ISOLATE + CREATE

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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.

Printmaking

Artist and lithographer, Jerry Evans, was born in central Ugtaqamug (the word “Newfoundland” in the Mi’kmaq language) in the town of Grand Falls in 1961. He is considered a master printmaker whose work, like most artists’, tells stories through visual art. “The predominant theme in Evans’s art is his Mi’kmaq heritage, which went unrecognized by his family for nearly three generations. After Evans learned about his Mi’kmaq heritage, he felt a strong desire to learn more about his Mi’kmaq culture and to preserve it for future generations.”

Jerry Evans, Guide And Protector Of All The Children, 2000, Lithograph. 42" x 30"

http://stmichaelsprintshop.com/artists/jerry-evans/
ancestors in the mid-1980s, his focus on aboriginal issues has become an integral part of his life and artwork. According to Evans, "the truth has a way of getting out and I've come full circle. I've taken on this discovery with an intense desire to find out more... that's what I'm exploring in my art. My artwork reflects my concerns with the aboriginal part of me that was denied" (Arts Atlantic, Spring 1998).” (I took this excerpt from https://www.heritage.nf.ca/articles/arts/jerry-evans.php).

More of Jerry Evans work can be viewed on the Christina Parker Gallery website.
https://christinaparkergallery.com/artist/jerry-evans/

More biographic information on Jerry Evans can be found here:
https://www.heritage.nf.ca/articles/arts/jerry-evans.php
http://stmichaelsprintshop.com/artists/jerry-evans/

YouTube Videos featuring Jerry Evans

Msit No kmaq (All My Relations), Newfoundland and Labrador (1:45min)
https://www.youtube.com/watch?v=9Cr1MbS2SMw

Jerry Evans -- Visual Artist by Canada Council for the Arts (2:01min) - includes French subtitles
https://www.youtube.com/watch?v=eyepiHOs8io

Where Do Ideas Come From?

When I create my own works of art, I like to tie them to personal stories as Jerry Evans does. While I was in Corner Brook, NL last May, I noticed many young hares tamely hopping all over the Grenfell Campus of Memorial University of Newfoundland. This
made me feel quite at home, because in Saskatchewan where I live, the jack rabbits roam freely as well; their fur turning snowy white in the winter, and brown in the summer. I took photos of rabbits in both provinces. I used these photos as my reference to create the following project.

Styrofoam Print Activity

Materials:

Cutting Mat or Cutting Board

Straight edge/ruler

Xacto knife

Cleaned (in hot soapy water) & dried styrofoam tray from groceries

Water soluble markers

Dish of Water

Sponge/paper towel

Paper (printmaking paper is the best because it curls less when wet, but any paper will work).
PROCEDURE
(for the first few steps, ADULT SUPERVISION IS REQUIRED)

1) Trim the Styrofoam - remove the lip of the tray.

2) Square off the styrofoam using the xacto knife, cutting mat and straight edge. (RETRACT THE XACTO KNIFE AND SET ASIDE, recycle the left overs if possible).

3) Use your water soluble markers to draw an image onto the styrofoam.
4) Wet the paper using the sponge and water.

5) Flip your drawing on the styrofoam over onto the damp paper. Rub the styrofoam firmly with the heal of your hand.

6) Remove the paper from the styrofoam. As you can see, in my first attempt, I used way too much water on my paper.
7) Try not to be discouraged if this is how your first try turns out. Repeat steps 3 through 6 using the same piece of styrofoam as your first try. You’ll probably be able to see a bit of your previous marker drawing.

(My second attempt to print this little rabbit turned out better than my first because I used MUCH less water. But I was certain that if I got the amount of water right that I’d be able to get a better marker print. So, I tried again! Which is the best thing about printmaking!!).

REPEAT STEPS 3 through 6 again.

Note: Notice how the printed paper is the inverse of what is put on the styrofoam? If you ever want to include text/words in your prints, you must not only remember to write the word backwards, but also each letter must be backwards as well.

8) I think I finally felt good about the amount of water I used and got a few good prints! I hope this inspires you to keep trying if your first attempts don’t work! You can do it!!
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.

**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.

**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 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.

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 on 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.