

a fine **FACTA**



NEWSJOURNAL OF THE FINE ARTS COUNCIL
THE ALBERTA TEACHERS' ASSOCIATION

Volume 11, Number 2
Spring 2012



Contents

MADD About Town

Editorial	
<i>Bonnie Cohoe</i>	2
Conference 2011.....	3

Arts-ful Features

Millet's Middle School Mural Project	
<i>John Ngo</i>	7
Magnolia Buckskin's Musical Magic	
<i>John Ngo</i>	9
Northern Art Advocate: Passionate Artist and Teacher	
<i>John Ngo</i>	11
Dramatically Daring Drama Promoter	
<i>John Ngo</i>	12
Inspired and Inspiring Music Educator	
<i>John Ngo</i>	14
Art with a Heart: Slave Lake	
<i>Nicola Ramsey</i>	16
Art Lesson Plan	
<i>Tammy Watt</i>	17
It Takes a Village	
<i>Bonnie Cohoe</i>	23

A *Fine FACTA* is published for the Fine Arts Council by The Alberta Teachers' Association (ATA) to help the council achieve its objective of improved education in and through the fine arts. Articles of general interest or on theoretical, experimental or methodological topics are invited.

Copyright © 2012 by The Alberta Teachers' Association, 11010 142 Street NW, Edmonton, AB T5N 2R1. Editor: Bonnie Cohoe, 24 Signature Place SW, Calgary, AB T3H 3A1; e-mail b.cohoe@calgarywaldorf.org. Editorial and production services: Document Production staff, ATA. Unless otherwise indicated in the text, reproduction of material in *A Fine FACTA* is authorized for classroom and professional development use, provided that each copy contain full acknowledgement of the source and that no charge be made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the ATA is prohibited. Opinions expressed herein are not necessarily those of the council or the ATA. ISSN 1480-932X

Individual copies of this journal can be ordered at the following prices: 1 to 4 copies, \$7.50 each; 5 to 10 copies, \$5.00 each; over 10 copies, \$3.50 each. Please add 5 per cent shipping and handling and 5 per cent GST. Please contact Distribution at Barnett House to place your order. In Edmonton, dial 780-447-9432; toll free in Alberta, dial 1-800-232-7208, ext 432.

Personal information regarding any person named in this document is for the sole purpose of professional consultation between members of the ATA.

MADD About Town

Editorial

Bonnie Cohoe



Streams of Dreams

My mother died at Thanksgiving, and the family gathered to tell stories and reflect on where we have been and where we are going on the river of life. We had dreamed of spending many more years

with her, but this was not to be. While she claimed not to have an artistic bone in her body, she was a great supporter of the arts—from her time as a monitor for the Music and Speech Arts Conservatory at Mount Royal College to the many concerts, plays, speech arts performances and recitals she enjoyed with her grandchildren.

The first articles and photos tell part of the story of our conference last fall, in which the dreams and hopes of the organizers provided new material for the dreams of the participants. There will be more about the conference in the next issue of *A Fine Facta*.

The next five articles in this issue of *A Fine Facta* tell the stories of people who have pursued their dreams through the arts. In their roles as performers and/or community activists, these people have been bridges between other people and art. Annie Smith's story demonstrates how the arts helped her students become special gardeners in their community. Emily Trigg navigated from growing up in a musical family in Quebec to life as a musician in Alberta. Garry Berteig

has made it his life's mission to guide students using the arts. Kerry Martens and Sherri McEwen, both of whom are representatives on the Fine Arts Council, enthusiastically guide students to express their dreams through the arts and have also created rewarding relationships with their communities.

These people are persistent advocates for the arts as well as guides, mentors and sources of inspiration. They find joy in what they do and remind us that for tens of thousands of years the arts have helped humanity express joys, hopes, fears and sorrows.

Following these articles is "Art with a Heart: Slave Lake," a report on compassion and art helping people recover from a nightmare.

The second-last article, "The Arcimboldo Self-Portrait Lesson Plan," by Tammy Watt, is about students' use of metacognition in explaining their art work.

The final article, "It Takes a Village," is about an event that celebrated the achievements of some special students and their even more special educators in realizing their dreams of making a difference by helping others achieve.

While most school subjects require students to occasionally connect with each other or the greater community, the nature of the arts requires students to develop and express their creativity in relationships with others. The arts serve as streams that bear and nourish dreams and unlimited possibilities; educators in visual and performance arts give students the skills to navigate those streams, catch their dreams and use the living waters of the arts to water their life gardens.

May your roles as guides and companions on the waterways of the arts be fulfilling as you catch your dreams and navigate your way to new discoveries.

Conference 2011

Visual Arts Report

Christa Volk-Quintin

Our annual fall Fine Arts Council conference was held in Calgary, on October 28 and 29, 2011. An excellent variety of art sessions were offered that gave participants opportunities to learn, explore and gain new insights into art-making techniques and processes with direct applications to classroom teaching. These practical, hands-on, classroom-based sessions often addressed teaching at several grade levels. The following sessions were offered:

- Inspiration Through Watercolour (techniques)
- Drawing Technique Exercises

- Mixed-Media Collage
- Mixed Media Fabric Sculptures
- Creative Journalism
- Now I Understand the Language of Art, Music and Dance (integrated curriculum session)
- Clay Work
- Fantasy Watercolour Landscapes
- Collage as an Art Form
- Simple and Ingenious Book Binding
- Stamping Art
- Batik Made Easy
- Art Trading Cards

The sessions received many positive comments from conference participants. It was a pleasure to function as art session contact, and I enjoyed meeting you and facilitating the presenters.





