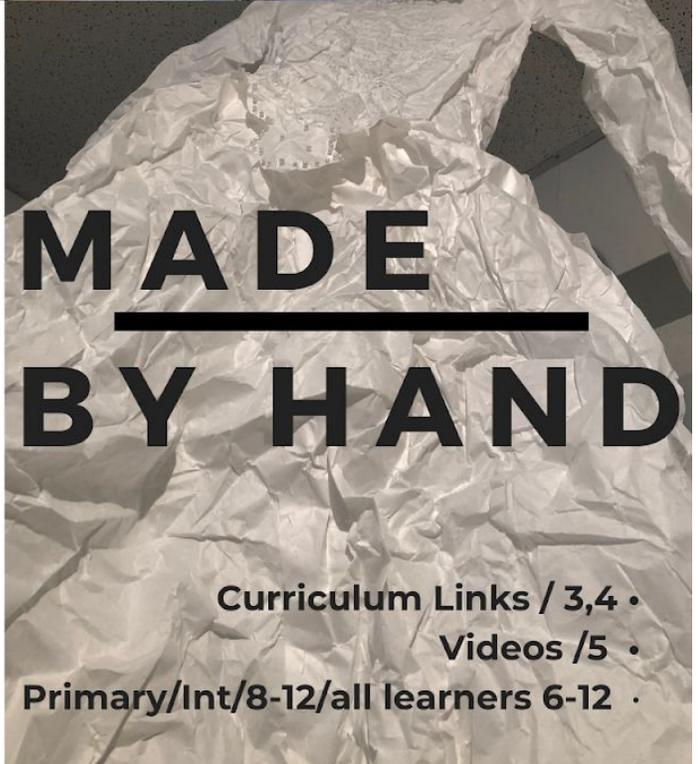


JANUARY 9 - FEBRUARY 20, 2021

LEARNING GUIDE



MADE BY HAND

Curriculum Links / 3,4 •
Videos / 5 •
Primary/Int/8-12/all learners 6-12 •

Made by Hand is here in Lake Country at the Lake Country Art Gallery

It is literally, a community members exhibit of artworks **Made by Hand**. This is a rich and varied exhibit, provocative for many learning directions for all educators and learners alike. For meaningful community links come to the LCAG virtually this month.

This is an educator's HAVEN of possibility!
Take heed and listen well.

Come to see it virtually – meet some of the artists in these VIDEOS:

https://www.youtube.com/watch?v=vTd3jLjQyXI&feature=youtu.be
https://www.youtube.com/watch?v=vTd3jLjQyXI&feature=youtu.be
https://www.youtube.com/watch?v=EqJc3zeydXA
https://www.youtube.com/watch?v=bd2xKyJc2Jg

If you would like to book a virtual or in-person tour, or for support making a custom response to this exhibit please email Pippa and Alison at arthouse@lakecountryartgallery.ca

Then you may choose some art activities to follow up with to enrich your learning opportunities in your learning community. There are samples of potential ideas included in this guide.

On a **technical/material** level, it can be the starting point of inquiry into many mediums:

- **sculpture** with clay, wood, gourds, recycled sweaters, 'stuffies' and chicken wire (and dental equipment-find it!) or paper mache,
- found objects** such as needles,
- photography**,
- fibre arts**, including felting, rug hooking, stitching, pure FUN recycling or weaving/basketry. Materials include wool/silk to natural materials harvested locally.

Cross curricular links include science (bird observations), environmental ties (recycling), literature (works by Carl Jung).

Conceptually, inquiry and rich provocations ensue:

The 'Artisan' is defined only as someone who makes things with his or her hands. That's all. Therefore, by that definition, pretty much all artists are artisans. However, not all artisans are 'artists'...

'An **artist**' is a person who performs any of the creative arts. This can range from painting to music.

An **artisan**, on the other hand, is a skilled worker who makes things by hand'.

