

AGNES ETHERINGTON ART CENTRE AT QUEEN'S



Lawren Stewart Harris, *Athabaska Valley, Jasper Park*, around 1924, Oil on wood

Teachers' Notes: Art Quest

"Art is a manifestation of emotion, and emotion speaks a language that all may understand."

— W. Somerset Maugham

Art Quest

Teachers' Notes for School Program, Winter 2020

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Introduction

We encourage you to use this document to prepare your students for their visit to Agnes, and to extend the experience in your classroom.

Our school programs challenge students to develop critical thinking skills. In order to support the acquisition of flexible and imaginative thinking skills, we ask questions and set tasks requiring students to:

- Observe
- Interpret
- Compare
- Create

These skills are paramount for student development and are an integral part of the twenty-first-century learning framework.

A recent study by the University of Arkansas found that art gallery field trips are valuable for the development of critical thinking skills, historical empathy and tolerance of other viewpoints. For more information please see: <https://www.educationnext.org/the-educational-value-of-field-trips/>

Focus Exhibitions: Winter 2020

Quest for Colour: Five Centuries of Innovation in Printmaking

Printmaking is essentially a linear medium. How, then, to achieve the tonal richness of painting? *Quest for Colour* explores the inventive techniques through which printmakers from Albrecht Dürer to Andy Warhol have sought to answer this challenge.

Curated by students in the Art History Program at Queen's University, with Professor Stephanie Dickey, Bader Chair in Northern Baroque Art.

Face of the Sky: From the Collections

Face of the Sky turns its gaze upwards, tracking a longstanding artistic fascination. In feature works from Agnes contemporary and historical collections, skies swarm with figures, depicting spiritual epiphanies and embedded histories that seem to both belong to the land and carry transcendent potential. Taking inspiration from artist John Hartman's drypoint landscapes, the exhibition combines Inuit printmaking, Italian Renaissance angels, Canadian mystical landscapes, modernist sculpture and contemporary mediations.

Featured artists include Kenojuak Ashevak, Thomas Carl Burrows, Emily Carr, Dave Gordon, Lawren S. Harris, John Hartman, Kathleen Munn, Natsivaar, Christiane Pflug, Mary Pitseolak, Levi Alasua Pirti Smith and Angotigalu Teevee.

Program

In this 90-minute program, students spend half the time in the galleries and half in the Andre Biéler Studio. Art Quest is an accessible program for students in grades 1–8, designed to enrich the school curriculum using the inquiry method. In the gallery, we discuss how artists represent emotions in art. Students will strengthen their observational and analytical skills whilst exploring emotional expression and expanding their awareness of colour and printmaking techniques. Through a number of activities that challenge students to use their eyes, ears and body, students will gain confidence in recognizing and expressing emotions in art as well as in themselves and others. In the Studio, students will explore the technique of monoprinting and create prints that express their emotions on a chosen subject.

Agnes offers a two-part program delivery model for groups larger than 30 students (up to 60 students). Half of the group begins in the gallery space and the other half begins in the studio; they switch places at the 45-minute mark.

Objectives:

- To introduce and familiarize participants to Agnes and its exhibitions
- To welcome participants and their teachers/attendants into a nourishing and creative environment
- To bring self-awareness to the visual language, composition and connections of artwork by teaching ways of seeing and looking at art and creating art in the studio
- To understand how the elements of art may be used to express emotions
- To encourage critical thinking and self-expression in students
- To understand some principles of printmaking including why artists create prints.
- To access these learning experiences through inquiry, critical thinking and self-expression

Curriculum Connections:

We align our programs to the current Ontario Ministry of Education's Curriculum documents, in order to support teachers in meeting curricular objectives. This program is divided into Grades 1–4 content and Grades 5–8 content to ensure your class will receive age and curriculum appropriate programming.

Education in the arts is essential to students' intellectual, social, physical and emotional growth and well-being. Experiences in the arts—in dance, drama, music and visual arts—play a valuable role in helping students to achieve their potential as learners and to participate fully in their community and in society as a whole. The arts are a vehicle through which students can explore and express themselves and through which they can discover and interpret the world around them (Ministry of Education, Ontario, revised 2009).

The Ministry of Education has issued a guiding framework for experiences in the arts. The framework includes three goals: **participation, analysis and appreciation** and **integration**. Within the framework, expectations have been grouped under three headings: **Creating and Presenting/Performing (D1)**, **Reflecting, Responding and Analyzing (D2)** and **Exploring Forms and Cultural Contexts (D3)**. Our program strives to meet and exceed the Ministry's program expectations. Additionally, our program features several cross-curricular links.

Visual Arts:

- Apply the creative process to produce artworks in a variety of traditional two-dimensional forms that communicate feelings, ideas and understandings, using elements, principles and techniques of visual arts.
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of artworks and art experiences.
- Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present and their sociocultural and historical contexts.

