

# Public Art, Public Landscapes, Public Decisions



Heather Carrington Capstone Proposal Presentation 2  
Committee: Emanuel Carter - Major Professor  
Cheryl Doble  
Glenn Lewis  
Sara French (reader)

# Research Problem & Goals

This project is designed to use community participatory process as a means of developing a public arts process and public art themes for the proposed Onondaga Botanical Garden and Arboretum. By involving the public as patrons in the decision-making process, it is hoped that the resulting system of art will:

- a. Address themes that are relevant to community members
- b. Take forms that are selected by and legible to the community
- c. Contribute to the overall design in which they are situated (pursuant to the Onondaga Botanical Garden and Arboretum Master Plan)
- d. Serve as a catalyst in generating an ongoing committee of interested and involved community members representing both the Strathmore and the Lower Onondaga neighborhoods



# Premises

1. When public art is placed within a larger design, it must allow for the original design to function without interference
2. Increasingly self-referential art over the past century has led to art being perceived as a specialist's realm.
3. Public art is intended for the general public, or a specific population or community within the public realm, and therefore must be legible and relevant to non-specialists as well as specialists.
4. Community participation in decision-making about art can be beneficial by:
  - a. generating art that is relevant and legible to the public, thereby creating more "accessible" art
  - b. Providing empowerment and education, thus creating a better informed overall audience



<http://www.lectures.org/images/Author/vietnam3.gif>



<http://www.eaglestock.com/mf/vietnam01b.jpg>

# Site Information

This project will be framed within the context of the proposed Onondaga Botanical Garden and Arboretum Master Plan for Syracuse, New York.