Dance Inspired

Kelly van Sluys

Dance teachers and dance enthusiasts joined together on the last weekend in October to share their love of dancing. The Fine Arts Council conference was host to a large number of fine arts teachers from across Alberta and held numerous sessions that allowed junior high and high school dance teachers to meet and experience different styles of world dance.

The conference started with an epic journey to the land of curry and yoga as we learned a fast-paced, upbeat Bollywood-style dance from international choreographer Vish Malpuria. Teachers had fun performing a routine in a flash mob performance in the main lobby of the Delta South Calgary.

Elementary teachers were given the opportunity to interact and learn about body awareness and how to inspire a child's imagination for movement through "Creative Movement in Dance," led by Patti O'Brien. Dance teachers from all levels learned *capoeira*, a Brazilian art form that combines elements of martial



MADD About Town

arts, sports and music. This very active session had teachers constantly moving, and instructor Kendra Mills had everyone excited as they prepared a mini lesson for Monday morning.

The weekend continued with junior high and high school dance teachers mixing with a number of drama teachers to learn, from Sabrina Harper, exercises that encouraged creative movement and improvisation. The session, “Dramatic Movement,” inspired teachers to promote expression and movement in all of their school classes.

Lori Crawford inspired dance teachers by taking them on an adventure to West Africa through celebration dances and movements to use in warmups and across the floor in their dance classes. The earthy drum beats used during the session motivated participants to

let loose and feel the music. The wrap-up session, “Jazz Dance,” explored the elements of jazz and gave teachers ideas about how to deal with multiple skill levels in their classes. Instructor Ashley Reid spoke about her experiences, and participants contributed their views on styles of jazz dance.

The conference was a huge success, and new friendships and connections were made with dancers across the province. The dance representative for the Fine Arts Council has created a new Facebook page for dance teachers to share resources, lesson plans and experiences. If you would like to connect with other fine arts dance teachers, please join FAC Dance Teachers on Facebook; e-mail Kelly van Sluys at van sluysk@fsd38.ab.ca if you have questions.



Images from Conference 2011

“Designing Inspir[ed] Learning”



Arts-ful Features

Millet's Middle School Mural Project

John Ngo

If you've been to the town of Millet and walked through the main street recently, you might have noticed a particular abandoned building that's a bit spruced up.

Annie Smith, a teacher at Griffiths-Scott Middle School, passed this building each day and, with her students, came up with the idea to paint a garden onto the plywood that boarded up the windows. The project fit in perfectly with the school's role as one of five Alberta schools to pilot the UNESCO (United Nations Educational, Scientific and Cultural Organization) ASPnet program.

Part of Griffiths-Scott's mandate as a UNESCO ASPnet school is to get students to be active in the community—and what better way to do this than to make the community a nicer place to live in?

"It took quite a bit of research to locate the owner of the building, and we eventually presented the idea of my art students painting on the boards," Annie explains. "The family not only gave us permission but agreed to supply the materials." After the local greenhouse donated flowers for planters and the Communities in Bloom committee found oak barrels to use, Annie and her students were off!

"The most rewarding part of this project, besides the excitement of the students involved, is that the mural still stands as it was created," Annie says. "It has never been vandalized."

She says that when she first came to Millet School, 11 years ago, she was warned that she couldn't put up artwork on the school bulletin boards without it being wrecked. But a core belief of the UNESCO program is



Arts-ful Features

that if young people feel connected and valued in their community, they will respond in positive ways.

Another example of this core belief in action is the Stream of Dreams program, a student-made fish mural that graces the school fence. The program took place in conjunction with the schoolwide initiative to learn about water. “Each student painted their own fish,” Annie says. “This, too, is a piece of public art that got many positive comments from the community and remains vandalism free.”

As an arts student working on a fine arts certificate in drawing through the University Alberta, Annie has found the experience highly rewarding. “For me, the fine arts are like oxygen—a necessity,” she says. “They are a vehicle for understanding, making sense of and processing our emotions, our personal experiences and our world.”

This September will be an exciting time for Annie and her students because they will be getting a brand-new school. “It’s been so wonderful to be allowed to take part in planning and designing our new art room,” she says.

It is Annie’s hope that the impact of the fine arts will be as meaningful to her students as it has been to her. “Art has brought me joy, helped me work through grief, given me confidence and kept me humble—sometimes all at the same time!”



Annie Smith

Annie Smith has taught language arts, social studies and the art program at Griffiths-Scott Middle School, in Millet, Alberta, for the past ten years—since receiving her degree at the University of Alberta, in 2000. She also chairs the school’s UNESCO Associated Schools program. She adds, “I love having the art room as my classroom, because it makes it easy for me to integrate art across the curriculum.”

Stream of Dreams



Magnolia Buckskin's Musical Magic

John Ngo

A broad range of musical genres including blues, gospel, traditional country and zydeco—that's what Emily Triggs defines as folk music. Emily, a member of local folk band Magnolia Buckskin, grew up with music her entire life. Being raised in Quebec by parents who were folk singers was part of her inspiration.

Magnolia Buckskin has four members—a “group of gals,” as Emily refers to them—who got together one day in Emily's living room and started singing. They quickly realized that they clicked and were all interested in the same type of roots music.

“It's worked out, and four years later we're still having fun,” says Emily.

