Teacher Notes

Stepping Out: Clothes for a Gallery Goer
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 an integral part of the 21st-century learning framework.

A 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 Stepping Out: Clothes for a Gallery Goer 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 Agnes, and to extend the experience in your classroom.
Focus Exhibition: Fall 2019
Elementary (Grades 1–8)

Stepping Out: Clothes for a Gallery Goer

Gallery going emerged as a public pleasure in Canada in the late nineteenth century and continues (as we strongly believe at the Agnes!) to be an engaging cultural activity. Stepping Out proposes outfits and accessories that one might wear to an art museum—perhaps to an exhibition opening, at a children’s event, for a study session, or on a Sunday afternoon. Drawing upon the Queen’s University Collection of Canadian Dress, the exhibition features clothing, from the 1860s to the 1970s, stepping through gallery spaces and intermingling with contemporaneous works of art. Talented unknown dressmakers are highlighted alongside Canadian and international designers such as El Jamon, Elsie Densem, Jonathan Logan and Zandra Rhodes. From walking sticks and moody landscapes to mod dresses and video art, many objects are on view for the first time. Come and imagine yourself in a different pair of shoes.

Curated by Alicia Boutilier, with Carolyn Dowdell, Deirdre Macdonald, Elaine MacKay and Sophia Zweifel.

Program

In this 90-minute long program, students spend half the time in the Stepping Out: Clothes for a Gallery Goer exhibition and the other half in the Andre Biéler Studio. Through an accessible program designed to enrich school curriculum while expanding awareness of the elements of art, fashion, gender, social and historical movements, we provide an accessible and age-appropriate tour that utilizes multiple senses to fully immerse participants in Canadian textile history.

In the Studio, students will have a chance to create art that connects to the themes learned in the exhibition. 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.

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

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 (Grades 1–8)**
Students will:
- Use the 5 senses to experience and discuss art works
- Identify and critically analyze the social contexts of works of art through interpretation
- Identify key design principles and elements
- Make connections between the arts and other subjects: social studies, history, science, etc.
- Create an object that expresses a personal response or understanding

**Social Studies (Grades 1–6)**
Students will:
- Explore the significance of historical objects (clothing) and art
- Understand the consequences of major world events on fashion and art
- How fashion and art trends shift as societies change

**History (Grade 7–8)**
Students will:
- Discuss major historical events and cultural changes and their consequences (Suffrage, WWII etc.)
- Discuss what has changed in fashion and art, and what has stayed the same
- Make connections between their personal experiences and histories with objects in the exhibit
- Discuss the history of marginalized and diverse communities

**Health and Physical Education (Grade 7–8)**
Students will:
- Discuss ideas around self-expression, gender expression and gender identity
- Explore the development of self-fashioning, self-awareness and self-confidence

**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 main rules to remember are: Do not touch the art because the oils on our hands can contain salt that can damage the surface of works of art. Don’t touch glass boxes around objects, this gives us more work to do when cleaning. Don’t touch or lean against the walls. No running. No food or drinks (including gum).

Take note that in this exhibit we will be looking at clothing and objects, in addition to paintings. Clothing is also art and cannot be touched.

Themes in the Exhibition/Program
- Historical Significance
- Elements of Art (Gr. 1-6)
- Social and Cultural Movements (Gr. 7-8)
- Gender (Gr. 7–8)

Ideas to discuss in the Classroom before the Visit
- What do your students know about the last 130 years in Canada? Can they pinpoint significant events?
- What do your students know about clothing? Are their clothes different from what people would wear 50 years ago? 100?
- What does the principles and elements of art mean to your students? Which ones can they name? Do they know about how they are used in art?
- Why is it important to use more than just our eyes when experiencing art? What other senses can we engage? (Please remind them that even though touch is a sense, and we are learning about it, they can only touch things at the appropriate times. We will have objects to pass around in the gallery but they cannot touch any of the clothing items or paintings)
- How do clothes help us understand history?
- How do fashion and gender relate to one another?
- How can we explore gender through fashion?
Terms/Definitions (Grade 7–8)

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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Sex</td>
<td>Biologically determined, 2 common (male XY, female XX), however there are others (XXY, XXX, etc.) that all present differently.</td>
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<tr>
<td>Gender</td>
<td>Not biologically determined. There are a wide variety of gender identities and ways of expressions.</td>
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<tr>
<td>Gender Identity</td>
<td>How you identify; does not necessarily connect to biological sex.</td>
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<tr>
<td>Gender Expression</td>
<td>Expression of gender/gender identity through physical choices (clothing, etc.).</td>
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<tr>
<td>Sexual Orientation</td>
<td>Who you are physically and/or romantically attracted to.</td>
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Resources:

Works of Art That Will Be Discussed

Unknown Maker, *Duster Jacket*, 1880s–1890s, linen.
Left: Unknown maker, *Dress*, about 1925–1935, rayon; metal; 176 cm (dress hem width); 104 cm (dress length); 77 cm (dress waist circumference). Donated by Marilyn Bennett, 28 February 2005 (C05-002.15)

Right: Unknown maker, *Dress*, about 1925-1935, rayon; metal; 115 cm (dress length); 82 cm (dress waist circumference). Gift of Marilyn Bennett, 28 February, 2005 (C05-002.16)


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:

Visual Art
- Students can explore patterning through stencils, stamps, potato stamps or linoleum block printmaking.
- In the studio, we combine different kinds of art materials. Ask students if there are other materials they would like to combine? (E.g. painting a sculpture, making a series of abstract drawings then cutting them up as collage material)

Language Arts
- Have the students write about important events in their own lives (their birthdays, holidays) or a made-up event (going on an adventure or meeting the Prime Minister) and write about what they would want to wear. This is an opportunity to use descriptive language and encourage students to use their senses. What does your outfit look like? What does the fabric feel like? What is its texture?
- Have the students 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?
Social Studies
- Students may choose a period of time that they learned about in the exhibit and create a series of Venn diagrams comparing their lives in 2019 with people from a different time.
- Time capsule: in groups, have students compile items of significance that they would put in a time capsule to represent 2019. This can be clothing, objects, newspaper clippings, drawings etc.

History
- Have your students choose a decade between 1890 and now. Make a presentation about what happened during that time and how it is different than what is happening now.

Resources

Agnes Etherington Art Centre:
Find out more about the art collections at Agnes.
agnes.queensu.ca

Kingston Pride
https://www.kingstonpride.ca
https://www.kingstonpride.ca/youth-council

Canadian Mental Health Association – SPARKS and MINDS
https://cmhakingston.com/programs/adult-programs/sparks
https://cmhakingston.com/programs/youth-programs/mental-health-for-the-lgbtq-youth

Accessibility Resources and Information

For Students with Sensory Considerations:
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 FOLLOWING PAGE).

It may also be helpful to review this schedule with your class:
Arrive at Agnes: Either 10–11:30 am or 1–2:30pm
- Please enter through the main gallery doors no more than 10 minutes prior to your scheduled time (as doors will be locked until the gallery opens at 10 am)
- 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)
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 a member of Staff know and we can direct them to a designated quiet area to recharge

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