Art and Anatomy Merge Disciplines to Create an All-School Art Installation

Presented by Cindy Werner and Samantha Setterlin Educators at McAuley High School, Cincinnati, Ohio
Immaculée Ilibagiza grew up in a country she loved, surrounded by a family she cherished. But in 1994 her idyllic world was ripped apart as Rwanda descended into a bloody genocide. Immaculée’s family was brutally murdered during a killing spree that lasted three months and claimed the lives of nearly a million Rwandans.

Incredibly, Immaculee survived the slaughter. For 91 days, she and seven other women huddled silently together in the cramped bathroom of a local pastor while hundreds of machete-wielding killers hunted for them.

It was during those endless hours of unspeakable terror that Immaculee discovered the power of prayer, eventually shedding her fear of death and forging a profound and lasting relationship with God. She emerged from her bathroom hideout having discovered the meaning of truly unconditional love—a love so strong she was able seek out and forgive her family’s killers.

The triumphant story of this remarkable young woman’s journey through the darkness of genocide will inspire anyone whose life has been touched by fear, suffering, and loss.

-Amazon Synopsis
In the summer of 2014, McAuley High School students, faculty and staff read the memoir of Immaculée Ilibagiza, *Left to Tell*. Throughout the year, the McAuley community has participated in discussions, writing activities and artistic endeavours in response to her amazing and inspiring story.

Faculty members were encouraged to weave her story into the fabric of our community. Out of this challenge came two creative collaboratory pieces.

- Technical Theatre and Senior Studio Art Class created a replica of the bathroom in which Immaculée and seven other women hid for 91 grueling days while one of the world’s worst genocides was unfolding outside.

- This full scale bathroom replica allowed students to experience the conditions that these women endured, while in hiding from the killers that were ravaging the country.

- The exterior of our bathroom was also used as a graffiti wall to allow students to express themselves through the written word and visual art.
Project Overview
McAuley’s Bone Project...

• A memorial created to honor the Rwandan Holocaust victims.
• Each student… created a ceramic bone
  placed a bone into the installation
  wrote a message to Immaculée and pinned it to
  the board adjacent to the installation
Project Timeline

- Homeroom teachers provided names of their students who had taken beginning ceramics.
- Ceramic students were paired with an anatomy student and put in charge of leading their homeroom group in the creation of their bone. Each homeroom made one type of bone together during one or two homeroom bells.
- Students leading the demonstration constructed their bone prior to the scheduled work day for their homeroom. This allowed them to practice and to have an example to show their homeroom. They were also required to prepare enough clay for their homeroom prior to the scheduled work day.
- During the homeroom work day the student in charge retrieved the clay from the art room and demonstrated and worked in the homeroom classroom. When the homeroom was done, the finished bones were returned to the art room to dry and be fired.
- We kept track of the homeroom and the type of bone they created.
- Anatomy students sorted the bisque fired bones into homeroom boxes.
Art Standards

• Art Standards
  • Ohio Art Standards
    • 1PE Examine and articulate the effects of context on visual imagery
    • 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
    • 4PE Identify the factors that influence the work of individual artists.
    • 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
    • 4PR Establish the appropriate levels of craftsmanship when completing artworks.
    • 6RE Identify various venues for viewing works of art.

• National Art Standards
  • Creating-HS Proficient VA:Cr1.2 Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design
Ohio Teaching Standards

• 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.

• 4.7 Teachers use resources effectively, including technology, to enhance student learning.

• 5.4 Teachers create learning situations in which students work independently, collaboratively, or as a whole class.

• 6.3 Teachers collaborate effectively with other teachers, administrators, and school and district staff.
Project Limitations

- Materials used - clay and kiln
- All School read - required summer reading for all faculty and staff
- McAuley Schedule - family time a 20 min homeroom Tuesday-Thursday
- Ceramic students - ceramics is taught year round, so student help was readily available
- Mohawk Madness Day - a day where all students rotate through activities
- Inspiration came from One Million Bone Project in DC
  - http://www.onemillionbones.net/
Interdisciplinary Perspectives

• All School read - a common literary experience for entire community
• History of the holocaust - a personal connection to a historical event
• Written statements - personal reflections
• Immaculée Ilibagiza’s visit - a spiritual testimony
• Anatomy - using anatomical knowledge to create a relic
• Art - using an art medium to produce a tangible symbol
• Theatre - reconstructing the bathroom for a realistic perspective
Project Collaboration

• Multiple perspectives
• All students learned about bone/clay
• Divided our work by our strengths
• Personal Reflections as an educator
Handout

• Ways to adapt the project
  • Art club or science club
  • Diversity club
  • Social justice project
  • Interdisciplinary collaboration
    • Writing on bone with ceramics and english or use a plate

• Links
  • Multimedia presentation for students  https://youtu.be/Bi50ZaTTX_4

• If you have any additional questions or comments please contact us at
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Citations

- Permission to photograph students via the student handbook