OUTREACH EDUCATION

Grenfell Art Gallery on Grenfell Campus, Memorial University is the public gallery for Corner Brook and the Western Newfoundland region. The gallery engages in collaborative partnerships with like-minded local, regional, national and international artists, organizations and institutions. Part of the Grenfell Art Gallery’s mandate is to respond to the specific context of Western Newfoundland, by critically engaging local, national and international interests that are resonant with our current moment socially, culturally and politically.

Grenfell Art Gallery celebrates and shares the unique nature of Newfoundland and Labrador by hosting public programs, residencies, visiting artists and curator programs, and other outreach activities that amplify the specificity of our place. The gallery focuses on serving the public while remaining aware of and responsive to the needs of our cross-cultural community.

My name is Lorna and I’m a current graduate student with Memorial University of Newfoundland who is working for the Grenfell Art Gallery. I have developed the following “lesson” for students (and adults too) that can be used to provide an educational opportunity that aligns with Grenfell Art Gallery’s mission to support community. Included at the end are some learning outcomes, from the NLESD curriculum guide, that the following activity meets.

Animated Drawings/Stop Motion

A few years ago, I started watching videos on the Art21 website https://art21.org/. “Art21 produces features focusing exclusively on contemporary visual art and artists throughout the world, including the Peabody Award-winning biennial series "Art in the Twenty-First Century." Intimate footage allows the viewer to observe the artists at work and watch their process as they transform inspiration into art.” It can be an amazing resource for any Arts Educator and that is especially true in a time with our focus on online learning opportunities.

This lesson includes an activity I tried a few years ago after watching William Kentridge: Anything is Possible (2010) on the Art21 website.

Some of the themes in Kentridge’s work are intensely political and for a mature audience. Watching the first 6:20
minutes of the above film would give you a little idea about the breadth of his practice, but I recommend the full hour for those who find his work as fascinating as I do.

More on Kentridge’s bio here - https://art21.org/artist/william-kentridge/

MATERIALS

Paper (any paper is fine, even newsprint)

Erasable Drawing Tools:
  Pencils
  Charcoal (sticks, pencils, willow)
  Chalk pastel

Erasers

Sharpener

Digital Camera/Smart Phone

A Stop Motion App or iMovie, etc
(I downloaded and tried a few of the free ones, there’s lots out there, and all are good, but if you’d like audio for your video, you may have to pay. Life Lapse is a Canadian app. I’ve used iMovie in the past and have access through audio and music there. What ever you use, just make sure it’s compatible with your device).
PROCEDURE

If you watched *William Kentridge: Anything is Possible* (2010), or even just the first six minutes of the film, you will see how Kentridge uses the same piece of paper over and over again to create stop motion sequences.

1) Decide what you'd like to draw and animate. Chose something that you would be able to readily draw over and over fairly quickly. I chose a fish my first try. A friend of mine drew an empty flower pot and then a growing plant and blooming flower. Try something out, if it doesn’t work, you can always change it!

2) (Optional) Cover a sheet of paper with some charcoal or chalk dust. This creates a “ground” for your work, but a blank white (or colour of the paper) sheet is fine too.

3) Quickly sketch drawing first drawing. I chose to think about how a fish would move left to right on the page. Take a photo.

4) Erase your first drawing. You may still be able to see the “ghost” of your initial drawing. If you watched “Anything is Possible” you’ll know Kentridge often enjoys the ghost of the previous drawings. He feels it adds layers and meaning to his work. You can also add a little bit of changes to the background, too. Take a second photo.
5) Continue to erase and redraw your fish, plant, flower, basketball player, etc, whatever you decided to draw. Each time, you can make subtle additions or removals to the background of your drawing using coloured chalk pastel and an eraser. Take a photo after each edit. I drew 8 photos. You can draw as many as you like. Obviously, the more drawings, the longer the video you can create.
6) Choose an app or editing software. For my quick video (https://www.youtube.com/watch?v=Kgj9zEoXRp0) I used iMovie because I use Apple products, but as stated earlier, there are many great apps out there which are more intuitive to use. But if you know iMovie already and would like to add sound, load the photos of your drawings into iMovie.

7) Load your photos in sequence into your app/software. Make decisions about length of each photo/slide.

I re-did my Kentridge Fish video in Life Lapse. I had to allow the app access to my photos. I selected all 8 photos I was able to adjust length of each slide, ratio / aspect of the photos, and it looped / repeated twice. I was able to save it into my Photos for sharing with my friends and family.

Ties to NLESD Curriculum Guide

(There are likely more ties to the curriculum guide for this activity, but here are a few for Grades 4 and up). Smaller children are also able to do an art activity like this with some help from an adult. Some of the outcomes are based on the assumption that students have watched the "Anything is Possible: William Kentridge" film.

Visual Art 1202, Art & Design 2200, 3200

GCO 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.
1.401 assess and apply complex image development techniques.

GSO 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

3.401 analyze and make informed judgments about the role that visual creations have in our everyday modes of expression.
3.402 demonstrate an understanding of the complexities of art works.
3.403 understand the influence of the visual arts, their impact on daily life, and their power to create, alter, and reflect culture.
3.404 understand how ideas, perceptions, and feelings are embodied in art works of a culture.

GSO 4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

4.405 develop knowledge, understanding, and appreciation of art and design in historical and contemporary cultures.
4.406 trace influences of various cultures on contemporary art work.

GSO 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

7.402 assess the degree of knowledge, skills, and abilities necessary to carry out a project.

GSO 8. Students will be expected to analyze the relationship between artistic intent and the expressive work.

8.402 analyze the work of others to assess the relationship between intention and outcome.
8.403 develop an awareness of how consideration of the intended audience affects and impacts on an art work.

Grades 7, 8, 9

GCO 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

1.3.2 Assess and utilize the properties of various art media and their ability to convey messages and meaning.
GSO 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

   3.3.4 Recognize and describe the role of the visual arts in challenging, sustaining, and reflecting society’s beliefs and traditions.

GSO 4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

   4.3.2 Recognize the existence of a variety of visual languages that reflect cultural, socioeconomic, and national origins.
   4.3.3 Recognize that and investigate how art as a human activity emerges from human needs, values, beliefs, ideas, and experiences.

GCO 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive work.

   6.3.1 Develop independent thinking in interpreting and making judgements about subject matter.
   6.3.5 Investigate and analyze how meaning is embedded in works of art.

Elementary Art - Grades 4, 5, 6

GCO 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

   1.2.2 Demonstrate and apply knowledge of basic art skills, techniques, processes, and language.

GSO 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

   3.2.1 Develop observation skills and sensitivity to the visual environment.
   3.2.2 Investigate how visual communication systems are a part of everyday life.
   3.2.4 Understand that past events, the way people live, and the visual arts influence one another.
   3.2.6 Investigate the roles of artists in their community and potential careers available to those trained in the visual arts.

GSO 4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
4.2.2 Investigate art styles from a variety of social, historical, and cultural contexts.
4.2.4 Develop awareness of the ethnic diversity, cultural uniqueness, and influence of the visual arts in our society.

GSC 5. Students will be expected to examine the relationship among the arts, societies, and environments.

5.2.3 Recognize that our response to art is strongly influenced by our experiences.

GCO 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect and respond to their own and others' expressive work.

6.2.2 Analyze others' artwork to form conclusions about formal properties, cultural contexts, and intent.