



## TEACHERS' GUIDE

**November 10 - 24, 2007**  
RAGA Members Exhibition  
**Saturday, November 24, 2007**  
Silent Auction Closing Party



This guide is designed for teachers as a preparation and follow-up of the **School Art Workshop** at the Richmond Art Gallery, or for those who wish to use our online resources in their own classrooms.

Included is background information, suggested points for discussion, a pre-visit activity, a lesson plan adaptable to any grade level, and extensions for further exploration.

More information on our exhibitions and programs are available at our website: [www.richmondartgallery.org](http://www.richmondartgallery.org)

If you have any questions, comments or concerns regarding your School Art Workshop, please contact:

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# ABOUT THE RICHMOND ART GALLERY

The Richmond Art Gallery is a non-profit organization, which means we are not in the business of selling art like a commercial gallery would be. Our mandate is to exhibit and collect contemporary art, showing art for visitor's enjoyment and learning. Our educational programs complement the exhibitions to help develop visual literacy and educate visitors about contemporary art practices.

## **What is a contemporary Art Gallery?**

Contemporary art is artistic work from the present era that uses the current practices and styles of art. The works shown in our Gallery are by local, national, and international artists that have been made within the past 10 years.

## **Where does the art come from?**

Every year, many artists submit applications to the Gallery to exhibit their work. Applications include images and written statements about the artist's work and what they propose to show in the Gallery.

A jury made up of our Exhibition Committee and Director/Curator go through artist applications and select works they believe would fit into the Richmond Art Gallery based on our Curatorial Mandate. The Curatorial Mandate of the Richmond Art Gallery is to mount exhibitions of local, Canadian and international stature of interest to our local community and of importance to the contemporary art community across Canada.

## **Why is the Gallery different from the last time I was here?**

The Gallery changes its art exhibitions every 5-6 weeks. This means we can see many different artists' works throughout the year, so that there is always something new to see in the Richmond Art Gallery!

## **Why is that art?**

This is a common question heard in a contemporary art gallery, because the work is new and different than the usual artwork you see in art museums. Contemporary artists respond to the world they live in, just like artists have always done in the past. Sometimes, we cannot immediately understand what the artist is trying to communicate because we have not explored the subject in that way before. Yet this is what makes art so exciting, it opens up our eyes and mind to new images and ideas!

The best way to learn and enjoy your Richmond Art Gallery experience is to slow down, relax, and be open to ideas. Ask "what do I see?" or "what do I think is happening here?" while looking at an artwork. Look for clues to discover what an artist is trying to say or do. If you need more information, ask! Ask Gallery staff and read the text panels on the walls for more information about the exhibition. Most importantly, be curious and have fun exploring contemporary art!

# SCHOOL ART PROGRAM INFORMATION

The School Art Program has been developed for students and teachers to experience the contemporary arts in Richmond. The goal of the program is to educate students about contemporary art, practice art skills, and to develop visual literacy. We do this by:

- Viewing and talking about works of art in the Gallery
- Learning vocabulary relevant to the visual arts
- Discussing the context of artworks
- Creating art projects related to the exhibition and tour

## Pre-Workshop Information

**Fee** – Cost is \$90 per class, or \$75 per Pre-School group. Maximum 35 students. Fee is payable on the day of your workshop at the Cultural Centre front desk.

**Schedule** – The RAG School Art Workshop is 1-½ hours in total, or 1 hour for Pre-School groups. The Gallery tour will last approximately 20-30 minutes (10-15 minutes for Pre-School), and 1 hour working on a hands-on exhibition related art activity.

**Parking** - Free parking is available at the Richmond Cultural Centre parking lot, or if full you can try parking across the street at Richmond Centre Mall.

**Washrooms / Accessibility:** The Gallery is completely wheelchair accessible. Washrooms are located in the Cultural Centre rotunda behind the front desk, and there is one unisex stall in the art studio.

## While in the Gallery : Gallery Rules

Please remind students that appropriate behaviour is expected in the Gallery. Each artwork is an original piece of art that it is our job to display AND protect. It is important for **all** visitors to remember these rules of the Gallery:

- **No touching!** Please stay at least 12 inches away from the artwork or from sculpture stands. Please keep 12 inches away from artworks on the floor as well.
- **No running or yelling in the Gallery.** Please be respectful of the Gallery space and very careful around the artworks.
- **No photos of the art please. Artwork is copyrighted** by the artist and may not be photographed. Photos are permitted in the art studio only.
- **No food or drink** is permitted in the Gallery.
- During the workshops, please do not touch other's artworks. It is important for each young artist to work on their art by themselves.