The four members—Emily, Kathy Cook, Natasha Platt and Corry Ulan—come from different backgrounds and have played different types of music. From bluegrass to folk, blues and even pop, their sound is unique.

The range in ages has also played in their favour, allowing the band to cater to all types of audiences. “One venue we played was more of a rock-type venue with a younger crowd in their twenties, and we weren't sure how we'd be received,” Emily recalls. “But when we got on stage, people listened and we actually had young ladies sit in front of the stage to listen to us.”

In the four years the band has been together, Magnolia Buckskin has played several gigs, including

the South Country Music Festival and Mountainview Music Festival. One highlight was getting to be the house band at CBC Radio during the Calgary Stampede.

For Emily, one of the best parts of being part of the band is the creative process. “We get together and someone brings a song to the table and everyone contributes,” she says. “We get to work on that song together and develop the song based on who we are.”

As for the future, Magnolia Buckskin continues to hone their sound. “We're really looking forward to getting back into the studio, taking some time to work on our songs and perfect them for our next album,” Emily says.

Magnolia Buckskin is a Calgary-based folk/roots band with four female singer/songwriters. Their sublime, gorgeous harmonies and refreshing original songs will elevate your soul to the tops of the mountains! The four members are Kathy Cook (Alberta), Natasha Platt (Alberta), Emily Triggs (Quebec) and Corry Ulan (Ontario); they bring grassroots, blues, pop and folk music blended from their diverse Canadian roots. Kathy teaches at Acadia Elementary School and Natasha teaches at Rosscarrock School, both in Calgary, Alberta. Participants at the 2011 Fine Arts Council conference enjoyed the music they provided, which spurred our interest in profiling them in A Fine Facta.

Arts-ful Features



Clockwise from left: Emily Triggs, Natasha Platt, Corry Ulan, Kathy Cook

Northern Art Advocate: Passionate Artist and Teacher

John Ngo

Inspiration can arise from a number of sources. For Garry Berteig, inspiration is all about emphasizing the positive. “Have no fear of failure, because no one is perfect,” he says.

The arts teacher has been inspiring students for the past 25 years, 21 of which have been at Keyano College. The Fort McMurray institution has always been a popular choice for students. Although it’s known for its excellent trades program, the college also values the arts, which is where Garry comes into the picture. “The learning environment here is dynamic and accelerated,” Garry says. Teaching and creating art have taken him all over the world, including a recent trip to Beijing for a solo exhibit of his work. “The more I become engaged in making art, the more insight I have into humanity,” Garry says.

There are a lot of reasons why Garry gets up every morning, but they change from day to day. Whether it’s taking his daughter to 6 AM hockey practices, going to a

job he loves, maintaining his household and studio space, playing his guitar or enjoying photography, Garry finds a way to find inspiration wherever he looks.

It’s this attitude that he passes on to his students through fine arts. There’s been a lot of research done on the importance of arts in a young person’s life, says Garry. “Creativity is an unfolding process; it adds to advancing civilization,” Gary says. “I love to see work from other people.”

Thanks to his holistic approach to fine arts and teaching, Garry has received recognition from the Alberta Colleges and Institutes Faculties Association.

Currently, Garry is working on a screenplay for a TV pilot about the Alberta oil sands. He’s also involved in starting an arts council in the Fort McMurray area as well as community and artist forums. And, as always, Garry works on new approaches to painting. “Painting practice is testing ground for other interests and beliefs. It’s confirmation I’m on the right path to life.”

Dramatically Daring Drama Promoter

John Ngo

Kerry Martens's life has been anything but boring—her story includes a certificate of marketing, a degree in fine arts (drama), an education degree, a marriage, two children, a seven-year stint at the University of Calgary ... and a career in racing cars.

Her latest role is a teacher at an arts-centred learning (ACL) school in Calgary and the drama representative for the Fine Arts Council. With the role art has played in her life, it's no surprise she draws energy and passion from it.

"The magical element of watching myself, my students and my children come out of their shell and perform with their own sense of style has always intrigued me," Kerry says. "The major 'aha!' moments are awe inspiring."

Now, as the drama representative on the Fine Arts Council executive, it's her role to advocate for performance arts programs. "The element of [arts] education within the system aids student learning and brings creativity to students' lives," she says. "Sadly, there are far too many schools of thought that believe drama and performance are not worth the time or money. I'm here to change those ideas."

When asked why she feels the fine arts are so important in a young person's life, Kerry doesn't hesitate to state the many benefits of creativity. "Fine arts help shape and develop a young person's

brain—it makes them smarter," Kerry says. "The skill level required can help students with their core subjects by changing how they approach their subject matter."

Her motivation comes from inquiry-based learning and the element of surprise in the classroom. To facilitate these things, Kerry plans her lessons by using backward design. "I love the thought of a student or a peer coming up with a new idea or working together to improve our learning environment and family lives," she says.

To help students get over stumbling blocks, Kerry allows them to journal through free-flow writing, which helps them express their feelings without any inhibitions. "There's always such a sense of relief for whatever stressors they are experiencing," she says. "When we are done, if they want to share, they are welcome to, but we don't provide feedback because these are someone else's feelings, after all." Kerry says this process helps her see a healthier student, even if only for the moment.

This May, her students will be performing at the Calgary International Children's Festival. Last year, 70 students created a memorable flash mob in the Olympic Plaza pool.

"We always look forward to working with other schools, other cities or towns on collaborative projects," Kerry says. "As the drama rep, I can seize this opportunity!"

