



AFK Learning Guides: Collaborative Pathways

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Suggested Grade Levels: 4-7

Activity:

In this lesson students will independently and collaboratively create a **mixed media artwork** inspired by the artist **Russna Kaur's** work and artmaking practice.

Students will look at and discuss Russna Kaur's multi-panel painting, *Butterfly Tattoos*, to develop an understanding of how and why line, shape, colour and materiality can be representative of the central them of the work, paths.

Students will independently create a panel that includes 3 silhouette images, representative of their past, present and future, while also incorporating into their composition one textured word to describe themselves. Students' lettering will be made from unexpected and found material(s), linking student making to Kaur's exploratory media practice.

Additionally, students will add a colourful, linear pathway through their panel so that they can connect their artwork to their peers' panels, to create a larger, collaborative artwork.

Inquiry Questions:

- How can we demonstrate paths, movements, and memory in a visual format?
- What imagery can be representative of my past, present and future?
- What is abstract art?
- How can we represent a thought, memory or idea with the use of line, shape and colour?
- Does art need to be representational to evoke an emotional response, connection or idea from the viewer?
- Do our own experiences and navigations through life reflect how we create, connect, and view (abstract) art?

Big Ideas:

Engaging in creative expression and experiences expands people's sense of identity and belonging.
(Arts Education 5)

Works of art influence and are influenced by the world around us. **(Arts Education 5)**

Pre-Class Preparation:

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

- Computer and projector to display video and Russna Kaur's artwork to the class
- 8.5 " x 8.5" sheets of thick white paper (1 per student) (Suggestion – Teachers mark half way points on each edge of paper (4), prior to handing paper to students, to help students with connecting the panels)
- Class set of pencils
- Class set of Erasers
- Class set of oil pastels in a diversity of bright, colours
- Class set of watercolours, brushes, water pots, paper towels (for rinsing and cleaning brushes).
- Acrylic Paint in a variety of colours (Sub: Tempera Paint)
- Forks, spoons, and other mark making tools (For carving texture)
- Flour, coffee-grounds, baking soda and/or other household materials to thicken paint into a paste
- Tape or sticky tac.
- OPTIONAL: pencil crayons (instead of watercolour paints), markers (instead of oil pastels)
- OPTIONAL: Independent reference images of silhouettes (Past, Present, and Future), (Sub: Shape references for primary groups)
- OPTIONAL: Found Materials and glue sticks and glue gun to collage and add additional texture to work
- OPTIONAL: Stencils (shapes and letters).
- OPTIONAL: Hair dryer (Speed up art making process).

First Peoples Principles of Learning

- Learning is embedded in memory, history and story.
- Learning requires exploration of one's identity.

Curricular Competencies: What students will DO

Students will be able to use the following creative process(es):

- Initially create artistic works independently using ideas inspired by imagination, inquiry, experimentation and play, that will later be connected to become a larger, collaborative art piece. **(Art Education 5)**
- Explore how identity, place, and belonging (connection), can be visually represented through abstract, creative expression. **(Art Education 5)**
- Observe, listen, and describe, how artist, Russna Kaur uses processes, materials, tools, techniques, and gallery environments to create, install and visually communicate ideas to their audience. **(Art Education 5)**
- Interpret and communicate ideas using symbols and art elements to express and infuse meaning within their art. **(Art Education 5)**
- Describe and respond to Russna Kaur's, classmates, and their own works of art to inquire artists' intent with their compositional idea(s) and medium explorations. **(Art Education 5)**

Concepts and Content: What students will KNOW

Students will know the following concepts and content:

- Elements and principles of art and design (line, shape, space, colour, and texture).
- 2-D image development strategies, art processes and material techniques to create and support mixed media creations.
- How to use symbols (images, objects, words, actions and materiality) to represent ideas and perspectives of personal identity and memory.
- *Personal and collective responsibility associated with creating, experiencing, and or presenting in a safe learning environment.*

Core Competencies (suggested questions for reflection)

- COMMUNICATION: What were some strategies that the class used to connect everyone's panels to accomplish creating a larger, collaborative composition?
- THINKING: How did you generate ideas and use elements of art, imagery and words to reflect your past, present, and future identity? How can symbolism be representative of previous experiences, learning and personal perspectives?
- PERSONAL AND SOCIAL: How can a positive personal and cultural identity help us to shape our narratives and be confident in and value our individual personas?

