

Teachers in Practice report form

Name	Silvia	
Surname	Withöft-Foremny	
Where do you normally teach?	SWF-artist-workshop 30880 Laatzen, Gutenbergstr. 20, Germany	
Where did the Project took place? (if different to your normal working place)	Introduction and 1 st abstract work: SWF-living room (private) Further abstract work: Each student's home Sculpting: SWF-artist-workshop	
How many students took part?	3 (+1*) started (* SWF took part as teacher and student) 2 (+1*) finished (one gave up)	
Students' level of artistic know-how – technical & conceptual	Technical Students: autodidacts since 2004, sculpting as hobby (having other occupations) Teacher: autodidact since 2004, professionally working since 2007	Conceptual Students: none, 1 st time to work to an abstract subject-matter Teacher: studies in figuration and design (state approved master-designer of crafts)
How long did the project last?	Start up: 12th Nov. 2013, All finished: 6 th March 2014 (→ ca. 4 months) Duration abstract work: ca. 4 h on 2 dates Duration sculpting: ca. 15–20 h on 5-7 dates (depending on student's time budget)	
Techniques used:	Together: Brainstorming and <input type="checkbox"/> Mindmaps for "migration" and "plate" (meaning, essence, association, form, colour...) Each student on his own: <input type="checkbox"/> Marking key words, which describe "migration" and "plate" <input type="checkbox"/> Moodboard (as result of the key words) <input type="checkbox"/> Conclusion from moodboard, e.g. "My object shall show / shall be..." (<input type="checkbox"/> group meeting to discuss the results)	

	<ul style="list-style-type: none"> <input type="checkbox"/> Finding the form of the object <input type="checkbox"/> Directly sculpting the stone
<p>Brief description of input given to students <i>(max 200 words)</i></p>	<p>Giving the information about aim, conditions etc. as told by SN.</p> <ul style="list-style-type: none"> - Showing the way to come from the abstract words to a form/sculpture (see "techniques" above): "Everything is and all thoughts are allowed (no exclusions), blowing up own barriers in thinking, new combination of knowledge and know-how" - Starting together (brainstorming, mindmaps)
<p>General conclusions, e.g. positive, negative outcomes, difficulties, way forward, suggestions....</p>	<p>Difficulties:</p> <ul style="list-style-type: none"> - Finding the time/dates for the group meetings, as students have other occupations - Coming from the abstract matter to a concrete form - Due to occupationally working with immigrants two of the students were focussed on "Migration" in this sense. At first, it was difficult for them to think more generally and find other associations (like move/walk of birds, nomad, fish, dunes...) <p>Negatives:</p> <ul style="list-style-type: none"> - One student gave up (though he had an extra meeting), finding himself being blocked in thinking <p>Positives:</p> <ul style="list-style-type: none"> - The students were very interested in this project, saying it showed them a new way/option of thinking

Image 1: SWF-artist-workshop, inside



Image 2: SWF-artist-workshop, outside



Image 3:Example of mindmap “Migration”

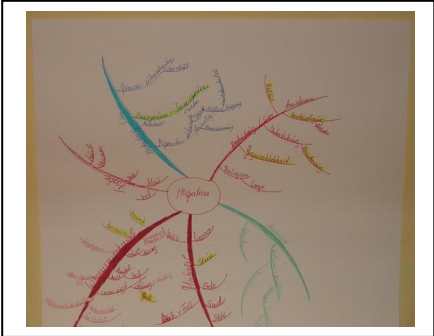


Image 4:Example of mindmap “Plate”



Image 5: Moodboard-mh



Image 6:Sculpture-mh, “Communication”, limestone from Thüste, glassball, diam. 40 cm



Image 7:Moodboard-jl

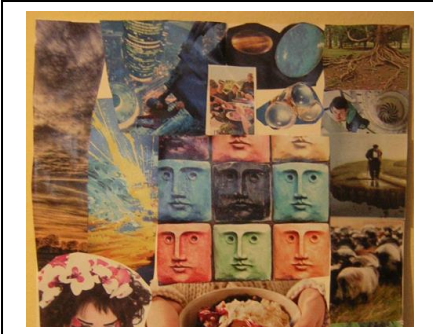


Image 8:Sculpture-jl, “Enrooted/Uprooted”, soapstone grey-green, partly polished, h = 15 cm

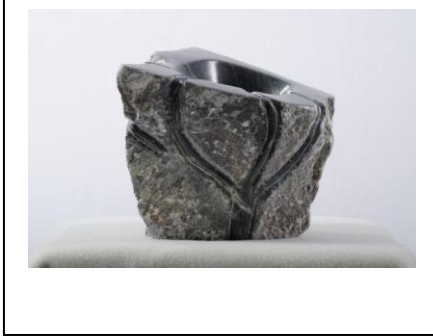


Image 9: Moodboard-swf



Image 10: Sculpture-swf "Migration",
Buffon d'Étrochey, h = 38 cm



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