Upper Onondaga Park



# Preliminary Methods

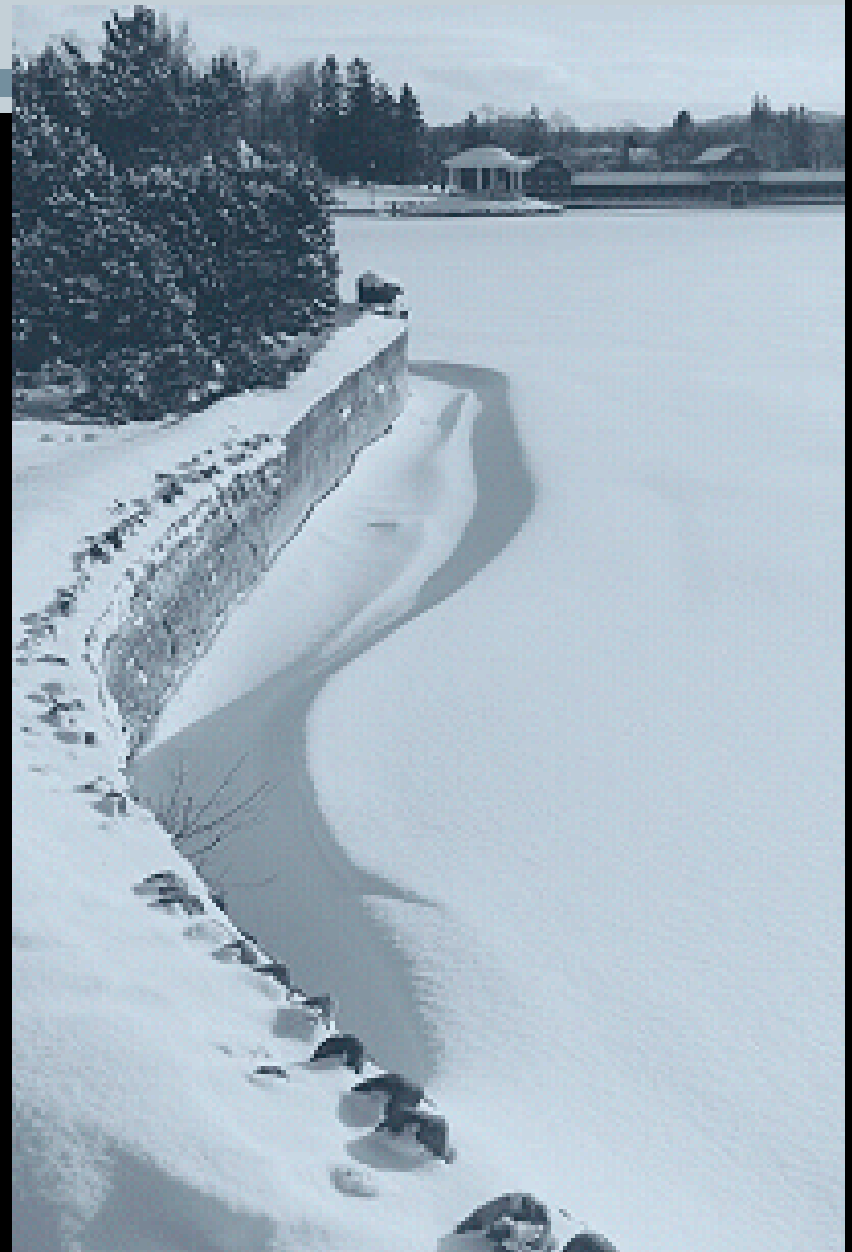
## Community Participation

1. Facilitated meetings to brainstorm themes of art for the site and a range of possible artistic modes for expressing these themes.
2. Community-based design charrette
  - Local High School – Corcoran working with:
  - Local artists – Southwest Community Center based
  - Local Community members
3. Presentation of the full range of results
4. Community Participants attend presentation and rank preferences – Top 5
6. Presentation of ranking results
5. Survey of community participants to evaluate the results

Top 5 – Legible?

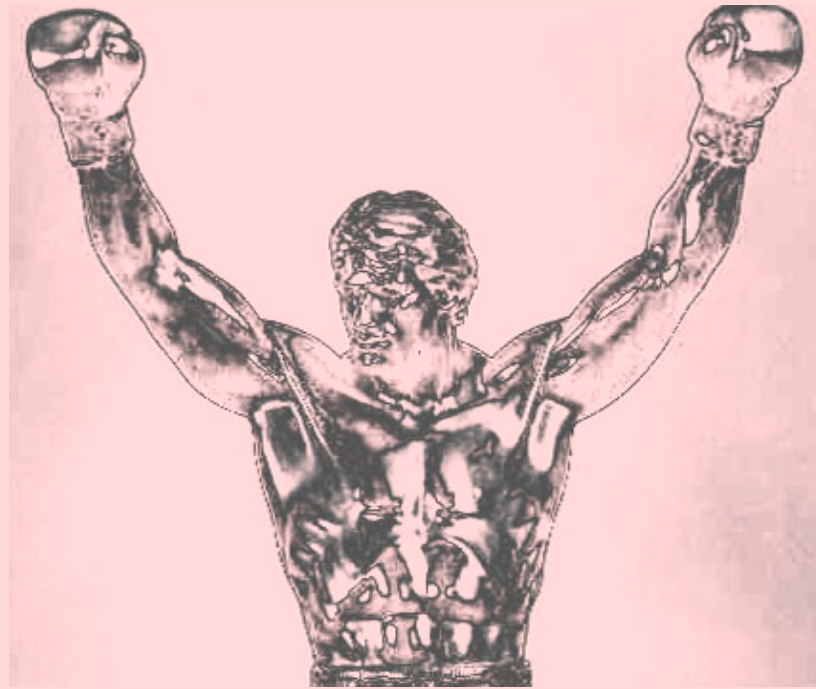
Relevant thematically

Include their choices



# Preliminary Methods - Details

- ❑ Approach art teachers at Corcoran High School to discuss feasibility and approach to involving students in a studio project to charrette responses to community determined themes.
- ❑ Meet with Southwest Community Center leadership, city parks officials, community artists, and art teachers from Corcoran to identify and solicit participants for a public art committee.
- ❑ Meet with committee, city parks, community artists and art teachers to establish schedule, location, and parameters for process.
- ❑ Use contacts at the Southwest Community Center to arrange for community meetings to initiate a dialogue regarding pertinent themes for art at the Onondaga Park Botanical Garden.
- ❑ Local artists facilitate students and community members in charretting responses to the suggested themes. (charrettes to take place at Corcoran, as well as at the Southwest Community Center)
- ❑ Presentation of work to community, where they rank preferences; follow-up presentation of results
- ❑ Survey community participants regarding outcomes
- ❑ Compile choices as an Addendum to the master plan



# Products

- Public Art Addendum to the Onondaga Botanical Garden and Arboretum Master Plan based on the community's choices
- Analysis of the results of the process based on the final community surveys (ie. Were the goals met in the opinion of the participants?)
- An ongoing community-based Public Arts Committee to oversee decisions about future art in the Botanical Garden and Arboretum



# Possibilities

## ENVIRONMENTAL ART...

In a general sense, it is art that helps improve our relationship with the natural world. There is no definition set in stone. This living worldwide movement is growing and changing as you read this. Much environmental art is ephemeral, designed for a particular place (site-specific) and involves collaborations between artists and others such as scientists, educators and community groups.

## LAND ART...

... is a school of arts, which evolved in the late 1960s. The artists work within and with the landscape. In often wide and remote areas, like deserts, they interfere with the nature by markings of different kinds and dimensions.

## PROCESS ART...

...accentuated rather the applied material itself as well as the process of development than the final product.



