



Grade 1–6 Lesson Plan

Curve Lake Art Exhibit and Digital Art Workshop

Artwork above by Jordan Taylor, Connor Gray, Damien Taylor, Nolan Jacobs, and April McDonald

Introduction

During the last two weeks of August in 2019, Pinnguaq staff and volunteers had the pleasure to work with 28 youth members of Curve Lake First Nation in Ontario. The aim of the camp was to deliver an arts-based digital literacy initiative that enables youth to connect with cultural and artistic leaders and knowledge keepers to create unique digital art pieces portraying their own stories. The camp facilitated the exploration of storytelling and the creation of digital artworks around the stories that the participants developed. By the end of the two weeks, the students completed new media artworks to be exhibited in different regional galleries.

The following lesson provides an opportunity for students to reflect on the artwork created by the youth in Curve Lake and to use a piece of digital art software to create their own.

Learning Goals

Students will apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works.

Guiding Questions

- Why do people go to art galleries?
- Who is an artist?
- What do artists do?
- What kinds of art have you made to remember a special time, person, or place?

Curriculum Links

Specific Expectation in Ontario Ministry of Education 'The Arts' Curriculum

Grade 1/2/3

- D2.1 express their feelings and ideas about art works and art experiences
- D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art
- D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

Grade 4/5/6

- D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
- D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

Materials

- Canva account (canva.com)
- Compare Interpretations Exercise Handout
- Pen or pencil and paper for writing reflections
- Curve Lake Podcast

Non-Computer Activity

Activity Part 1

The intention of this activity is to get the students thinking critically and talking about colour, images, points of view—anything that references the art.

Podcast

The following is a nine-minute podcast with Drew Hayden Taylor (drewhaydentaylor.com) and Mindy Knott from Curve Lake First Nation about the role of art in Curve Lake. You can access

the podcast on the Kawartha Art Gallery website (kawarthagallery.com/exhibits/curve-lake-youth-digital-art-exhibit).

Online Exhibit

As a group, students will review the Curve Lake exhibit posted on the Kawartha Art Gallery website (kawarthagallery.com/exhibits/curve-lake-youth-digital-art-exhibit) and pose different questions to reflect and study the art produced.

To help students reflect on the artwork, suggest the following:

1. Look at the artwork quietly for at least thirty seconds. Let your eyes wander.
2. List five words or phrases about any aspect of the artwork.
3. Repeat the first two steps. Look at the artwork again and try to add three more words or phrases to your list.

Workshop Leader Prompts

- What are the parts of this artwork? (What are its pieces or components?)
- Why do you think this artwork was created? (What is its purpose? What does it do?)
- Why do you think people create art work about their communities?
- What is the difference between telling a story in a painting and telling a story with words?
- What stands out for you in this artwork?
- Which image do you relate to most? Why?
- What is the difference between the role of the artist and the role of the viewer?

Activity Part 2

What is an Interpretation? People interpret art. This means they use what they see and know to make a guess about an artwork's meaning. But, since people see and know different things, interpretations can be different. Use the following handout to reflect on a piece of artwork from Curve Lake and compare your interpretation to a friend's interpretation of the same artwork.

Compare Interpretations Exercise

See the handout provided

Extension Activity

The blob-art challenge (pinnguaq.com/learn/blob-art-challenge) is a drawing exercise that will help you draw freely from your imagination. You will create unique characters and works of art from simple blobs.

Computer Activity

The following is an introductory activity provided by Pinnguaq digital artist Alyssa.

Now it's time to create your own piece of art. The goal of this activity is to introduce digital art software called Canva and to create a poster around the theme of identity. This is an introductory activity to allow students to explore and play with the various tools within Canva.

Step 1

- Register for a free Canva account ([canva.com](https://www.canva.com)). Note that teachers need an email address to sign up for an account.
- What comes to mind when you think of where you live?
- Generate a word list about your hometown.

Step 2

Using your word list, create a poster about your hometown and how you feel about it. Use images, text and colours that represent how you feel about where you are from.

Start a poster. Under “**Create a design**” you will see Poster as an option.

Create a design

Recommended Social Media Events Marketing Documents Prints Vid



Presentation



Poster



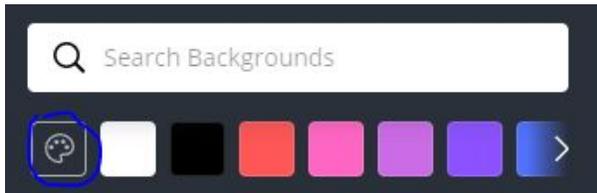
Instagram Post

Step 3

First choose a background. Backgrounds are all located in the left hand bar in Canva.

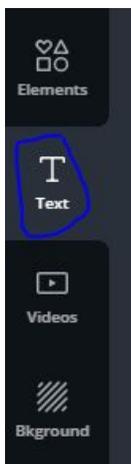


Here you can choose an image provided through Canva or choose a background colour. You can also choose a colour by using the colour palette.



