

## **Associate Artist - Laurence Dube-Rushby**

Laurence has 25 years of experience delivering projects and consultation in social and educational contexts. She creates installations and thought provoking performances which reflect the energy of physical, emotional, personal and social transformation. Laurence's work challenges the aesthetic convention of contemporary curation by presenting a process-based work, which echoes the 'unfinishedness' (Freire) of human beings, constantly seeking new knowledge through social interaction. The process remains open to re-interpretation and invites to create new understandings through personal agency. Her projects call for a leap of faith to engage physically and emotionally with topics emerging from historical, geographical, social and global political concerns. The making and presentation of the work becomes a collective mnemonic experience.

Her major past installations include 'A Thousand Sheep', textile installation and social art project, presented at Salisbury International Arts Festival, 2013, and 'Lifeline', commissioned by curator Judy Adams, 2010, for Salisbury Arts Centre. She developed performance based work for the 'Laboratory of Dissent', at the Winchester Gallery for CAS, 2015, for the 'Observatory', SPUD and CAS residency 2016. She created 'Venice loves me back', at the Venice Biennale, 2015. Laurence was awarded a British Council research fellowship, in partnership with A-Space, to investigate the place for Social Art at the Venice Biennale in 2019, under the curator's call '*May we leave in interesting times*' (Ralph Rugoff).

Laurence is currently undertaking PhD research study in *Creative Pedagogies* at *Arts University Bournemouth /University of the Arts London*. Her research sets out to investigate the potential for artistic 'disruption' to become moments of deep learning for young people in secondary education. The research includes the development of new live art methodology in which revives a progressive educational debate, and hopes to impact on government educational policies in the long term.

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