

Take This Picture 2021



KILMORIE
PRIMARY SCHOOL



Jadé Fadojutimi

[Tate - Jadé Fadojutimi | Facebook](#)

- Jadé grew up in East London
- She attended the Slade School of Art
- Completed her MA at The Royal College of Art in 2017 and had her first show in the same year
- Subsequent exhibitions took place in 2018, 19 and 20. She has exhibited in London, Cologne, Berlin and Tokyo
- This year she is exhibiting at the Liverpool Biennial, the Hepworth Wakefield and in Miami
- In 2020, at the age of 27, Jadé became the youngest artist ever to have work in the Tate Gallery's permanent collection.



I present your
Royal Highness,
2018

The Tate writes:

Fadojutimi's practice is intuitive and abstract. Shifting between gestures and repeated forms she produces her own distinctive visual language.

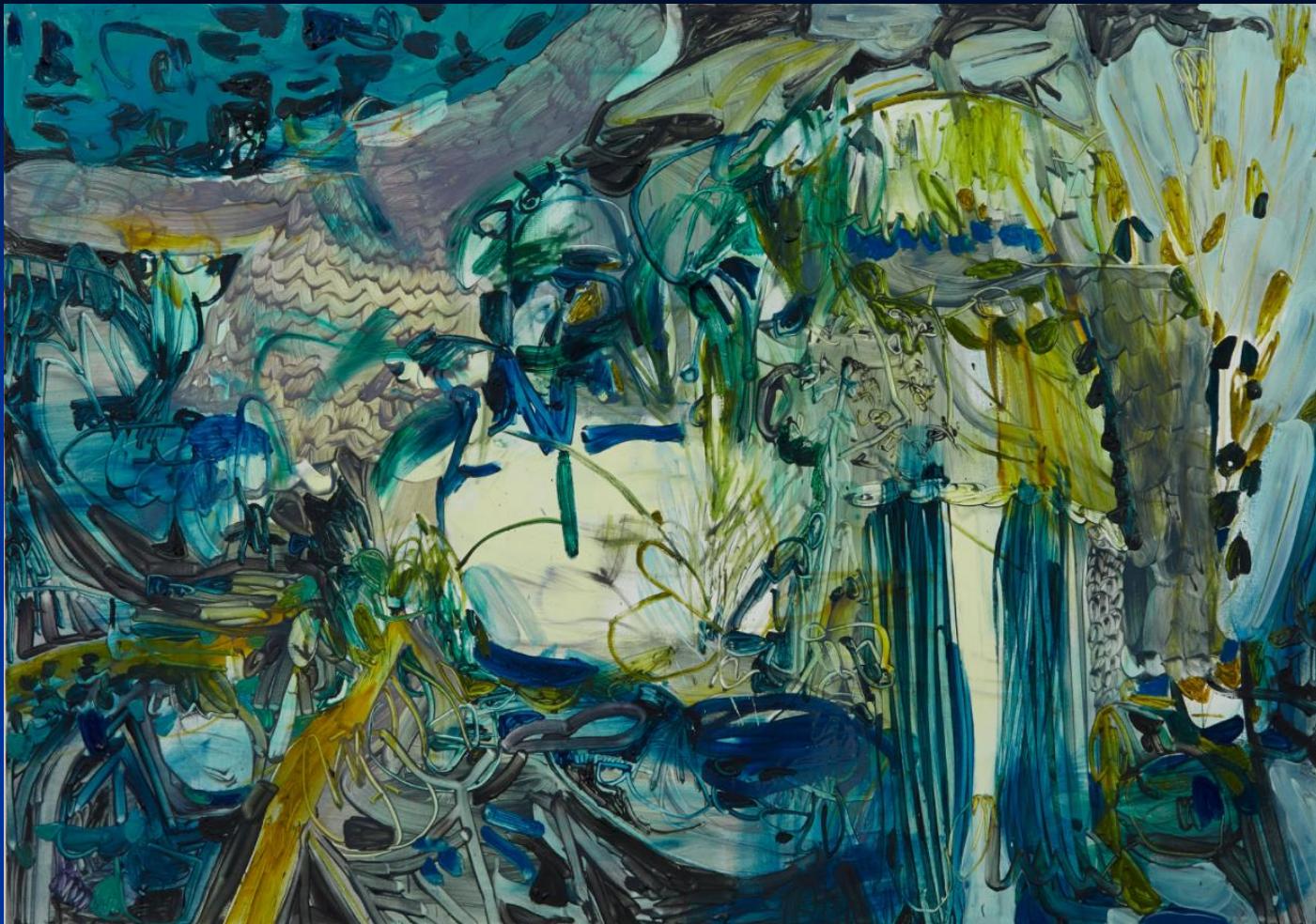
Fadojutimi's work explores the fluid nature of identity and the world that shapes it. Her dynamic surfaces capture an ever-evolving landscape of emotions. She describes her paintings as a diary of her life.