Suggested Descriptive Feedback

- (Student) is able to create experimental artistic works independently and collaboratively, while being inspired by mixed media artist Russna Kaur, enabling them to explore and visually communicate identity, place, and connection.
- (Student) can learn through observation to use similar processes, materials, tools and techniques demonstrated by Russna Kaur, to intentionally select abstract artmaking methods in their own art, while having a hands on approach to understanding Kaur's practice.
- (Student) can independently communicate ideas using symbols and art elements (line, shape, space, texture and colour) to visually reflect their personal experiences and to make connections with other members of the (classroom) community.

Suggested Summative Evaluation Rubric

Name:.

AFK ArtReach Video: Collaborative Pathways

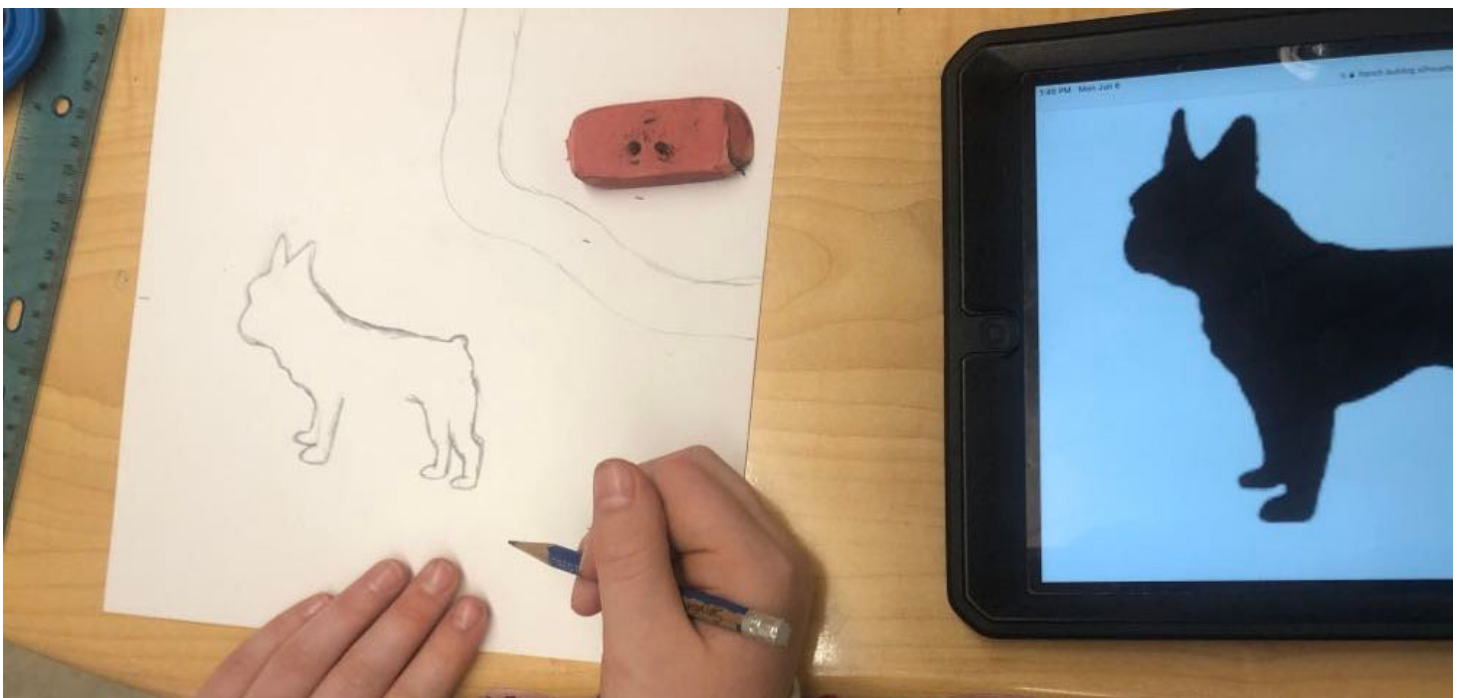
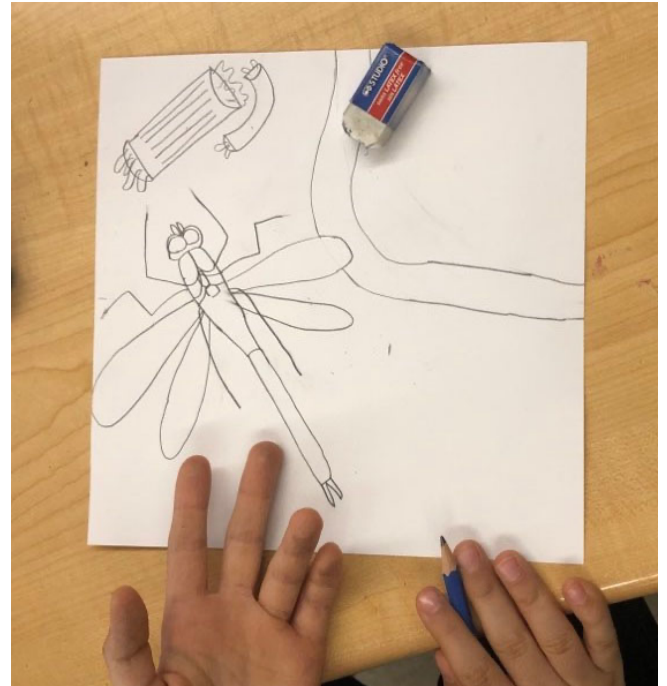
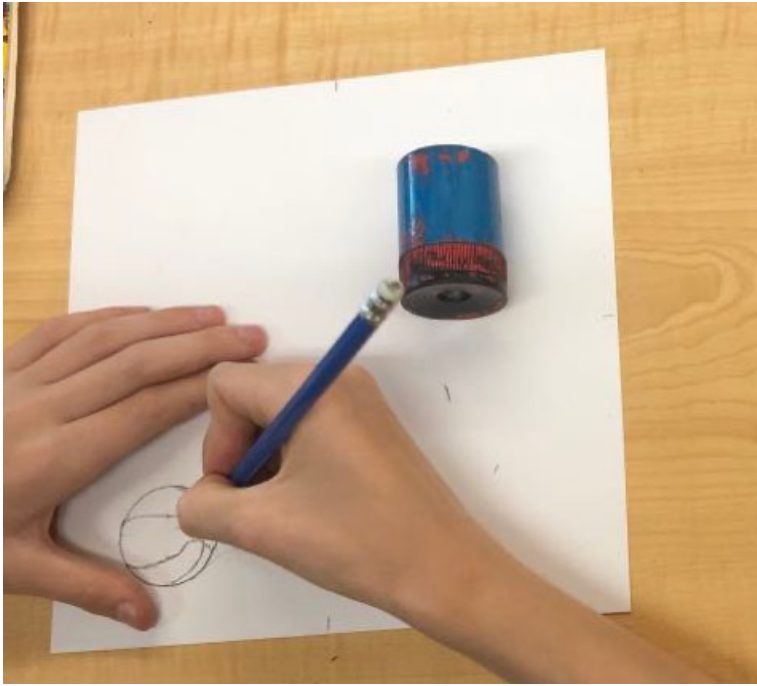
	Extending Exceeding Advancing (A)	Meeting Applying Achieving (B)	Developing Approaching Almost (C+)	Beginning Starting Try Again (C, C-)
Symbolism and Connection: Student has included 3 shapes in their artwork that are representative of their past, present, and future. Student has also applied textured text to be reflect their experience(s).				
Composition: Elements of Art and Image Development Strategies: Student has utilized line, shape, colour, and texture in their art. Student has intentionally placed these elements to balance composition, examine negative space, and to create movement, and cohesion in their own artwork and to connect artwork to collaborative classroom composition, through linear paths.				
Material, Technique, and Tool Exploration: Student has followed teacher directed processes that mirror Russna Kaur's exploratory practice. Student's materiality and experimental artmaking techniques demonstrates care, craftsmanship and purposeful play.				
Studio Habits "Work Habits": Personal and collective responsibility associated with creating and experiencing in a safe learning environment.				

