



LIVE Arts Heather Cline

Design, Production & Product

Overview

This session will give students the opportunity to participate in a live broadcast by professional artist Heather Cline.

Students will learn about the history of printmaking and how this art form is related to the history of textile production and the creation of contemporary clothing. Using 'We Day' resources students will explore issues around handmade versus mass production and problems that arise from how contemporary clothing is made.

Artist Bio

HEATHER CLINE lives and works in Regina, Saskatchewan. Growing up in the Saskatoon community of Sutherland, she witnessed a small town being consumed by a city. This limbo between prairie past and prairie present continues to inform her multi-media practice.

Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting and new media, exploring narratives around place and personal history.

Cline has participated in multiple group exhibitions, with solo exhibitions at the Robert McLaughlin Gallery (Oshawa, ON), the Mendel Art Gallery (Saskatoon, SK), 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.

Visual Arts

Grade 5-6

April 18

9:30am-10:15am Broadcast

Curriculum Aims & Goals

Creative/Productive:

Students will create a personal silkscreen design and apply it to a reclaimed fabric t-shirt.

Critical/Responsive:

Students will learn about the history of printmaking and textile design.

Cultural/Historical:

Students will examine the use of printmaking as a form of personal expression through the creation of a personal logo. Students will also consider the activity of production, producing clothing in the context of recycling old clothing into a useful and unique object.

Pre-Broadcast Preparation

Watch the We Inspire Change Video- 'Visit to a Sewing Studio'-
<http://www.weday.com/we-act/living-me-to-we/?catid=living-me-to-we&slg=sewing-studio>

Ask your students to go through their clothing and pick out some old t-shirts to recycle as part of your classes art project. Cotton clothing works best with the ink.

Broadcast Program (30 min)

Artist Bio- Printmaking and personal imagery.

- Artist Demonstration 1 --Handmade versus manufactured. Personal imagery.
- Multi-media Presentation – History of Printmaking and textile printing
- Demonstration 2 – Creating a silkscreen print
- Bringing it all together, re-branding your t-shirt

Curriculum Outcomes: <http://www.curriculum.gov.sk.ca>

Creative/Productive:

CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.

CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).

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

CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

Critical/Responsive:

CR5.1 Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).

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.

Teacher Guided Hands-On Activity (30min-1 Hour)

Teacher Preparation:

The key concepts in the project are: the history of printmaking in clothing manufacturing, the waste generated by the contemporary clothing industry. Students will also be challenged to think about what it means to wear name brand clothing and create their own personal imagery in reaction to this. You may wish to have your students do some further research into the clothing industry as part of your preparation.

Activity:

Students will design a t-shirt image with two parts:

- a decorative border
- a central image (like a logo).

Note: the border and central image should be original ideas and not existing designs. Don't use, for example, the school mascot.

Each part of the 2-part design will be based on a different idea:

- one part should be about a place that each student feels reflects his or her identity
 - one part should be about each student's own characteristics, interests, or personal identity.
1. Working individually, students should create a list of images for each part of the design (border and central image). One list of images should be about a place that might represent his or her identity (e.g., an image of a hay bale or numbers in their street address). The second list of images should represent important aspects of each student's personality, interests, or identity (e.g., outline of a hockey stick, key from a piano). The image could be literal or abstract.
 2. Students will select from one list to create the central image and from the other list to create the border. Alternatively, students could create a border by integrating several of the ideas into a pattern. Remember, the border will be more effective if students use repeated shapes and forms.
 3. Have students trace the 10" hoop onto a piece of paper (or several pieces of paper) and start to develop their designs inside this circular space in pencil.

Materials:

Each student will need an old t-shirt for printing on. **They will still be able to wear the t-shirt after the project.**

Embroidery hoops for silk screen. Hoops may be purchased from places such as the Dollar Store or could be ordered online from sites such as Dick Blick <http://www.dickblick.com/1/1/25825-6-wooden-embroidery-hoop.html> (e.g., 10" hoop for \$1.49); acrylic paint or Fabric Block-printing ink; 12" square pieces of sheer fabric (old curtains work well); pot of white glue; paintbrushes or small pieces of cardboard to spread the paint inside the hoops; stiff magazines or pieces of cardboard to place inside the t-shirt when printing.

4. After students have created their designs, have them go over the patterns with a thick black marker. Students may need to adjust details in the design to accommodate the thicker line.
5. Have students stretch a piece of sheer fabric inside the embroidery hoop. Separate the two pieces of the hoop and lay the smaller hoop down. Put the fabric on top of the small hoop and then place the larger hoop around the smaller hoop. Tighten the fabric by pulling the edges. This is the student's 'screen'.
6. The embroidery hoop screen should be placed fabric side down onto the student's paper design.
7. Students should then trace the design onto the fabric using white glue applied in a thin and even line.
8. The glue should dry for a minimum of 10 minutes, until the glue is not tacky to the touch.
9. Students should prep their t-shirt by picking the placement for the design and putting a stiff magazine or cardboard inside the shirt at that spot. They should try to get the t-shirt fabric as flat as possible without stretching it out of shape.
10. Students should then place the hoop screen fabric side down on the t-shirt where they want the design.
11. Next, have students place about a tablespoon of acrylic paint on top of the hoop screen near the center of the design.
12. Spread the paint evenly over the entire image using a small piece of cardboard or paintbrush. For best results, students should push the paint **gently** through fabric of the screen.
13. Students should then lift the screen straight up and let the image dry before removing magazine or cardboard.
14. As a follow-up to the printmaking activity, at a future date have students conduct an inquiry into the work of other Saskatchewan and Canadian printmakers.