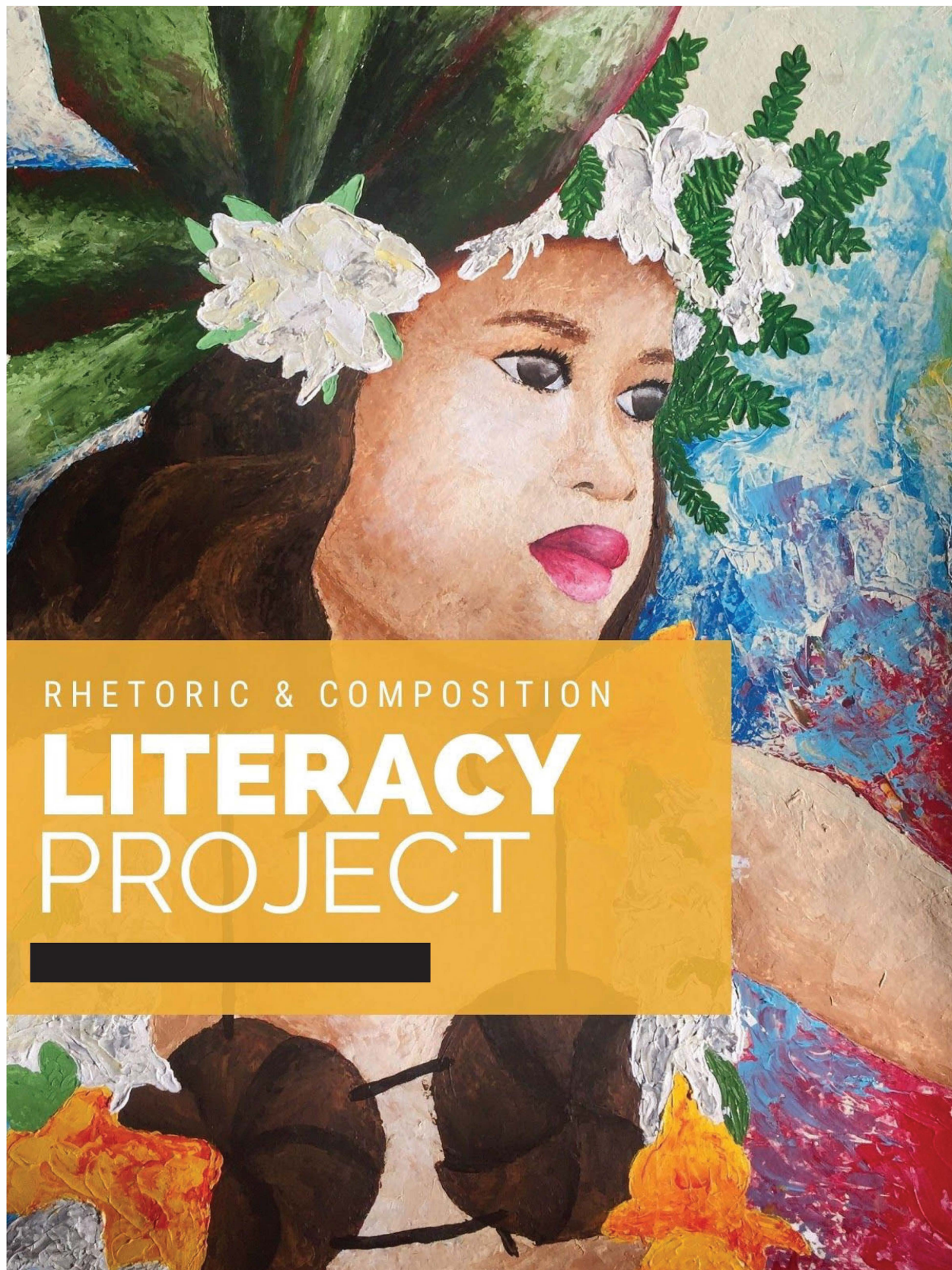

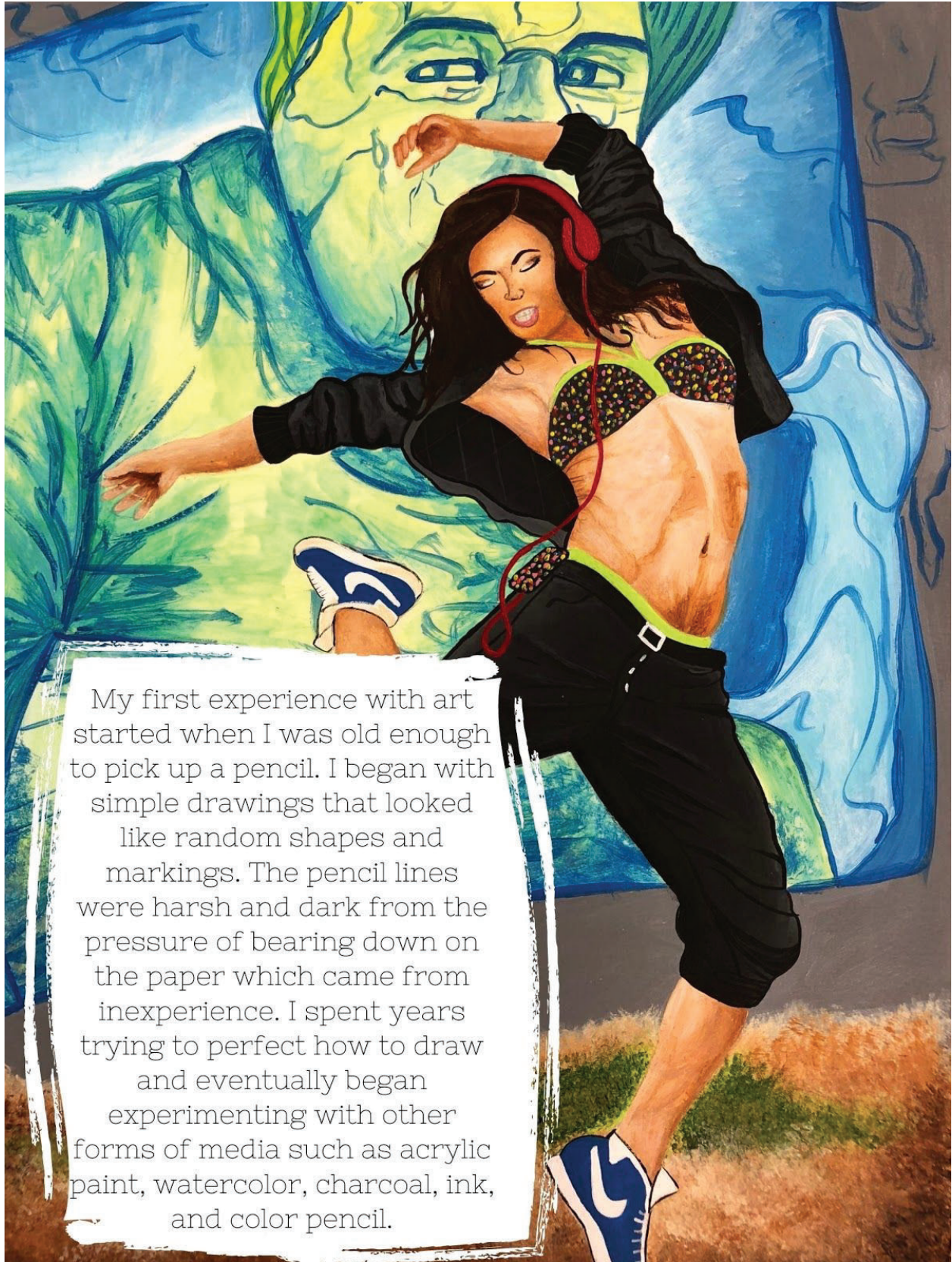


