

PAINTING OUR MEMORIES

With: Hailey Weber
Date: March 27 2024

Grade: 5/6
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 5

CREATIVE PRODUCTIVE
CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.

g. Describe how ideas can come from such sources as memory, research, observation, feelings, or imagination.

CREATIVE PRODUCTIVE
CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.

k. Describe meaning of own art work.

CULTURAL HISTORICAL
CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.

c. Explain how knowing more about the context in which an arts expression was created can help in understanding the work.

GRADE 6

CREATIVE PRODUCTIVE
CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

f. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art (e.g., What messages or ideas does our art work convey about identity?).

CREATIVE PRODUCTIVE
CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

f. Observe, interpret, and discuss the use of symbols to represent ideas.

CRITICAL RESPONSIVE
CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).

a. Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).

Fransaskois Curriculum

Outcomes & Indicators

GRADE 5

Création/Production

5CP.7 Créer des oeuvres visuelles qui s'inspirent de la culture populaire francophone.

d. Décrit comment les souvenirs, la recherche, l'observation, les émotions ou l'imagination peuvent être des sources d'idées.

Création/Production

5CP.8 Exprimer des idées par le biais des éléments et des principes des arts visuels.

b. Explore les relations entre les couleurs dans l'environnement et dans les divers styles associés à l'art populaire.

Critique/Appréciation

5CA.2 Réagir avec esprit critique et créativité à une variété de formes d'expression.

b. Crée ses propres oeuvres d'art en s'inspirant d'artistes contemporains du Canada.

GRADE 6

Création/Production

6CP.10 Exprimer ses idées et ce qui influence son identité par le biais des arts visuels.

b. Découvre la façon dont les artistes manient les éléments de l'art (lignes, couleurs, textures, valeur, formes et espace) et les principes esthétiques (équilibre, variété, contraste, répétitions) pour réaliser leurs intentions.

Création/Production

6CP.11 Choisir des techniques afin de produire des oeuvres artistiques.

d. Décrit ses propres processus de pensée critique et créative, de prise de décision et de résolution de problèmes.

Critique/Appréciation

6CA.1 Réagir à une variété de formes d'expression artistique dans les domaines de la danse, de l'art dramatique, de la musique et des arts visuels.

d. Crée ses propres oeuvres en réaction à une oeuvre originale.

Workshop Vocabulary

Canvas

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

Hue

The name of a color.

Shade

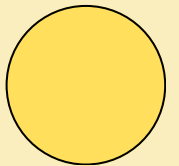
How dark a certain color is.

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 from 0:00-3:30:

https://www.youtube.com/watch?v=L1CK9bE3H_s

- 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.

EXERCISE 3 - Brush Control

- In order to get your students more confident with their brush usage, give each student a piece of paper and some paint.
- Have each student make a single, up-and-down curved line that stretches from one end of the page to the other.
- Have them take a new color and paint it (also in a single stroke) just above the previous line, with a small, consistently sized band of white in between them. This is to practice their brush control ability to create consistent curves and lines.
- Have them repeat this with different colors over and over again until the page is full.

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.
- Have your students comment on the way that knowing the story/context for the painting helps them to understand it.

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.
- Teach your students what a simile is. Have them write a one sentence description of one of their happiest memories. Have them write a simile to describe how that memory felt (ie: it felt like floating on clouds, it felt like I was king of the world.. etc). Then have them draw/paint/create a visual representation of that simile.

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/>

