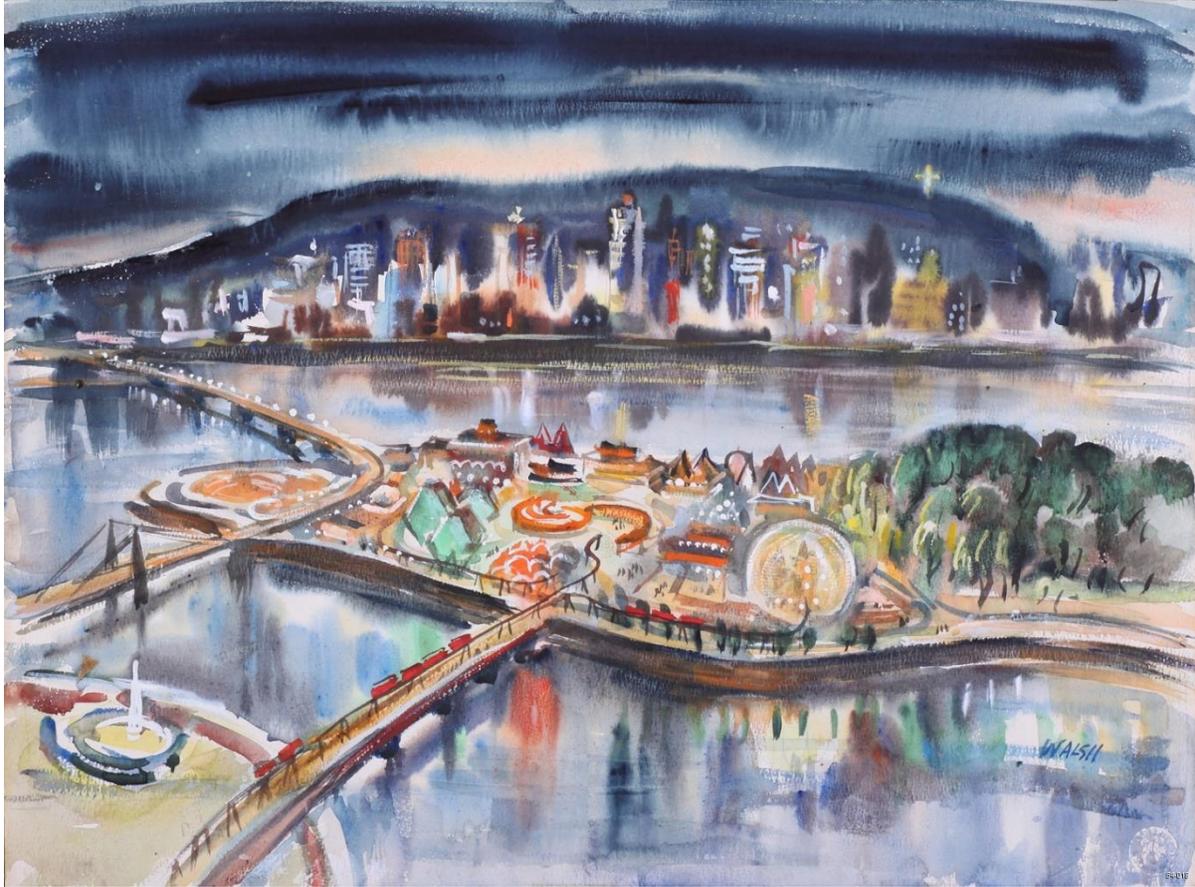


# AGNES ETHERINGTON ART CENTRE AT QUEEN'S



John Stanley Walsh, *Expo '67 at Night*, 1967, watercolour on paper. Gift of Rita Maloney, 2011 (54-018)

## Teachers' Notes: Nocturne

# Nocturne

## Teachers' Notes for School Program, Fall 2020–Winter 2021

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### Introduction

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

Our school programs challenge students to develop critical thinking skills. 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 Exhibition

