

Identity-Based Multi-Media Art Project

Grades 10-12 Visual Arts

Big Ideas: Visual Art is essential to building culture, expressing and exploring personal identity, and revealing insights into the human experience.

Curricular Competencies

- Create artistic works individually and collaboratively using imagination, observation, and inquiry
- Demonstrate creative thinking and innovation by using ideas inspired by exploration
- Engage in appropriate risk taking to express thoughts and emotions
- Apply artistic skills that engage the body and mind
- Identify and initiate inquire and effective critique strategies
- Apply knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of artistic creations
- Anticipate audience and make design choices with an understanding and respect for impact on that audience
- Use drawing and painting to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values
- Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through artistic works
- Make connections through drawing and painting among individuals in a learning community on a local, regional, and global scale

Goal/Objective: To create a multi-medium collage using a variety of 2D mediums as well as creating a final object that reflects the unique identity of the participants. This is based around the core competencies of communication, thinking and personal and social expression. As well, taking into account the big ideas of identity, building community, nurturing relationships as well as using a sensory language for creating and communicating.

Life skills covered:

Project planning, creative expression, problem solving, team building, self-esteem, personal exploration, and cultural identity.

Materials:

- China Markers
- Pencil crayons, erasers, pencils, markers (sharpies)
- Acrylic medium (for pasting)
- Inexpensive Paint Brushes
- Door skin panels
- iPads (research)
- Scissors
- A Print from the Salish Weave Collection (the students and teacher can choose one, or two, that they all enjoy the most)



DAY 1:

- Students contribute one word that encompasses how they felt about a print from the Salish Weave Collection (Teacher will take notes on the board)

First Project:

Anatomical Hearts: Students will fill the heart with words that connect to how they feel about the Print from the collection. (Template is attached). Encourage students to be really colourful during this process.



- Second Project: **Names and Words.** Students will create visual/colourful words (again, about the print(s) from the Collection) to cut out and put on the doorskin. Hul'quim'num, English, French, Spanish, etc words.
- Third Project: **Guided drawing of Animal.** First – make a list of animals that they see in the print. Facilitate a guided drawing lesson of **at least** one.



- Fourth Project: **Photos.** Take photos of each student and print out on paper. To be added to project.

DAY 2:

- Time at the beginning of class is given to catch up on drawings from yesterday. Start to paste the eagles onto the doorskin using acrylic medium (clear glue)
- **Guided drawing of Animal (pt 2)** – Again, chose an animal that you see in the print



- **Native Plant Drawing!** Using the iPads, the students chose a native plant and they drew it on newsprint using china markers
- **PASTING!** Cut out all the drawings that the students have made on newsprint: Eagles, Salmon as well as the Words, the Anatomical Hearts, the printed out Photos and Native Plants that they have drawn and paste them onto the doorskin.



Final result: will create a large mural incorporating all the images that the students individually created.



Written by Ali Donnelly, Art Educator, SD 79.

