



Grade

4

Strand

Visual Art

Curriculum

[www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

## Grade 4: Symbols of Saskatchewan with Professional Artist Heather Cline

**Aim:** This 1 ½ -hour session will give students the opportunity to participate in a live broadcast with professional artist Heather Cline.

Students will learn about the project that Heather is creating for The Saskatchewan Legislative Building 100th Anniversary Artist-in-Residence Program.

To have students submit their Saskatchewan symbol to be one of the 100 symbols included in Heather Cline's legacy artwork.

**Creative/Productive:** Students will create a visual symbol using basic art materials.

**Critical/Responsive:** Students will have the opportunity to ask artist Heather Cline questions during the broadcast about how she makes art and what her artwork is about.

**Cultural/Historical:** Students will learn about the use of visual symbolism in the Saskatchewan Legislative building.

### About the Artist

Heather Cline lives and works in Regina, Saskatchewan and passionately pursued making art from an early age. Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting, printmaking and new media.

Cline has participated in group exhibitions throughout North America, with solo exhibitions at the Mendel Art Gallery in Saskatoon and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residencies in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

In 2006, Cline was the writer, host and co-producer of the television series, 'Art from the Start.' She was also the writer and host for two seasons of 'Art Inclined' a program examining artists and art history, seen on SCN and Treasure HD. Currently Cline is involved in long-term multi-media project entitled 'The Office of Identity Collection'.

### Program Structure (1 hour 45 min.)

**PART 1: 45 min.** LIVE broadcast introductory session with a professional artist.

- Video - 'Tour of the Saskatchewan Legislative Building'
- Artist Bio
- Demonstration 1 - Where do art ideas come from? Creating a symbol
- Activity - Symbols are all around us!
- Presentation - History behind the symbols
- Demonstration 2 - Creating your own Symbol of Saskatchewan.

**PART 2: 60 min.** Teacher-guided hands-on workshop activities with online support from artist through Adobe Connect. Teachers and students can ask questions and consult artist via Adobe Connect during this segment at <http://connect.edonline.sk.ca/liveartsed/>.

Resources are available for use in the classroom at the LIVE Arts Education website [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com)

Students may need additional classroom time beyond the 60 minutes to complete the approximately 1-hour hands-on project.

### Curriculum Outcomes

#### Creative/Productive

- CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.
- CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects).

#### Critical/Responsive

- CR4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.

#### Cultural/Historical

- CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

## Materials and Resources

One piece of bristol board or heavier paper approximately 11" x 18" per student; one piece of large newsprint or four small pieces of lightweight paper per student; pencils; pencil crayons; markers.

### Teacher Guide for Hands-on Workshop Segment of the Broadcast

#### Brainstorming your symbol

1. Working with all students, create a brainstorm list of things that could represent Saskatchewan. Encourage students not to limit themselves to visual ideas. The list could include categories such as sports and leisure activities, commerce, nature, and students' favourite things to do in Saskatchewan.
2. Drawing on the brainstormed list, have each student identify five things that Saskatchewan means to him or her personally. The list could also include a favourite place or activity. Challenge the students to include things that are unique to living in Saskatchewan.
3. Have each student share his or her list with a partner. Each student should then pick his/her favourite idea from the list and with the help of the partner brainstorm ways to represent the idea with visual symbols. For example: My favourite thing in Saskatchewan is fishing on Candle Lake. Possible visual symbols might include: water, shape of the lake, fish on a hook, me in a boat, outline of the shape of Saskatchewan with a boat on top, etc.

#### Translating your idea into a symbolic representation of *What Saskatchewan Means to You*

1. Have the students create a quick plan for the design of their symbolic representation. The plan could be a pencil drawing or a written description. Think of the plan as setting a scene for a play. Refer to the demonstration that Heather gave during the broadcast.
2. Working on the lightweight paper, students should start sketching in pencil at least 4 possible versions of their symbol. Challenge them to think about shapes, colours and scale (refer to the broadcast demonstration). Teachers can encourage the students to add notes to the plans that cover additional details such as colour.
3. Once students have tried out a few different designs they can pick their final design and put it down on the heavier piece of paper using pencil, pencil crayon and markers. Please require the students to fill at least 2/3 of their page with the design. Creating a larger image will give students more control over the composition.
4. If students are willing to have their symbols considered for possible inclusion in Heather's project for the Legislative Building 100<sup>th</sup> Anniversary Artist-in Residence Program, take pictures of the students' symbols and send them along with the teacher's name and contact information to Heather Cline at: [hmcline@sasktel.net](mailto:hmcline@sasktel.net).

Heather will be picking 100 symbols to include in her legacy artwork at the Saskatchewan Legislative Building.