#### Nocturne

5 September 2020–11 April 2020

Curated by Marla Dobson, Assistant Curator, Canadian Art

Night has long been an inspiration for artistic expression. The term “nocturne,” first applied to the visual arts by James Abbott McNeill Whistler in the late nineteenth century, evokes the dark and dreamy atmosphere of those hours when the sun travels below the horizon. Many artists have sought to capture the ever-changing quality of light resulting from the transition between day and night. Some have explored the moment when shadows appear with the setting of the sun; others have captured the rising moon and the way it illuminates the landscape. The darkness that reigns in the dead of night can represent a newfound freedom and anonymity—a time in which to dream and live out fantasies and secret desires. But with the sun’s inevitable return, dawn once again brings clarity and sight.

Crossing genres and decades, this exhibition explores the night in the Canadian artistic imaginary and traces the arc of night from sunset to sunrise. This universal daily transformation, which holds power over us all, has unique expression in the Agnes's collections.

## **Program**

In this 45-minute program, led by Student Docents, students spend 20 minutes viewing a pre-recorded exhibition tour and the remaining 25 minutes discussing the tour and themes and learning about the "Studio Activity". Following this, teachers are encouraged to lead students through the "studio activity" for 30–60 minutes.

Nocturne is an accessible program for students in grades 1–6, designed to enrich the school curriculum.

In the tour, we embrace a sensory exploration of the night while we discuss how artists have captured this time in Historical Canadian Art. We examine sources of artistic inspiration such as real life events, memories, emotions and other works of art while discussing poetry, painting and perspective.

The "studio activity" portion of the program is introduced by Student Docents, but facilitated by teachers. Students will explore the moods and magic of nighttime by creating and illustrating an acrostic poem, inspired by paintings in the exhibition *Nocturne*. A lesson plan will be supplied.

### **Objectives:**

- To introduce and/or familiarize participants with 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 a "studio activity"
- To consider sources of inspiration in art
- To encourage critical thinking and self-expression in students
- To develop an understanding of atmospheric perspective and how it is achieved
- To access these learning experiences through inquiry, critical thinking and self-expression

### **Technology:**

For synchronous delivery, the classroom must have stable connection to the internet, a computer with Zoom installed, a projector and speakers. For the class to fully participate in the post-tour interactive period the students should have access to a computer camera and microphone. If students are joining remotely from home, please ensure they have a stable internet connection and a laptop, phone, iPad or desktop computer with Zoom installed.

If an asynchronous program is preferred, the tour and lesson plan and "studio activity" exemplars can be shared with teachers.

### **Curriculum Connections:**

We align our programs to the current Ontario Ministry of Education’s Curriculum documents, to support teachers in meeting curricular objectives.

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 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.

### **Grade 1:**

#### **Links to Curriculum**

- Language:
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2
  - Reading: 1.1, 1.3, 1.5, 1.6, 1.8, 3.1, 3.2, 3.3
  - Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
  - Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2
- Math: E1
- Social Studies: A3.1

### **Grade 2:**

#### **Links to Curriculum**

- Language:
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2
  - Reading: 1.1, 1.3, 1.5, 1.6, 1.8, 3.1, 3.2, 3.3
  - Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
  - Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3., 3.4, 4.1, 4.2
- Math: E1
- Social Studies: A3.4, A3.7

### **Grade 3:**

#### **Links to Curriculum**

- Language
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2

- Reading: 1.1, 1.3, 1.5, 1.6, 1.8, 3.1, 3.2, 3.3
- Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
- Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2
- Math: E1

#### **Grade 4:**

##### **Links to Curriculum**

- Language:
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2
  - Reading: 1.1, 1.3, 1.6, 1.8, 3.1, 3.2, 3.3
  - Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
  - Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3., 3.4, 4.1, 4.2

#### **Grade 5:**

##### **Links to Curriculum**

- Language:
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2
  - Reading: 1.1, 1.3, 1.6, 1.8, 3.1, 3.2, 3.3
  - Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
  - Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3., 3.4, 4.1, 4.2

#### **Grade 6:**

##### **Links to Curriculum**

- Language:
  - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2
  - Reading: 1.1, 1.3, 1.6, 1.8, 3.1, 3.2, 3.3
  - Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2
  - Media Literacy: 1.2, 1.3, 2.1, 2.2, 3.3., 3.4, 4.1, 4.2
- Social Studies: A1.2, A3.3, A3.8

## **Before the Visit**

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

### **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. Art is either purchased by the gallery, or donated (you can find that information on the label beside the work).
- 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, performance art.

