

THE ART OF CONVERSATION: SELF-GUIDED TOUR RESOURCES FOR TEACHERS



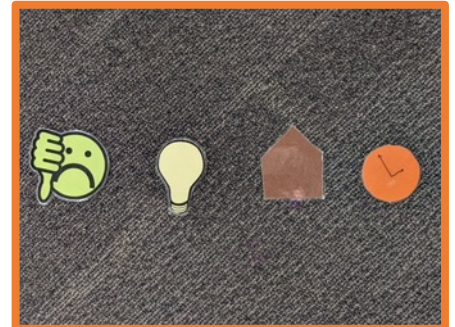
Artists for Kids invites K-12 teachers to use the Gordon Smith Gallery as their classroom and to book a time to bring a class for a half day self-guided tour. This is a unique opportunity for your students to engage directly with diverse works by Canadian artists and to learn through the lens of the arts. We will provide two orientation sessions at the Gallery for interested teachers - one in September and one in December.

Book your Self-Guided Tour here (scroll to bottom of page for link):

<https://www.sd44.ca/school/artistsforkids/learn/galleryprogram/Pages/default.aspx#/=>

SUGGESTED GALLERY ACTIVITIES

- Symbol Game (using laminated symbols borrowed from AFK)
 - Have students break into groups of 2-3 people
 - Each group gets a set of 3-4 symbols, each representing a response to a work of art
 - Groups look at all of the artwork in the gallery and decide together where to place their symbols (on the floor next to their chosen artwork)
 - The class discusses together some of the artworks that have large clusters of symbols placed at them
 - Possible symbols to use:
 - Lightbulb: an artwork that sparks ideas or questions for you
 - Clock: an artwork that makes you think about process and that you think must have taken a long time to create
 - Yuck: an artwork that you don't like and that you have a negative response to
 - House: an artwork that you like so much, you wish you could bring it home and look at it everyday
- Linking artworks that are in conversation with one another (using yarn on spools borrowed from AFK)
 - Groups of 3-4 students receive one spool of yarn
 - Students choose 2 artworks that they think are "in conversation" with one another (Do the works share similar imagery? Do they share similar colours?...)
 - Students create a line of yarn on the floor linking the 2 artworks of their choice
 - NOTE: restrict students to the area of the gallery from the drum case to the back of the gallery (no lines in the front of the gallery where Parvin Peivandi's sculpture is located)



AFK Learning Guides:

- Meaningful Garb: Collages Inspired by Gathie Falk**
 Grades 4-7

<https://www.sd44.ca/school/artistsforkids/learn/learningguides/IntermediateResources/Art%20and%20Identity/Documents/Meaningful%20Garb%20-%20Collages%20Inspired%20by%20Gathie%20Falk%20-%20Grades%204-7.pdf>

Meaningful Garb: Collages Inspired by Gathie Falk

CREATED WITH CONTRIBUTIONS BY: Julie Pasquetti and Arinako Eise

TOPICS: Inventing a narrative associated with a garment; Strategies for creating unity in compositions; Creating collages using found materials

SUBJECTS: Visual Arts **GRADE(S):** 4-7

UNIT DURATION: 5 lessons

OVERVIEW & CULMINATING TASK: In this lesson sequence students will learn about the artwork of Gathie Falk. They will invent narratives and accompanying mixed media collages using found and recycled garments.

Gathie Falk was born in Manitoba in 1928 and moved with her family to Vancouver in 1946. In 1953 she began teaching elementary school in Burnaby and continued teaching until 1965. Throughout her career as a teacher she continued to upgrade her qualifications and began to study art and seriously pursue both painting and ceramics in the Faculty of Education at UBC. In 1965 she began working full time as an artist. Since then, she has gained much recognition for her painting, ceramic sculpture, and performance art. Gathie Falk has consistently won prizes for her award winning conceptual approach to visual art and is a prolific artist who has participated in group and solo exhibitions in Canada, the United States, France, and Japan.