Arts-ful Features

Kerry Martens is a second-year teacher at Sir John Franklin School, an arts-centred school in Calgary, Alberta. She has a BFA in drama, a BED in secondary education and a certificate in marketing, and more than a decade of theatre experience. She feels fortunate to be a member of the Calgary Board of Education Task Force and the drama representative

on the executive of the Fine Arts Council. She has two children and an arts-supportive husband. Her biggest weakness at the moment is learning how to manage her time better but, to quote Carl Jung, "The least of things with a meaning is worth more in life than the greatest of things without it."



Kerry Martens (left) hamming it up with an Uma Thurman (Kill Bill) figurine on a trip to Hawaii

Inspired and Inspiring Music Educator

John Ngo

Whether it was taking piano lessons in her childhood or participating in band throughout school, Sherri McEwen always had a passion for music. After graduation from high school, Sherri joined the music education program at the University of Saskatchewan and did a minor in drama while also dabbling in sculpture.



Sherri McEwen

“Doing anything artistic in my spare time is what keeps me happy and content in my personal life,” she says. “I’m always searching for something more artistic to try.”

As the music representative on the Fine Arts Council executive, she feels right at home in her new role, even though she came to it unintentionally. While attending the Fine Arts Council conference in November 2011, she found she was able to suggest solutions for others’ problems and able to express opinions openly. When it came time to find a volunteer to for music representative, it was suggested that Sherri would be a great fit. “It turns out I talk too much,” Sherri jokes.

As a teacher at C Ian McLaren School, in Black Diamond, Alberta, she teaches various subjects including Grades 2–5 music. In her new role as Fine Arts Council music representative, Sherri says she also has the opportunity to connect with music teachers across the province. “There are music teachers out there who feel completely alone—no one to plan with, bounce ideas off of, no support,” she says. “I believe that there is no reason why any music teacher in the province shouldn’t have a contact list of other teachers, essentially creating a provincewide professional learning community.”

Sherri embraces the role of facilitator and points to her students as a source of inspiration. She recalls her student days and talking with friends about their favourite teachers and the roles those adults played in

Arts-ful Features

their lives. On the flip side, she also remembers listening to students complain about the worst teachers and the negative experiences that resulted. “I want to be able to effect change somehow by creating a positive culture in schools that I’m teaching in, particularly by helping those students who find a negative experience in general,” Sherri says. “They inspire me to show them the good in the world and in learning.”

She remembers one particular student who didn’t like school. They butted heads and generally couldn’t understand each other. A couple of years ago, the school put on a “Stomp” concert, and this student showed an incredible aptitude for reading rhythms and combining them into multiple rhythms. “He became our main drummer; he used an absolutely enormous garbage can that was flipped upside down,” Sherri says. “And everyone knew he was the guy in charge.” He became passionate about what he was doing and how he was helping the entire group to put on a great performance. He took up the tuba the following year

and, after he graduated, he would still come to the school at the end of each day to play the tuba with Sherri.

“These are the moments that I believe every teacher lives and hopes for in their career,” she says. For Sherri, it’s all about getting her students to have fun while making sure they learn something, and the students realize this. “In the end, they become excited about learning—that is the best part!”

After growing up in a variety of communities across the prairie provinces, Sherri completed a BEd and a bachelor of music in music education at the University of Saskatchewan. She moved to Alberta in 2008, and began working as a music/elementary teacher for the Foothills School Division. She believes strongly in advocacy for the whole student, encouraging education and growth in the arts as well as the core subjects, and hopes to further this ideal as her career progresses.



Art with a Heart: Slave Lake

Nicola Ramsey

The arts have the power to heal and transform communities. No one knows this more than the people of Slave Lake, Alberta, a community that is experiencing a rebirth following the devastating wildfires of May 2011. With the generous assistance of people across the country, the people of Slave Lake are rebuilding.

The Slave Lake arts community is looking for ways to bring beauty back to the homes of these families through visual art. Art with a Heart: Slave Lake is a locally managed volunteer project that is coordinating the donation and distribution of original artwork to homes and businesses lost in the May wildfires. Although most homes and contents were insured, money can't replace the memories that were stored in people's art collections. However, new memories can be created through the gift of art—an idea that has been enthusiastically embraced by local residents.

Art with a Heart is looking for display-quality art work from established and emerging artists, including art teachers and Art 30 students. Each donated work of art will be accompanied by a short biography of the artist so that recipients can feel a personal connection

with the donor. Framing is not required—we will take care of that through fundraising. Every effort has been made to ensure an equitable distribution of art.

This project is being coordinated by two local nonprofit organizations, Stage North Association and the Lesser Slave Lake Regional Arts Council, with transportation assistance provided by the Alberta Distance Learning Centre.

We have received more than 30 works of art to date for our project, most from art students and art teachers.

Our project has gone through a few growing pains and we have had to make a few changes, but we are still moving ahead. We have changed the name of our project from Re-Art Slave Lake to Art with a Heart to reflect a change in management from an outside nonprofit organization to management by our local arts community.

If you would like more information, or if you or your students are interested in donating a work of art, please contact Nicola Ramsey at 780-849-3348 (Slave Lake) or e-mail ramseynicola@gmail.com.

Art Lesson Plan: The Arcimboldo Self-Portrait

Tammy Watt

I am constantly looking for personalized art lessons that challenge and excite my students. I take great joy in presenting learners with an idea and watching them run with it. The incredible results of my Grade 8 students' Arcimboldo-inspired self-portraits particularly impressed me and motivated me to share this lesson.

