



EVERGREEN

cultural centre

TEACHER'S GUIDE

What Use Art History

December 8 to January 11, 2009



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Promoting Literacy through the Arts



POLYGON

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What Use Art History?

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The seven participants in *What Use Art History?* borrow images and ideas from the past to create original art for the present. The illustrated wall panels in the show allow students to *see* the sources and *read* about how and why the references were chosen and re-employed. Plus... the curator has created “Visual Teasers” to encourage exploration in the gallery. Follow the clues. Go back to the future.

Dear Teacher

This guide will support your preparation for your *What Use Art History?* class tour and workshop at Evergreen Cultural Centre. It includes introductory and extension activities to bridge and continue the classroom, gallery, and studio experience. Engaging in these suggested activities leads to enhanced participation in the gallery and studio and reinforces the ideas that unfold. Vocabulary that is meaningful and relevant to the exhibition is underlined and defined at the end of this guide.

The *What Use Art History* tour and workshop have three main goals:

1. To introduce students to the importance of art history studies
2. To introduce students to techniques for how to create both 2D and 3D images
3. To introduce students to the ethical considerations involved in copying images

*We recommend you preview the exhibition to ensure artwork is suitable for your class.

Evergreen Cultural Centre invites you:

Teacher’s Preview:

Friday, December 5 from 4:00 to 5:30pm

Opening Reception:

Sunday, December 7 from 4:00 to 5:30pm

About the Artist

The exhibition *What Use Art History* is a collaborative effort by seven artists: Ursula Medley, Justin Ogilvie, Bill Pitcher, Ruth Scheuing, Elizabeth Russell, Ed Varney, and Michael Nicoll Yahgulanaas. They vary in age, experience, ‘profile’, and their geographical location. The seven participants in this show have been selected because they create art inspired by models and ideas taken overtly from recent or past Art History. These artists differ in media and method, including everything from computer manipulated photography to comic styled images. These BC artists agree on subject matter though, and use historical means of creating contemporary art. How much *does* the past influence the present?

Studio Workshop

Mona Lisa Unplugged!

K-Grade 3: Starting with an image of the Mona Lisa, students will use mixed media collage and small 3D objects to create unique masterpieces that are ready to hang.

Grade 4 and up: Mona Lisa Jumps off the page with this 3D altered art project.

Classroom Extension

The following suggested activity requires minimal and readily available materials. It is also possible to simplify or enhance this activity depending on the needs and the resources of the classroom.

Introductory Activity

Objective

After completing the extension activity students will be able to:

- Make decisions about the difference between reproduction and original art
- Consider the various influences that artists may confront
- Make their own reproduction art

Process

Smile! The smiley face is everywhere. Ask students about places where they see or encounter smiley faces on a regular occasion (Wal-Mart ads, internet, etc.). Used in both commercial art and day-to-day life the smiley face is something we are all familiar with.

The smiley, smiley face, or happy face, is a stylized representation of a smiling human face, commonly represented as a yellow circle with two dots representing eyes and a half circle representing the mouth. “Smiley” is also sometimes used as a generic term for any emoticon. ~Wikipedia



We're familiar with the outlined *standard* smiley face but what about its reincarnations? Scary Smiley, Clown Smiley, Shocked Smiley (see end of guide for images), these smiley faces are variations on the same theme. Ask students to create their own variation, unlike anyone else's. Can they create a self-portrait from a smiley face? What makes their smiley unique?

For more on the smiley please visit <http://en.wikipedia.org/wiki/Smiley> a history and background are offered here as well as various examples of everyday places where the smiley can be found.

*For older students: The Mona Lisa is a very famous image, and one that many of us are quite familiar with, ask students to consider the Mona Lisa, what makes her so iconic?

Ask them to consider the pictures provided at the end of this guide... are they art or reproductions? Why?

Materials

- Pictures included in Guide
- Pen, and pencil
- Colouring materials

Conclusion

Ask students if they think their art is original. Why or why not? Talk with the students about the process of creating new art out of established art. Mount and display creations.

Vocabulary

Altered: Made otherwise, changed in some particulars.

Mixed Media: Any artwork that uses more than one medium, such as paint and collage.

Medium: The material and technique used by an artist to create a work of art. It may also refer to the liquid with which pigments are mixed to make paint.

Technique: an artist's way of using art materials to achieve a desired result. A technique can be a unique way to create art, or a step-by-step procedure.

Connections to other subject areas

Social Studies: Cultural and historical context of the fine arts; artistic contexts of culture and history

Mathematics: Pattern and forms

Tech Ed & Home Ec: Use of technology as a research and presentation medium
Use of fibres and textiles as materials for creation