BIG IDEAS (What students will understand):

- Works of art influence and are influenced by the world around us. (Arts Education 3)
- Artists experiment in a variety of ways to discover new possibilities and perspectives. (Arts Education 5)

CURRICULAR COMPETENCIES (What students will do):

- Describe and respond to works of art and explore artists' intent
- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work



CONCEPTS & CONTEXT (What students will know):

- Image development strategies
- Elements of visual art: principles of design
- Processes, materials, technologies, tools and techniques to support creative work

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

- What kind of story can you tell by choosing and arranging compositional elements within a collage?

FIRST PEOPLE'S PRINCIPLES OF LEARNING:
 Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Gathie Falk, Venice Sites with Postcards from Marco Polo #27, 1991, oil on canvas, 45 x 62 inches. Image courtesy of the artist.

- Figures in the Landscape: Photographs Inspired by Karin Bubas**
 Grades 4-7

<https://www.sd44.ca/school/artistsforkids/learn/learningguides/IntermediateResources/Art%20and%20Place/Documents/Figures%20in%20the%20Landscape%20-%20Photographs%20Inspired%20by%20Karin%20Bubas%20-%20Grades%204-7.pdf>

Figures in the Landscape: Photographs Inspired by Karin Bubas

CREATED WITH CONTRIBUTIONS BY: Catherine Schaeffer, Duyen Luong, and Arinako Eise

TOPICS: Photographing the figure in a landscape; Strategies for composing photographs; Creating photographs that tell a story

SUBJECTS: Visual Arts **GRADE(S):** 4-7

UNIT DURATION: 3 lessons

OVERVIEW & CULMINATING TASK: In this lesson sequence students will learn about the artwork of Karin Bubas and will develop compositional strategies for photographing the figure in a landscape.

Karin Bubas, born in 1976 in North Vancouver, is a photographer who lives and works in Vancouver, B.C. She studied at the Emily Carr Institute of Art & Design and graduated in 1998. Bubas has exhibited nationally and internationally, most notably in Paris, Brussels, and Washington D.C. Bubas fondly recalls her high school art classes at Sulwind Secondary in North Vancouver as well as her participation in Artists for Kids scholarship programs, where she had the opportunity to work with Canadian artists Guido Molinari and David Brockwood.

Bubas is known for her rich and often haunting imagery inspired by cinematic themes, her environment, and contemporary culture. She draws references to the cinematic work of Alfred Hitchcock, Michelangelo Antonioni, Sophia Coppola, and the photographic work of William Eggleston. A prolific artist, Bubas has participated in more than 40 solo and group exhibitions in Canada, the United States, and Europe. Her work is found in numerous private and public collections including Glenbow Museum in Calgary, Alberta and the Vancouver Art Gallery.

In 2006 Bubas began photographing women alone in outdoor settings. This work explores the solitary and occasionally highlighting relationship between woman and nature while also referencing the film of Hitchcock and Antonioni. The subjects depict one woman dressed in carefully selected costumes and positioned in parks. Their faces are turned away as they contemplate their surroundings. Mytic



Karin Bubas, Mytic, 2006, digital chromogenic print, 114 x 46 inches. Image courtesy of the artist.

depicts a single figure in a romantic, misty parkland gazing across a still pond.

BIG IDEAS (What students will understand):

- Works of art influence and are influenced by the world around us. (Arts Education 3)
- Artists experiment in a variety of ways to discover new possibilities and perspectives. (Arts Education 5)

CURRICULAR COMPETENCIES (What students will do):

- Describe and respond to works of art and explore artists' intent
- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work

CONCEPTS & CONTEXT (What students will know):

- Image development strategies
- Elements of visual art: principles of design
- Processes, materials, technologies, tools and techniques to support creative work

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

- What kind of story can you tell by choosing and arranging the elements of a photograph?

FIRST PEOPLE'S PRINCIPLES OF LEARNING:
 Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).