

LINEAR DEVELOPMENT



The nature of development isn't necessarily linear, especially when it comes to creative endeavors, but we can see development when we look closely at the movement present in the very first lines a child draws or paints. While there are always a few outliers, the general pattern of early childhood drawing begins with a few straight lines, grows into exploratory marks that may look a bit wild, and then eventually a child will use a line to make a closed shape. The knowledge and experience of these three movements begins to build the foundation for a tool box of methods to make lines and shapes to respond to the reality/ environment around them, to communicate ideas. In the same way, we as evolving, growing human beings develop and use a tool box of knowledge to adapt to and explore different situations. Within this pattern of straight lines, scribbles, shapes, I see a metaphor for the way we enter and explore a new space. We begin with a few cautious movements, then we may encounter a bit of indecision, or excitement, exploring new paths that revisit each other, linger in a corner, or occasionally stray out of bounds, and eventually we find a way to order the chaos, with a closed shape, a milestone of achievement. I find each phase inspiring and truly beautiful to observe, watching someone freely explore a space with a moving mark.

The evening performance will investigate this sequence visually, using (in part) paintings made by small children in the same space earlier in the day, as a type of notation.

The afternoon paint lab is an opportunity for young children to explore and experiment freely with paint using different tools and colors. You will most likely be able to recognize the patterns mentioned above. This is also an opportunity for adults to relax, drink a tea, and converse with each other.

Rachel Obranovich, Artist and Educator

A native of Texas, has lived in Zurich for the past five years with her husband and their newest addition, Rafael who is three. With an MFA in Painting from the University of Dallas, she has recently completed a further education certificate in advanced studies focusing on Arts and Design in Practice from Zürcher Hochschule der Künste. Inspired by her work with young children at GZ Wipkingen, and reflecting on her teaching background, she investigates ideas of instruction, movement, and translating marks into sound through drawing, painting, performance, and sound experiments. For more about past and future projects please visit: www.disclosure08.blogspot.com

MYRIAM GURINI, Dancer and Teacher

Myriam is a contemporary dancer and dance teacher based in Zurich.

Myriam Gurini (17.06.1985) lebt in Zurich, hat ihre Wurzeln im Engadin und ist als freischaffende Tänzerin, Choreografin und Tanzpädagogin tätig. Sie realisierte u.a. vierabendfulle Tanzstücke, welche beim Kulturfestival „Dis da Cultura da Samedan“ uraufgeführt wurden. Sie performte bereits für Flurina Badel „Manouvre“, Allora und Calzadilla 14 Rooms Art Basel und tanzte im Stück „Roots“ von Aleksandra Dziuros in Polen und „X“ von Anna Heinemann. Ihre Tanzausbildung erhielt sie an der zeitgenössischen Tanzschule Varium in Barcelona und während einem Aufenthalt in Den Haag Holland. 2009 erhielt sie das Diplom als Bewegungspädagogin an der Gymnastik Schule Basel.

<https://vimeo.com/151507404>

https://www.youtube.com/watch?v=Pyp407b_PtI&t=9s

<https://www.youtube.com/watch?v=tXxqmORXT6s>