Curriculum Links:

Made By Hand has three **main goals**:

- To introduce learners to different ways artists/artisans represent their ideas and work
- To consider many local contemporary artists, their disciples and processes
- To explore individual works of art in terms of ideas, materials, techniques and inspiration
- To inspire *making things by hand!*

I can statements: After participating in the Virtual tour and follow up activities your students should be able to say:

I can compare these artist's perspectives and my own experiences

I can understand there are different points of view, and I can disagree respectfully

I build on other's ideas and add new ideas of my own to create new things or solve straightforward problems

I can see that varied art practices can be like different languages, each with their own message

I have experience working with my hands inspired by works at the LCAG.

Curriculum Links and Big Ideas

At the Lake Country Art Gallery (LCAG) ArtHouse we believe that every child is already an artist with an ability to speak their voice through artworks in many mediums. We believe that art is voice, rather than decoration. Our goal is to help you to discover and amplify your student's (and yours!) voice/s by visiting us in real time or virtually. We are here to support you!

The LCAG compliments the renewed BC Ministry of Education's Arts Education Curriculum. The curriculum is designed to enable students to explore the world through an artists lens and to express their ideas, opinions, beliefs and emotions. The Arts Education curriculum is founded on the artistic habits of mind – exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and expanding; all of which are lifelong and transferable skills. Our virtual tours and hands-on art activities also focus on the arts as a form of self expression and understanding of identity, and as a place in which to connect with artists, art processes, artwork, and arts learning in one's own community.

All students can develop artistic mindfulness in all aspects of their daily life.

Grades K-3

- People create art to express who they are as individuals and community.
- People connect to others and share ideas through arts.
- Engagement through the arts creates opportunities for inquiries and purposeful play.
- Inquiry through the arts creates opportunities for risk taking.
- Creative experiences involve an interplay between explorations, inquiry, and purposeful choice.
- Exploring **works of art** exposes us to diverse values, knowledge and perspectives.
- Collaborate to plan, carry out, and review constructions and activities.

Grade 4-7

- Engaging in creative expression and experiences expands people's sense of identity and belonging.
- Experiencing art is a means to develop empathy for others experiences and perspectives.
- Dance, drama, music and visual arts are each a unique language for creating and communicating.
- Experiencing art challenges our point of view and expands our understanding of others.
- Artists experiment in a variety of ways to discover new possibilities and perspectives.

Grades 8-12

- Creative growth requires patience, readiness to take risks, and willingness to try new approaches.
- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places and cultures.
- Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences.
- Active participation in the arts is essential to building culture, expressing and exploring personal identity, and revealing insights into the human experience.
- The creation of artistic works relies on the interplay of mind and body (Gr. 10 Studio Arts, 3D)

More can be found at <https://curriculum.gov.bc.ca/curriculum/arts-education>

VIDEOS

who?	where?	what medium?
John Leineman 10min:04sec	https://www.youtube.com/watch?v=vTd3jLjQyXI&feature=youtu.be	# 3D sculpture Woodturning
Robin Scott 11 min 20 sec	https://www.youtube.com/watch?v=vTd3jLjQyXI&feature=youtu.be	rug hooking
Lindsay Lorraine 7min 41 sec	https://www.youtube.com/watch?v=EqJc3zeydXA	fibre arts
Patti Leineman 8 min 19 sec	https://www.youtube.com/watch?v=bd2xKyJc2Jg	mixed media, photography
Amy		

These artists were asked to consider the following questions, which you might want to ponder as well:

- Do you feel joy when you work with your hands?
 - Can you tell us a little more about your artistic practice/process and the pieces you have in the Made by Hand show? (playful/research imbued)
 - When you make a piece have you designed it or in your 'mind's eye' first?
 - Does your work convey a message/intent/concept or philosophy? If so, explain more.
 - Would you like to comment on influences, inspiration or conception of your work?
 - What do you identify as - an Artisan or as an Artist and why? (see definitions below)

'**Artisan**' is defined only as someone who makes things with his or her hands. That's all. Therefore, by that definition, pretty much all artists are artisans. However, not all artisans are 'artists'...