The
Missguided
Thrill of
Frills



Just a Good Memory



An Unspoilt Ritual



OB-SESS(H)-ION, 2020

Heliophobia





Mosaicked Utterance, 2020



There exists a
glorious world. Its
name? The Land of
Sustainable
Burdens, 2020

When asked about her work and where it comes from, Jadé replies:

It questions the idea of identity or self

It asks: What does it mean to me?

How do I know who I am?

What makes me me?

Jadé talks about struggling with her identity – being both British and Nigerian and what this means. She often felt displaced. She sought sanctuary in Japanese anime and in Disney theme music, immersing herself in and eventually painting to soundtracks.

She states:

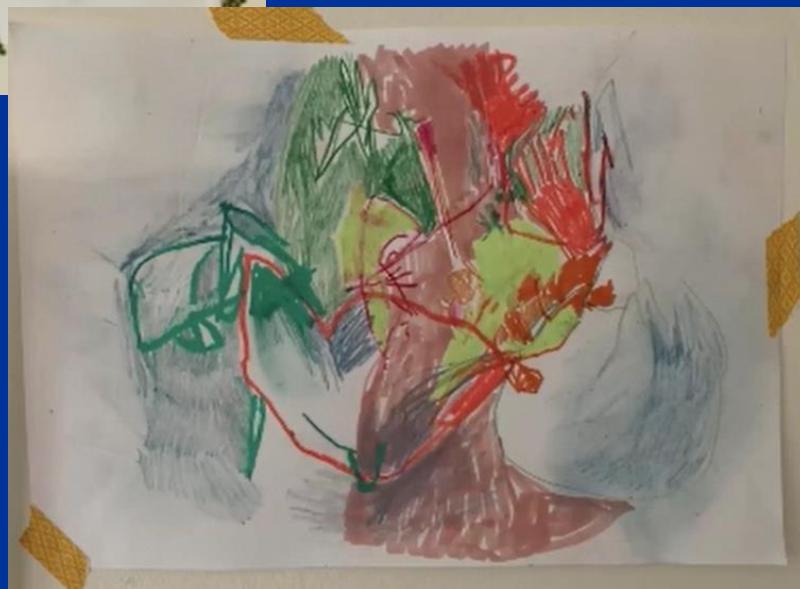
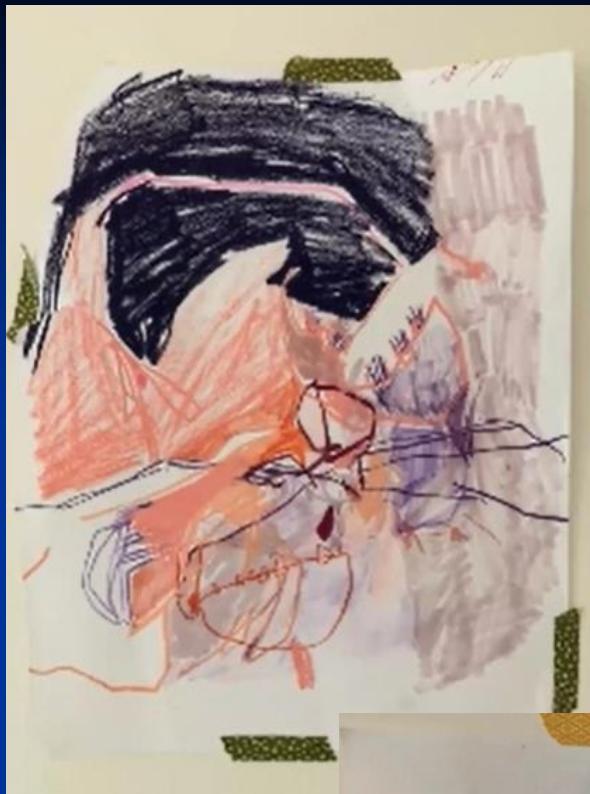
The world is both good at and bad at defining the world for you.