## After Your Workshop

**Most art projects take at least one day to dry.** Please arrange for pick-up of artworks at a later date. Artworks are packaged up with your school name and workshop date on the package. These are left in the RAG Programming Room, unless you specify otherwise. To pick up your students' artworks, a Gallery Attendant will let you into the Programming Room to retrieve your artworks. This can be done anytime the Gallery is open, from Mondays-Thursdays, 10am - 6pm and weekends, 10am – 5pm.

## IN THE GALLERY: WHO YOU WILL SEE

**Mirror, Mirror** is an annual community art event and fundraiser for the non-profit Richmond Art Gallery Association (RAGA). An open call for submissions of artworks was put out to all RAGA members, and all entries were accepted. This year the Members Group Exhibition and Silent Auction had a new thematic focus: *Little Landscapes and Miniature Worlds*. No specifications were made concerning size or medium in order to discover how each contributor interprets the theme. All the artworks will be for sale through a silent auction that takes place over the duration of the exhibition, culminating on the Closing Gala on Saturday November 24, 2008. Half of the purchase price is for the artist, and the other half will be donated to help keep the Gallery operational.

Over 100 artists and community members will be participating in this event. Some of them include:

Diyani Achjadi	Kiku Hawkes	Susan Point
Stephanie Aitken	Michelle Hendrickson	Kristina Podesva
Michelle Allard	Josh Hite	Philippe Raphanel
Sean Alward	Eddie Holton	John Richardson
Julie Andreyev	Catherine Huang	Lin Richardson
Kate Armstrong	Roselina Huang	Robin Ripley
Matilda Aslizadeh	Louise Hudson	Emily Rosamond
Sonny Assu	Shirley Inouye	Jenny Ross
Greg Bellerby	Virginia Ivanicki	Marina Roy
Ivy Berent	Mike Jackson	Elizabeth Russell
Jim Breukelman	Jeanette Jarville	Monika Sanft
Colleen Brown	Cindy Jaswal	Dorothy Seaton
Nora Blanck	Collin Johanson	Sandra Semchuk
Nancy Bleck	Dawn Johnston	Lorna Shum
Kriss Boggild	Sharon Kahanoff	Gregg Simpson
Bratsa Bonifacho	Liliane Karnouk	Dan Starling
Erin Boniferro	Christian Kleigel	Susan Stewart
Fiona Bowie	Andrew Klobucar	Erica Stocking
Hank Bull	Ingrid Koenig	Natalie Struhl
Ksenia Cheinman	Deborah Koenker	Donna Szoke
Lulu Chen	Ingrid Koivukangas	Sylvia Tait
Tony Yin Tak Chu	Jeanne Krabbendam	Nigel Tam
Allyson Clay	Howard Ku	Jenni Taylor
Wendy Copeland	Nick Lalowski	Jeremy Todd
Ella Deer	Gwenessa Lam	Henry Tsang
Natalie Doonan	Keith Langergraber	Sarah Turner
Dorthe Eisenhardt	Linda Loceff	Kara Uzelman
Lillian Ellis	Ricarda McDonald	Nancy Walker
Ann Marie Fleming	Lisa Maclean	Loraine Wellman
Monique Fouquet	Miranda Mallinson	Jane Wolsak
Margreth Fry	Natasha McHardy	Madeleine Wood

AND MANY MORE!

Along with the art on display, we will also have: Naomi Sawada's Snow Globe Collection, Kato Himisa Ningyo Kyoshi Tu's Japanese Doll Display, Corisande Percival-Smith's Doll House Presentation, and Original Scale Model Boats by David Morris.

## BACKGROUND INFORMATION: LANDSCAPE ART

**Landscape** art refers to a depiction of nature or a scene of the outdoors. **Traditional** Western landscape painting as we know it today started to appear in the late 17<sup>th</sup> century in Europe. While bits of landscapes appeared as backgrounds for portraits in the late Middle Ages, it was not until the 17<sup>th</sup> century that landscapes without any people in them started to appear as paintings themselves. By the middle of the 17<sup>th</sup> century, artists began to focus on depicting the atmosphere and the affects of light by painting outdoors. These “**plein air**” painters wanted to examine the natural world closely and to paint it very realistically by being completely immersed in their subject.

Meanwhile, landscape painting had been practiced for centuries as an art form in Eastern cultures such as China. Traditional Chinese landscape painting was considered one of the highest art forms, and the paintings were seen as a way to contemplate nature as a living cosmic spirit. Traditional Eastern paintings are very different from traditional Western paintings. Western painters attempted to copy things as they see them, almost acting as a camera to record all the details. Eastern landscape painting is more concerned with capturing the feeling of being in nature, often depicting things from an aerial view to draw the viewer into the scene. Viewers can imagine themselves walking through the scene depicted, as the paintings are more like memories of nature rather than a copy of exactly what you would see.