- It's important to visit original works of art to fully experience them.
- Unfortunately you cannot currently visit the gallery in large groups such as a class. What are some advantages of seeing art online?
  - You can zoom in and look really close, closer than you're able to in person
  - You can look at a work whenever you want
  - You can look at works of art that are in storage and not available to the public

### Expectations:

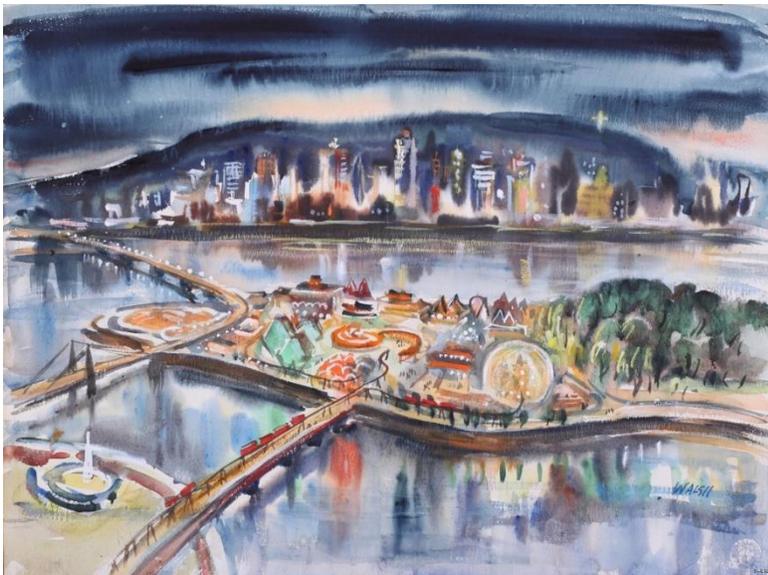
Discuss Zoom etiquette with your class:

- Hands up when you have a question. The teacher or Student Docent will call upon you.
- If you're joining with a personal device, please have your microphone muted unless you are asking or answering a question

### Themes in the Exhibition/Program:

- The night
- Sources of inspiration
- The link between poetry and visual art
- Different ways you can communicate feeling (through subject, language, colour, artistic expression)
- The use of the senses in understanding art and emotion
- Imagination and creativity in understanding art
- 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

