



Strand: Visual Art  
Level: Grade 4  
Content: 45 minute broadcast + hands-on activity

## LIVE Arts: Visual Art with Karlie King

During this broadcast, students will have the opportunity to learn about the artwork of Métis artist Karlie King. Karlie will speak about her experience as an artist in Saskatchewan and discuss the role of First Nations and European narratives in her art practice. The hands-on activity for students is inspired by Karlie's recent project PEST, which questions how we perceive insects and explores the role of bugs in our environment. In an easy and accessible introduction to printmaking, students will create a relief print of an insect.

Please see page 3 for **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.

### About the Artist

Karlie King completed a Bachelor of Arts Degree at the University of Regina, Saskatchewan (2003), a Master of Arts Degree (2006), and two years of a Doctoral Degree at Memorial University in St. John's, Newfoundland and Labrador. She has received a variety of grants and awards, including a Social Sciences and Humanities Research Grant (2008-2010) and Saskatchewan Arts Board Indigenous Pathways Initiative Grant (2010, 2013, 2015). Her work has been featured in numerous solo and group exhibitions including, most recently: *Walking with Our Sisters*, First Nations University of Canada, Regina (SK) (2013-14); and *Around Home*, Campbell River Art Gallery, (BC) (2013); and *An Education*, Estevan Art Gallery, Estevan (SK) (2014), and *PEST*, Haida Gwaii Gallery/Museum (BC).

### Curriculum Aims & Goals

#### **Creative/Productive:**

Students will learn how to make a relief print of an insect.

#### **Critical/Responsive:**

Students will be asked to consider which insects are considered pests and why. How is this label related to the insect's role in the environment?

#### **Cultural/Historical:**

Karlie will discuss how different worldviews, including First Nations, view the interconnectedness of different species.

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

[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).

[CR4.1](#)

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

[CH4.2](#)

Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

**Broadcast Program (45 min)**

**Artist Bio**

**Activity 1** Pair and Share: insect vs pest

**Presentation 1** Karlie's Art: PEST Project

**Activity 2** Swat the mosquito

**Presentation 2** It all depends on your worldview

**Activity 3** Jump like a grasshopper

**Presentation 3** Making a map or web

**Activity 4** Ants and the positive aspects of pests

**Artist Demonstration** Printmaking activity

**Questions/ Wrap Up**

If you are watching from a distance text questions to 306.291.7355 or email

[liveartsaskatchewan@gmail.com](mailto:liveartsaskatchewan@gmail.com) during the presentations or activities to have your questions answered on air

**Materials and resources for broadcast**

Students will need enough space to stand up and move on their spot.

## **Teacher Guided Post-Broadcast Activities**

As a follow up to the broadcast, select one or more of the following activities to continue your students' learning.

### **Research Activity**

#### **1. Review what students learned about insects during the broadcast.**

- What is a pest or a "good" insect? Are both important in the environment?
- How are First Nations worldviews different from Western worldviews when it comes to insects?

#### **2. Ask students to choose and research an insect that lives in Saskatchewan.**

*\*Students will need an image of their insect to work from, whether from a photocopy of a picture in a book or printed from the web. This image needs to fit on the Styrofoam plate.*

Using the school library, magazines or the internet, ask students to research their insect. You may ask them to simply find an image, or to do more in depth research answering the questions:

- Where does the insect live?
- What does it eat?
- Is it considered a pest? By whom and why?

Optional: Once all students have chosen an insect, create a map or web with the students like Karlie did during the broadcast. Use a chalkboard or white board. Write down the insects selected by the students as a starting point, and ask students how the insects are interconnected with each other and with the larger environment. What would happen if one of the selected species disappeared?

### **Printmaking Activity**

#### **1. Tape image to plate.**

- All students will need their image, a Styrofoam plate, and ballpoint pen for steps 1 and 2.

### **Materials/ Resources for post-broadcast activity**

Each student will need....

- 1 image of an insect (must fit on the Styrofoam plate)
- 1-2 styrofoam plates (have a few extras on hand in case)
- ballpoint pen
- sponge, brushes or small roller
- small dab of black paint (thick tempera or acrylic)
- 10 or more sheets of paper per student, any colour but black (heavy weight is better but not essential)
- rags/paper towel for clean-up

### **Optional**

- chalkboard or white board
- large bulletin board
- string/yarn/ additional paper

### **Space requirements:**

Students may work at their desks or tables. They will require some extra space (tables etc) to lay out their prints as they dry.

- Ask students to tape the image of the insect to the Styrofoam plate. *TIP: Students should use only one piece of tape at the top of the image as Karlie demonstrated during the broadcast.*

## 2. Trace image with ballpoint pen.

- Ask students to begin tracing the outline of their insect with their ballpoint pen. As they do so, the lines will transfer to the plate below. *TIP: It's best if students press lightly and retrace their lines several times rather than pressing too hard. Pressing too hard may create holes in the plate.*
- Students may flip their image up to see how the lines are transferring.
- Once the outline is complete, students may begin to add details. The level of detail can vary by student depending on their drawing speed and ability.
- Once the tracing is complete, have students remove the paper image from their plate. Now they should retrace the lines on their plate directly with their ballpoint pen. As Karlie demonstrated during the broadcast, the lines should be deep but the pen should not puncture the plate. Going over the lines several times is preferable to pressing too hard.
- Make sure all of the lines on the plate are deep or they won't show.

## 3. Make a print!

**\*For this step students will need a brush or roller or sponge, a small dab of black paint, and sheets of paper to print on. Keep some paper towel or rags handy for clean-up.**

- Ask students to load a small amount of paint on their brush/roller/sponge and drag it across their plate. *TIP: The paint should be of a thick consistency so it will sit on the surface of the plate without running into the lines created by the ballpoint pens.*
- Students should try to get an even, thin layer over the whole plate.
- If paint gets into the embossed lines of their plate, they should remove it with their ballpoint pen.
- Once the plate is covered, students will place it image/paint side down onto paper, *being careful not to slide the plate around on the paper.* They should rub gently then peel the plate off.
- Students may try to make a second print without reapplying paint, or to increase or decrease the amount of paint applied on their next print. Allow them to experiment with several combinations and see what works best.

## 4. Make a web using the prints on a bulletin board (Optional)

- After the prints have dried, ask students to select their best print.
- On a bulletin board, create/ recreate the web or map of the insects and their relationships. Strips of paper, arrows or string/yarn may be used to indicate relationships. If there are missing organisms (such as "humans" or "plants"), write their names on pieces of paper and pin them up as well.