Students were inspired by the work of Italian artist Giuseppe Arcimboldo (1527–93), who was a painter in the Imperial Court of the Habsburgs for 25 years. Arcimboldo painted many portraits for the imperial family and heads of state and was also the imperial party planner. Arcimboldo is famous for painting portraits of people by rendering clusters of mammals, fish, vegetables and other natural objects. For example, he would use an elephant to form the shape of a nose, an alligator to form the shape of an ear or a vegetable to form the shape of a mouth. Arcimboldo's amusing portraits were a great success and are still admired by art lovers today.

Rationale

The Arcimboldo-inspired self-portrait is a worthwhile and exciting project for students for several reasons. First, a self-portrait yields great power for self-exploration and fosters the journey of self-awareness. Chopra (2010) states that the birthplace of possibilities begins with self-awareness and thus can lead

to positive decision-making. During adolescence, teenagers are faced with many choices about their futures, and self-awareness can inform them which is the correct path to take.

Second, Retallack-Lambert (2007, 172) states that “the adolescent invests in art making as a continuation of childhood play and as a way of situating him/herself in the larger cultural arena.” The Arcimboldo project supports the extension of play through its use of colour, pattern and a personalized theme. Additionally, the project provides teenage artists with one of the problems they find most interesting and challenging, which is to represent objects realistically on a two-dimensional surface.

Last, the project supports the personalization of learning. Each stage of the project can be adapted to meet an individual student's needs, which enables all learners to participate, progress and achieve. The core of the assignment is built on students' interests and passions and its construction is supported through the use of higher-level questions and problem solving.

Objectives

- Students participating in this lesson were invited to
- complete an Internet research assignment that involved reading art history, sketching from the screen and responding to images;

Arts-ful Features

- learn about the Renaissance and Giuseppe Arcimboldo;
- develop a painting in Arcimboldo's style;
- learn about warm and cool colours;
- learn watercolour and pencil crayon techniques;
- reflect on two sides of their personality (activities/personal character);
- define the words *symbolism* and *allegory*; and
- use technology to obtain a profile of their face (to be used as a starting point for their portraits).

Art Techniques Objectives

- Students will control paint and pencil crayons as a medium and use the process of colour mixing to make design decisions informed by colour theory.
- Students will employ space, proportion and relationships for image making.
- Students will investigate the use of pattern and emphasis in the creation of compositions.
- Students will use the vocabulary of art criticism to develop a positive analysis of their work. (Alberta Education 1984)

Inspiration

As a motivational tool, I showed a PowerPoint presentation titled “Who the Heck is Giuseppe Arcimboldo?” Arcimboldo’s “Spring” was displayed below this question. The students were curious—they wondered why Arcimboldo’s portrait painting was made entirely of flowers and leaves. The presentation briefly outlined the three stages of the project: research, class discussion and sharing, and creating the Arcimboldo self-portrait.

Materials

Computers/Cameras/Printers/Overhead
Photocopier
Sketchbooks
Tracing paper
Watercolour paper
Watercolours
Pencil crayons
Books

Vocabulary

Symbolism
Allegory
Renaissance
Giuseppe Arcimboldo
Watercolour washes
Complementary colours
Balance
Emphasis
Unity
Self-portrait
Interpret

Step-by-Step Procedure

Part 1: Art History and Responding to Art (one week of research)

The essential information about Giuseppe Arcimboldo—students are asked to make notes in point form about

- a) The Renaissance
<http://www.learner.org/interactives/renaissance/>
<http://www.ibiblio.org/wm/paint/glo/renaissance/>
- b) Facts About Arcimboldo’s Life
<http://www.nytimes.com/2007/10/05/arts/05iht-melik6.1.7766101.html>
<http://www.giuseppe-arcimboldo.org/>
<http://www.sandlotscience.com/EyeonIllusions/Arcimboldo.htm>
[Editor’s note: websites accessed February 15, 2012.]
- c) Answering Questions
 - What are your thoughts or impressions about Arcimboldo’s work? Did you find what you expected to find? Explain.
- d) Making Sketches
 - Select two portraits: a traditional portrait and one by Arcimboldo. Make a thumbnail sketch of each.
- e) Answering Questions
 - Are these two works similar in any way? Explain.
 - How are they different?
- f) Define the following words: symbolism, allegory.
- g) Collect images/symbols that answer the question “Who am I?”

Arts-ful Features

Part 2: Responding to Art and Learning More About Arcimboldo

- a) I presented a PowerPoint consisting of facts about Arcimboldo's life and pictures of his artworks.
- b) Student Response
 - Students gave their opinions about Arcimboldo's work.
 - Students discussed the meanings of symbolism and allegory and how these words related to Arcimboldo's artworks.

Part 3: The Arcimboldo Self-Portrait

- On watercolour paper, have a classmate draw your profile (blind contour/overhead projector). **Or** use technology to take a photograph of yourself. Next, lay tracing paper over your photo, trace the contour lines of your portrait and transfer the image onto watercolour paper.
- Use your profile as a starting point and develop a painting by following these instructions:
 1. Choose a theme that best represents you (imagery, symbolism—create self-identity): mammal, fish, vegetables, books, a season (spring, winter, summer, fall), an element (water, fire, air, earth), nature (trees, flowers, shells, etc), an object (cars, furniture, clothing, etc).
 2. Fill in your profile by lightly drawing overlapping pictures of images from your selected theme.
 3. Use a light watercolour wash for your background (choose warm or cool colours).
 4. Once your background has dried, paint a light watercolour wash inside your profile—if you used warm colours for your background, use cool colours for your profile.
 5. Use pencil crayon to finish your composition (colour all the hand-drawn pictures inside your profile—use complementary colours to achieve interest and different tones of colour).
 6. Use good design practices (use of negative space, balance, emphasis, etc).

