

## Pat Dews AWS, NWS Four Day Plan

This is a fairly accurate description of what we will do each day in the workshop. Some variations may occur. There are no clones in my class. All will work on individual designs and all work will be unique. Students who have access to my books or video will have a better understanding of what to expect.

I begin the workshop by showing paintings that are finished and in progress that will exemplify what we will be doing during our first day. Each day following, I will do the same. All pieces will be on a table so students can look at them. The student sees what we will be doing in class and what my work looks like in different stages.

Leftover paint from each day will be used to paint pieces to use for collage.

### Day 1

The first start is a full sheet texture practice sheet. This is done, in such a way, that it is actually a painting start. In my demo, I arrange texture pieces in an overlapping manner so students learn how to start painting more abstractly. Students begin work on their texture pieces. I circulate to give individual attention.

#### Lunch

Using torn pieces of paper, I arrange (cruciform design format) and tape them to a blank sheet of paper for my next painting start. I paint and spray over these taped pieces, used as a mask, to reserve white shapes. After I demonstrate, students will tear their paper pieces (from failed painting they bring to class) into large, medium and small shapes to place on their paper in a cruciform design format and begin painting their next start. I circulate and give individual attention.

### Day 2

The next start/finish is created using a grid format. I will completely alter the surface of a painting start (it will be one that I bring with me) using acrylic paint and acrylic paint techniques. Students will use one of the paintings they bring (must be a full sheet). If I decide it is not a failed painting, a failed painting start will be prepared. I circulate and give individual attention.

#### Lunch

I will give a video/slide presentation of my finished paintings. I will discuss color, design, form and content. I will be discussing design and the possibilities waiting to happen. There is a 10 minute break. I give a short demo on how to approach finishing the reserved white spaces. We quickly review the student's pieces with the reserved white spaces. I will choose 2 starts to draw with a marker on waxed paper (used as tracing paper) so the student visualizes how to begin. Students begin to paint.

#### Lunch

Students paint for the afternoon. I circulate and give individual attention.

### Day 3

I demonstrate more techniques for the next stages in the painting process. I also work on 2 or 3 small collages that need very little finishing. Students see finishes and also

learn how they can make a start using the collage pieces they have painted during the week. We look at 1 start from each student and I give a few comments on the direction they can take. This takes time, but students tell me this is invaluable. Students paint on her/his starts until lunch. I circulate and talk to each student individually.

#### LUNCH

Students paint until 300, with me circulating. Students are then broken up into groups of five for critiques. Students can watch all critiques or continue to work and listen to only their group.

#### Day 4

Group critiques continue. Students can work and listen to only their group or continue to work.

I do 1 final demo, that I feel will most benefit the group.

#### Lunch

Students continue to work with me circulating and helping. If there is room on the floor or wall we will have a final critique at the end of the day. I will use a laser light to comment. If not, students will bring his/her painting that is nearest completion to my table, for a few final comments.

Many paintings will be started and in different stages of completion. In a workshop it is important to try new techniques and get a lot of work going. Finishing pieces and finishing touches can come later, in the studio, as the student works quietly on his/her own. Students leave with many new ideas and new excitement. Most write later saying how their work has grown and that they will never work the same way again.