



Grade

6

Strand

Visual Art;

Drama

Curriculum

www.curriculum.gov.sk.ca

Grade 6 Performance Art: Getting in character with Heather Cline

Aim: This 1 ½ hour session will give students the opportunity to participate in a live broadcast by professional artist Heather Cline including a one-hour teacher-guided workshop activity.

Students will learn about performance art, storytelling, Heather's personal history and her experiences as an exhibiting artist.

Students will also have the opportunity to create their own performance character inspired by Heather exhibition 'The Office of Identity Collection'. There will be an opportunity for students to ask Heather questions via Adobe Connect or telephone.

Creative/Productive: Students will create a character/persona to use in a performance art piece.

Critical/Responsive: Students will brainstorm questions for artist Heather Cline in response to her live broadcast presentation.

Cultural/Historical: Students will learn about performance art and artistic process. Cline will share how she uses stories to create paintings and installation art.

About the Artist

Heather Cline works and lives 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 residences 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', Contemporary Cityscapes.

1 ½ -Hour Program Structure

PART 1: 30 min. LIVE broadcast introductory session with a professional artist:

- Introduction to 'The Office of Identity Collection'
- Demonstration 1 – creating a performance character, project 'who are the people in my neighbourhood'
- Presentation- Brief history of performance art.
- Demonstration 2 – making my character more believable.

Teachers are encouraged to send in questions from their students via Adobe Connect during the live broadcast.

PART 2: 60 min. Teacher-guided hands-on workshop activities with on-line support from artist through Adobe Connect- <http://connect.edonline.sk.ca/liveartsed/>

Teachers and students can consult artist via the Internet or telephone during this segment.
On-line resources available for use in the classroom

Outcomes: Sample Assessment

Creative/Productive:

CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

Drama CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

Critical/Responsive:

CR6.2 Investigate and identify ways that the arts can express ideas about identity.

Cultural/Historical:

CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

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

Materials and Resources

This 60 min. hands-on segment of the broadcast can take place in any location in your school. Have some theatre props/costumes on hand to help your students create their characters/personas.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Tasks: Have students select a theme for their story collection. Develop a persona (character) who can collect stories. Guide students to develop questions that address their theme. Experiment with having different character/personas.

Activity 1: Creating a performance art piece. 60 min.

1. Working as a class, brainstorm possible themes (e.g. pets, first day of school, favourite place in your home, tall tale, Saskatchewan stories). Themes may also be related to content currently being explored in other areas of study such as science, social studies, or English Language Arts.
2. Pick a theme for the class.
3. Break students into small groups. Have each group develop a question that they could ask someone related to their theme. Note that a good question would not invite a simple yes or no answer, but rather should invite someone to tell a story. For example: Theme of Pets. Question: What is the funniest thing that your pet has done? If you could have any pet, what would it be, and why?
4. Come back together as a class. Share each group's question and choose a single question for the whole class to use.
5. Working as a class, brainstorm possible characters or personas who could ask this question. For example the Pet Question could be asked by a veterinarian, an alien, or a circus ring-master.
6. Break back into small groups and assign each group one of the personas (teacher's choice).
7. Have students take turns practicing their persona with their group. The teacher may wish to supply some props and/or costumes, accessories, basic make-up to help students get into character (refer to the on-air demonstration using props). Remind students to try delivering the question in different voices, body stance, or gestures depending on their persona.
8. Depending on class size have students share their personas by:
 - presenting their question to student volunteers in front of the classroom
 - partnering with another group to present their personas and question
 - going to another classroom to present the performance art (ask other students their question in persona (character)).