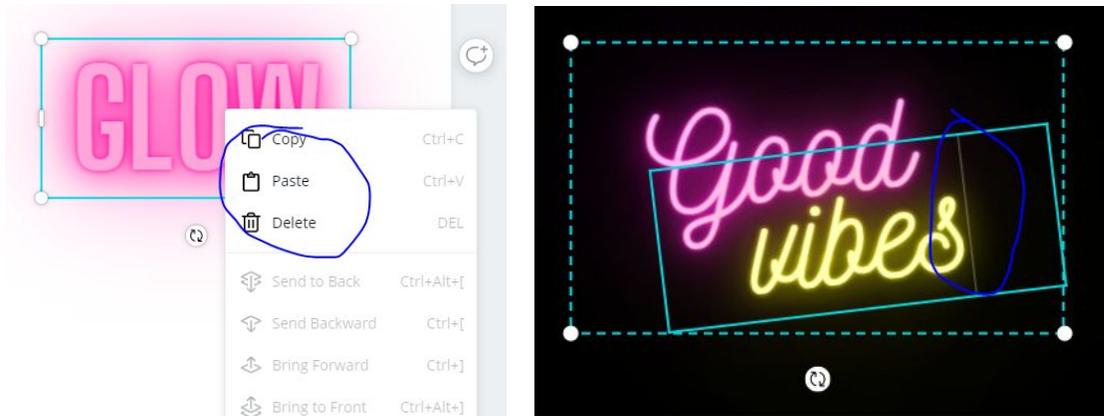
Step 4

Add text to your background.



Choose a font you think will best reflect the look and feel of your poster. To change fonts or delete fonts/images/elements you can left click on the font/image/element you want to delete and then right click, and the menu will pop up, here choose Delete. To write, left click, and you should see a line pop up beside your text. To resize, when you left click on the text/element/

image you will have an outline with dots, use those to resize how big or long you want your text to be. You can also copy and paste texts or elements so you don't have to add the same font or element again and again.



I chose a couple different fonts. To change the colour you will see an 'A' at the top with a colour highlighted underneath. Here you can select the font colour you'd like.



You don't have to use the base colours, you can make your own with the 'New color' option inside of this menu. It will bring up a colour slider, here you can create any colour you'd like!

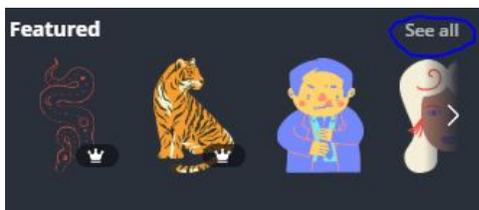


Step 5

To add details I went into the Elements tab.



Here there are many different options for little images you can add. You can search for specific images you want, or just look through the options already listed. To view more of the elements select 'See all' to the top right of the element.

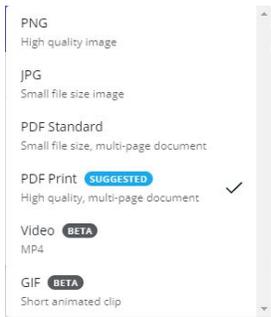


Step 6

Once you're done with your image, there is an arrow pointing downwards in the top right corner.



Here there are different options to choose from. I choose JPG to export it to my computer.



And now we are done!

Conclusion

Create a floor gallery of all the posters and display while students gather around in a circle to look at each other's work.

The Critical Analysis Process

#1 - Initial Reactions

- What is your first impression?
- What does this work remind you of?
- What do you feel?

#2 - Description

- What do you see when you examine the work closely?
- What grabs your attention in the work?

#3 - Analysis and Interpretation

- How are the elements organized, combined, or arranged?
- How does the work evoke ideas, feelings, and images?
- What did you intend to communicate, and why?

#4 - Expression of an Informed Point of View

- Has your point of view shifted from your initial reaction? If so, how has it changed?
- If you have not changed your mind, can you now explain your first reaction more fully or precisely?

We want to see the awesome things you're creating! Take a photo and share your work with us by emailing media@pinnguaq.com or tagging @pinnguaq on [Facebook](#), [Twitter](#), or [Instagram](#). Don't forget to include the hashtag #LearnWithPinnguaq!

Resources

The following are additional lesson plans that explore various digital art software.

- Pinnguaq – **Podcasting**
(pinnguaq.com/learn/podcasting)
- Pinnguaq – **Creating Voxel Art with MagicaVoxel**
(pinnguaq.com/learn/creating-voxel-art-with-magicavoxel)
- Pinnguaq – **Creating Custom Skins for Minecraft Characters**
(pinnguaq.com/learn/creating-custom-skins-for-minecraft-characters)