Live Interactive Video Education

LIVE

Arts Education Programming

Grade

3

Strand

Visual Art

Curriculum

www.curriculum.gov.sk.ca

Grade 3: Environment - Four Seasons Collage with Artist Heather Cline

Aim: This 1½ hour session will give students the opportunity to participate in a live broadcast with professional artist Heather Cline.

Students will learn how artists come up with ideas to create art work and some of the basic ways Cline uses collage in her own work.

Students will understand the use of collage as a form of visual art and use the method to create an art work inspired by the environment.

Creative/Productive: Students will create a collaborative collage project using old magazines. They will explore the impact of place on creating artwork.

Critical/Responsive: Students will have the opportunity to ask artist Heather Cline questions during the broadcast about how she makes art and what her art work is about.

Cultural/Historical: Students will learn about the historical use of collage in art work, examining art work by various international and Saskatchewan artists.

About the Artist

Heather Cline lives and works in Regina, Saskatchewan and passionately pursued making art from an early age. Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting, printmaking and new media.

Cline has participated in group exhibitions throughout North America, with solo exhibitions at the Mendel Art Gallery in Saskatoon and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residences in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

In 2006, Cline was the writer, host and co-producer of the television series, ‘Art from the Start.’ She was also the writer and host for two seasons of 'Art Inclined' a program examining artists and art history, seen on SCN and Treasure HD. Currently Cline is involved in long-term multi-media project entitled ‘Populating Veduta: Contemporary Cityscapes’.

1½ Hour Program Structure

PART 1: 30 min. LIVE broadcast introductory session with a professional artist:

- Video - 'Studio Tour'. What do artists do?
- Demonstration 1 - Where do art ideas come from? Creating narrative artwork
- Video - History of collage art
- Demonstration 2 - Creating a Four Seasons Collage.

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the 1½ hour broadcast http://connect.edonline.sk.ca/liveartsed/

PART 2: 60 min. Teacher-guided hands-on workshop activities with on-line support from artist. Teachers and students can consult the artist via the Internet or telephone during this segment.

Resources are available for use in the classroom at the LIVE Arts Education website www.liveartsaskatchewan.com and via Adobe Connect during the broadcast.

Curriculum Outcomes

Creative/Productive

CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.

CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).

Critical/Responsive

CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

Cultural/Historical

CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).

Refer to renewed Grade 3 Arts Education curriculum documents for further information about outcomes, indicators, and assessment at www.curriculum.gov.sk.ca

Materials and Resources

Plastic to cover working surface; magazines and newspapers to cut up; disposable paint brushes and/or small foam or cloth rollers; acrylic regular medium or white glue; acrylic paint colours or watercolour; a variety of sizes of paint brushes; and a fluid clear acrylic medium or non-toxic liquid varnish such as Mod Podge.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

1. The collages for the four seasons can be done on separate pieces of paper that are attached for display or on a larger single surface. An essential feature is that it is a collaborative group project that allows students to work side-by-side choosing collage material and practicing composition and application techniques. Students will begin the collage activity during this hands-on workshop segment of the broadcast, but will continue to work over a longer time period with small groups of two or three students working together on the surface of the art work.

    - Set some guidelines with the students for the collaborative project.

    - Select a format for the art work (e.g., size and shape) and determine the location where it will be displayed (e.g., in the school or community). This will help to give the students direction.

2. Working as a whole group, start by brainstorming imagery that goes with each of the four seasons where the students live. Create a brainstorm list and then help students select one idea for each season to develop.

3. Divide the class into four groups and assign each group a season. Working individually, have each student create a simple drawing that describes the key idea(s) selected to represent the season. When the students have completed the drawings, help each group to critique and select a final drawing for their panel. Develop selection criteria with the students. Criteria should include simplicity of design and effectiveness of design. What makes a good design? Is it visually interesting? Does it capture the key idea(s) set for that season?

4. Working from the plan, have one student from each group transfer the group's selected drawing on to the larger paper, board, or other surface for the design. You may wish to Xerox the drawing on an overhead transparency and have the students use a projector to trace the design onto a large piece of cardboard, mat board or fibreboard. Have the students trace it in pencil first and then go over the trace with thick black marker. Students could trace all four drawings on a single board, divided into four spaces, or create four separate pieces.

5. Over time, have the students work in small groups (2-3 students) to apply collage in the appropriate colour to areas of the four tracings. As students select collage material, encourage them to think about the texture and value of the image. Does it appear smooth or rough, light blue or dark blue? Students can add details using paint and/or pencil crayon or marker. When the collage is complete, seal it with non-toxic acrylic or liquid varnish such as Mod Podge. You can see an example of this project on the LIVE Arts website www.liveartsaskatchewan.com

6. Display the work and, during another class, have students respond to each other's work describing the strengths and unique features of the composition. Examine work by other Saskatchewan artists whose images are inspired by the environment.