Live Interactive Video Education

LIVE

Arts Education Programming

Grade

5

Strand

Visual Art

Curriculum

www.curriculum.gov.sk.ca

Grade 5 'Take a walk in my shoes' with visual artist Heather Cline

Aim: This 1 ½ -hour session will give students the opportunity to participate in a live broadcast by professional artist Heather Cline.

Students will learn how often artists portray popular culture in their work and how this is a part of Cline's narrative projects.

Students will learn some basic painting techniques and create a portrait of their shoes.

Creative/Productive: Students will do a painting featuring their shoes. They will explore the idea of popular fashion and how it changes over time.

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

Cultural/Historical: Students will learn about the history of portrait painting, genre painting and Saskatchewan artists.

About the Artist

Heather Cline works and lives 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 'The Office of Identity Collection'; Contemporary Cityscapes.

1 ½ -Hour Program Structure

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

- Recent paintings by Heather Cline
- Demonstration 1 – creating shape and form with paint
- Presentation: Portrait painting and fashion throughout art history.
- Demonstration 2 – creating a portrait of my shoes.

Teachers are encouraged to send in questions from their students via Adobe Connect during the live broadcast.

PART 2: 60 min. Teacher-guided hands-on workshop activities with on-line support from artist through Adobe Connect- http://connect.edonline.sk.ca/liveartsed/

Teachers and students can consult artist via the Internet or telephone during this segment. On-line resources available for use in the classroom

Outcomes: Sample Assessment

Creative/Productive:

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

CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).

Critical/Responsive:

CR5.1 Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).

Cultural/Historical:

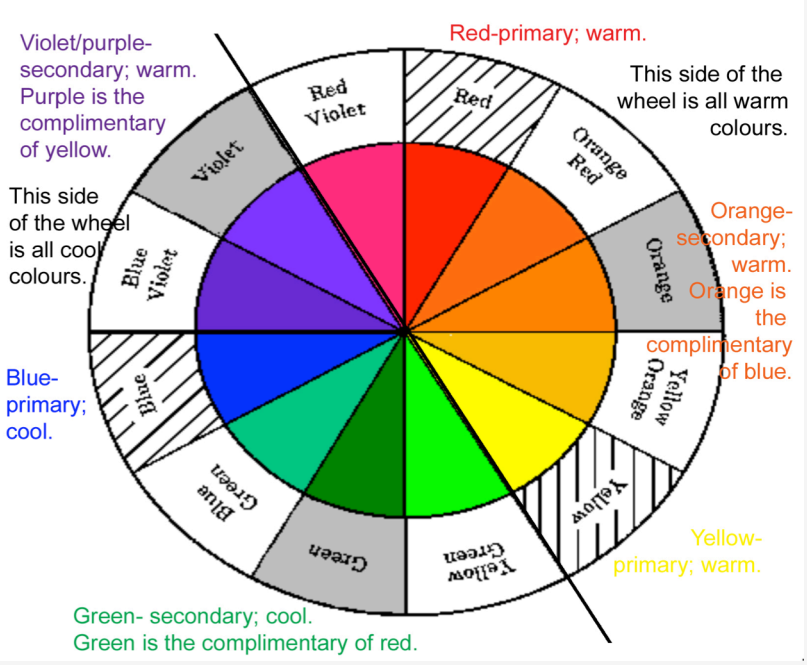
Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

Materials and Resources

Students will need the following materials: pencil; acrylic paint, basic colours: red, blue, yellow, orange, purple, green, white and black; paper - white (Bond or Cartridge, size around 18"x 24"); brushes - bristle or whatever is on hand, **large** round; water and containers (large plastic work best - tall enough for large brushes); plastic sheeting or newspaper to cover table or desk top

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Hands-on activity:

- Have students take off their shoes, place them close to their work area and create a quick drawing for the start of their shoe portrait painting; the portrait can be created on their paper in thick pencil, or lightly applied paint. Their shoes should fill up at least 2/3 of the page- if they have drawn them too small have them re-do the drawing on top of the first one (this is how painters work), refer to Heather's demo. Tip: have them move their shoes closer to them while they are drawing.
- Once students have created their sketch/cartoon of their shoes they should start adding paint over top. **Tip: Keep the colour (hue) nice and solid, don't water the paint down to much.**

Notice how colours impact the eye…bold or more intense colours pop forward, cool colours seem further back, this can be used to create shape. Also places where a secondary colour has been placed next to certain primary colour may have a visual buzz. These are because of complimentary colour relationships. Use the following colour wheel as a tool for revisiting Heather's painting demonstration.