

Landscape and Chimera Collage Inspired by Jack Shadbolt

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TOPICS: Landscape painting; Abstract art creation; Collage techniques; Creating patterning and using contrasting colours with oil pastels

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

UNIT DURATION: 3 lessons

OVERVIEW & CULMINATING TASK: In this lesson sequence students will learn about the artwork of Jack Shadbolt and will develop techniques for creating landscapes and abstract imagery using paint and collage.

Jack Shadbolt (1909-1998) was a highly respected and influential Canadian artist known for his passionate and intense study of the dynamics of colour and organic form. Shadbolt was painter and muralist and in his artwork drew upon his travels, social and political conflicts, as well as his personal experiences including his youth in British Columbia and his work overseas during World War II. He was born in England and immigrated to Canada in 1912 where his family settled in British Columbia. He began studying art in Victoria, BC and continued his studies in New York, London, and Paris.

Shadbolt's work is represented in major galleries across Canada as well as in corporate and private collections. His work has been shown across Canada, the United States, Venezuela, Brazil, England, France, Italy, Spain, Poland, Australia, and in Japan. He received the Order of Canada in 1972.

The inspiration for the *Shore Image* can be traced to a love of and concern for the environment. As can be seen in this print, Shadbolt represented in his abstract landscapes the power of nature and at the same time its fragility at the hands of man. The creatures that populate his landscapes are often contrasting entities. They often lose their animal forms and become transforming and morphing composites. When viewing a Shadbolt landscape such as *Shore Image* we are reminded that nature is a dynamic force.



Jack Shadbolt, *Shore Image*, 1998, 12 colour intaglio, 30.5 x 38.5 inches. Image courtesy of the artist.

BIG IDEAS (What students will understand):

- Artists experiment in a variety of ways to discover new possibilities and perspectives. (Arts Education 5)
- Works of art influence and are influenced by the world around us. (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 & CONTENT (What students will know):

- Image development strategies
- Elements of visual art; principles of design
- A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places

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

- What painting and collage techniques can be used to portray a made up chimera in an landscape environment?

FIRST PEOPLES' PRINCIPLES OF LEARNING:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

MATERIALS & TECHNOLOGIES:

- digital image of *Shore Image* by Jack Shadbolt (see end of document for large image)
- digital projector/computer
- pre-cut 12" x 18" thick white paper (i.e. poster board or opaque vellum) (1 per student)
- pencils
- premixed tempera or acrylic paint in black and 2 cool landscape colours (i.e. blue and green) and 2 warm landscape colours (i.e. brown and ochre)
- 8.5" x 11" white construction paper (1 per student)
- black oil pastels
- oil pastels in a range of warm and cool colours
- paint brushes
- water pots
- glue sticks
- folded paper or envelopes for students to store torn collage paper collections in
- old magazines
- recycled paper with printed text on it

VOCABULARY:

chimera, abstract, blend, collage, horizon line, foreground, background, landscape, pattern, intaglio print, contrast, texture, contrasting colour

RESOURCES & REFERENCES:

- <https://www.gallery.ca/collection/artist/jack-shadbolt>
- <http://www.tate.org.uk/learn/online-resources/glossary/>

ADAPTATIONS & MODIFICATIONS:

Students with hand function difficulties may need thick handled brushes and pastels.

DISCUSSION & ACTIVITIES (Teacher Action/Student Action):

LESSON #1 (intro, painting background):

- Have students look up a definition of **chimera** and share their definitions with the class. Record their ideas on the board. Definitions might include the following:
 - "any mythical beast with parts taken from various animals"
 - "a fantastic or grotesque product of the imagination"



Materials needed to create landscape painting in Lesson #1.

