

Critical Reading Template

Basic Info

- Title: Kneading, Wedging, Dabbing and Dragging. How Motions, Tools and Materials Make Art
- Author: Dr. Ingried Brugger Lehmann
- Author's profession / credentials / claim to expertise

She has a PhD in art history from the University of Heidelberg and has worked as a curator at several museums and galleries in Germany and Switzerland. She has also taught art history at various universities and has given lectures and presentations on contemporary art around the world.

In addition to her work as a curator and writer, Lehmann has organized numerous exhibitions and has published several books on art and culture. Her research interests include the relationship between art and politics, the role of art in social change, and the history and theory of contemporary art.

Textual Genre

- What kind of text is this?
 - Journal or academic writing
- What audience (and level of familiarity with the topic) does this genre imply?
- What kind of information might I expect to get from this text?
 - fact,
 -
 -

Structure

- What does this text look like in outline? What is the shape of this text? (Consider transcribing the outline and/or drawing the shape.)

Artisanal epistemology, material consciousness, and the life of materials

Spiral wedging, spiral thinking

The pleasures of showing making

- Where does the introduction start and stop?
- Are there subheadings in this text? (Consider listing them.)
- If there is a conclusion, where does it start and stop?
- Is there a prologue? Epilogue? Epigraphs? And if so, how does it relate to the main text?

Evidence

- What kind of primary source evidence is used to support the various claims made in this text?
 - Public Records: census records, court records, wills, tax records, etc.
 - Official Records: laws, civil codes, legislative hearings, treaties, etc.
 - Personal Documents: letters, diaries, oral histories, financial records, etc.
 - Artifacts/Relics: clothing, furniture, tools, music, art, and other items people make/use
 - Organizational Documents: meeting minutes, financial records, correspondence, etc.
 - Images: photographs, drawings, cartoons, posters, videos, graphics, paintings, etc.
 - Architecture, City Plans, and Maps: buildings, blueprints, plans, models, etc.
 - Media and Other Mass Communication: newspapers, magazines, journals, radio, tv, twitter, facebook, tiktok, websites, etc.

- o Literary Texts: novels, plays, poems, essays, etc.¹
- What kind of secondary source evidence is used to support the various claims made in this text?
 - o Journal articles that comment on or analyze research

Argument

The main argument is centred around this phrase “I want to bypass the common notion that artists shape the materials they work with and look instead at how materials give shape to art and how artists let their creative processes be guided through materials.” The process of making art is a close interaction between the artist, the materials and the tools they use.

Sub arguments

The techniques of kneading, wedging, dabbing, and dragging are central to the artistic process across different mediums such as painting, sculpture, and ceramics.

Artists have adapted and transformed these techniques over time to create new forms of expression, and how they have been used in different artistic traditions around the world.

There is a historical and cultural significance of these techniques, which offers insights into their use in different artistic periods and movements, these techniques have been employed to convey meaning and symbolism in art, and they have been used to challenge traditional artistic conventions.

Understanding the techniques, materials and tools used by an artist is essential to appreciating the creative process of making art and the meaning behind the artistic works.

Outcomes

- Is the argument convincing? Yes Does it change the way you perceive/understand the world? No
- What questions does it raise for you? For our class? Where does this leave those who do generative art? Or art with code?
- Does it make you rethink any of the other readings you have been assigned? Or rethink your experiences?

¹ List from Jenny Presnell, [The Information Literate Historian](#), 93–95.