



Strand: Visual Art  
Level: 5<sup>th</sup> - 6<sup>th</sup> grade  
Contents: 45 minute broadcast + 45-60 minute activity guided by the teacher

## Teacher's Guide

### LIVE Arts with Danielle Raymond Ready-Send-Go!

#### Overview

Students make art at school and may have visited a museum or gallery to see works of art on display, but they can also share artwork through the mail! Mail artists exchange creative work through the postal system. This program will allow students to explore some strategies used by Danielle Raymond, a mail artist. We'll see how artists reinvent envelopes, collaborate and play with words as well as with the mail itself. Students can then prepare an artwork to mail!

See pages 3-5 for an **additional activity guided by the teacher** which can take place after the broadcast. This activity will allow students to further explore the ideas discussed during the broadcast.

#### Artist Biography

Between work, studying and volunteering, Danielle Raymond likes to create works of art using different media to express her ideas. She uses video, installation, collage, craft techniques and mail art in her projects. She graduated in 2008 from Concordia University in Montreal with a Bachelor of Fine Arts degree. She recently joined two of her interests, arts and libraries, as the instigator and co-organizer of a Wikipedia Edit-a-thon focused on women artists at the Saskatoon Public Library.

#### Program Objectives

##### Creative/Productive:

Students will create a piece of mail-art with artist, Danielle Raymond

##### Critical/Responsive:

Students will be able to identify different creative techniques in the examples presented.

##### Cultural/Historical:

By presenting several examples of postal art, Danielle will show how artists express themselves and play with postal conventions.

## **Broadcast (45 minutes)**

### **Presentation 1**

About the artist

### **Activity 1**

Brainstorm

### **Show and Tell**

Examples of mail art

### **Activity 2**

Exquisite stamps

### **Presentation 3**

A short history of mail art

### **Activity 3**

Cooperative game

### **Demonstration**

How we can use collage to make mail art.

### **Materials and resources required for the broadcast**

- a pencil and several sheets of paper for each student.

## **Curriculum Connections**

- 5CP.7(b) Collaborate with other students to plan a visual art inquiry into pop art.
- 5CP.8(a) Pose questions about pop culture and investigate the questions individually or collectively through visual art (e.g., What and who are some Canadian pop culture icons and symbols?).
- 5CH.1(a) Critically analyze and describe representations of life by artists in pop culture (e.g., rock videos, television sitcoms, movies, and advertisements).
- 6CP.11(b) Investigate how visual artists and popular media manipulate the elements of art (i.e., line, colour, texture, shape, form, and space) and principles of design (e.g., balance, rhythm, emphasis, variety, contrast, proportion/scale) to achieve intentions, and apply understanding to own work.
- 6CR.1(d) Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).
- 6CH.1(c) Use inquiry and share findings about professional artists in Saskatchewan, examining their expressions and various identities.

## **Additional Activity : Planetary Postcard** **(45-60 minutes)**

Students will create a postcard using collage and drawing.

*\* If you wish to exchange works with another class that participated in the show, send us an email and we will send you the address of another school!*

### **Preparation**

1. Gather the illustrations from which students will work. You can use the illustrations provided or choose a different theme.

<http://www.liveartsaskatchewan.com/wp-content/uploads/2016/09/5-8annéeplanètes.pdf>

2. You will need access to a photocopier to prepare the equipment. Make copies of the illustrations for students to use in their collage. Some illustrations may be more attractive than others, you can expect to need more copies of these.

3. If you have a large table, you can display the illustrations on it so that students can "shop" for the images they want to work with.

### **Activity**

1. Each student should start with a piece of black card stock. (You can work bigger then reduce with the photocopier in the final step.) Each student should prepare the surface for his collage by tracing a circle lightly with a pencil. Students can use a compass or trace the outline of a plate or other circular object. The circle will guide the student in their collage.

2. Students should then choose the illustrations they will use in their collage. They should choose a variety of different illustrations to compose a planet with an interesting and completely original surface.

3. Students will then select and cut different parts from the illustrations they have chosen. With these pieces, they will begin to create the outline of the planet by following the circle they have already prepared. Remind students that before sticking the pieces in place, they should have planned the entire circle - that is, have selected and cut the pieces that will outline the planet. It is important to connect the lines of illustrations to each other to create the illusion of

### **List of materials for the additional activity**

- photocopies of illustrations provided  
<http://www.liveartsaskatchewan.com/wp-content/uploads/2016/09/5-8annéeplanètes.pdf>
- Black card stock (approximately 8.5 x 11 inches), one piece per student
- colouring pencils
- pencils
- glue sticks
- scissors
- circle templates or circular objects that students can use to draw a circle (it could be interesting to have some different sizes of circles)
- Optional: Access to a photocopier

a continuous line.

4. With the outline completed, students will stick the artwork pieces in place. They can then work on the surface of their planet, inside the circular space they have created. Students can add textures, craters, elevations, always finding these elements in the illustrations. Students should give some consideration to the composition and ensure that different elements work together.

5. Remind students that their collage is a composition, so make sure you think carefully about your choices.

6. OPTIONAL - You can photocopy the collage on a stiff paper to make it a smooth and ready to mail. If you send your collages together in an envelope to another school, collages as such, should not pose any risk. If you mail them in postcard format, it will be better to have a smooth work. Also, if students want to keep a copy of their work, it will be possible to do so. You can use card stock to make it a stiffer postcard - normally recommended by postal services.

\* The maximum size of a postcard is 9.2 x 6.5 inches.

7. Students can finally add color to the image. They can also add lines with a black pen to add details or join lines that don't otherwise meet. On the back, the student can add the address and a stamp to send it.