



AFK Artist-in-Residence Video Series: Narrative Portraits with Anna Binta Diallo

Activity:

In this video series, AFK Artist-in-Residence Anna Binta Diallo shares her process of making digital collages and then displaying them in different settings. We start with sourcing and collecting images in video one, then learn how to digitize all imagery and begin the collage process in video two. The final video is about contextualizing the collages in different spaces to create a final composition.

Inquiry Questions:

How can we tell stories by collecting and playing with found imagery digitally? How does changing the context of the images change the stories we are telling?

Pre-Class Preparation:

The teacher will need to prepare the following materials prior to the activity:

- Computer and projector to display video in class
- Magazines and books that can be cut up
- Scissors
- Glue stick
- Student sketchbooks or paper to create collages on
- Magazines and books that can be photographed or scanned (not necessary to damage them)
- Class set of computers with Photoshop and Illustrator or similar programs

Curricular Competencies: What students will DO

Explore and Create:

- Create artistic works using sensory inspiration, imagination, and inquiry (Grade 10, 11, 12)
- Intentionally select and combine materials, processes, and technologies to convey ideas (Grade 11, 12)
- Explore artistic possibilities and take creative risks (Grade 10, 11, 12)
- Create artistic works with an audience in mind (Grade 10)
- Express meaning, intent, and emotion through visual art (Grade 10)
- Demonstrate active engagement in creating artistic works and resolving creative challenges (Grade 11, 12)
- Examine contributions of traditional, innovative, and intercultural visual artists from a variety of movements, periods, and contexts (Grade 11, 12)
- Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices (Grade 12)

Reason and Reflect:

- Describe and analyze how artists use materials, technologies, processes, and environments in art making (Grade 10, 11,12)
- Recognize and evaluate design choices in artistic creations (Grade 10, 11,12)
- Develop personal answers to aesthetic questions (Grade 10, 11,12)
- Reflect on the influences of a variety of contexts on artistic works (Grade 10, 11,12)

Communicate and Document:

- Anticipate audience impact of design choices and artistic works (Grade 12)
- Demonstrate respect for self, others, and place (Grade 10, 11,12)
- Communicate ideas and emotions through art making (Grade 10, 11,12)
- Communicate and respond to social and environmental issues through visual art (Grade 10, 11,12)

Connect and Expand:

- Create artistic works that demonstrate personal, cultural, and historical contexts (Grade 10)
- Create artistic works to reflect personal voice, story, and values (Grade 11,12)
- Explore personal, educational, and professional opportunities in visual arts and related fields (Grade 11,12)
- Connect with others on a local, regional, or national scale through visual arts (Grade 11,12)

Concepts and Content: What students will KNOW

Students will know the following concepts and content:

- image development strategies
- materials, techniques, and technologies
- creative processes
- use of symbols and metaphors to represent ideas and perspectives
- role of the artist and audience
- influence of visual culture on self-perception and identity
- role of visual art in social justice issues
- contributions of traditional, innovative, and inter-cultural artists
- ethics of cultural appropriation and plagiarism

First Peoples Principles of Learning

- Learning is embedded in memory, history, and story.

Core Competencies

- **COMMUNICATION:** Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. Students communicate in order to collaborate.
- **THINKING:** Students communicate to share and build on one another's creative ideas. Students generate creative ideas through free play, engagement with other's ideas, and consideration of a problem or constraint.
- **PERSONAL AND SOCIAL:** Students are inclusive in their language and behaviour and recognize that everyone has something to contribute.