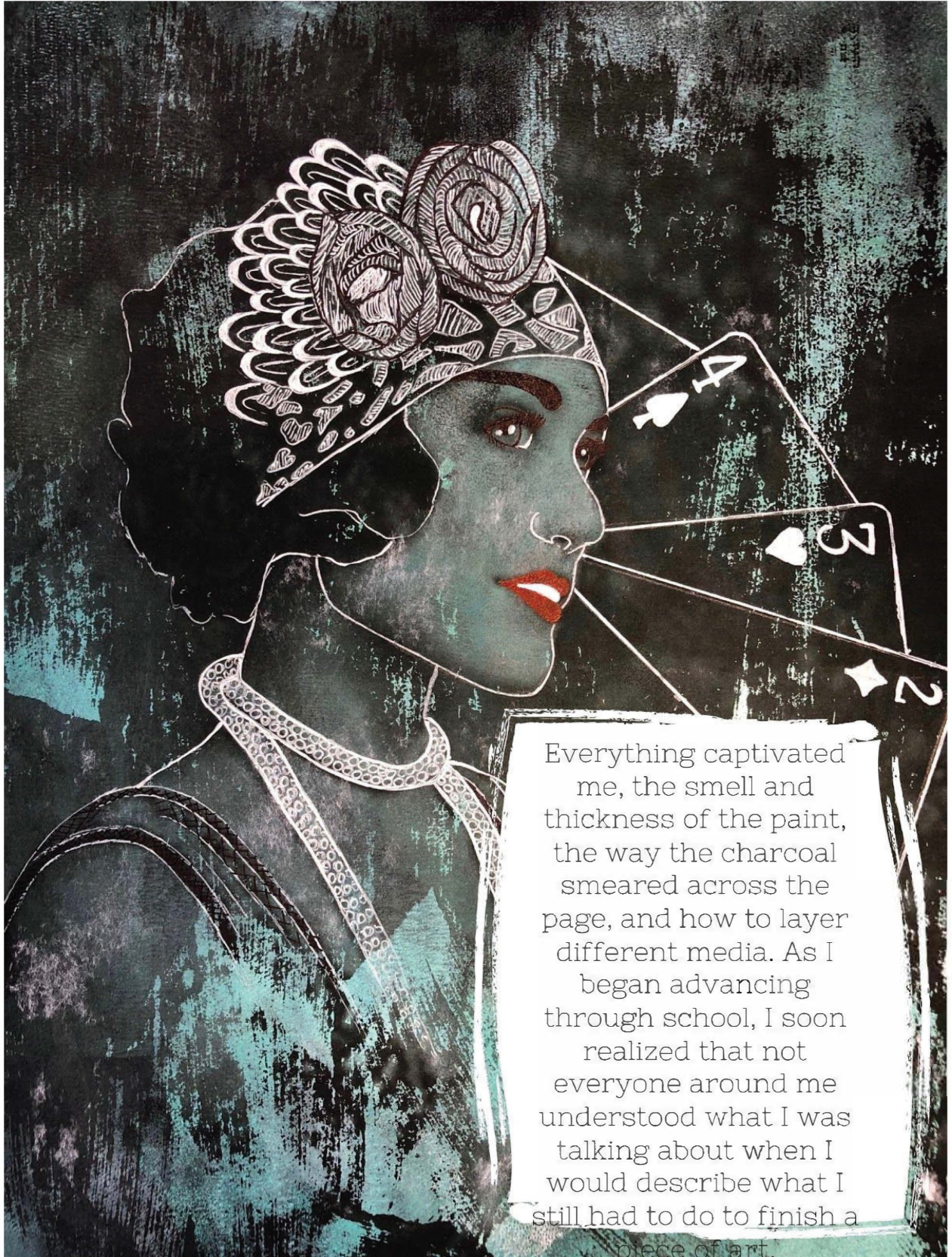
This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>