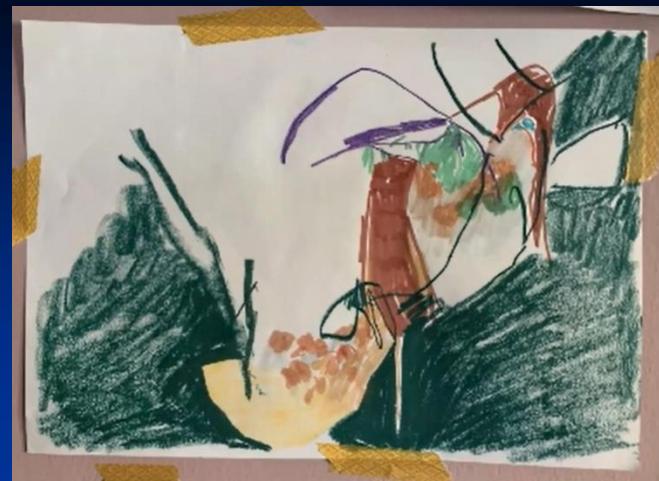
Through her Art she:

- seeks to interrogate the relationships, thoughts and feelings she has with the objects she has chosen to surround herself with. These are constantly changing;
- Seeks to find her own language
- Seeks to find her true self

I'm trying to paint the indescribable.

■ BBC 10 Pieces





“They don’t have to be anything, I think it’s important to say, I was just obsessing over the part that I enjoyed most which was the colour.”