Additional Comments:

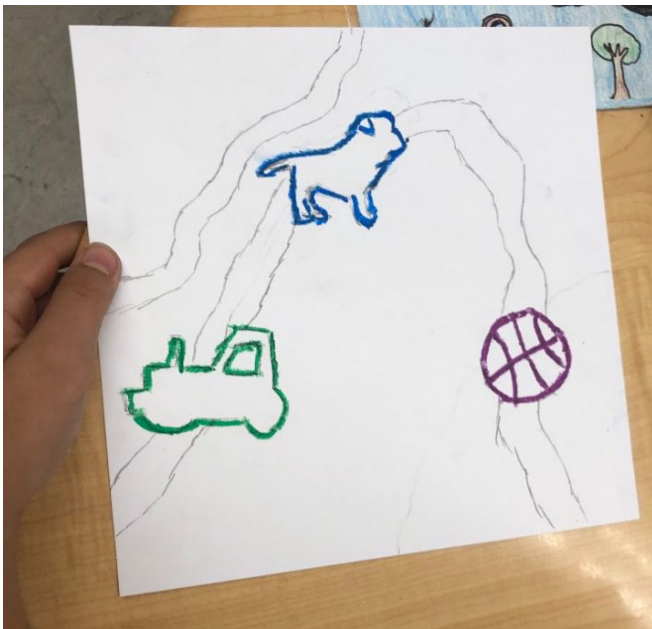
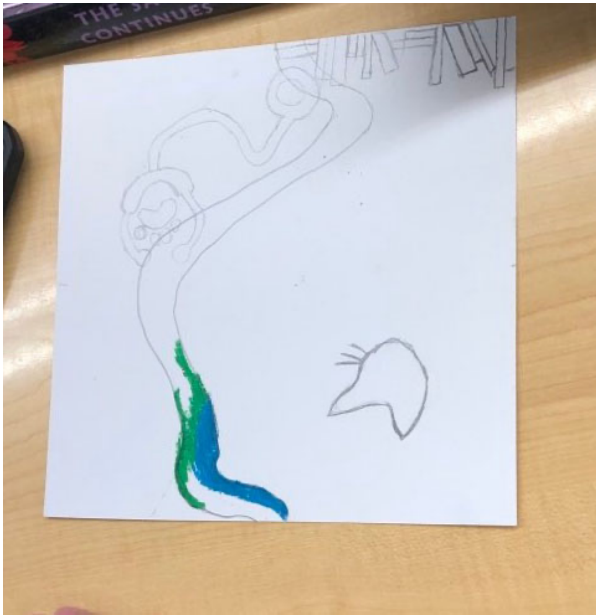
Overall :

Lesson Guide

- Students independently create a panel that includes 3 silhouette images, representative of their past, present and future, while also incorporating into their composition a path.
- Students are instructed to start and end their path at a mid-point on the edges of their paper (so that the finished artworks connect).



- Students colour in their pathways and silhouettes using oil pastels.



- Students paint the areas of their composition surrounding their silhouettes and pathways using watercolour paints.



- Students pencil in one word that describes themselves.
- Students make use of unexpected and found materials to paint in the word that they have outlined in their composition.



- Students create a collaborative composition, joining their individual artworks together so that the paths that they have drawn connect together.





Russna Kaur, *Butterfly tattoos*, 96 x 72 in., acrylic, oil, latex, sawdust and pastel on canvas and wood panel. 2019. (11 surfaces)