# Possibilities

## FUNCTIONAL ART...

Functional Art is the blending of form, function, sculpture and fine art

## CONCEPTUAL ART ...

Art that is intended to convey an idea or a concept to the perceiver, rejecting the creation or appreciation of a traditional art object such as a painting or a sculpture as a precious commodity.

## “HAPPENINGS”...

Performance pieces meant to blur the lines between performer and audience, performance and reality.

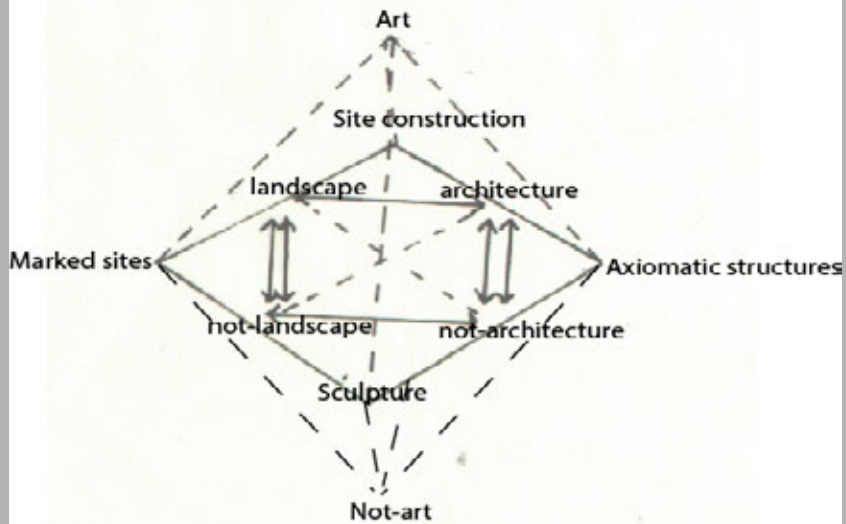
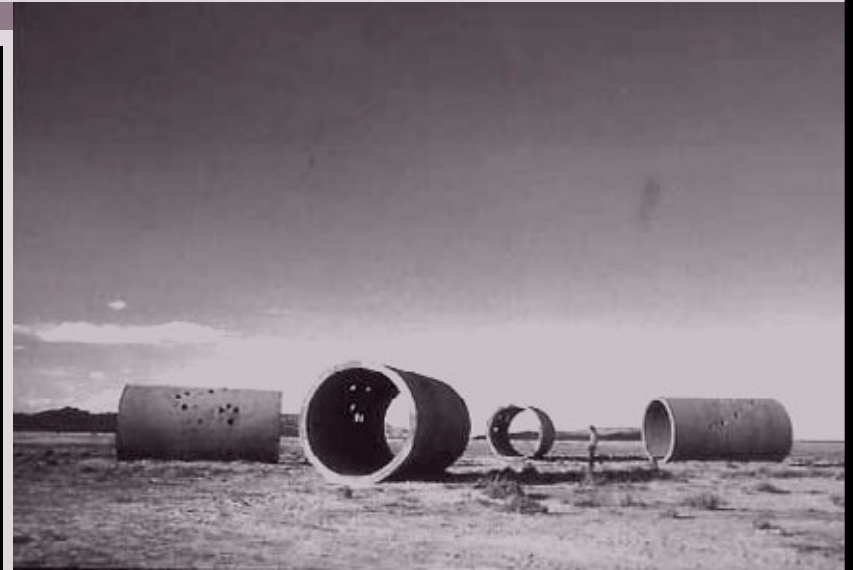
“Let a vine grow.  
Water every day.  
The first stanza--till the vine spreads.  
The second stanza--till the vine withers.  
The third stanza--till the wall vanishes”

*-Painting in Three Stanzas*  
Happening instructions  
Yoko Ono



# Possibilities

- MARKING
- NAMING
- NARRATIVES
- INTERVENTIONS
- EVENTS



# Questions? Comments?

Photo credits:

[www.denarend.com](http://www.denarend.com)

[www.syracuse.ny.us/parks/parks/parks.html](http://www.syracuse.ny.us/parks/parks/parks.html)

[prelectur.stanford.edu/.../lin/images/3\\_9.jpg](http://prelectur.stanford.edu/.../lin/images/3_9.jpg)

[http://cgee.hamline.edu/see/goldsworthy/see\\_an\\_andy.html](http://cgee.hamline.edu/see/goldsworthy/see_an_andy.html)

[http://www.house.gov/scott/photo\\_gallery/ewfcommhearing1.jpg](http://www.house.gov/scott/photo_gallery/ewfcommhearing1.jpg)

[www.art-review.org](http://www.art-review.org)

[www.usc.edu/.../comm544/library/images/796.jpg](http://www.usc.edu/.../comm544/library/images/796.jpg)

