

ALVARO ASTURIAS

Visual Arts Workshops

MEET THE ARTIST:

Alvaro Asturias, a native of Antigua Guatemala of Central America, immigrated to the United States in 1976. He obtained a B.F.A. from the Otis Art Institute of Parsons School of Design in 1983, and has been a permanent resident of the United States and of California since 1987.

Upon completion of his degree, Alvaro actively pursued many fellowships, community projects, commissions and opportunities to exhibit his work as an artist in Southern California. In 1991, he received the J. Paul Getty Trust Fund for the Visual Arts Fellowship. He designed the first Guatemalan float for the Pasadena Rose Parade in 1992. His work has been seen at the Los Angeles County Museum of Art, Museum of Contemporary Art (MoCA), Los Angeles Children's Museum, Los Angeles Contemporary Exhibitions (LACE), Municipal Art Gallery, Hippodrome Gallery, Sonrisa and several university galleries throughout Southern California.

While pursuing his career as an artist, Alvaro has been credited as an educator and assistant with the Los Angeles Unified School District, Los Angeles Children's Museum, Los Angeles County Museum of Art and Westside Art Center. During his eleven years with the Los Angeles Children's Museum as an artist-in-residence and core staff member, he designed installations, developed programs and workshops for children and trained interns and in-coming staff.

At present, Alvaro is continuing the Antigua Paintings, a series of works based on the people, architecture, history and legends of his native Antigua Guatemala. He is also developing bilingual children's arts programs for museums and schools.



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ABOUT THE WORKSHOPS:

In the workshops, students are introduced to a variety of art techniques and crafts from around the world that include many decorative festive traditions. They learn about many different cultures through the use of stories, legends and myths. Lessons will correlate with other core curriculum areas, such as history, literature, social studies and geography. In addition, emphasis is placed on broadening students' understanding of the language of visual art, its elements and principles.

Each workshop, or series of workshops, focuses on a specific culture. Projects range from mask and puppet making to paper folding, paper cutting, drawing and painting. All enhance students' manual dexterity and coordination. They also are designed to teach students specific skills that enable them to have a sense of accomplishment and self-worth.



BEFORE THE WORKSHOP:

- Please have the students wear nametags for the workshop. It saves time if they are made beforehand!
- Review the importance of listening and observing. Ask the students what it means to be a good listener. What does it mean to be a good observer? Why is it important in daily life? Why is it important when the artist is here?
- Review students' ideas about art, underscoring the idea that art is both personal and universal, and that everyone's ideas will be both different and related. Discuss the importance of being able to draw. Where can they use this skill in their lives? What professions utilize the skill of drawing?
- Have the requested supplies ready before the artist arrives.
- Have student desks or work surfaces cleared.

AFTER THE WORKSHOP:

- Review the major points presented in the workshops. What were the most important ideas? What parts of the workshop did the students like best? What did they learn about art? What did they learn about themselves?
- Practice the skills learned in the classes and find ways to incorporate them into other areas of the curriculum.