As the **genre** of landscape art developed, artists began to experiment with the illusion of creating **space** in a 2-dimensional surface. Close observation and eventually photography assisted artists in creating **perspective** and space. In the early 20<sup>th</sup> century, painters like the Group of Seven from Canada continued the tradition of painting outdoors and capturing their impressions of the landscape. However, these artists wanted to go beyond capturing a likeness, they wanted to create a landscape “felt in the heart” of those who lived there. They focused on the rhythms and patterns seen in nature, and attempted to capture the feeling of being within the natural environment.

Today, **contemporary** artists still use the landscape as inspiration for their artworks, using many different art mediums and techniques to explore our current relationship to nature. Some artists still paint traditionally, going outdoors in the landscape to paint from direct observation. Other artists use photography to assist them with remembering how details looked, or use the photographs they take in nature as their finished artwork. While other artists use the ideas and feelings of landscape as inspiration for artworks, not depicting it realistically at all. For this exhibition, you will see a wide variety of methods and materials used to create artworks that are inspired by the theme of landscapes and miniature worlds.

### QUESTIONS TO CONSIDER:

What types of art materials do you see used in this exhibition? Does the use of certain materials help you understand what the artwork is about?

Are there any artworks that remind you of something you have seen before? Are there any artworks that are surprising to you, that you would not consider a landscape or miniature world?

How would you portray a “little landscape” or “miniature world”?

## GLOSSARY OF ART TERMS

**Conceptual Art:** A style of art that expresses the idea/concept of the subject, not necessarily how the subject actually looks.

**Contemporary Art:** Contemporary art is art that is made in the present time, generally from 1970 – present, using the methods, styles and techniques of artists living now. It is characterized by great diversity both of materials and concepts.

**Genre:** A category of art marked by a distinctive style, subject matter, content, or form. For example, self-portraits, landscapes, and still life are each a different art genre.

**Landscape:** A genre of art that shows the features of the natural environment or a scene outdoors.

**Miniature Art:** A representational work of art made on a greatly reduced scale. Sometimes called a model.

**Multimedia art:** The use of several different media in an artwork, usually with technology such as video, computers, animation, sound, etc.

**Perspective:** The technique artists use to create the illusion of a three-dimensional space onto a two-dimensional surface. Common techniques include varying the sizes of depicted objects, overlapping objects, using a horizon line, and using different tones to depict further objects lighter and closer objects darker or more in focus.

**Plein Air:** French for "in the open air," used chiefly to describe artworks that have been executed outdoors, rather than in the studio.

**Proportion:** A principle of design referring to the comparative or proper relationship of one part to another or to the whole with respect to size, quantity, or degree.

**Realism:** A style of art that attempts to show actual places, people, or objects realistically. It stresses actual colours, textures, shadows, and arrangements.

**Representational Style:** A style of art that shows objects, people, or places in such a way that they can be recognized for what they are.

**Scale:** Refers to a size comparison of two objects (i.e. the shoe is in a smaller scale than the person). Scale relates to a ratio between the size of something and the representation of it (i.e. the scale of the map or the scale of the model boat). A size equal to actual size is called "full-scale". Scale is also sometimes called "proper proportion".

**Space:** An element of art that refers to the distance or area between, around, above, below, or within things. In two-dimensional works, it can be described as flat, shallow, or deep. Artists create the illusion of space in a two-dimensional work by using perspective.

**Traditional Art:** Any style of art that treats the subject matter in a rather realistic way (also called representational).

# PRE-VISIT ACTIVITY: CONTOUR LINE DRAWING

## Adaptable for Grades 2-7

### Background Information:

Contour drawing is using a continuous line to draw the outer as well as inner edges of an object, while intensely looking at the object. Contour line drawing is an art skill practiced by artists to develop hand-eye coordination and visual concentration. Students will be drawing from observation as part of the “Watercolour Paintings” workshop, so this activity will introduce them to the idea of drawing what they see rather than drawing from imagination. Remember to treat these drawings as an exercise to develop a skill, not the creation of a masterpiece!

### Objectives:

To learn about contour line drawings and drawing from observation.  
To become comfortable with drawing objects from real life.  
To practice using your hand and eye to work together while drawing.

### Materials:

Pencils  
Erasers  
Drawing Paper  
Objects to draw from (anything can work: cups, bottles, leaves, toys, etc.)



*Student contour drawing  
with watercolour added*

### Preparation:

Teacher sets up objects for students to draw from. Objects need to be placed where students can view them easily, either one object on each student's desk, or grouped in the middle of the room.