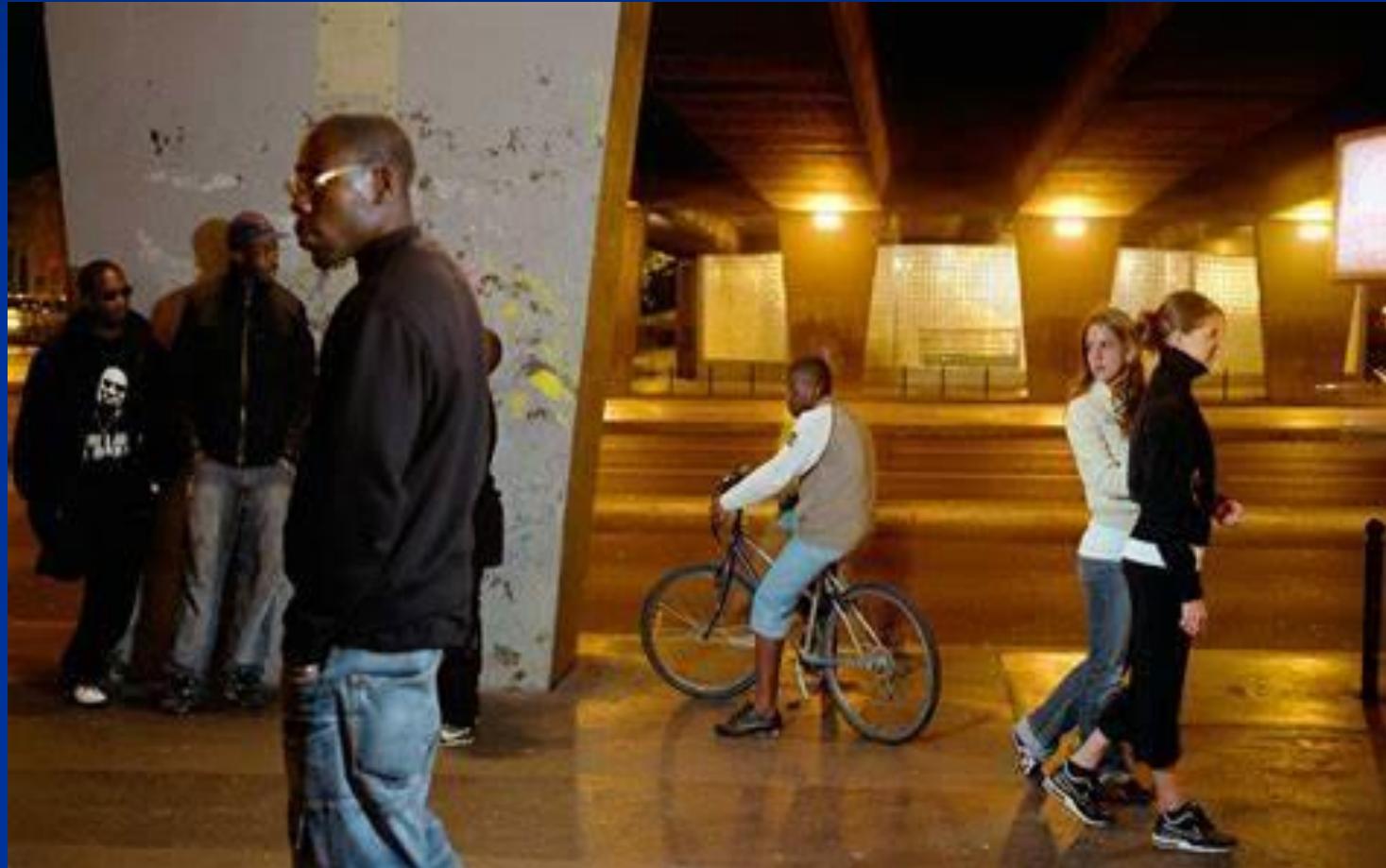
Ways in:

- Via My Happy Place – how do you feel in different places? Do you feel the same in The Wild Garden as you do in the Susan Circle? If you had to describe your feelings in colours which ones would you use? (coloured paintings/drawings/collages for different places)
- Via the Tate's Hear My Story project - collections of favourite things, family treasures and photographs, the things you feel you want to use to tell the world about you rather than letting the world define you (Story Boxes that tell your story? Photographic portraits? Videos? Collages of pictures, poems, photos – painted over, woven or sewn over?)
- For the chn in Yr5 - Yr3 Photography Project – does this photograph tell the world about the real you? How do you want to tell your story?

- Focus on one favourite toy/dress/shoes/song/marble/story/shape/symbol/mark/colour/flower and your feelings about it. Do you always feel the same?
- Paint freely with music for stimulus
- Paint freely to your favourite song
- Paint whilst listening to a story
- What would paintings look like as depictions of traditional stories?
- Taking one square of a painting and recreating it in different media

Ways in contd:

- Yr5/6 – link to work on identity by the contemporary artist Mohammed Bourouissa – currently exhibiting at Goldsmiths Centre for Contemporary Art – online workshops available!



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the world for you.*



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■ Goldsmiths CCA — MOHAMED BOUROUISSA