Wrap-Up

- Students participated in an art critique involving everyone's work.

- Artworks were displayed throughout the school.
- Artworks will be displayed and some will be sold at our annual school art exhibition.

Cross-Curricular Connections

Guided Internet research supported the infusion of technology. Additionally, students had the option of using an overhead projector, a camera or Photo Booth software to obtain a profile of themselves. The Grade 8 social studies curriculum was integrated as students developed historical thinking skills through the examination of Renaissance Europe.

Final Notes

As with most art projects, I completed this assignment myself before presenting it to my students. I believe I am best able to support and guide my students through their learning journey if I have taken the journey myself. For example, when students are faced with a dilemma I am able to ask higher-level thinking questions to help them solve it. Additionally, I can empathize with students and let them know how I solved similar problems when I created my own portrait. Furthermore, when I complete student art projects I inadvertently sharpen my own art skills. Research suggests that teaching adolescent artists carries a weight of responsibility for the art teacher. "Teaching art to adolescents requires of the artist-teacher a much more extensive inventory of skills, competencies, techniques and experience as an artist than has been discussed in the art education literature" (Retallack-Lambert 2007, 175). The ability of adolescents to represent themselves to the world as beginning artists depends as much upon the art teacher's role as it does upon students' inspirations or talents. Thus, I encourage all art teachers to continue to hone their art skills to best meet the needs of their adolescent learners.

Student Responses

Students were asked to explain, "What do you want people to feel, see or think about when they look at your artwork? Through your art you have a voice. What are you saying?"

This has been one of the most interesting and mind-engaging artworks I have ever done. It was challenging but enjoyable to think the way Giuseppe Arcimboldo thought and to interpret art the way he did. Seeing objects within objects and shapes within shapes gave a deeper view into the portrait and the person's character, likes and traits.

It was difficult at times to decide how to show contrast and to unify my ideas but the result makes up for all the hard work. I think that good craftsmanship showed up in all of the students' portraits.

—Juliet V



Student Artwork by Juliet V
Title: *The Midnight Symphony*

I really enjoyed the challenge of this project because it allowed me to think outside the box. I found when I did some research on Arcimboldo it was



Student Artwork by Camryn R
Title: *C Maiden*

easier for me to understand his style of art. My favourite part of the project was choosing the theme for my portrait. This style of art has endless possibilities and being able to personalize your art tells others who you are and what you enjoy.

—Camryn R

When I first saw Arcimboldo's paintings I thought they were unique. So when I found out that it was going to be our project I was very, very excited. I really like the idea of showing who we are by just the portrait. I chose to fill my portrait with musical

instruments and notes because I love playing my piano, flute and guitar. I had a hard time placing all the instruments in a pleasing arrangement but I was having fun and overall I enjoyed the project.

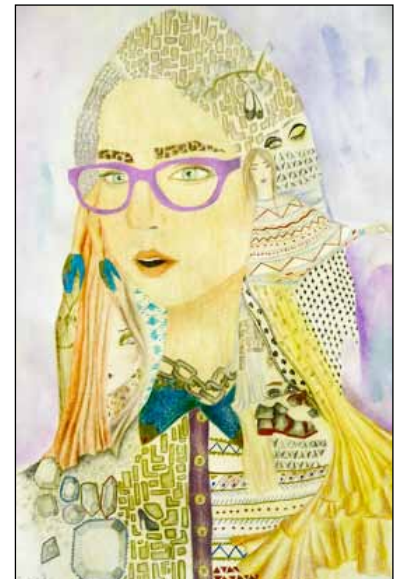
—Ariane L



Student Artwork by Ariane L
Title: *Musically Inspired*

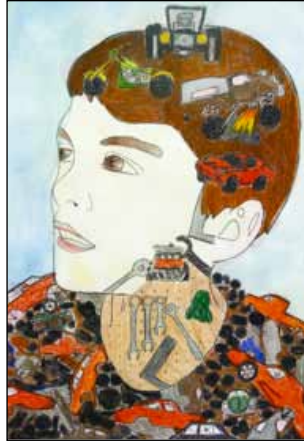
I really like this project because it is unlike any other project I have done, and I had the chance to incorporate things I like into the drawing. I chose the theme of fashion. I find dresses, shoes and jewellery interesting, and I like the way fashion always changes. The challenge for me in this project was actually thinking of things I could use to fill the space, but referring to Arcimboldo's paintings really helped. By the end, I really loved the result and how everything worked together.

—Georgia R



Student Artwork by Georgia R
Title: *Trend-Setter*

When I create art I want people to feel what I feel about my art. For example, when I created my portrait I transferred my interests about cars into my artwork. I wanted people to feel my interest in cars and hope that they will feel an appreciation for them too.
 –Ethan F



Student Artwork by Ethan F
 Title: *The Junkyard*

slow poison that's destroying their ability to play and see the pure beauty in this world. The fire in my portrait represents the constant burning of negative feelings and the annihilation of imaginative dreams. The WHMIS symbols stand for the dangers that fill their mind when their curiosity is put out like a fire. Overall, I still wanted my portrait to be graceful and aesthetically pleasing to the eye and thus prove that something so dangerous can be beautiful at the same time.
 –Baillie S

When people see my artwork I want them to enjoy the things life has to offer and to treasure them.