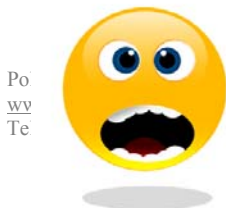
Pictures and Included Materials



Standard Smiley



Clown Smiley

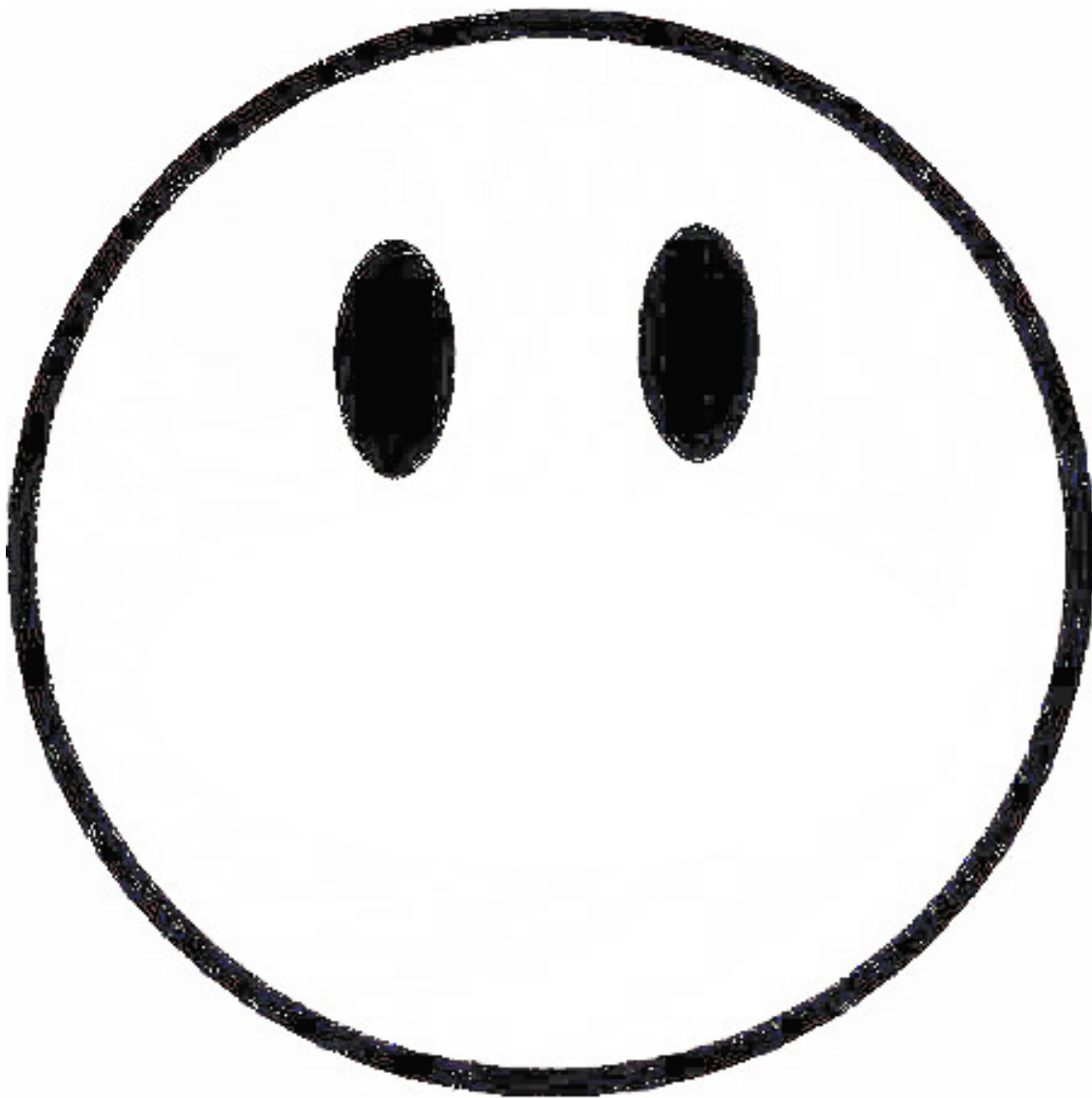


Shocked Smiley



Scary Smiley

Fill In the Smiley!





The Mona Lisa as we know her



The Mona Lisa as created out of Subway tickets by art students



The Paris Lisa, and the Mona Lisa Simpson

How to Chaperone

Evergreen Cultural Centre thanks you for your time and support, without your involvement the tour and workshop would not be possible. Taking time from your busy schedule to chaperone a fieldtrip is a great way for you to see what your child and their friends are like in an educational setting. Please read through and be mindful of the following requests.

- **LEAVE SIBLINGS AT HOME**

Siblings can require and distract our attention, as well as disrupt the other students' concentration. If you enjoy the exhibition, you can bring the whole family back another time.

- **BE DISCRETE**

Teachers may need to divulge private information. These details should be kept private unless there is an emergency.

- **SAVE CONFERENCES FOR LATER**

Avoid the temptation to discuss your child's progress during a fieldtrip. Both teachers and parents will be busy during the fieldtrip.

- **BE IN CHARGE**

As a chaperone, you are not meant to be the student's buddy. Enforce the rules consistently, right from the beginning.

- **BE A MODEL**

It is important to let the students see you paying attention when the Teacher and the Educational Coordinator are speaking. Chaperones should model good behaviour by listening to and following the rules.

- **KEEP TO THE SCHEDULE**

Fieldtrips are carefully orchestrated—with set times for arrival, a tour, a workshop, and a departure. It is important to keep within the organized timeframes so that everything runs according to plan.

- **FOCUS ON THE CHILDREN**

Although chaperoning may be a good opportunity to meet other parents, you need to stay focused on keeping your group of students engaged. **PLEASE REMEMBER TO TURN YOUR CELL PHONE OFF.**

- **INFORM THE TEACHER**

If any of the students are behaving in an unsafe or disrespectful manner, inform the Teacher immediately.

- **PASS ALONG COMPLIMENTS**

If you get compliments about any of the students while on the fieldtrip, congratulate the student and let the Teacher know.

- **BE AN "OFFICIAL" CHAPERONE**

When unscheduled parents show up at a fieldtrip destination, it causes organizational problems for the Teacher, the school, and the site.