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- I started by using bright pieces of art to draw the reader's eye, then used engaging and descriptive language to keep them interested.
 - One thing I did well was using descriptive language to show the reader what different types of media feel and smell like. One thing I could improve on is condensing my writing so it isn't so long compared to other projects I've seen.
 - The part that was the easiest to write was when I was describing what types of art I do and how it makes me feel. The part that was the most difficult was making sure I explained everything so the readers could understand the types of art and the terms.
 - I chose images of my own artwork completed during my time in AP Art.
 - I would like the reader to look for any art term that interests them and do research to help become fluent in art literacy.
 - I have learned to be proud of my art literacy and how to show readers my strengths through writing.
 - My audience is anyone who has an interest in learning about art media, types, or terms.



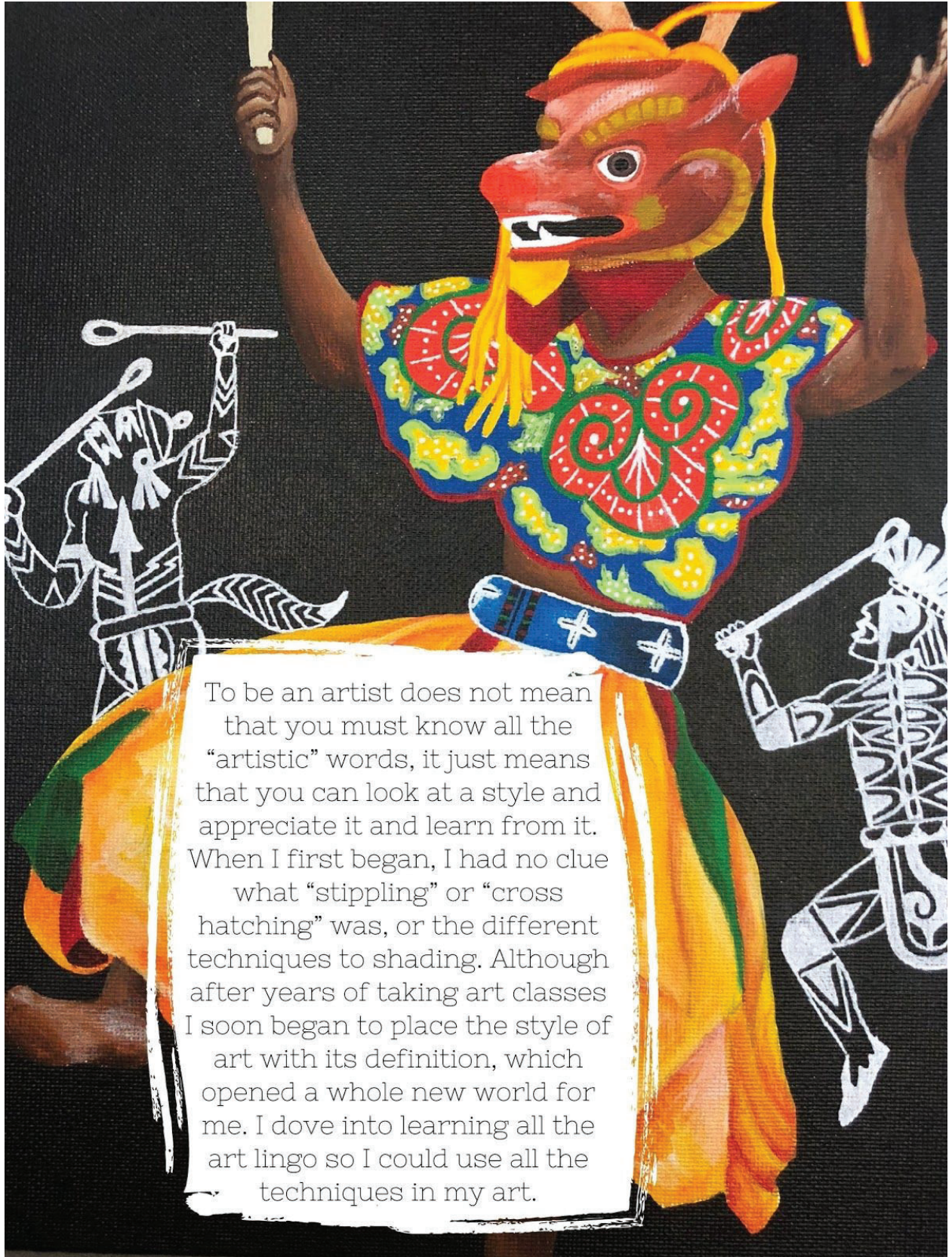
My first experience with art started when I was old enough to pick up a pencil. I began with simple drawings that looked like random shapes and markings. The pencil lines were harsh and dark from the pressure of bearing down on the paper which came from inexperience. I spent years trying to perfect how to draw and eventually began experimenting with other forms of media such as acrylic paint, watercolor, charcoal, ink, and color pencil.



