



art21.org/naudlinepierre



Naudline Pierre

ABOUT

Born
1989 (Leominster, MA)

Education
Andrews University, BA
New York Academy of Art, MFA

Lives and Works
New York, NY

About the Artist
Whether painting in her Brooklyn studio or roaming amidst the medieval artworks at the Met Cloisters, artist Naudline Pierre reframes traditional representations of religion and spirituality, finding freedom in a world of her own making—where the airborne and earthbound coexist and cooperate. Growing up in a family with strong religious beliefs, Pierre’s connection to fantastical realms and celestial beings was developed at a young age. In the studio, the artist connects with the characters who populate her spiritual world, telling their stories as both a creative and emotional outlet

TEACHING CONNECTIONS

Media and Materials
painting

Key Words and Ideas
apocalyptic
biblical
celestial beings
characters
fantasy

figuration
protagonist
religion
spirituality

Related Artists
Diana Al-Hadid
El Anatsui
Firelei Báez
Anish Kapoor
Sally Mann
Wangechi Mutu

Rachel Rossin
Shahzia Sikander
Nancy Spero
Salman Toor
James Turrell
Xu Bing

“Fantasy for me is survival.”

—Naudline Pierre



How to Use This Guide

Art21 encourages active engagement when teaching with our films. The questions and activities below are recommendations for incorporating Art21 films featuring Naudline Pierre into your classroom. Each class will likely require different adaptations for best results.

NOTE: Please view all films before sharing them with your students. In the film there are images of graphic nature, including instances of nudity and war.

Before Viewing

Establish key ideas, in anticipation of viewing the film(s):

- ① What does the word “fantasy” mean to you?
- ② When has your family influenced the way you go about making or doing something?
- ③ Choose a character in fiction, like films, video games, or books, that you identify with. What aspects of these characters appeal to you?

While Viewing

Support active viewing, and pause the film to clarify particular ideas:

- ① What does “fantasy” mean to Pierre?
- ② How does Pierre’s family and experiences growing up influence her work today?
- ③ What characters reappear in her work? How does she describe her relationship with these characters?

After Viewing

Follow-up on key ideas and synthesize information learned from the film(s):

- ① What aspects of fantasy or a fantastical world did you see in Pierre’s work? Why is she attracted to using those imagines?
- ② Knowing that Pierre’s family is religious, what biblical images or stories does Pierre reference?
- ③ Why might Pierre choose to have her central figure look like herself, but not be herself?

Related Activities

Engaging in creative activities after watching Art21 films can reinforce learning and stimulate ideas. Art21 encourages educators to adapt these activities to their classrooms.

- ✓ In the film, Pierre visits The Met Cloisters to view medieval art and artifacts for inspiration. During the visit, she says “I get to take whatever I want from history and reframe it all to include what I want to see.” Pick any historical era, research the art and artifacts of that time, and create an artwork that references that moment and yourself. The work does not need to include human features; encourage students to think about themselves symbolically (colors, animals, shapes, etc.).
- ✓ Pierre references her experiences growing up in her work. Ask students to create a 3D work that references any detail of their childhood, such as a favorite meal, treasured toy, recurring holiday, or experience with friends or family. The final work does not need to be representational.