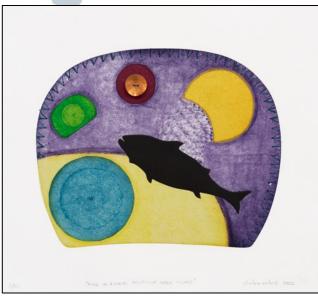
# Representing Paths: Mixed Media Collages

**TOPICS:** Representing texture by creating rubbings; Drawing a variety of lines using sharpies; Creating abstract imagery; Hand stitching

**SUBJECT(S):** Visual Arts, Science, Social Studies **GRADE(S):** 4-7

**UNIT DURATION: 2-3 lessons** 



Charlene Vickers, Fish in Astral Projection under Moons, 2022, 7 colour, 6 plate intaglio print, 40cm x 45cm.

by creating rubbings, drawing with sharpies, and stitching with yarn.

**OVERVIEW &** 

**CULMINATING TASK:** 

In this lesson students

will learn about an

intaglio print by

Canadian artist

Charlene Vickers.

Students will create a

mixed media collage

Charlene Vickers is an Anishinaabe artist living and working in Vancouver. Born in Kenora, Ontario and raised in Toronto, her painting, sculpture,

Artists for Kids

and performance works explore memory, healing, and embodied connections to ancestral lands. Vickers' works has been exhibited across Canada and the United States. Vickers holds a BFA from Emily Carr University of Art and Design, a BA in Critical Studies of the Arts and MFA from Simon Fraser University.

Fish in Astral Projection under Moons (2022) was produced using a technique called soft ground lift, where the texture of fabrics (felt, foam, and cloth) selected by Vickers and her hand sewing was

transferred into the soft ground and then etched into the plate.

The fish silhouette is a copper plate cut into the shape of the fish and aquatinted to achieve the rich black colour and texture. Aquatint is a printmaking technique that produces tonal effects by using acid to eat into the printing plate creating sunken areas which hold the ink. The final piece to this work is the addition of a button that is hand sewn to the printing paper.

### **BIG IDEAS (What students will understand):**

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

### **CURRICULAR COMPETENCIES (What students will do):**

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
- Describe, interpret and respond to works of art and
- Create artistic works using ideas inspired by imagination, inquiry, and experimentation
- Express feelings, ideas, and experiences through the arts

# CROSS-CURRICULAR CONNECTIONS:

explore artists' intent

- **Science:** mapping, salmon life cycle, lunar cycle
- **Social Studies:** culture, history, and territories of the Anishinaabeg peoples

# CONCEPTS & CONTENT (What students will know):

- Image development strategies
- Elements of visual art; principles of design



Charlene Vickers signs editions of her finished print

# ESSENTIAL QUESTION(S) (What students will keep considering):

• How can I represent paths that I travel and experience in life through texture, line, and patterning?

#### FIRST PEOPLES' PRINCIPLES OF LEARNING:

Learning is embedded in memory, history and story.

### IMPLEMENTING UNIVERSAL DESIGN FOR LEARNING:

- Provide options for recruiting interest (i.e. sketching, writing, small group and whole group discussion)
- Provide options for language and symbols by illustrating the art activity using multiple media (i.e. share images and videos of Vickers' artwork and process, demonstrate project steps visually, and provide verbal and written instructions)
- Ask questions to guide self-monitoring and reflection using the suggested reflection questions connecting to the core competencies and the suggested questions for student reflection

#### **MATERIALS & TECHNOLOGIES:**

- digital images of Charlene Vickers' print and her creation process (see end of document)
- digital projector/computer
- 4" x 4" pieces of white printer paper or white cartridge paper (4 per student)
- 9" x 9" piece of black construction paper (1 per student)
- 8.5" x 11" piece of white printer paper (1 per student)
- Thumb tacks (1 per student)
- 2.1" plastic sewing needles (1 per student)

- dark coloured oil pastels or wax crayos, such as black, dark blue, dark green, purple (1-4 per student)
- fine sharpies
- pencils (1 per student)
- glue sticks
- scissors (1 per student)
- yarn in a variety of colours
- air dry clay or polymer clay (optional)
- white glue or glue guns (optional)
- buttons (optional)
- natural objects found outdoors (optional)

#### **VOCABULARY:**

intaglio print, etching, stencil, aquatint, textile, texture, silhouette, lunar, hand stitching, 2D vs. 3D, texture rubbing