### Procedure:

Teacher describes the contour line drawing process: trace the object's outside shape with your eyes as you follow along with your pencil on paper; draw slowly; look back and forth from the object to your paper often; and use line only. Students will usually start drawing interior details first, so remind them that the focus is on “outside shapes” first.

Students focus on the object they will draw, and start to draw the outside shape using a single, continuous line. Once the outside shape is drawn, then you can draw the fine details carefully.

Draw slowly. Do not “sketch” or correct your line, just keep drawing trying not to lift your pencil off the paper for as long as possible. Do not worry if things don't “look right”; this is practice in creating line and following shapes with your eyes.

This exercise should be repeated often with different objects, to improve drawing skills over time.

### Conclusion

What did you notice about your drawing when using this technique? Is this different from how you normally draw? How is this different from drawing from your imagination?

## IN THE GALLERY : WHAT YOU WILL DO

**All tours and workshops are adapted for the grade level of your students.**

### **TOUR:**

As students are led through the exhibit, we will discuss some of the artists and their particular style of working. We will also look at the exhibition as a whole and how much art varies in style and function. In addition to viewing the individual artworks, students will discuss the mediums used by various artists.

The tour will focus on:

- Introducing students to different types of art mediums in the genre of landscape.
- Introducing the concept of scale in an artwork.
- Encouraging students to think about subject matter and inspiration for creating art; the ways “reality” is portrayed and interpreted by artists.
- Introducing students to using concepts or ideas to base an art project on.
- Encouraging students to think of ways they would approach the theme of the show.

### **EXHIBITION-BASED WORKSHOPS:**

#### **\*Little Landscapes – Watercolour Paintings:**

Students will draw from observation, using a still life set-up of landscape elements to base their drawings on. Incorporated into the still-life will be miniature creatures and objects, to encourage the idea of changing scale to create their own “Miniature World”. After drawing in pencil, students will use watercolour pencilcrayons or watercolour paints (depending on their age) to create paintings of their drawings.

**\*Paintings will take one day to dry. Please arrange to pick up at a later date.**

#### **Mini World Pop-ups:**

A 3-D mini environment will be made out of a pop-up card. Using paper folding techniques, collage, and various drawing materials students will make a pop-up of an environment of their choice.

## EXTENSIONS – THE ELEMENTS OF ART AND DESIGN

Some ideas for further projects on the theme of “Little Landscapes and Miniature Worlds” implementing the Elements of Art and Design:

**Colour** – Create a landscape or miniature world that uses colour in an expressive way, limiting yourself to either cool or warm colours only. What type of weather, season, or place does a cool painting of blues and greens depict? What type of weather, season, or place does a warm painting of reds, oranges and yellows depict?

**Line** – How many different ways can you create a line drawing of a landscape or miniature world? Experiment with line using paper collage, paint, ink, charcoal, crayons, wool or thread, printmaking, or wire.

**Shape** – Focus on the landscape as made up of shapes. Use shapes of coloured paper to create a collage of a miniature world. Triangles can become roofs of houses, squares can be buildings or cars, and circles can be treetops or bushes. What else can you make with shapes?

**Form** – Make a 3-dimensional environment or miniature object. Use a cardboard box to create a diorama to fill with small objects, or focus on making one object in miniature. Materials can be cardboard, clay, wire, paper mache, or fabric.

**Texture** – Use different types of fabric scraps to make a textured fabric collage. Glue down cut shapes of fabric onto a larger paper background to depict a landscape that is soft and furry, hard and scratchy, or smooth and shiny.

**Space** – How can you make your drawing, print, or painting of a landscape look three-dimensional? Start with a horizon line, and then add objects like trees or houses in relation to the horizon line. Closer objects will be larger and lower down on the page. Objects farther away will be smaller and above the horizon line. Focus on creating both a background and a foreground to show space in your landscape.

**Value** – Turn a small object or miniature into something big! Create a pencil drawing of a simple object, using the contour line drawing technique. Add shading and highlights to the object for a three-dimensional look to your drawing. Use close observation to notice the darker values of the shadows, and the lighter values of the highlights.

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## RESOURCES

Blizzard, Gladys S. *Come Look With Me: Exploring Landscape Art With Children*. (Come Look With Me Series). Thomasson-Grant, Publisher. Charlottesville, USA: 1992.

Edwards, Betty. *New Drawing on the Right Side of the Brain*. Penguin Putnam Inc. New York: Revised edition, 2002.

Herberholz, Donald and Barbara. *Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness*. McGraw Hill Companies, Inc. USA: 1998.

Solga, Kim (Project Editor). *Art Fun!* F + W Publications, Inc. Ohio, USA: 1997.