

## PAINTING OUR MEMORIES

With: Hailey Weber  
Date: March 26 2024

Grade: 1/2  
Artistic Discipline: Painting

## OVERVIEW

Join Hailey as she shows us how to use our memories and translate them into colors and shapes and beautiful mixed-media paintings.



## ARTIST BIOGRAPHY

Hailey Weber is a Saskatoon-based artist who explores life experiences through her large-scale mixed media works. She has recently attained a Bachelor of Fine Arts (B.F.A) Honours degree with the University of Saskatchewan (2023). Weber also plans to pursue a Master of Fine Arts degree. She expertly connects viewers with their own memory and sense of belonging which is captured in her artwork; straddling the physical and non-physical spaces that we hold inside.

## MATERIALS

- See the Supply List on the program web page.

## CLASSROOM SETUP

- Have students at desks in pods so that they can share supplies.

# Curriculum Outcomes & Indicators

## GRADE 1

**CREATIVE PRODUCTIVE**  
CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

a. Identify and explore many different colours in own surroundings and in art works, and identify red, yellow, and blue as primary colours.

**CREATIVE PRODUCTIVE**  
CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

b. Identify and explore many different textures, shapes, and forms in own surroundings and in art works.

**CRITICAL RESPONSIVE**  
CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.

b. Make connections between arts expressions and own lives (e.g., What do you like about this music? What does it make us think about?).

## GRADE 2

**CREATIVE PRODUCTIVE**  
CP2.7 Create visual art works that draw on observations and express ideas about own communities.

i. Identify sources of inspiration and describe decisions made in creating own art works.

**CREATIVE PRODUCTIVE**  
CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

d. Illustrate how secondary colours are created when combining two primary colours.

**CULTURAL HISTORICAL**  
CH2.1 Identify key features of arts and cultural traditions in own community.

c. Recognize there are a variety of arts expressions in Saskatchewan (e.g., film, dance, theatre, music, photography, graphic design, sculpture, architecture).

# Fransaskois Curriculum

## Outcomes & Indicators

### GRADE 1

#### Critique/Appréciation

1CA.1 Démontrer sa compréhension des arts en lien avec des moyens d'expression au niveau artistique.

f. Décrit ses idées et ses sentiments selon ses créations artistiques.

#### Critique/Appréciation

1CA.1 Démontrer sa compréhension des arts en lien avec des moyens d'expression au niveau artistique.

a. Donne des exemples de son niveau d'intérêt dans les arts à l'aide de questions, telles que :  
Quel est le lien entre l'oeuvre et la vie de l'auteur?

#### Culture/Histoire

1CH.1 Démontrer ses connaissances des formes artistiques et des traditions culturelles de différents contextes, y compris :  
la famille; la communauté scolaire francophone; la communauté fransaskoise.

b. Décrit la richesse artistique de la communauté francophone selon différentes formes d'expression,

### GRADE 2

#### Création/Production

2CP.8 Démontrer ses connaissances et sa compréhension des arts visuels à l'aide d'une variété d'éléments de composition, y compris :  
la couleur;

d. Explore le mélange des couleurs primaires dans la création de couleurs secondaires.

#### Création/Production

2CP.7 Exprimer son identité francophone à l'aide de la création d'oeuvres visuelles selon divers contextes.

g. Justifie ses choix de sources d'inspiration dans la création d'oeuvres d'art

#### Critique/Appréciation

2CA.1 Justifier les liens entre les formes d'expression artistique et l'origine d'artistes francophones.

b. Décrit ce qui peut servir comme inspiration aux artistes francophones

# Workshop Vocabulary

## Canvas

The place where you put your paint to create your painting.

## Hue

The name of a color.

## Shade

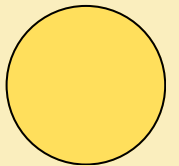
How dark a certain color is.

## Warm Colors

Warm colors are hues that give us the feeling of warmth, like red, orange and yellow.

