

AGNES ETHERINGTON ART CENTRE AT QUEEN'S



Teachers' Notes

A Space Within

Teachers' Notes for School Program, Fall 2017

A Space Within

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Cover image: June Drutz, *Red Sofa in Green Room*, 1975–1976, serigraph on paper. Agnes Etherington Art Centre. Gift of the Family of June Selznick Drutz, 2014 (57-006.03)

Introduction

Our school programs challenge students to develop critical thinking skills. We ask questions and set tasks requiring students to:

Observe
Interpret
Compare
Create

In order to support acquisition of flexible and imaginative thinking skills. These skills are paramount for student development and are integral part of the 21st-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: www.educationnext.org/the-educational-value-of-field-trips/

The first half of the My Home and Native Land program visit, which takes place in the gallery space, establishes key ideas. These ideas are developed in the second half of the visit through a creative hands-on project in the studio. We encourage you to use this booklet to prepare your students for their visit to the Agnes, and to extend the experience in your classroom.

Focus Exhibition Fall 2017

At Home: The Interior in Canadian Art

In this exhibition, visitors are welcomed into Canadian homes, each uniquely representing a distinct culture, style, and time in our country. To mark the Agnes Etherington Art Centre's 60th anniversary, *At Home: The Interior in Canadian Art* returns to the gallery's domestic origins by exploring the interior as a genre in Canadian art. The domestic setting has long been a valued subject in Western visual culture. One only needs to say the names Vermeer or Van Gogh to evoke a quiet tiled floor or vibrant bedroom. In Canadian art history, however, the interior has tended to receive less attention, given the longstanding cultural embrace of landscape as a national form. Drawn from the Agnes collection, *At Home* showcases a century of Canadian artistic production, from the 1890s to 1990s, demonstrating the multivalent approaches that artists have taken to the types of spaces we most inhabit.

Featured artists include: Pitseolak Ashoona, Derek Besant, André Biéler, Franklin Carmichael, Jean Dallaire, June Drutz, Lionel LeMoine FitzGerald, Julius Griffith, Allan Harrison, William Hind, Douglas Kirton, William Kurelek, Ozias Leduc, Thoreau MacDonald, David Milne, Frank Nulf, Louis de Niverville, Frank Nulf, Kim Ondaatje, Jessie Oonark, Christiane Pflug, Margaret Priest, Lucy Qinnuayuak, George Reid, Ted Rettig, Goodridge Roberts, Pitaloosie Saila, Michael Snow, Tobie Steinhouse, and Joanne Tod.

This exhibition was curated by Alicia Boutilier, Chief Curator/Curator of Canadian Historical Art.

Program

Primary (1-3)

A Space Within

In this 90-minute program, students spend half the time in *At Home: The Interior in Canadian Art* exhibition and half in the Andre Biéler Studio. In the gallery, we introduce key aspects of Canadian history and cultural diversity. Students will explore and compare interior spaces from different cultural groups in Canada and discuss how artists use elements of design to create works of art. In the Studio, textile printmaking techniques will be explored as students create individual fabric block-printed squares. Each square will be pieced together by safety pins to create a final collaborative classroom quilt.

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

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

Curriculum Connections:

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 provide a natural 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, 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, Reflecting, Responding and Analyzing*, and *Exploring Forms and Cultural Contexts*. Our program strives to meet and exceed the Ministry's program expectations.

Visual Art

Students will:

- Interpret a variety of works of art
- Identify and analyze the social contexts of works of art
- Create an object that expresses a personal response
- Identify key design principles and elements

Social Studies

Students will:

- Understand the heritage and identity among Aboriginal people
- Examine Canada and the global community
- Discuss Canadian identity and cultural diversity

History

Students will:

- Discuss the impact of European settlement in early Canada
- Explore history and traditions through objects depicted in artworks
- Compare different styles of art through history

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.

Gallery Visit

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? 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 because oils on our hands can contain salt that can damage the surface of works of art. No running. No food or drinks (including gum).

Themes in the Exhibition/Program

- Personal identity
- Diversity within their community/ Canada
- Identity within a larger group
- Colour and visual emphasis
- Everyday life in Canada throughout history

Ideas to discuss in the Classroom before the visit

- How do they define the Canadian identity?
- How do they define themselves?
- What type of diversity do they see in their own classrooms and communities?
- Why is diversity so important and beneficial?
- What is the colour wheel? What are primary and secondary colours, harmonious and contrasting colours?
- How do they represent themselves?
- What traditions do they have that are unique to their family or community?
- How does their home represent them?

Extending the Visit into the Classroom

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

Language:

Write or tell stories of their own lives. They could create a journal entry about their life or tell a story of something that is unique to their family like a holiday or tradition.

Create a story for the paintings seen in the gallery. Based on the visual information available they could imagine other aspects of the lives of the people who live in the rooms depicted.

Students will analyze these four paintings at the Agnes:

<https://agnes.queensu.ca/search-our-collections/detail.php?t=objects&type=browse&f=MAKER&s=Qinnuayuak%2C+Lucy&record=1>

<https://agnes.queensu.ca/search-our-collections/detail.php?t=objects&type=all&f=&s=william+george+richardson+hind&record=0>

<https://agnes.queensu.ca/search-our-collections/detail.php?t=objects&type=all&f=&s=lodge&record=5>

<https://agnes.queensu.ca/search-our-collections/detail.php?t=objects&type=all&f=&s=lodge&record=5>

collections/detail.php?t=objects&type=all&f=&s=June+Drutz+Red+Sofa+in+Green+Room&record=0

Practice using descriptive language in writing by describing a room in their house in detail.

Mathematics:

Have students count identity and describe geometric shapes used to compose the features of the rooms, and reflect on the relationship among the elements: patterns, shapes, size, colours, angles, symmetry.

Have students use geometry to create their own pattern similar of those viewed in the gallery. Consider symmetry and the relation of the different sides of the pattern.

Discuss perspective and the role math and geometry play in making works of art appear realistic. Teach the students to use one or two-point perspective.

Social Studies:

The program discusses identity. Ask students to think about their own identity in relation to their spaces. Does their identity change at home versus when they are at school, camp or playing sports? Have them think about their identity in terms of their family, classroom and larger community.

Science:

Think about how climate might affect the type of building someone lives in. How might one furnish a home where harsh climate could be a factor?

Visual Arts:

Have students think about the different rooms within their own house. Select one of these rooms to create a three-dimensional diorama using shoe boxes and recyclable materials.

Using magazine cut outs, have students design an interior collage.

Discuss household items and have students mold their own interior objects using clay.

Resources

Agnes Etherington Art Centre

The Collections section of our website is a valuable teaching tool showcasing many images of Canadian art.

<https://agnes.queensu.ca/>

Azure Magazine

Look at contemporary Canadian Interior Design

<http://www.azuremagazine.com/article/canada-150-30-canadian-interior-design-studios/>

Canadian Government

Genealogical information in Canada

<https://www.canada.ca/en/services/culture/history-heritage/genealogy-family-history.html>

Deborah Hodge

The Kids Book of Canadian Immigration

Student Art Guide

An explanation and examples of one-point perspective

<http://www.studentartguide.com/articles/one-point-perspective-drawing>

Instructables

An explanation and examples of two-point perspective

<http://www.instructables.com/id/How-to-Make-a-Two-Point-Perspective-Drawing/>

Stats Canada

Demographic shifts in Canadian Households

http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-312-x/98-312-x2011003_1-eng.cfm

<http://www.statcan.gc.ca/pub/11-630-x/11-630-x2015008-eng.htm>

http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-312-x/98-312-x2011003_2-eng.cfm