



Walk with Artist's Eyes - Tatiana Ortiz-Rubio: Cloud of Care

Education Projects by Brenda Andrews

Tatiana Ortiz-Rubio's work moves between the monumental and the intimate, bridging atmospheric abstraction with the hushed realities of crip time life (a concept coined by Alison Kafer describing how people with disabilities and chronic illnesses experience time in non-linear, flexible, or extended ways.) Her cloud imagery transforms personal experience into sculptural universality, both earthly and transcendent. The clouds become more than weather; they suggest breath, uncertainty, devotion, and return. Her installations invite us to step beyond linear time. Clouds gather and dissolve through forces visible and invisible; lived time unfolds in much the same way, shaped by care and embodied experience. When bodies move outside society's demands for speed and efficiency, time softens—slowing, stretching, breaking apart, and forming anew. In that shift, presence and love replace urgency. Time expands and contracts, fragments and reforms, echoing cosmic cycles while honoring the rhythms of human connection.



Project: Building a Cloud of Care

Inspired by Tatiana Ortiz-Rubio



Preliminary cloud designs with paper, Light/shadow experiment sketches, Write Reflection cards (signed with student name) to be attached to installation, Final suspended cloud with layered written messages



Grade Level: 3–9

In this collaborative STEAM-based installation project, students transform everyday materials into a suspended cloud sculpture that represents care, connection, and emotional support. Inspired by Tatiana Ortiz-Rubio's atmospheric installations, students explore how repetition, accumulation, and light can change how a space feels. Through reflection writing and spatial design, students learn how art can communicate positive personal and community messages. Students collaboratively create a suspended "cloud installation" using tissue paper, recycled materials, cotton, wire hangers, or biodegradable packing material. The cloud will hang in a classroom corner where light passes through it. Students attach small written reflections about someone who cares for them and someone they care for.

Big Idea Tatiana Ortiz-Rubio explores the world on the most personal scale. She shows how caregiving can reshape time and perception. Her work is quiet and contemplative, yet architectural—building emotional and atmospheric spaces that make care visible and time tangible.

Essential Questions

- How can we turn something invisible (like love or care) into something visible?
- How does light change how we feel in a space?

Class Time Required:

class periods (60-90 minutes each)

OBJECTIVES

Students will:

- Analyze how contemporary artists use space and materials to communicate ideas.
- Demonstrate and explain how light and material choices affect mood and perception. Flash Lights can be used
- Create original collaborative artwork TITLE that communicates a positive personal and community message.
- Use design structure (layout, balance, proportion) intentionally.
- Reflect on how visual media and installation art influence culture and shared spaces.

Possible MATERIALS

- Tissue paper (white preferred for light diffusion)
- Recycled plastic bags
- Cotton or biodegradable packing material
- Wire hangers or lightweight armature wire
- String or fishing line
- Tape (masking/clear)
- Index cards or cardstock for reflections
- Markers or pencils
- Flashlights (for light experiments)

LESSON STRUCTURE

Introduce images of Ortiz-Rubio's atmospheric and domestic

1. Introduction & Exploration a. Artist Discussion (10–15 min)



a. Discuss Tatiana Ortiz-Rubio's work.

Ask: How can something quiet become powerful?
What does it mean to make care visible?

b. Light Experiment (10 min)

Shine flashlights through tissue paper and plastic.
Observe: Which materials glow? Which block light?

c. Sketching (15 min)

Students sketch a cloud form and label where light should pass through.

2. Construction

a. Build Cloud Forms (30–40 min) Students crumple tissue and plastic into “cloud clusters.”
Attach clusters to wire hanger armatures. Focus on balance and proportion.

b. Attach reflection cards to string so they hang beneath the cloud

c. Suspend Installation Hang clusters
together to form one large collaborative cloud.

3. Reflection & Completion a. Written Reflections (15–20 min) Students write two short responses:

- a. Someone who cares for me is...
- b. Someone I care for is...(Sharing is voluntary.)
- c. Group Reflection Circle (10–15 min) How does the room feel now?
 - Does the light change the mood?
 - What makes this artwork powerful?

TEACHER TIPS

- Emphasize collaboration over perfection.
- Keep materials lightweight for safety.
- Encourage quiet building time to mirror the contemplative tone of the artwork.
- Offer alternative prompts for students who may feel uncomfortable sharing personal experiences.
- Consider soft background music (sounds of seasons) during art making installation to enhance reflective atmosphere.

installations.

- Prepare a safe ceiling suspension plan (consult facilities if needed).
- Designate a classroom corner with natural or directed light.
- Pre-cut string lengths for hanging.
- Prepare reflection prompts.
- Review inclusive language guidelines (avoid requiring personal disclosures).

**CA CONTENT STANDARDS California Visual Arts
Standards (Grade 3–5)**

- VA:Cr1.1 – Generate and conceptualize artistic ideas.
- VA:Cr2.1 – Organize and develop artistic work.
- VA:Re7.1 – Perceive and analyze artistic work.
- VA:Cn10.1 – Synthesize and relate knowledge and personal experiences to make art.

NGSS Connections

- 3-PS2-1 – Effects of balanced/unbalanced forces
- 4-PS4-2 – Light reflection and refraction



ELA Integration

- CCSS.ELA-LITERACY.W.3-5.3 – Narrative writing

STEAM CONNECTIONS

Science:

- Light diffusion and translucency
- States of matter (cloud formation basics)
- Use tablets to document stages of construction
- Structural stability
- Weight distribution and suspension design
- Installation
- Texture, layering, balance
- Measuring string lengths
- Estimating proportions
- Counting repeated forms

Technology:

Engineering:

Art:

Math:

BIBLIOGRAPHY / WEBOGRAPHY

- Oceanside Museum of Art Exhibition Materials
- San Diego Visual Arts Network (SDVAN) Education Resources
- National Core Arts Standards
- Next Generation Science Standards (NGSS)

Trauma-Informed Facilitation Notes

Create a classroom environment where all student's ideas and experiences are valued. Encourage open-ended responses and avoid evaluating artwork as "right" or "wrong." Offer multiple ways for students to participate, including speaking, writing, drawing, or simply observing. Use inclusive language that welcomes diverse identities, cultures, and experiences, and recognize that wearable artwork may represent deeply personal memories or imaginative ideas. Emphasize that the goal is exploration, creativity, and self-expression rather than perfection.

Brenda A. Andrews is a multimedia artist, educator, curator, and arts advocate whose work connects art, education, and community engagement. Through interdisciplinary projects and educational programs, she creates accessible opportunities for people to experience and participate in the arts, encouraging curiosity, critical thinking, experimentation, and new ways of seeing and making meaning.

About Walk with Artist's Eyes

Walk with Artist's Eyes is an educational initiative developed by artist, Brenda Andrews for the San Diego Visual Arts Network in partnership with the San Diego Art Prize and Oceanside Museum of Art. Through artist-inspired lessons, students develop creative thinking, visual literacy, and interdisciplinary connections while exploring the work of contemporary artists.

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