

Impact of instruction on student learning outcomes

Balancing traditional methods and materials with training in leading edge technology allows our program to thrive and to be relevant and competitive nationally. Each student learns skills in welding, foundry, mold making, woodworking, sewing, sound, light, video, electronics, basic programming, and performance based work.



I provide welding workshops and other hands on instruction on an extensive range of processes each semester

When possible, I combine traditional and emerging technologies. For example, we design forms in 3D modeling software and then use a 3D printer to generate a plastic version. We then use a 5000-year-old metal casting technique called the “lost wax method” to make a mold around the plastic which can then be heated to evacuate the plastic. Next, we pour molten aluminum or bronze into the void left by the melted plastic. We also do special events that expose students to more unusual methods and materials workshops such as blacksmithing workshops or iron pours every few years.



Preparing molds for iron pour in the sculpture foundry

Herron's iron pour team, Indianapolis Art Center

In the 200 level classes, I develop assignments that challenge students to address new situations in the development of their ideas and execution of their work. I have developed assignments topics that include the creation of flying machines and portable landscapes, that explore time through the inclusion of ice as a material and through video and kinetic projects. I encourage students to push themselves as they explore less familiar circumstances such as performance and installation art. I created a Floatation project that challenges students to develop a sculptural form that not only resides on the surface of the water, but also incorporates their own body in the work.



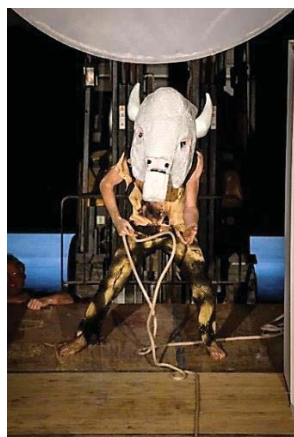
Floatation projects on the canal near downtown and White River State Park, Indianapolis

An early assignment that I continue to give is the creation of a “prosthetic” that physically connects with the body and must enhance or inhibit the student’s ability to engage the world around them. This project lead to the creation of a department-wide event that has become an annual exhibition. The Wearable Show takes place each spring in both the traditional gallery spaces and on a makeshift runway in our fabrication and foundry area. We typically have 200 hundred guests that attend the event. Work for the exhibition focuses on contemporary issues of identity, body politics, consumerism, and showcases performance based work. In recent years, the students have taken the reins of this show and have expanded it to include works by students from other departments across the school. This is often the first-time students have performed in front of an audience – it is a great communal experience that is highly anticipated and has become a part of the identity of the sculpture department.

Links to the 2015, 2016 and 2017 wearable show - <https://www.youtube.com/watch?v=l7ZZrJumyxo>

<http://www.indystar.com/picture-gallery/life/2016/03/24/herron-wearable-art-show-and-sculpture-exhibition-2016/82241630/>

<http://www.indystar.com/picture-gallery/life/2017/03/23/2017-herron-wearable-art-show/99566870/>



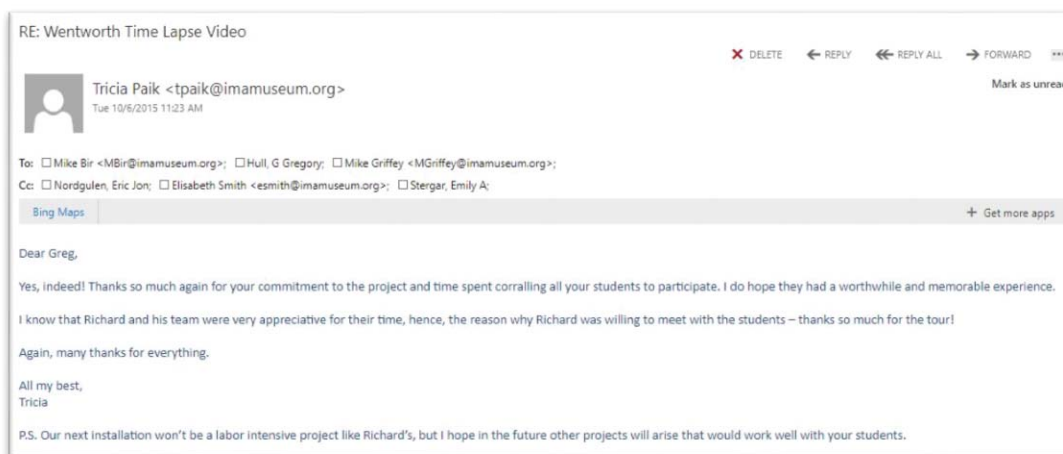
Wearable Art Show, Sculpture Department, Herron School of Art and Design

Integrated Teaching and Learning

Coordinated student participation in projects based at other cultural Institutions. These experiences provide insight into these institutions and opportunities to network with the staff and curators while providing truly unique access to some of the most significant contemporary art and artists in our field.

*Richard Wentworth False Ceiling Indianapolis Museum of Art 2016

<http://www.imamuseum.org/exhibition/richard-wentworth-false-ceiling%E2%80%94indianapolis>



<https://www.youtube.com/watch?v=gy-k5kNfFLk>