sessions, and when the weather didn’t cooperate, colorful still lifes were set up in the Museum School studio for inspiration.
In 2012, at a fall open house at Nauset Regional Middle School, Hannah Capra and her mother Susanne were given a flyer about a free Saturday art program in Provincetown and Hannah knew immediately where she wanted to be. The only problem was managing to get to PAAM and back, but when she discovered that free bus transportation was provided it was possible for her to make the trip from Brewster each week. Within two years she was attending Art Reach—the first NRMS student to join the teen program. At sixteen she was ready to be a mentor—a year ahead of the required age. She’ll be finishing out her third year in Reaching Forward and graduating from high school this spring; given how she’s always pushed herself to be ahead of the curve, it’s no surprise that Hannah is the first Art on the Edge alumna to serve as a Visiting Artist.

Of her experience in the program Hannah says, “Art on the Edge has a very special place in my heart, so getting to be a Visiting Artist was a dream. I was a student in the class, starting when I was around 12, and the program allowed me to become the artist I am today. I’ve been mentoring in the program since 2016, but being a visiting artist is so different from mentoring; the experience was rewarding in new and exciting ways. The dry point etching self-portrait project I taught went amazingly and the stunning work the students created made me unbelievably proud. I learned the dry point process for the first time in AOTE, so being able to pass that knowledge on to the next generation of AOTE students has meant everything to me. My AOTE legacy is in those wonderful kids, and my time with them will resonate with me for the rest of my life.”
While drawing is a favorite practice of most Art on the Edge students and Mentors, realistically drawing facial features can be a daunting challenge for artists of any age. Before SV Randall joined our community as a Fellow at the Fine Arts Work Center, his professional experience included teaching art to K-12 and college students. His skills as an educator have been in full evidence in PAAM's START! and Art on the Edge Programs, where he has developed accessible and engaging lessons in a variety of media—including approaches to 3D forms and drawing from life.

For his AOTE classes, SV started with blind contour warm-up drawings (in which one focuses solely on the object being drawn and not on the page) and moved on to step by step approaches to create large-scale eyes and noses. SV says, “I love teaching because it allows me to share my passion for art. One of my favorite parts of working with kids is the exchange of energy that happens in the classroom and the excitement that the students bring.”
Origami, the Japanese art of paper construction, (ori, for fold, kami for paper) has been the driving force behind recent engineering and design innovations across a range of disciplines—from space travel, to assembly-line robotics and medicine. Origami has been used to develop emergency housing; musculature for “soft robots,” built to handle delicate objects; tiny ingestible robots that perform micro-surgeries; and folded solar arrays constructed to launch compactly and “bloom” in space. In Cheryl’s classes, students learned about the history of origami and various contemporary applications of the art form. From there they created geometric wreaths and multi-colored “rose” balls. The paper sculptures have been combined to form an installation in the exhibition.

Of her Art on the Edge sessions she says, “I chose to teach the art of origami for the AOTE program to introduce students to the joy of paper folding and the many possibilities of origami. My hope is that by exposing the students to contemporary origami and its applications, on all scales and in many fields, that they might be inspired by the sheer beauty of folded forms and the infinite possibilities of what they might create through origami.”
In these sessions, Teaching Artist Traci Harmon-Hay introduced students to the evocative shadow boxes and mixed media assemblages of Joseph Cornell. To provide students with an accessible working structure, Traci constructed the boxes out of salvaged cardboard, which were white-washed with the mentors’ help, to serve as a blank canvas for the assemblages. Students were encouraged to bring to class objects that were important to them, and Traci generously shared her own quirky collection of books, magazines, collage materials, and memorabilia.

Of her experience at PAAM she says, “Teaching children about art and artists has been so rewarding. To watch them create a piece of their very own, gives me such joy in knowing that their minds and spirit have been opened to a broader view on the world. Art teaches them to see not just what is in front of them but what is inside them as well. Thank you for this opportunity, PAAM.”
Fine Arts Work Center Fellow Wilder Alison joined PAAM’s teaching staff in the fall, participating in START!, a youth arts program offered in partnership with FAWC. Her love of pattern, design, and bookmaking has been shared in START! and Art on the Edge: students have created marbled paper and fabric, relief prints, and a variety of hand-made book forms.