Everything captivated me, the smell and thickness of the paint, the way the charcoal smeared across the page, and how to layer different media. As I began advancing through school, I soon realized that not everyone around me understood what I was talking about when I would describe what I still had to do to finish a piece of art.

A painting of several pairs of legs and feet, each wearing a different style of shoe. The shoes include lace-up oxfords, loafers, and a high-heeled shoe. The background is dark, and the overall style is realistic with visible brushstrokes. A white, torn-edge text box is overlaid on the left side of the image.

As an artist there are hundreds of ways to describe your art, it could be by the media type, the style, whether it is abstract or surreal, it could be modern or classical, or it could be off canvas such as woodworking, photography, and pottery. At my school there was not a heavy influence on advancing in art, the majority was heavy on sports and some on academics. With this being said, I was one of the few students who could describe a work of art and leave people wondering what on earth I said or meant. This is the first time I realized I had a gift that many of my peers did not have, the ability to create and inspire others through my artwork.



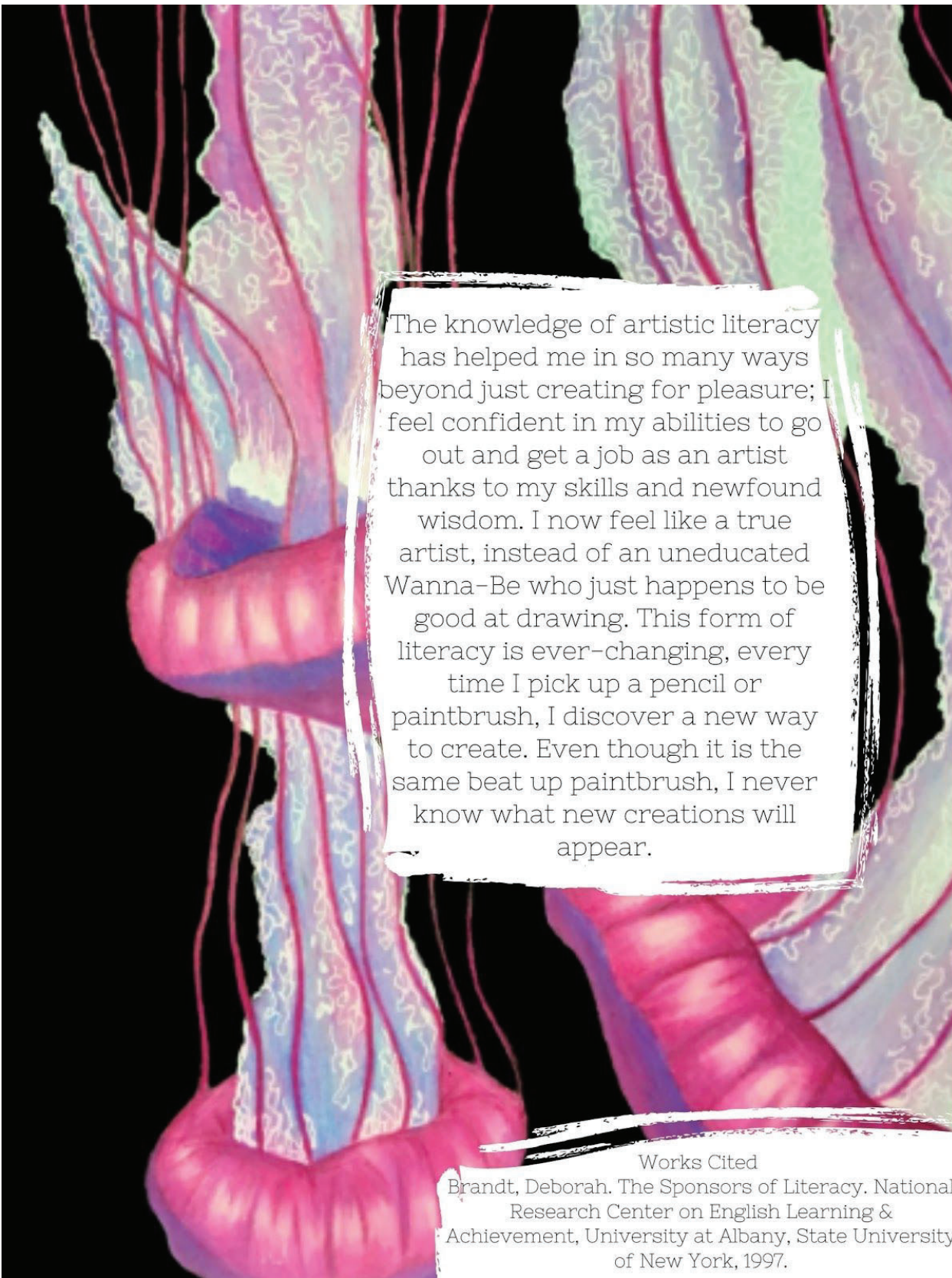
To be an artist does not mean that you must know all the “artistic” words, it just means that you can look at a style and appreciate it and learn from it. When I first began, I had no clue what “stippling” or “cross hatching” was, or the different techniques to shading. Although after years of taking art classes I soon began to place the style of art with its definition, which opened a whole new world for me. I dove into learning all the art lingo so I could use all the techniques in my art.