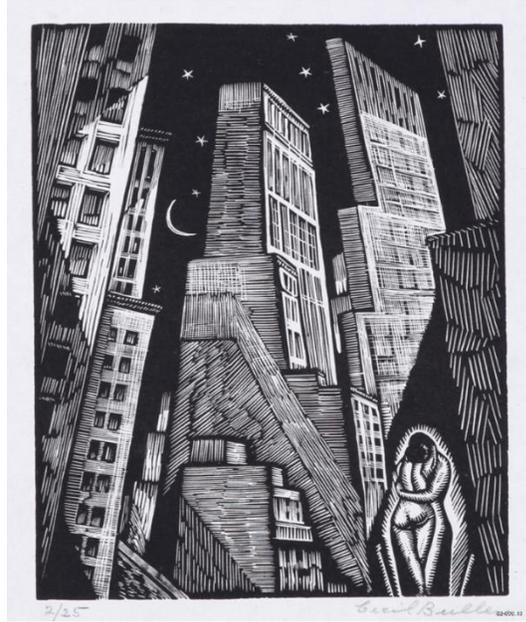
## Works Discussed



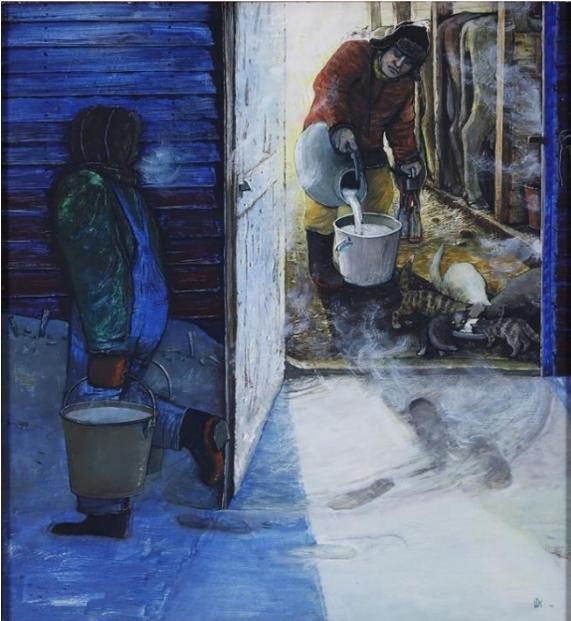
John Stanley Walsh, *Expo '67 at Night*, 1967, watercolour on paper.  
Gift of Rita Maloney, 2011 (54-018)



Tudlik, *Bird Dream Forewarning Blizzard*, 1959, stonecut on paper, 21/30. Gift of Mary Robertson, 1985 (28-078)



Cecil Buller, *Skyscrapers* (from the *Song of Solomon* series), 1929, wood engraving on paper, 2/25. Gift of Brian Murphy, 2010 (53-056.13)



William Kurelek, *Milking Cows*, 1964, oil on Masonite. Collection of The Corporation of the City of Kingston (KACS14)



Otto Reinhold Jacobi, *Sunrise*, 1877, oil on canvas. Purchase, Chancellor Richardson Memorial Fund, 2000 (43-004.01)

## Extending the Visit

Extend the Agnes experience. Here are a few ideas to support this:

### Visual Art:

- Experiment with watercolour painting. Paint:
  - a recent dream;
  - a sunrise or sunset; or
  - a fair scene.
- Explore printmaking by creating potato or foam stamps on the theme of night.
- Make a moonlit scene using white chalk or pastel on black paper.
- Create a landscape that includes atmospheric and/or diminishing perspective.

### Language:

- Compose different styles of poems based on artworks in the exhibitions. Styles include rhyming, ekphrastic and haiku.
- Keep a dream journal.
- Write a spooky nighttime story.
- Read a book:
  - *Imagine a Night* by Sarah L. Thomson
  - *The House in the Night* by Susan Marie Swanson
  - *The Darkest Dark* by Chris Hadfield
  - *Owl Moon* by Jane Yolen
  - *Fireflies* by Julie Brinckloe
  - *Junie B. Jones Has a Monster Under her Bed* by Barbara Park
  - *The BFG* by Roald Dahl

## 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 of our collections including contemporary and historic art.

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

Artful Thinking Program:

[http://pzartfulthinking.org/?page\\_id=2](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 the tour content prior to program delivery. Please contact [AEACpa@queenus.ca](mailto:AEACpa@queenus.ca) to discuss this further. Please note, the pre-recorded tour will include visuals, a voice over, music and some sound effects. The video will have closed captioning and a transcript will be available on request.

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

At 10 am or 1 pm: teacher/students join the Zoom meeting by following the link Agnes has provided.

- Welcome by Student Docents (5 minutes).
- Pre-recorded tour: *Nocturne* (20 minutes).
- Student Docents lead live conversation with class about the tour, themes and introduce the “studio activity” (20 minutes)
- Student Docents say goodbye
  
- Teacher leads class through “studio activity” using the supplies lesson plan (timing is teacher’s decision).

We look forward to your visit to Agnes!