Drama:

- Apply the creative process to communicate feelings, ideas and multiple perspectives.
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama experiences.

Health and Physical Education:

- Apply skills that help students identify and manage emotions.
- Apply skills that help students develop self-awareness and self-confidence, in order to support the development of a sense of identity and sense of belonging.

Language:

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Before the Visit

The following are suggested discussion topics and activities to help prepare students for their visit.

Please note: we ask that students wear name tags during the program.

Galleries:

Discuss the nature of a public art gallery with your class:

- Art galleries collect, research, protect, preserve and display original works of art for the benefit of current and future visitors.
- Ask your students if they have been to an art gallery before.
 - What types of art did they see at the art gallery? Such as paintings, prints, sculptures, video, performances art.
- Why is it important to visit original works of art, instead of viewing reproductions or images on the Internet?

Expectations:

Discuss proper behaviour and gallery etiquette with your class. The three main rules to remember are:

- Do not touch the art
 - Oils on our hands can contain salt that can damage the surface of works of art
- No running
- No food or drinks (including gum)
- Hands up and answer when the educator calls upon you

Themes in the Exhibition/Program:

- How to recognize and describe your own emotions, and the emotions of others
- The importance of empathy
- The use of the senses in understanding art and emotion
- Imagination and creativity in understanding art
- Different ways you can communicate emotions (*through action, language, drama, colour, artistic expression*)
- What is a print? How do we make them? Why might we make prints?
- Elements of art: line, shape and form, space, colour, texture, value
- Principles of design: movement, unity and harmony, balance, proportion, emphasis, repetition and rhythm, contrast
- How to paint in an expressive way
- How to express emotions in a monoprint
- How to use acrylic paint to make a monoprint

Works Discussed



Andy Warhol
Queen Elizabeth II of the United Kingdom, 1985
Serigraph on paper



Felix Vallotton
Mogens Ballin and His Wife, 1898
Woodcut on paper



Rembrandt van Rijn
Portrait of a Man with Arms Akimbo, 1658
Oil on canvas



Lawren Stewart Harris
Athabaska Valley, Jasper Park, around 1924
Oil on wood



Fredrick Horsman Varley
From the Studio, Lynn Valley, around 1935
Oil on wood



Gershon Iskowitz
December No.1, 1976
Oil on canvas



Mary Pitseolak
In the Night Sky, 1961
Stonecut on paper, 25/30
Printed by Eegyvudluk Pootoogook

Extending the Visit

Your visit to Agnes can be extended to your classroom upon your return. Here are a few ideas to support extensions:

Visual Art:

- Students can further explore printmaking techniques by creating stencils or stamps
 - Create prints of different colours using the same stamp
 - Create Andy Warhol style prints exploring negative space and using multiple stencils
- In the studio, we explored expressing emotions through printmaking. Have students use different materials such as chalk and oil pastels, wire, clay or papier mâché to create an expressive artwork

Drama:

- Performing different emotions with tableau, mirroring or flocking activities

Language:

- Students practice creative writing by using their own artwork as a starting point or write a journal entry based on how they feel about the artworks they encountered at the gallery. Was there anything they particularly liked? What did they learn?
- Students create a series of mind maps sorting a list of different descriptive words and emotions into different categories of their choosing (*happy, sad, etc. OR extreme, subtle, etc.*)
- Students write short haikus or poems about some of the artworks in the exhibition or the pieces they created
- Students find an artwork online that is expressive and write about it

Health and Physical Education:

- Explore emotion identification and management by leading a meditative activity such as yoga or breathing exercises. Have students reflect on what they thought about and where their mind wandered during the activity

Resources

Agnes Etherington Art Centre:

The Collections section of our website is a valuable teaching tool. Use the online database to find images and information on works from all our collections including contemporary and historic art.

<https://agnes.queensu.ca/explore/collections/overview/>

Artful Thinking Program:

http://pzartfulthinking.org/?page_id=2

Visual Thinking Strategies:

<https://vtshome.org>

Accessibility Resources and Information

If you have students in your classroom with sensory needs/considerations or modifications, it might be helpful to review our gallery space with them (map on the following page).