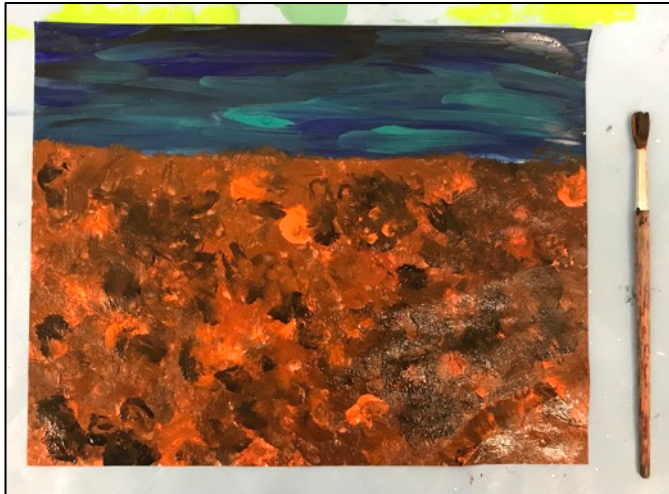
- "in genetics, an organism or tissue that contains at least two different sets of DNA"

- Display Jack Shadbolt's print *Shore Image*. Pose the following discussion questions:
 - What kinds of creatures do you think were put together to create this chimera?
 - What is this chimera transforming from or into?
 - Why has Shadbolt made this creature abstract rather than realistic?
 - What is the back story of Shadbolt's chimera? What elements inform you of this story?
- Share with students some details about Jack Shadbolt and the print *Shore Image* (see Overview & Culminating Task section of this document for information about Shadbolt and his artwork). Tell students that Shadbolt depicted, through his art, his love for and concerns about the environment. Ask students:
 - What kind of environmental message do you think that Shadbolt conveys with this print? (discuss with students current environmental and scientific issues such as oil spills, the destruction of habitats and ecosystems, as well as genetic engineering)

- Next, discuss with students elements and principles of design used in the artwork. Pose the following discussion questions:

- Where is the foreground and background in this landscape?
- Where is the horizon line? Is it in the centre of the image? Why not? (discuss how the placement makes the composition more dynamic)
- What textures has Shadbolt included in the background? What colours?

- Explain to students that they will create their own chimeras in an environment using paint and paper collage.
- Students will begin developing the background for their composition using the 12" x 18" paper in a horizontal orientation. Students will use a pencil to draw a horizon line, dividing their paper into 2 sections. Encourage students to place their horizon line in the top third or bottom third of the paper, rather than through the centre.
- Provide students with 2 cool and 2 warm colours of paint for their backgrounds (i.e. brown, ochre, blue, and green). Provide black paint to be used for blending. Have students choose 1 cool colour and 1 warm colour. They will fill each of the 2 sections of their landscape with either a warm or cool colour (i.e. blue on the top half and brown on the bottom half). Demonstrate techniques for blending in black



Teacher sample showing painted landscape using cool colours for the sky and warm colours for the ground created in Lesson #1.

paint and using it to create gradients and texture (see image on previous page for example of materials needed for creating landscape painting).

LESSON #2 (creating collage shape collections):

- Look at Shadbolt's print *Shore Image* and discuss with students his use of pattern and

colour to create the chimera. Pose the following discussion questions:

- Describe the colours that Shadbolt has included in the chimera. (discuss areas in which he has used warm and cool colours)
- What patterns has he included in the chimera?
- Describe the types of lines that Shadbolt has used.
- How has Shadbolt created contrast within the chimera?

- Give students an 8.5" x 11" piece of white construction paper and have them use black pastels to draw a variety of interesting intersecting lines (approximately 5). Lines should go right to the edges of the paper.

- Have students fill some of the shapes with a variety of black lines.

