

MARGARET CROWLEY

Hazard

Educator Handout: Grades K - 6

ABOUT THE EXHIBITION

Margaret Crowley's exhibition *Hazard* includes new paintings and sculptures that address the physical impact of work and the importance of taking care of our bodies.

ABOUT THE ARTIST

[Margaret Crowley](#) (b. 1987, Ottawa, Illinois) is a Chicago-based artist. Her work has been exhibited at the Reva and David Logan Center for the Arts, University of Chicago; Devening Projects, Chicago; Hyde Park Art Center, Chicago; Chicago Artists Coalition; Cue Foundation, New York City; and Área: Lugar de Proyectos, Caguas, Puerto Rico. Crowley has received the Jarislowsky Foundation's Emerging Artist Award, which included a residency at the Banff Centre for Arts and Creativity in Banff, Canada. She has also been awarded multiple individual artist grants from the Illinois Arts Council and a residency at Ox-Bow School of Art and Artists. *NewCity Chicago* named her one of Chicago's 10 Breakout Artists of 2023. Crowley is the co-director of Produce Model Gallery, Chicago. She received her M.F.A. from University of Chicago, M.A. from Eastern Illinois University, and B.S. from Illinois State University.

VOCABULARY

- **Medium:** refers to the type of art (such as drawing, sculpture, or photography), as well as the materials an artwork is made from (such as silk, gouache (opaque/non-transparent watercolor), or steel).¹
- **Subject matter:** that which is depicted in an artwork—such as people, places, or things.
- **Symbol:** an image or object that stands for an idea or a feeling—such as a heart for love.
- **Theme:** recurring ideas, materials, or **subject matter**.

¹Tate (n.d.). *Art Term: Medium*. <https://www.tate.org.uk/art/art-terms/m/medium>.



Margaret Crowley, *Three dogs* (detail), 2024. Gouache on stretched silk. Courtesy of the artist.

CLASSROOM ACTIVITIES AND DISCUSSION QUESTIONS

RESPOND: VA:Re7.2 - Perceive and analyze artistic work.

Share the following information with students.

[Hazard](#) begins with a picture of Crowley's mother's shoulder that was taken by an MRI machine—a special camera that allows doctors to see inside of a person's body. This picture shows the damage caused by the hard work her mother has done over many years as a hair stylist. For almost a year, Crowley went with her mother to physical therapy appointments where her mom would do exercises meant to help heal her work-related injuries. In this exhibition, Crowley thinks about the harm caused to our bodies due to overwork, and the effort that is required to repair the damage.

Select a work in the exhibition to focus on. Use the following questions to guide a group analysis and discussion.

- Describe what you see, such as colors, shapes, **subject matter**, and **mediums**.
- What do these things make you think about or feel?
- Can you find connections between what you see and the **themes** of work, injury, or healing?

CONNECT: VA:Cn10 - Synthesize and relate knowledge and personal experiences to make art.

After analyzing Crowley's work, use the following prompts to guide students in a discussion about rest and healing. Record students' responses on the board.

- What does tiredness feel like? When your mind is tired, does it feel the same as when your body is tired?
- How do you know when you need to take a break?
- Describe things you can do to rest and care for your mind and body.
- What are some ways that you can test to see if your body and mind are ready to do work again?

Engage students in creating artwork based on their responses to the **themes** of rest and healing.

- Ask students to think of and draw two **symbols**: one that represents their mind, and another that represents their body. Encourage them to draw large enough that they have space to draw or write inside of their **symbols**. *You may want to provide students with large stencils to trace or a variety of printed shape outlines from which to choose.
- Prompt students to write or draw what tired feels like for their mind and body on the inside of their corresponding **symbols**. Remind students that they can reference the recorded discussion responses.
- Encourage students to then write or draw things they can do to rest and care for their mind and body in the areas surrounding their corresponding **symbols**.

RESPOND: VA:Re7.2 - Perceive and analyze artistic work.

Guide students in sharing their work with one another in pairs or table groups. Provide students with the following prompts for discussion.

- Describe the **symbols** you selected to represent your mind and body.
- What did you include inside of your **symbols** to represent what tiredness feels like for your mind and body?
- What did you include outside of your **symbols** to represent things you can do to rest and care for your mind and body?

Afterwards, invite students to share with the whole class about how their artwork was similar to or different from their classmates.

Consider displaying students' work for them to reference throughout the school year.

Educator resources are available on the exhibition [webpage](#).

You can find [University Galleries](#) on [Facebook](#), [Instagram](#), [X](#), and [Vimeo](#) and sign up to receive email updates through the [newsletter](#). Please contact gallery@IllinoisState.edu or call (309) 438-5487 if you need to arrange an accommodation to participate in any events related to this exhibition.