It may also be helpful to review this schedule with your class:

Arrive at Agnes: Either 10:00–11:30 am or 1:00–2:30pm

- Please enter through the main gallery doors no more than 10 minutes prior to your scheduled time
- All belongings can be placed in the cloakroom to the right of Reception
- Bathroom breaks should be taken at this time (to the left of Reception down the hall)
- Teachers are expected to pay for the program at this time by leaving a cheque at reception

Welcome: Introduction and Gallery Rules in the Atrium (10 minutes)

- We will introduce the exhibition
- We will go over rules and expectations with the students

Tour: 35 minutes

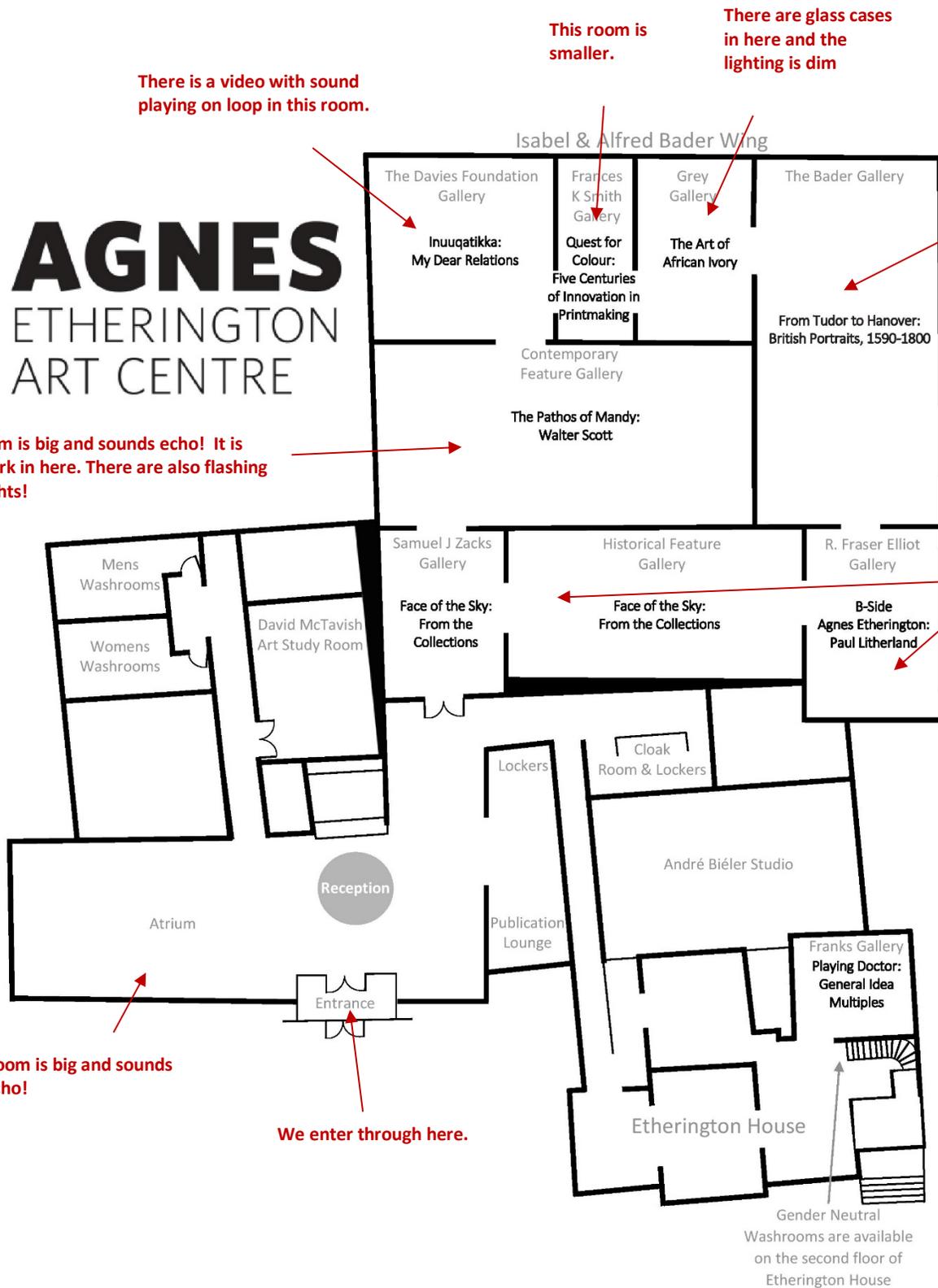
- Classes will be guided through the exhibition by our highly-trained Student Docents
- If a student needs a break at any time please let the docent know and we can direct them to a designated quiet area to recharge. A teacher or volunteer should accompany students at all times.

Studio Portion: Art Activity for 45 minutes

- Students will do an art activity based on the exhibition
- A variety of material will be used; please let us know if students are sensitive to certain materials
- Students should wear clothing that is appropriate for painting with non-washable paints (acrylic). We offer smocks and suggest students roll up their sleeves.

We look forward to your visit to Agnes!

AGNES ETHERINGTON ART CENTRE



There is a video with sound playing on loop in this room.

This room is smaller.

There are glass cases in here and the lighting is dim

This room has a dark colour on the walls.

This room is big and sounds echo! It is quite dark in here. There are also flashing neon lights!

These rooms are bright!

This room is big and sounds can echo!

We enter through here.

Gender Neutral Washrooms are available on the second floor of Etherington House