In these AOTE sessions, students learned to make a repeating pattern using linocut techniques. After viewing examples of patterns, students drew their own designs, and then quartered and rearranged them, before tracing and carving the pattern on their linocut blocks. During the second session, color-mixing and color theory were discussed before students printed their blocks, using a range of Akua water-based inks on craft paper. When dried, the printed sheets were used as covers for hand-sewn journals, stitched together with pamphlet binding and stab bindings techniques.
For over 20 years Vicky Tomayko has taught artists of all ages a diverse range of printmaking techniques at PAAM—from simple stencils and monoprints, to photo silkscreen prints, lithography, relief prints (linocut and woodcut) and dry point etching.

The technique of dry point is so named because the print’s image is created with a metal stylus or etching needle, held like a pencil to inscribe the printing plate, versus printing processes that require the application of resins and chemical baths to create the plate image. Once the plate is ready for printing, ink is applied and removed, leaving ink in the scratched indentations and a film of ink, or “plate tone” on the surface, as each student sees fit. The final step involves placing dampened paper onto the inked plate and running this through a hand-cranked printing press. Some students also choose to hand-color their printed books using watercolors.

Of the process Vicky says, “Four sessions were spent teaching mentors and students how to make dry point books from a single folded print—not so simple given that printing with the press creates a mirror image and everything needs to be done in reverse! The very dedicated mentors inspired the students to learn materials and processes while enjoying art-making. A full circle experience and beautiful books!”
Samuel Starobin was first introduced to PAAM as an elementary school student through the Lenore Ross Curating Program. The program works in partnership with schools along the Outer Cape to introduce students K-12 to PAAM’s vibrant history and art collection. Sam’s gifts as an artist were already evident; his work had been chosen by his art teacher to be featured in the Twentieth Anniversary Curating Exhibition. From there Sam joined Art on the Edge, graduated to Art Reach, and became a member of Reaching Forward Mentors in 2018. As well as being a gifted artist, Sam has developed into a skilled life-drawing teacher. Life-drawing involves the study of the human body; artists generally sketch nude models, and drawing approaches include very fast “gesture” drawings and longer studies. This past year Sam has taught life drawing sessions to AOTE students and to adults in Art Reach Teaches. Examples of both gesture drawings and longer studies of a clothed model are featured in this exhibition.
Reaching Forward is a professional development employment program in the arts for teens and young adults; mentors learn, create, and receive training alongside visiting professional artists, the Lead Teacher, and Curator of Education over two semesters of Friday and Saturday sessions. The program begins in late September and runs through March. Each mentor is assigned a group of elementary and middle school mentees, aids in the daily administration of the program, including assessment and teaching mini-sessions, and serves as a positive role model in an engaging professional studio and museum environment.

As the program has matured, it’s thrilling to see former AOTE students return to serve as mentors in the program. This year four AOTE alum who joined the program as 12-year-olds—Hannah Capra, Peyton Flanagan, Maeve Noone-Price and Sam Starobin—are serving as mentors, along with Landon Parr and Eleni Larned. Hannah has also distinguished herself as the first mentor to conceptualize and teach a full program session in AOTE. Eleni, Landon, Maeve and Sam attend Nauset Regional High School and will graduate this year. Hannah attends Cape Cod Regional Technical School and is also a senior; Peyton is a sophomore at Cape Cod Community College.
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**JULY + AUGUST**
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Friday: 11am-10pm
Saturday + Sunday: 11am-5pm

**SEPTEMBER**
Saturday-Thursday: 11am-5pm
Friday: 11am-10pm

**ADMISSION**
General admission: $12
Free for members

**MEMBERSHIP**
 Begins at $60. Benefits include free admission to PAAM and other regional museums; eligibility to submit to member exhibitions; discounts in the store and school; and more.

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Above: Photograph by Anton Grassl