'**An artist** is a person who performs any of the creative arts. This can range from painting to music. An artisan, on the other hand, is a skilled worker who makes things by hand'.

- Do you think that society treats Artists and Artisans differently? What do you notice about these preconceptions? Do you think one is placed higher in society than the other? Why?

- Do you think being an artist or artisan changes the value or price you set your work for sale at?

Slow Looking - Activity - All Ages

<https://www.tate.org.uk/art/guide-slow-looking>

WHAT IS SLOW LOOKING?

A visit to a museum or art gallery can sometimes be an overwhelming experience. With so many works on display, trying to see everything can feel like a race against the clock. Studies have found that visitors to art galleries spend an average of eight seconds looking at each work on display.

But what happens when we spend five minutes, fifteen minutes, an hour or an afternoon really looking in detail at an artwork? This is 'slow looking'. It is an approach based on the idea that, if we really want to *get to know* a work of art, we need to spend time with it.

Slow looking is not about curators, historians or even artists telling you how you should look at art. It's about you and the artwork, allowing yourself time to make your own discoveries and form a more personal connection with it.

Remember, it's not rude to stare at art.

How to do slow looking in your classroom:

1. Choose one of the images from this document, DON'T show it to the class just yet!
2. Spend 5 minutes with a grounding meditation - <https://www.youtube.com/watch?v=nUewwp-M5S8>
3. Now describe the image you have chosen in details from the shape of the piece, the materials, colours, object positions, proportions, feelings, relationships between the items.
4. While you are describing the image, students in their sketchbooks are drawing or writing words that come to them as you describe the work.
5. Big reveal - now show the class the piece you described, discuss their interpretations, encourage sharing of ideas and drawings.
6. You may refer to the artist's conversations in the video of the exhibition.

See "Made By Hand" video links above

Primary Curriculum

A highly empowering response to this exhibit for Primary students (or anyone!) , is playing with fibre arts. I have done these activities successfully with K-4. Please call/email Pippa (250 870-7054 or pippaandalison@lakecountryartgallery.ca for support if needed.

Woven Book Mark

1. Cut up pizza/cereal boxes into bookmark size pieces, one per student.
2. cut slits ½ inch into the top and bottom ends, one every half inch.
3. Wrap wool around the cardboard, knotting around the little slits at each long end (the WARP).
4. Beginning at the very bottom, weave a piece of wool (this will be the 'weft') about the length of the students arm over and under the WARP around the WHOLE piece of cardboard, around and around, over and under (this eliminates the need to keep edges tidy).
5. Change colours as desired to **1-2 inches from the top**.
6. Weave the last weaver backwards a few ins and outs.
7. This is where students need help at times, but they rarely finish at the same time, so it is fine with the whole class (can do as a centre if you are worried they can't wait if you are helping someone else)
8. Cut the 'warp' strands two at a time- beside one another, and knot them securely in an overhand knot.
9. Take the cardboard out of the little pouch.
10. Presto!

Eco Art/outdoor Fence:

A 'fence' at the beach! Outdoor learning

This can be done with willow branches - stick thickish uprights into the sand - weave thinner willow back and forth to near the top. Use some yarn or string to weave the last row to secure it well.

Note- prune the willow in the early spring before it leafs out - on private land with permission.



Make a Mosaic!

Everyone bring in/collect broken dishes. Be inspired by this Artwork:

Made by Pippa Dean-Veerman

Arrange the broken pottery in a pleasing way, on plywood- for inside purposes, or metal for outside. Use a clear silicone tube to adhere them to the surface.

Does not need to be grouted. Call Pippa for details: 250 870-7054

Intermediate Curriculum

Intermediate Visual Art/Made By Hand Exhibition

*Pages 1-2 of this document are an **overview** of the lesson/unit design. Pages 3-4 contain the **details** of the lesson/unit. Concise explanations (in note form) are appropriate and encouraged when completing these planning documents.*

Collaborative Practice:

How will collaboration/co-planning/co-teaching be incorporated?

This is by nature collaborative with the local community - the the ArtHouse at Lake Country Art Gallery and it's current exhibit "Made By Hand".