## Cold Colors

Hues that give us a cold feeling like blue, green and purple.



## Primary Colors

The 3 core colors (Red, Yellow & Blue) from which every other color can be mixed.

## Secondary Colors

The 3 colors (purple, green and orange) that can be made by mixing the primary colors.

# Pre-Workshop Activity

## Name: Memory in Color

Duration:

1 Hour

Materials:

- Paper
- Red, Blue & Yellow Paint
- Something to mix colors on

### EXERCISE 1 - Memory Work

• In preparation for Hailey's workshop she has prepared a few questions for each of your students to work through as they prepare to learn how to take memories and transform them into a painting. Ask your students the following questions:

*-Think of an important memory from your life. Write it down in one sentence.*

*-What was happening that made that moment special or important to you?*

*-Where were you? What was the environment/space around you like?*

*-List 3-5 emotions you were feeling.*

- If your students are able to, ask them to bring in a picture that was taken around the memory.
- If they aren't able to locate a picture of the memory, see if they can find a picture of the place that the memory happened in. They could even just search for pictures of significant objects they remember from the memory (ie: trees, a fence, skyscrapers etc)

### EXERCISE 2 - Thinking in Color

• During Hailey's workshop she's going to teach your students some of the basics of how to mix color. Get your students prepared by watching the video below:

<https://www.youtube.com/watch?v=v9gljOj7Ba0>

- Get out a simple set of acrylic paints that are Red, Yellow & Blue. Have your students gather around a central table where you can mix the colors.
- Ask the students what colors you think each mixture will produce.
- If your students are old enough, give each pod/table their own set of colors and ask them to make either purple, orange or green.
- Let them play a little bit and see what new colors each group can start to make.

# Broadcast Program

00:00 - 00:05:

- Artist Bio Video + Introduction

00:05 - 00:20:

- Introduction of materials
- Color theory lesson

00:20 - 00:30:

- Description of the form of painting using memory

00:30-00:45

- Instruction on how to make creative decisions with memory
- Showing off the finished product

00:45-00:50

- Brief talk on how to incorporate identity into art

00:50 - 00:55

- Artist Q & A

# Post-Workshop Activity

## Name: Keeping The Memories Going

Duration:

2 Hour

Materials:

- Paint Materials
- Pencils
- Photo Collage Materials

### EXERCISE 1 - Finishing Our Work

- It's unlikely that your class will have had time during Hailey's broadcast to finish their painting so make sure to give them some extra time to work on it.
- If your students are giving up on completing their painting early feel free to give them measurable steps to take in order to 'complete' it. This could involve asking them to include at least 3 different symbols or colors from their memory in the painting.

### EXERCISE 2 - Reflecting On Our Work

- Have each student answer the following questions about their painting:
  - What sort of colors did your painting have? What do those colors make you think about or feel?
  - What sort of images do you have in your painting? Why did you include them?
  - What do you hope someone will notice when they look at your painting?

### EXERCISE 3 - Sharing Out Work

- Put the students into pairs and have them share their painting with their partner.
- Have each student tell their partner what part of the painting they like the best.
- Have each student tell their partner the story/memory that the painting is based off of.

### EXERCISE 4 - Creating Some More

- If you'd like to keep the memory work learning going and really cement the concept for your students, feel free to use some of the following exercises for them to play around with memory and visual art.
- Have your students bring a variety of printed photos (at least 3-5) of them and their family (or a place that is important to them). Have your students collage all of these photos together onto construction paper to create a singular scene.
- Without any photo references or time to prepare, have your students draw what their own room looks like. Ask them to include whatever details they can remember.
- Put your students in pairs, have one student describe their memory to another student that will try and paint or draw that description.

# Additional Information

## Upcoming Workshops

April 10-11 - Greg Orrē - Music

April 24-25 - Katherine Lawrence - Page Poetry

## More Art By The Artist

To find out more about Hailey go to her website:

<https://www.artbyhailey.net/>