#### **RESOURCES & REFERENCES:**

• Learn more about Charlene Vickers' print and watch videos about the creation process:

https://www.sd44.ca/school/artistsforkids/Shop/CharleneVickers/Page s/default.aspx#/=

• Learn more about Charlene Vickers and her art: https://mfineart.ca/macaulay-co-fine-art/artists/charlene-vickers/



- Learn more about the Anishinabek Nation here: https://www.anishinabek.ca/who-we-are-and-what-we-do/
- Learn more about the intaglio printmaking process here: https://www.khanacademy.org/humanities/special-topics-arthistory/creating-conserving/printmaking/v/moma-intaglio-process

# DISCUSSION & ACTIVITIES (Teacher Action/Student Action):

LESSON #1 (intro to Charlene Vickers and creating rubbings):

- Project Charlene Vickers' print in classroom and have students discuss it with partners or in small groups, using the following questions as prompts:
  - -What do you see in this artwork?
  - -Describe the shapes the artist has included.
  - -Describe the textures the artist has included.
  - -What do you know about the life cycle of a salmon?
  - -What do you know about the path that a salmon travels in its life?
  - -What shapes or colours might guide a salmon on its journey back to its birth place?
  - -What do you know about the lunar cycles or moon phases?
  - -What path does the moon travel?
  - -Have you seen the moon in each of its eight phases?
  - -Describe the moons that the artist included in this print.
  - -In what ways does this print connect to the theme of "paths"?
- Have students report back on their discussion to the whole group.
- Optionally have students respond to selected discussion prompts in writing.
- Optionally have students sketch the print using pencil crayons and white paper.
- Share with students process images and videos of the print being created (see Resources & References section and images at end of document). Share information about intaglio printmaking.
- Share with students that Charlene Vickers created her moons out of felt, foam, and cloth (textiles) to represent different textures in the print.



Materials used by Vickers to create plate for printing

She also captured the texture of her own hand stitching in the print.

- Share with students that they will create a mixed-media collage in which they use colour, texture, and line to represent the unique paths that they travel and observe in their own lives.
- Give each student 4 sheets of 4"x4" white printer or white cartridge paper
- Show students how to find textures around the classroom or school and create a rubbing on their 4"x4" white paper using a dark oil pastel or wax crayon (i.e. dark blue, dark green, dark purple). Students should use the edge, NOT the tip of the pastel to create the rubbing. Students should cover the entire paper with the rubbing (no white space remaining).



Student artwork

- Once students have completed 4 rubbings hand out a sheet of 9"x9" black construction paper to each student.
- Encourage students to experiment with different arrangements of their squares before gluing them down onto the black paper (see student samples included in this document for ideas).

LESSON #2 (Drawing and stitching paths):

• Create a mind map on the board recording a

student brainstorm of all types of paths they can think of (in stories, nature, life, creative process, systems in the human body, artwork, etc.)

- Demonstrate on the white board how you could draw a line representing the journey of your morning leading from your bed, all the way to school (using curves, twists, bumps, spirals, dots, etc.)
- Ask the students to put their heads down on the table and think about their favourite path. How does it start? How does it end?
- On a sheet of 8.5" x 11" paper have students draw a path using sharpie representing the journey of their morning. Then have them draw an additional path (i.e. the path of their favourite character in a book) overlapping on top of the first.

- Referring to this sketch, have students use sharpies to draw a path (or more than one path) of their choice over top of their glued down texture rubbings.
- View Charlene Vickers' print with the class and ask them to identify the lines that she created by hand stitching.
- Explain that they will each create a final path (or multiple paths) in their collage by hand stitching.
- Have students draw a simple path in pencil on the back side of their black paper. Optionally, all students in the class can draw this path so that it starts in the middle of one edge of their paper and ends in the middle of an edge so that all of the student artworks can be







If each student creates a path that starts and ends in the middle of their edges, all artworks can be joined together to create a continuous path, as shown above.

joined together afterwards (see example, above).

• Demonstrate how to use a thumb tack to poke holes along this path (through the back of the paper). The holes should not be too close to the edge of the paper and they should be about 1cm apart from one

another. These are the holes that the students will then stitch through, using needle and yarn.

- Demonstrate how to thread the plastic needles with yarn. Students can knot their yarn at the end, or they can use tape to hold the end of their yarn in place on the back of their piece of paper.
- Students can then start stitching through the holes that they poked. Once they get to the end of their path, they can trim their yarn and secure it in place on the back of their paper with either a knot or a piece of tape.
- Students may design and stitch additional paths, if they wish.