Student Artwork by Jurina L
 Title: *Summer's Picnic*

Food is a delicacy and not everyone has the privilege to eat. I want people to realize this and not treat food so lightly. I tried to incorporate as many foods as I could with as many colours as I had into my portrait. I used black for my hair to bring out the food. I tried to make my portrait look as much like a picnic as I could.
 –Jurina L

When people look at my art I want them to think how we use shapes to communicate. I want them to think how shapes really affect our everyday lives and how circles can say a lot without saying a word. For example, to me a circle represents eternal life.
 –Carmen B



Student Artwork by Carmen B
 Title: *Colour's Path*

When people see my art I want them to feel strong. My artwork reflects the whimsical magic and imagination that is lost when children are introduced to logic and the real world. As they age, that bliss and curiosity they felt as a child fades, like a



Student Artwork by Baillie S
 Title: *Pyro*



Student Artwork by Jordan C
 Title: *Natural Paradise*

I want people to see the beauty in nature when they look at my artwork. When I'm surrounded by nature I feel wonderful. I love the open sky and the sound of moving water and I respect the medicinal uses of trees. The butterflies in my artwork represent the freedom I feel when I'm in nature.
 –Jordan C

I want people to feel enlightened when they look at my artwork. I chose to use complementary colours in my work to create an illuminated effect. The glow in my art also represents how I feel when I bowl, canoe and play badminton.
 –Martin T



Student Artwork by Martin T
 Title: Important



Student Artwork by Tosin O
 Title: Nature's Beauty

When people look at my artwork I want them to see the beauty of life. I chose to use bright and bold colours because I wanted my plants and butterflies to be noticed. My portrait communicates that a beautiful life is a colourful one. As we grow we experience new things and shift from one colour or shade to another.
 –Tosin O

–Tosin O



Student Artwork by Rachel M
 Title: Pure Sweetness

I want people to feel joyful when they see my art. Bright colours and a smile give me cheerful thoughts. I want people to know that even dessert can be a style of art.
 –Rachel M

References

- Alberta Education. 1984. *Junior High Art*. Available at <http://education.alberta.ca/media/313007/jhart.pdf> (accessed February 9, 2012).
- Chopra, D. 2010. *The Soul of Leadership*. New York: Harmony Books.
- Retallack-Lambert, N. 2007. "The World of Adolescent Art: Development, Style, Culture." In *Revisions—Readings in Canadian Art Teacher Education*, 3rd ed, ed R Irwin, K Grauer and M J Emme, 171–91. Thunder Bay, Ont: Canadian Society of Education Through Art.

It Takes a Village

Bonnie Cohoe

Good schools, like good societies and families, celebrate and cherish diversity.
—Deborah Meier

I had the pleasure of attending the “It Takes a Village: Celebration of Learning” program presented by MidSun Junior High School, in Calgary, on June 16, 2011. The truth of MidSun’s motto, “Building a better world one student at a time,” revealed itself in this program, which showcased the work done in the school’s inclusive education classes.

My lasting impressions include the preperformance jitters, excitement and anticipation of the students; amazement at the quantity and quality of the art work;

and appreciation of the love and professionalism demonstrated by staff and students.

The attractively displayed art and poetry demonstrated both the thoughtful and excellent planning of the teachers and the enthusiastic and careful work of the students. Each display featured a specific art project done by all the students and a specific student as the featured artist, with their poetry and clay mini-me displayed, as well as an African mud print runner that was created and sewn by the student.

The entertaining show mixed singing, dancing and three theatrical pieces interspersed with videos and slide shows that presented trips and other activities undertaken by the students over the year.



Cardel Place, a beautiful facility, is very suitable for productions like this. The foyer has room for more than 16 displays, and the comfortable theatre provides excellent acoustics and resources for the use of audiovisuals.

The leadership for the school program includes Ms Saretsky (village leader/ principal), Ms Kaminski (art teacher), Ms Roberts and Mr McCann (classroom leaders), Ms Semos (classroom assistant leader),

Mr Strachan (neighbour leader on guitar) and several others (from bus drivers and maintenance staff to other teachers and volunteers). Their love for the students revealed itself in the integration of students into a program that facilitated the blossoming of many talents and the development of pride and a sense of accomplishment.

Incredible kids! Fine arts phenomena!







Diversity • Equity • Human Rights Diversity • Equity • Human Rights

We are there for you!



The Alberta
Teachers' Association

www.teachers.ab.ca

PD-90-14.indd.g4



Diversity • Equity • Human Rights Diversity • Equity • Human Rights

Specialist councils' role in promoting diversity, equity and human rights

Alberta's rapidly changing demographics are creating an exciting cultural diversity that is reflected in the province's urban and rural classrooms. The new landscape of the school provides an ideal context in which to teach students that strength lies in diversity. The challenge that teachers face is to capitalize on the energy of today's intercultural classroom mix to lay the groundwork for all students to succeed. To support teachers in their critical roles as leaders in inclusive education, in 2000 the Alberta Teachers' Association established the Diversity, Equity and Human Rights Committee (DEHRC).

DEHRC aims to assist educators in their legal, professional and ethical responsibilities to protect all students and to maintain safe, caring and inclusive learning environments. Topics of focus for DEHRC include intercultural education, inclusive learning communities, gender equity, UNESCO Associated Schools Project Network, sexual orientation and gender variance.