Steve McQueen Yr3 Photography project and Mohammed Bourouissa

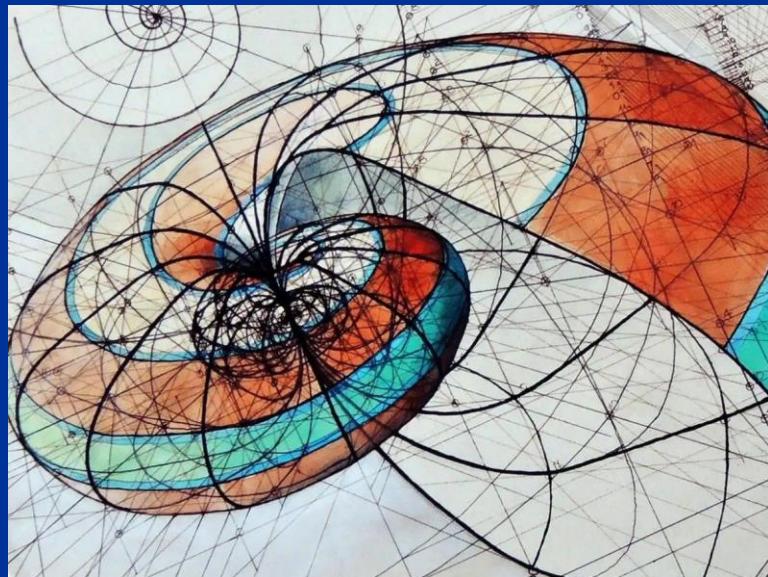
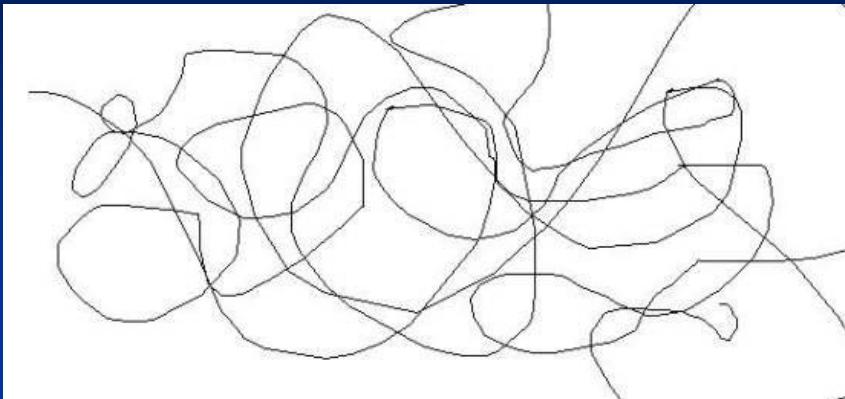
- What do they say about us?
- Do they in fact say anything about us as individuals?
- If not that, do they say anything about our school?
- Are you happy with this photograph?
- How might you change it?
- How would you like to be photographed?
- What could you add/wear that would speak more of you as an individual?
- Would you like to create images that tell your friends and our school community more about your likes/dislikes, hobbies, family, background, heritage, culture?
- What items from home would you include?
- What would you wear?

This might lead to wider discussions about where they see photographs of young people and how they are depicted. It might lead to looking at photographs and thinking about how might a person be depicted positively/negatively, what clues are there in a photograph about the person. In terms of Art History we could compare and contrast Mohamed Bourouissa's photographs with other photographers.

It might lead to a series of portraits created by the children of themselves, the objects and clothes most meaningful to them, their families, traditions and culture.

This would tap into the work on diversity that all schools are engaged in now. It would give the children agency over their image.

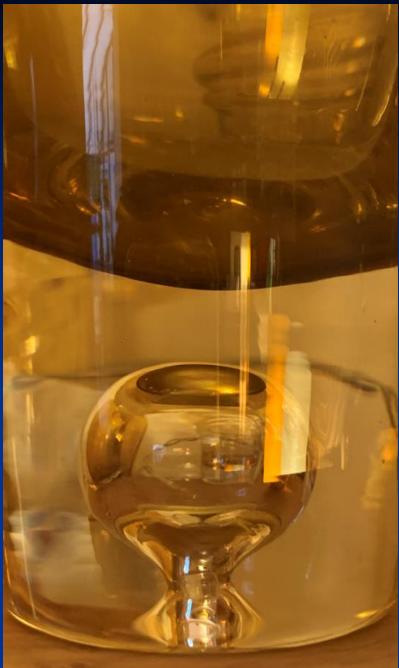
■ Taking your pencil for a walk











Reflections

- Enjoyment
- Immersion
- Exploration
- Feelings
- Favourite things
- Free expression – no right or wrong

- *Must include some skill based learning – Making Drawing Inclusive CPD on 20.5.21*
- *Streams of Consciousness*