<http://www.lectures.org/images/Author/vietnam3.gif>

<http://www.eaglestock.com/mf/vietm01b.jpg>

[http://prelectur.stanford.edu/lecturers/lin/images/3\\_9.jpg](http://prelectur.stanford.edu/lecturers/lin/images/3_9.jpg)

[www.andrew.cmu.edu/.../tiltedarc/arc3.html](http://www.andrew.cmu.edu/.../tiltedarc/arc3.html)

[www.artslides.com/gallery/85304.html](http://www.artslides.com/gallery/85304.html)

<http://espni.starwave.com/media/pg2/2001/1206/photo/bw113.jpg>

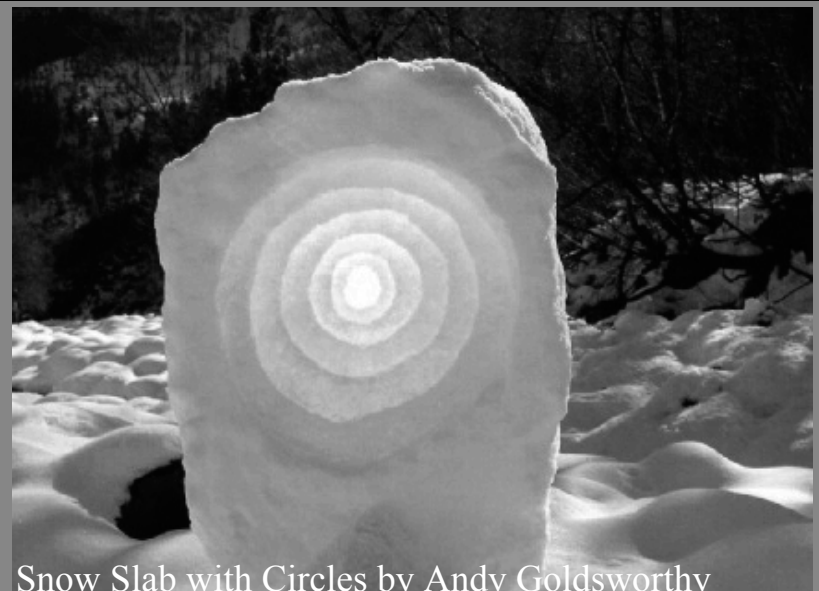
<http://www.carleton.edu/campus/gallery/exhibitions/2002/twigometry/images/p3.jpg>

[http://i.timeinc.net/popsci/images/science/sci0204lightning\\_A.jpg](http://i.timeinc.net/popsci/images/science/sci0204lightning_A.jpg)

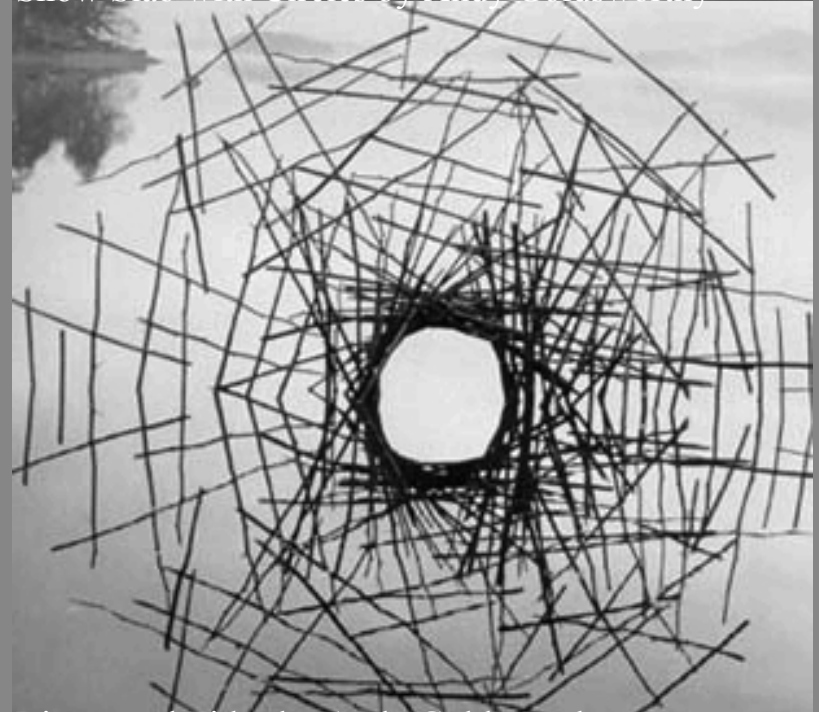
<http://www.arthistory.su.se/brancusi.jpg>

<http://www.cs.ualberta.ca/~luiza/images/tgjiu/09.jpg>

<http://www.artinfo.ru/ru/news/images/anna-mendieta-fire3.jpg>



Snow Slab with Circles by Andy Goldsworthy



Rivers and Tides by Andy Goldsworthy