

Rainbow Apocalypse

An installation by Macha Suzuki

September 5 – March 10, 2018

WIGNALL MUSEUM *of*
CONTEMPORARY ART

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This was printed on the occasion of the exhibition,
Rainbow Apocalypse, September 5–March 10, 2018
Wignall Museum of Contemporary Art, Chaffey College
5885 Haven Avenue, Rancho Cucamonga, CA 91737
www.chaffey.edu/wignall

Macha Suzuki first came up with the phrase “Rainbow Apocalypse” in 2012 for an exhibition of his work at the Laguna Art Museum. The dates for the exhibition spanned the proclaimed “end-of-the-world” date of the Mayan calendar. The thought that the end date of the exhibition was after the end of the world amused Suzuki, so it became the working title of the exhibition and subsequent projects.

For Suzuki, the rainbow signifies peace and hope in his artwork because the end will bring forth a new beginning. Suzuki notes that in the Christian bible, the rainbow is a symbol of God’s promise not to bring another flood to wipe out the world. It is a symbol of peace from God to the people.

Myth tells us that a pot of gold waits at the end of the rainbow, however in this story the text and title suggest that there is an apocalypse, or THE END. Suzuki uses visual wit to suggest a story that is simultaneously bleak and optimistic, depending on how you look at it. An alternative interpretation is that there is a rainbow at the end of the apocalypse and hard times can open to a colorful future. Perhaps there is a purpose or meaning to it all and there is something to look forward to after the end. It is all a matter of perspective and faith.



Macha Suzuki, work in progress (stencil) for *Rainbow Apocalypse*, 2017.
Courtesy of the artist.

Suzuki references the rainbow as a symbol of peace and hope, but the rainbow is also a symbol that celebrates differences and diversity, confidence and pride. For any student here at Chaffey, I hope that the experience developing and expanding their lives brings optimism with the knowledge that new beginnings start with the end of something before. In this process of new beginnings, it helps to recognize who we were, who we are, and who we are becoming. It is also worth considering that there is no definitive end. After all, a rainbow is actually a circle.

Roman Stollenwerk
Assistant Curator
August 2017



Macha Suzuki, *Rainbow Apocalypse*, 2015, acrylic and spray paint on paper, 36 x 24 inches each.

MACHA SUZUKI

I tell stories, real life stories about my experiences: what I have done, what I have seen, and what I have heard. I do not necessarily convey these experiences factually. Instead, I dress them up with elaborate fabrications some would call lies. I pull these stories from my memories, taking them out of their original context and recreating them to allude to other larger narratives. In my stories, things are extremely exaggerated to provoke feelings and emotions such as wonder, nostalgia, defeat, and joy. I hope these stories captivate and amuse viewers and make them want to come back for even better sequels.

BIOGRAPHY

Macha Suzuki (b. 1979, Tokyo, Japan)

Suzuki currently lives and works in Los Angeles, CA.

Macha Suzuki was born in Tokyo Japan in 1979 and he immigrated to Los Angeles in 1988. He has an MFA from Claremont Graduate University in sculpture and a BA in studio art with emphases in painting and photography from Azusa Pacific University. Suzuki has exhibited his work regularly for the past ten years in museums and galleries, nationally and internationally. He was represented by Sam Lee Gallery, Los Angeles, for 7 years, where he had two solo shows and a two-person show, until the gallery closed its doors in 2013. His solo exhibitions include Vincent Price Art Museum; Laguna Art Museum; Gallery Lara, Tokyo; Kravets/Wehby Gallery, New York; Azusa Pacific University; and Biola University. Suzuki has been teaching art and design for the last 12 years, and is currently Assistant Professor at Loyola Marymount University, where he continues to influence young artists.



Macha Suzuki, *Rainbow Apocalypse*, 2015, acrylic and spray paint on paper, 24 x 18 inches each.

ASK ART

USING THE MUSEUM TO MAKE CURRICULAR CONNECTIONS

QUESTIONS FOR VIEWING

Suzuki uses stenciling to create repetition in his work. Consider how this repetition functions in this installation, both visually and conceptually.

How does the size and scale of this artwork influence its meaning and effect?

A temporary mural by Pável Acevedo is also on view in the CAA building. Consider the similarities and differences between the artworks and artists. In particular, consider the materials, technique, and installation.

ESSAY PROMPTS

Research and write an essay exploring the symbolism of rainbows across different cultures and historic times.

Suzuki uses stencils and spray paint in this work. Research contemporary artists that use stenciling, spray paint, and/or text in their work. Write an essay comparing the work of Suzuki to the artists from your research.

Research the science behind color and light. Is the color of light (rainbows) different from the color of objects (spray paint)? How is a painting of a rainbow similar and different from an actual rainbow?

Consider your own beliefs and faith. Write an essay discussing this artwork and its subject matter. Discuss your personal belief, but also research philosophical or theological texts to support your thoughts.

ACTIVITIES

Using red, yellow, and blue (or cyan, magenta, and yellow) create a graded rainbow (or color wheel) using acrylic paint with a brush, and another using spray paint. Write a brief summary of the exercise and compare the different results between the two.

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MISSION STATEMENT

The Wignall Museum of Contemporary Art is a teaching museum and interdisciplinary art space that cultivates direct engagement with works of art through exhibitions, education, and other community programming.

ABOUT US

The Wignall Museum of Contemporary Art serves as a learning lab that features temporary exhibitions of contemporary art and other dynamic programming and public engagements throughout the academic year. The museum inspires hope and success in our students by fostering critical thinking in a space that encourages investigation and innovation. Exhibitions and programming are organized with our students in mind in order to enhance their academic experience by complementing the college's curricula and broadening their understanding of contemporary art. The museum advances the mission of Chaffey College by contributing to the intellectual and cultural life of the college and providing a dynamic, supportive, and engaging environment where our diverse student populations learn and benefit.

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Chaffey College

VISION

Chaffey College: Improving lives through education.

MISSION STATEMENT

Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.

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