The ArtHouse can be contacted for an ongoing virtual tour of this exhibit.

Clarifying the learning focus...

Big Idea(s):

Key questions to be addressed:

Exploring **works of art** exposes us to diverse values, knowledge and perspectives

Collaborate to plan, carry out, and review constructions and activities

U
N
D
E
R
S
T
A
N
D

Lesson/Unit Details:

Date(s): whenever you choose to do

your 'Made by Hand' response.

Subject(s)/Cross Curricular focus:
Visual Art, environment, socials – local

Grade(s): 4 and up

L
e
a
r
n
i
n
g
S
t
a
n
d
a
r
d
s

Curricular Competencies:

How will curricular competencies be embedded/assessed? What are the specific learning targets or "I can..." statements? How will students reflect on their progress in acquiring and nurturing these skills?

Artists experiment in a variety of ways to discover new possibilities. In shrinking, reshaping and designing new possibilities from an old garment, a new piece will be discovered, possibly embellished and proudly displayed.

D
O

Note:

Interconnected nature of the competencies... 

Core Competencies are the curricular competencies **synthesized**

Curricular competencies are the core competencies **contextualized**

Content:

Content/concepts/key vocabulary that students are expected to know

Watch the videos for 'Made by Hand' to see the variety of materials. You will be doing sweater surgery, like the turkey and chicken pieces by Rose Braun (see next page). Using felted sweaters, draw a design for a project (ipad cover, glasses or book case, stuffed animal). You make a prototype using an old sheet (pattern), then cut and sew the felted sweater. If needed, a sample of stitches can be practiced on a scrap of felt using embroidery thread. Try contrasting colours of thread for emphasis, or the same colour to 'hide' it. Embellish with beads/buttons as you like! You have 'upcycled' an old garment.

K
N
O
W

Indigenous Perspectives:

How will Indigenous knowledge, ways of knowing be honoured and embedded?

Using what we have- being aware of our impact on the planet, and upcycling rather than throwing used clothing to the landfill.

Ponder- can creative artwork be environmentally friendly? Did you save these pieces of clothing from the landfill?

Design Considerations

Multiple/flexible options to engage students, support diverse interests/abilities, and provide alternative ways to demonstrate what they know/can do. What are the access points for all students? How do students see themselves reflected in the learning? How is a safe/caring environment provided?

Assessment Design

<p>Formative <i>Assessment <u>for</u> Learning</i> <i>Ponder- can creative artwork be environmentally friendly? Did you save these pieces of clothing from the landfill?</i></p>	<p>Summative <i>Assessment <u>of</u> Learning</i> <i>-self and peer assessment of the collaboration using a collaboratively built rubric of criteria – reflect and discuss</i></p>	<p>Metacognition <i>How are students reflecting on and monitoring their own learning?</i> <i>-make suggestions on how students might change the process in order to improve their satisfaction with the outcome</i></p>
<p>Documentation/Evidence of Student Learning: <i>How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)</i> <i>Class critique of artwork and collaborative process</i> <i>Possibility to revise/implement a slightly different process and do a second round of artwork! Portfolio of collected artwork</i></p>		

Rose Braun: Turkey, 2021. in Made by Hand:



Look for ideas inside this book on Amazon:

https://www.amazon.ca/Second-Time-Cool-Art-Chopping-Sweater/dp/1550379119/ref=sr_1_1?dchild=1&keywords=Second+time+Cool%3A+The+art+of+chopping+up+a+sweater&qid=1611942252&s=books&sr=1-1



Grades 8-12

Activity A

See Think Wonder Activity

Watch the video of John Leinmann's interview. (at:

