

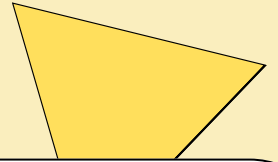
LIVE Arts

TEACHER GUIDE

PAINTING OUR MEMORIES

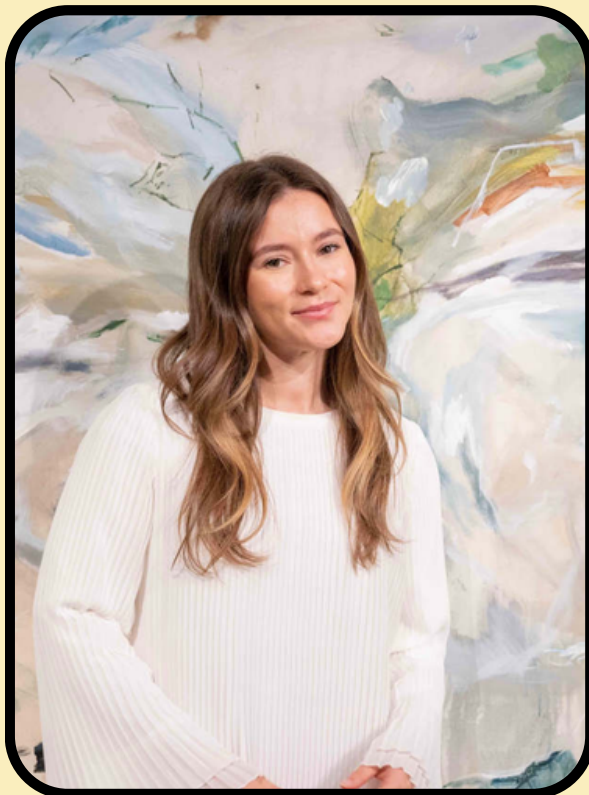
With: Hailey Weber
Date: March 27 2024

Grade: 7/8
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 7

CREATIVE PRODUCTIVE

CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

d. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art.

CREATIVE PRODUCTIVE

CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

f. Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.

CRITICAL RESPONSIVE

CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

b. Examine own and peers' work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place.

GRADE 8

CREATIVE PRODUCTIVE

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

h. Examine how artists use symbols and imagery to communicate meaning, and apply this understanding in own work.

CREATIVE PRODUCTIVE

CP8.12 Solve visual art problems using a variety of processes and media.

b. Generate and develop ideas from a variety of sources that are of interest or personal significance.

CRITICAL RESPONSIVE

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

d. Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.

Fransaskois Curriculum

Outcomes & Indicators

GRADE 7

Création/Production

7CP.10 Explorer les éléments de composition de l'art à partir du contexte du lieu.

c. Exploite les éléments du langage visuel, les principes de composition, les images et les symboles dans l'expression d'idées.

Création/Production

7CP.11 Démontrer ses compétences afin de produire des oeuvres artistiques à l'aide d'une variété de techniques.

j. Discute de sa démarche dans le processus de création, p. ex. explorations, choix de mediums, comparaisons, résolution de problèmes, sources d'inspiration..

Critique/Appréciation

7CA.2 Explorer comment les arts peuvent communiquer le sens du lieu.

a. Étudie comment les artistes professionnels expriment le sens du lieu dans leur oeuvre.

GRADE 8

Création/Production

8CP.11 Proposer des résolutions de problèmes d'arts visuels à l'aide d'une variété de processus et de médiums.

e. Explique l'intention et le pourquoi de ses choix, et comment raffiner ou développer son oeuvre.

Création/Production

8CP.10 Sélectionner les formes, les technologies et les processus de création appropriés pour exprimer son point de vue sur les questions sociales.

f. Examine comment les artistes utilisent les symboles et les images pour communiquer une idée ou un message.

Critique/Appréciation

8CA.1 Apprécier les oeuvres professionnelles dans les domaines de la danse, de l'art dramatique, de la musique et des arts visuels par la création de ses propres oeuvres artistiques.

d. Réalise une oeuvre artistique en s'inspirant d'une expression artistique professionnelle.

Workshop Vocabulary

Canvas

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

Hue

The name of a color.

Shade

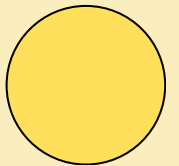
How dark a certain color is.

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/>