A sculpted 3D object has been incorporated into this student's collage

#### **OPTIONAL 3D EXTENSION:**

- Refer to Charlene Vickers' inclusion of a button on her print.
- Ask students: Why do you think that Charlene Vickers' included a 3D button on her 2D artwork?
- Have students collect objects outside (small rocks or pieces of wood) or sculpt small objects out of air dry clay or polymer clay. Alternatively, provide students with buttons.
- These 3D objects can be added to the collage by gluing them down (using white glue or glue guns) or by wrapping them in yarn and incorporating them into the stitched pathways (see student samples for ideas).

### SUGGESTIONS FOR DISPLAYING STUDENT ARTWORK:

Completed student artwork can be displayed in a grid on a bulletin board. Students can collaboratively arrange the artworks so that the paths connect.

When displaying the student art, it is important to credit the influence of Charlene Vickers' artwork. Optional caption to include with the display:

Our class learned about the Canadian artist Charlene Vickers and her intaglio print Fish in Astral Projection under Moons. Inspired by this print, we have created our own collages representing the paths that we travel and observe in our lives. We created rubbings, we drew with sharpies, and we hand stitched our own unique paths.

## **CORE COMPETENCIES (suggested questions for reflection):**

- COMMUNICATION: What kinds of paths did Charlene represent in her print through textures, shapes, lines, and colours?
- THINKING: Describe the paths that you represented in your artwork. How did you represent paths that you observe or travel in your own life?
- PERSONAL AND SOCIAL: What differences and similarities can you observe between the collages that you and your classmates created?

#### SUGGESTED QUESTIONS FOR STUDENT REFLECTION:

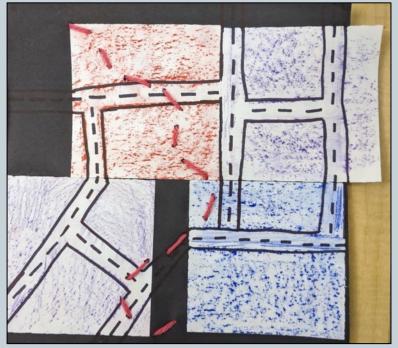
Teachers are invited to adapt and edit the following questions for student reflection:



Respond to the following questions, reflecting on your finished collage:				
What am I happy with?				
What was				
challenging for me?				
What helped me do				
my best work?				
What would I do				
differently next time?				

#### SUGGESTED DESCRIPTIVE FEEDBACK:

- Nora contributes her ideas and observations about artists' use of processes and techniques and asks thoughtful questions about works of art.
- Nora used processes and tools to create a mixed media collage including representing texture by creating a rubbing, drawing with sharpies, and hand stitching.
- Nora made intentional use of a variety of drawn and hand stitched lines to represent paths that she travels and observes in her own life.



Student artwork

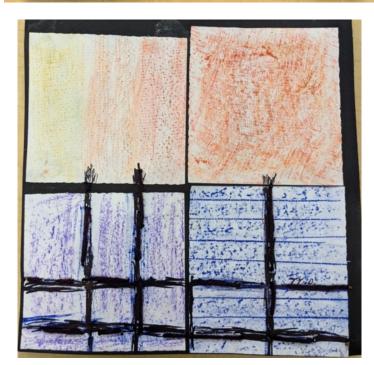
**SUGGESTED SUMMATIVE EVALUATION RUBRIC:**Teachers are invited to adapt and edit the following evaluation rubric:

	Emerging The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Developing The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	Proficient The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Extending The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Symbolism and Image Development: Student has intentionally created varied lines through drawing and stitching to represent paths that they travel or observe.				
Composition: Elements of Art and Image Development Strategies: Student has thoughtfully planned and considered the composition of their collage, using the elements of line, space, balance, and variety. Student has thoughtfully arranged their rubbings before gluing them down. Student has intentionally considered the placement of their drawn and stitched paths.				
Material, Technique, and Tool Exploration: Student has followed teacher directed processes in creating texture rubbings, in drawing a variety of lines with sharpie, and in creating hand stitched paths in their artwork. Student's artmaking techniques demonstrate care, craftsmanship, and purposeful play.				
Studio Habits "Work Habits": Student demonstrates personal and collective responsibility when creating art, contributing to a safe learning environment. Student actively contributes to cleaning up art materials and work space.				









Artwork by Grade 7 Students





Materials used by Vickers to create plate for printing



Printing plate and other materials



Charlene Vickers signs editions of her finished print