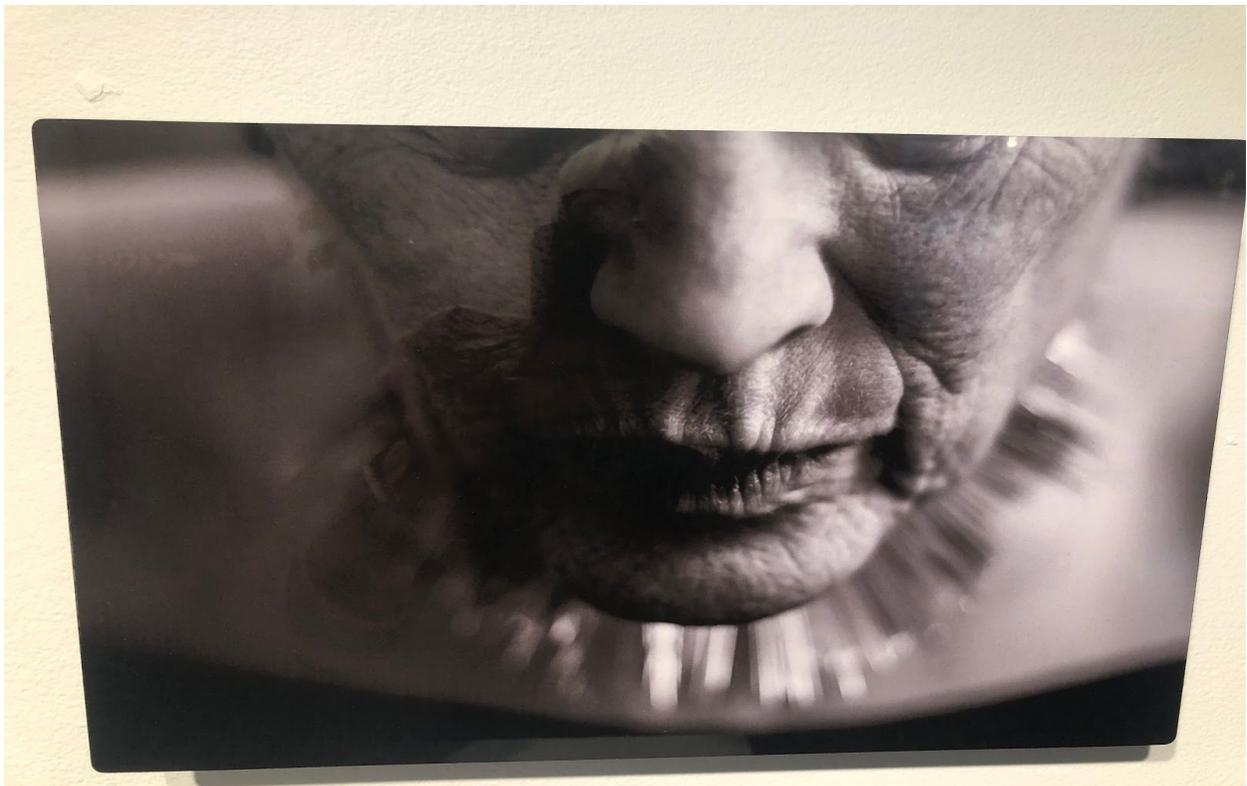
<https://www.youtube.com/watch?v=vTd3jLjQyXI&feature=youtu.be>)

What do you See?/Think?/Wonder?:

Discuss these sculptures and John Leinmann's comments.

Now look carefully at these sculptures. Do you agree with John? John is a self identified 'artisan'. What could alter this classification? If you were the artist, what would be necessary to 'transform' you into an 'artist'.

Activity B





Look at Patti Leinmaan's: Chok(Her) sublimation print/mixed media 2020

Watch her interview: (<https://www.youtube.com/watch?v=bd2xKyJc2Jg>)

Curricular Content:

Explore and create

- Express meaning, intent, and emotions through 3D artistic works (Grade 10, 3D sculpture)

Expected to know:

- creative processes

Reason and reflect

- Describe and analyze how artists use materials, technologies, processes, and environments in art making

Communicate and document

- Communicate and respond to *social* and environmental issues through artistic works

Hearing Patti's process, what can you learn? What enabled her to create this work. Is collaboration and self reflection a part of your work?

Create a piece in your favoured medium with these thoughts in mind.