I really started to know I was different when I was offered by my art teacher to take AP Art sophomore year, which is usually offered to juniors and seniors. I owe a big part of my success to my literary sponsor, my art teacher, who pushed me beyond my perceived limits to create masterpieces. According to Deborah Brandt, there are agents (teachers) who's main goal is to help students to succeed by growing their literacy which creates an advantage compared to other students (Brandt).



I was the youngest in the class, but compared to most of the students I was far more advanced than them because of my literacy in art. In some ways I felt left out because I did not know anyone in the class and it was intimidating, although not knowing anyone worked to my advantage because instead of talking and goofing off, I was able to buckle down and knock out my required pieces. While we could all draw and paint beautifully, I was one of the select few who could understand right off the bat what my teacher was referring to, instead of having to google any art term to understand what the project needed to include.



The knowledge of artistic literacy has helped me in so many ways beyond just creating for pleasure; I feel confident in my abilities to go out and get a job as an artist thanks to my skills and newfound wisdom. I now feel like a true artist, instead of an uneducated Wanna-Be who just happens to be good at drawing. This form of literacy is ever-changing, every time I pick up a pencil or paintbrush, I discover a new way to create. Even though it is the same beat up paintbrush, I never know what new creations will appear.

Works Cited

Brandt, Deborah. The Sponsors of Literacy. National Research Center on English Learning & Achievement, University at Albany, State University of New York, 1997.