

AFK Self-Guided Gallery Visits | Beyond the Horizon

Information and Suggested Activities

Beyond the Horizon | September 25, 2021 – February 24, 2022

Beyond the Horizon is an expression that encourages us to consider what is “farther than the possible limit of sight, beyond what we can foresee, know or anticipate.”¹ It is both visual – what we see – and conceptual – what we know. The horizon as a metaphor provides us with an opportunity to challenge and evaluate our own ways of knowing. The artists in this exhibition expand conventional uses of materials and explore modes of making through collaboration with other artists and the land.

¹ thefreedictionary.com

Featured Artists:

The exhibition features a variety of visual forms including sculpture, collage, photography, textiles, drawing, painting, and printmaking. Works by the following artists are included in the exhibition:

Alan Wood, Angela George, Betty Goodwin, Bill Reid, Elizabeth Angrnaqquaq, Esteban Pérez, George Littlechild, Gordon Smith, Greg Murdock, Holly Schmidt, Irene Whittome, Jack Shadbolt, Jane Ash Poitras, Karen Zalamea, Robert Davidson, Rodney Graham, Sylvia Tait, Takao Tanabe, Toni Onley, Xwalactun (Rick Harry)

Inquiry Questions:

What is the horizon?

What does it mean to go “beyond the horizon”?

Suggested Cross-curricular Connections:

Explore the following topics, in connection to the exhibition:

- **Science:** Learn about the definition of the horizon from a scientific perspective. Visit the following National Geographic site to find resources on this topic and to learn more about the earth-sky horizon versus the celestial horizon: <https://www.nationalgeographic.org/encyclopedia/horizon/>.
- **Science and ADST:** In connection to Karen Zalamea's artwork, learn about analogue photography and the process of creating a large format camera. The following youtube video provides detailed information about how a 4 x 5 analogue film camera works and how such a camera can be built: https://www.youtube.com/watch?v=SKZOGgjh_F4.
- **Science and First Peoples Principles of Learning:** In connection to Angela George's weaving, *Rivers Have Mouths* (2021), learn about the creeks and rivers of North Vancouver. Learn more about North Vancouver's creeks and rivers here: http://www.urbanstreams.org/streams_B_NorthVan.html. Learn about the oral histories and cultural practices of the Tseil-Waututh and Squamish Nations, in connection to the land and local waterways.

- **Science and First Peoples Principles of Learning:** In connection to Esteban Pérez's artwork *Liquid Beings*, learn about the science of natural pigments. Research the role of chlorophyll in plants (<https://www.nationalgeographic.org/encyclopedia/chlorophyll/>). Learn about ways that Indigenous peoples on the Northwest Coast have used pigments found in the environment. Experiment with making natural pigments from foraged raw resources: <https://www.lostincolours.com/foraging-for-pigments-from-local-rocks/>

Suggested Pre-visit Activities:

Big Idea Brainstorm and Mind Map:

- Brainstorm with class the meaning of the term "horizon"
 - A definition of a horizon is: the line at which the earth's surface and the sky appear to meet.
 - A horizon is also defined as: the limit of a person's mental perception, experience, or interest.
- Brainstorm with class the meaning of the expression "beyond the horizon"
 - Create a mind map recording students' ideas
 - Ask follow-up questions, such as: Think of a time when you went "beyond the horizon" (e.g. tried something new). What feelings/emotions did you have when you did this? What kind of support or mindset did you need in order to feel like you could do this?
 - What does going "beyond the horizon" have to do with making art?

Researching artists (using the Gordon Smith Gallery App):

- Independently, or in small groups, students research 1 artist featured in the exhibition
- Students may explore the exhibition using the Gordon Smith Gallery App (look for "Beyond the Horizon" under the Tour List)
- Students write a response to the following question: If you could ask the artist one question about their work, what would it be?
- Students share findings and questions with the class

Suggested Gallery Activities:

Symbol Game:

- Select approximately 3 symbols to use for the game (i.e. home, yuck, and lightbulb)
- Have students work in groups of 2-4, hand out one set of symbols to each group
- Give groups approximately 10 minutes to explore the Gallery and to place their symbols on the floor in front of their chosen artworks (not on the artworks)
- Bring the class together and discuss the placement of the symbols (Are there clusters of specific symbols in front of certain artworks? Why did the groups place their symbols there?)

Sketching:

- Hand out clip boards and pencils to students
- Hand out sheets of white paper approximately 6"x4" in size
- Ask students to draw a section of an artwork that for them represents the idea of going "beyond the horizon" (i.e. Does the artist use a technique or image that is new or intriguing to them? Does the artist use a technique or image that they are confused by, or that they particularly like?)
- Demonstrate that the drawings should fill the sheet of paper (touch at least 3 edges of the paper).
- Give students approximately 10 minutes to sketch.
- Compile finished sketches on the floor in a grid in front of Karen Zalamea's photographs.

- Discuss the sketches and ask the following questions: Were people drawn to similar artworks or details? What do you notice about the sketches when you see them grouped all together?

Written Responses to Questions:

- Prepare a worksheet in advance with questions that your students will respond to in writing.
- Sample questions include:
 - Choose an artwork from the exhibition that resonates with you. Answer the following questions, reflecting on this artwork:
 - How is the horizon (visually and metaphorically) represented in this work?
 - If you could ask the artist one question about this work what would it be?
 - What horizon in your own artistic practice do you want to explore?

Suggested Post-visit Activities:

Create a landscape artwork featuring the horizon line:

- Make use of one of the following AFK resources to create a landscape artwork with your class:
 - **AFK ArtReach Video: Landscape painting inspired by Gordon Smith's print *Pender Harbour***
 - **VIDEO:** <https://www.youtube.com/watch?v=Piuvvs8n2ikY>
 - **LESSON PLAN:**
<https://www.sd44.ca/school/artistsforkids/learn/afkartvideos/Documents/Painted%20Landscape%20Inspired%20by%20Gordon%20Smith%20-%20Grades%204-7.pdf>
 - **AFK ArtReach Video: Painting the North Shore inspired by Anne Meredith Barry's print *Mountain Sun Storm***
 - **VIDEO:** <https://www.youtube.com/watch?v=342OLWowtCs>
 - **CURRICULUM DOCUMENT:**
https://www.sd44.ca/school/artistsforkids/learn/afkartvideos/Documents/AFKArtReach_Painting%20the%20North%20Shore_Materials%20and%20Learning%20Standards.pdf
 - **AFK Lesson Plan: Landscape Paintings Inspired by Roy Henry Vickers' print *The Twin Sisters***
 - **LESSON PLAN:**
<https://www.sd44.ca/school/artistsforkids/learn/learningguides/IntermediateResources/Art%20and%20Indigenous%20Ways%20of%20Knowing/Documents/The%20Twin%20Sisters%20-%20Landscape%20Paintings%20Inspired%20by%20Roy%20Henry%20Vickers%20-%20Grades%204-7.pdf>

Explore natural and local pigments inspired by the art of Esteban Pérez:

- With your students, collect a variety of plants and soil samples in the local environment (first discussing respectful approaches to collecting objects in nature)
- Tip: As a starting point, grass and soil will transfer well onto paper by just rubbing
- Explore ways to transfer pigments onto paper
- Have students record their experiments and results
- Look here for information about making natural pigments from foraged raw resources:
<https://www.lostincolours.com/foraging-for-pigments-from-local-rocks/>