Here are some activities the DEHR committee undertakes:

- Studying, advising and making recommendations on policies that reflect respect for diversity, equity and human rights
- Offering annual Inclusive Learning Communities Grants (up to \$2,000) to support activities that support inclusion
- Producing *Just in Time*, an electronic newsletter that can be found at www.teachers.ab.ca; Teaching in Alberta; Diversity, Equity and Human Rights.
- Providing and creating print and web-based teacher resources
- Creating a list of presenters on DEHR topics
- Supporting the Association instructor workshops on diversity

Specialist councils are uniquely situated to learn about diversity issues directly from teachers in the field who see how diversity issues play out in subject areas. Specialist council members are encouraged to share the challenges they may be facing in terms of diversity in their own classrooms and to incorporate these discussions into specialist council activities, publications and conferences.

Diversity, equity and human rights affect the work of all members. What are you doing to make a difference?

Further information about the work of the DEHR committee can be found on the Association's website at www.teachers.ab.ca under Teaching in Alberta, Diversity, Equity and Human Rights.

Alternatively, contact Andrea Berg, executive staff officer, Professional Development, at andrea.berg@ata.ab.ca for more information.

Submitting to *A Fine FACTA*

Add the goal of being published to your teacher professional growth plan and submit something to *A Fine FACTA*! Submissions may include the following:

- Practical classroom tips, lesson plans and rubrics
- Resource reviews
- Movie and book reviews
- Personal reflections on classroom experiences
- Stories and poems by teachers, students and student teachers
- Student artwork

Please include a short (three- to five-sentence) biography and your address so that a copy of the issue in which your work appears can be sent to you.

Submit signed permission forms for student work or photographs of students.

Send submissions to Bonnie Cohoe, 24 Signature Place SW, Calgary, AB T3H 3A1; e-mail b.cohoe@calgarywaldorf.org.

Permission to Print Photograph/Student Work

Your child has submitted a piece of work or appears in a photograph that we would like to print in the next issue of *A Fine FACTA*. *A Fine FACTA* is a journal that goes to teachers across Alberta who are members of the Fine Arts Council of the Alberta Teachers' Association.

By signing below, I give permission for my child's work or photograph to be considered for publication in an upcoming issue of *A Fine FACTA*. This permission form will be forwarded to the journal editor.

Parent/guardian name _____ Signature _____
Student name _____ Signature _____
Teacher _____ Signature _____
School _____ School location _____

Notes to teachers:

- When submitting student work, please include the Permission to Print form with all signatures completed. Send the student work/photograph and the permission form to the editor of *A Fine FACTA*, Bonnie Cohoe, 24 Signature Place SW, Calgary, AB T3H 3A1; e-mail b.cohoe@calgarywaldorf.org.
- Work may be submitted electronically to b.cohoe@calgarywaldorf.org. Please ensure that the permission form is mailed to the address above.

Fine Arts Council Executive 2011/12

President

Gayla Worden
Bus 403-948-3939
gworden@rockyview.ab.ca

President-Elect

David Fettes
Bus 403-777-7400, ext 2003
dwfettes@cbe.ab.ca

Past President

David Fettes
Bus 403-777-7400, ext 2003
dwfettes@cbe.ab.ca

Secretary

Diane O'Rourke
Bus 403-500-2072
diane.orourke@cssd.ab.ca

Treasurer

Donna Kaminski
Bus 403-777-6430, ext 2039
dmkaminski@cbe.ab.ca

Art Representative

Tammy Watt
Bus 403-777-7670, ext 2004
tammywatt@shaw.ca

Dance Representative

Kelly Van Sluys
Bus 403-938-6116
vanslusk@fsd38.ab.ca

Drama Representative

Kerry Martens
Bus 403-777-7610
klmartens@cbe.ab.ca

Music Representative

Sherri McEwen
Bus 403-938-7295
mcewens@fsd38.ab.ca

Journal Editor

Bonnie Cohoe
Bus 403-287-1868
thecks@shaw.ca

2012 Conference Directors

Gayla Worden
Bus 403-948-3939
gworden@rockyview.ab.ca
Miriam Cooley
Bus 780-492-0902
miriam.cooley@ualberta.ca

Webmaster

Andreas Berko
Bus 403-500-2007
andreas.berko@cssd.ab.ca

University of Alberta Representative

Miriam Cooley
Bus 780-492-0902
miriam.cooley@ualberta.ca

University of Calgary Representative

TBA

University of Lethbridge Representative

John Poulsen
Bus 403-329-2463
john.poulsen@uleth.ca

Alberta Education Representative

Katherine Deren
Bus 780-457-2100
kderen@shaw.ca

Alberta Community Development Representative

Al Chapman
Bus 780-415-0307
al.chapman@gov.ab.ca

PEC Liaison

Greg Jeffery
Bus 780-998-2216
greg.jeffery@teachers.ab.ca

ATA Staff Advisor

Jonathan Teghtmeyer
Bus 780-447-9477 or
1-800-232-7208
jonathan.teghtmeyer@ata.ab.ca

REGIONAL PRESIDENTS**Calgary and Area**

Gaye McVean
gdmcvean@telusplanet.net

Edmonton and Area

Judy Smallwood
Bus 780-460-8490
smallwoodj@spschools.org

Fort McMurray

TBA

South Alberta

Nancy Bridal
Bus 403-329-3144
nancy.bridal@lethsd.ab.ca

ISSN 1480-932X

Barnett House
11010 142 Street NW
Edmonton AB T5N 2R1