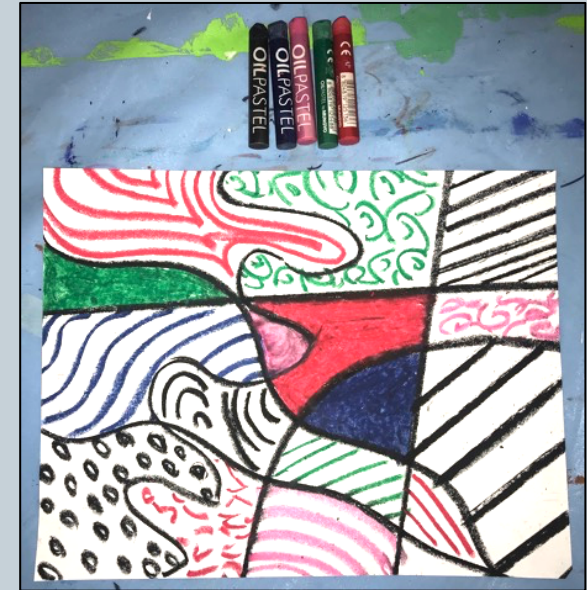
- Next, have students choose 4 oil pastels: 2 warm colours and 2 cool colours. Students should fill some shapes with lines in warm or cool colours. They should fill other shapes with solid colour using oil pastels (see teacher sample).

Demonstrate how to apply pressure to create bold, vibrant colour using oil pastels.

- Once students have filled the majority of the spaces on their paper, have them tear up their paper

into a variety of small and large shapes (approximately 6-8 shapes).

- Have students select one page from a magazine and one recycled piece of paper with printed text and tear both into 6-8 shapes (see image on previous page for example of torn and sorted collage papers).



Teacher sample showing pastel drawings in black and warm and cool colours in Lesson #2.



Torn and sorted collage papers create in Lesson #2.

- Have students save their collage shapes in a folded sheet of paper or envelope.

LESSON #3 (creating collage chimeras):

- Review the definition of chimera with the students and view *Shore Image*, posing the following discussion questions:
 - What types of shapes did Shadbolt use to create his chimera?
 - How much space does the chimera take up in Shadbolt's composition?
 - Where in the composition did Shadbolt place the chimera?
- Have students choose from their collection of torn collage shapes to create a chimera on their painted background. Students should experiment with different arrangements of shapes until they decide upon their final composition. Students should consider including shapes that resemble the following animal parts: claws, teeth, tail, fangs, horns, etc. (brainstorm with students a list of creature body parts and write them on the board). Students may need to tear smaller pieces in order to create a variety of creature body parts.
 - Once students have decided upon the arrangement of their torn collage shapes they should glue them down (see teacher sample).

FORMATIVE ASSESSMENT:

After students complete their collage shape collections in Lesson #2, have them lay them out on their desks and circulate around the room to view each other's work. Pose the following reflection questions: Identify a collage collection created by one of your classmates that makes use of contrast. Identify a collage collection that includes shapes with bold patterns. Identify a collage collection that includes a wide variety of shapes.

SUMMATIVE ASSESSMENT:

After students complete their collage chimeras in Lesson #3, display students' finished work and pose the following reflection questions: What do you notice about the textures and colours used in the backgrounds? What do you notice about the variety of chimeras created using collage shapes?

Have students write a short artist statement about their finished artwork addressing the following prompts: What is the title of your artwork? What is the back story of your chimera? What elements in your artwork did you include to tell this story?

EXTENSIONS & POSSIBLE CROSS-CURRICULAR CONNECTIONS:

Connected to their investigation of Jack Shadbolt's print *Shore Image*, the class may continue to learn about Jack Shadbolt and his artwork. Students may conduct research on Jack Shadbolt's life and other examples of his artwork.

AFK RESOURCES FOR TEACHERS:

Looking for more art lesson ideas? Looking for ways to connect art to other areas of the curriculum? Visit the AFK Resources page to find lesson plans for all grade levels!

<http://tiny.cc/AFKResources>



Teacher sample showing painted landscape background and collaged chimera completed in Lesson #3.



Jack Shadbolt, *Shore Image*, 1998, 12 colour intaglio, 30.5 x 38.5 inches. Image courtesy of the artist.