

Art in Action: Colour

Teacher's Guide



Installation of the 2020 *Art in Action: Colour* exhibition.

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Guidelines for Teachers

The educational programs offered by the Kelowna Art Gallery complement our exhibitions, help develop visual literacy, and educate viewers about contemporary art practices. The Kelowna Art Gallery's Teacher's Guide has been developed to encourage students and teachers to interact with original works of art. Engaging with the information about the exhibition and suggested activities provided below will reinforce ideas generated and allow for your students to create more artistic connections within the classroom.

This guide is intended to encourage the facilitation of age appropriate critical discussions in response to the artwork. These discussions may include exchanging and generating ideas, developing opinions, listing and reflection, considering alternative viewpoints, developing vocabulary, comparing works, and questioning. Students can also consider the roles of art and artists in reflecting, sustaining, and challenging beliefs and traditions.

Through engagement with the Teacher's Guide, students will have the opportunity to strengthen their creative and critical thinking skills, visual thinking strategies and communication skills. On page 11 you will find some prompts that are effective in getting students to observe and formulate interpretations of what they see.

Program Information

For this year's 34th annual *Art in Action* exhibition, the Kelowna Art Gallery invited young artists to explore the vibrant world of colour. Middle- and high-school students throughout the Central Okanagan Region were encouraged to express themselves in a variety of mediums and explore what colour means to them. Students were asked to consider how powerful colour can be and the associations we have with it – what feelings, emotions or ideas can be conveyed based on a chosen palette. Works displayed may range from monochromatic to technicolour, warm to cool, or muted pastel to bold neon.

This exhibition reflects the creativity of over 190 young artists in our local community, showcasing a full spectrum of talent and individuality. Works include drawing, painting, sculpture, mixed media, printmaking, video, and photography. The Kelowna Art Gallery would like to thank art educators Farah Canuel and Jim Elwood for their continued dedication to help us realize this exhibition each year.

**Digital catalogue coming soon*

Exhibition Resources

Article Links

Colour Meanings

<https://99designs.ca/blog/tips/color-meanings/>

Using the Hidden Meaning of Colour in Your Art

<https://www.finearttips.com/2009/08/use-the-hidden-meaning-of-color-in-your-art/>

What colour is your name? A new synesthesia project will show you.

<https://elemental.medium.com/what-color-is-your-name-a-new-synesthesia-project-will-show-you-51bb3f0dc638>

Why do so many artists have synesthesia?

<https://www.thecut.com/2016/07/why-do-so-many-artists-have-synesthesia.html>

What is the pantone colour of the year and why is it important?

<https://visme.co/blog/pantone-color-of-the-year/>

Catalogue Links

Art in Action 2020: Colour

<https://kelownaartgallery.com/art-in-action-2020-colour/>

Art in Action 2019: Community

https://kelownaartgallery.com/wp-content/uploads/2019/05/KAG_Art_in_Action_2019_catalogue_w.pdf

Art in Action 2018:

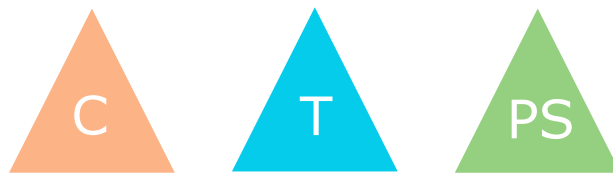
https://kelownaartgallery.com/wp-content/uploads/2018/05/KAG_Art_in_Action_2018_catalogue.pdf

Art in Action 2017: Love

https://kelownaartgallery.com/wp-content/uploads/2017/05/KAG_Art_in_Action_LOVE_catalogue.pdf

Curriculum Links and Big Ideas

The Kelowna Art Gallery's school tour program complements the renewed BC Ministry of Education's Arts Education curriculum. The curriculum is designed to enable students to explore the world through an artistic lens and to express their ideas, opinions, beliefs, and emotions. The Arts Education curriculum is founded on the artistic habits of mind – exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and expanding; all of which are lifelong and transferable knowledge and skills. The tours and hands-on art activities also focus on the arts as a means of self-expression and understanding of identity, and as a place in which to connect with artists, art processes, artwork, and arts learning in one's own community. Our tours support the notion that all students can develop artistic mindfulness in all aspects of their daily life, both during and beyond their school years. All students will create and respond to works of art using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world.



Grades K – 3

- People create art to express who they are as individuals and community.
- People connect to others and share ideas through the arts.
- Engagement in the arts creates opportunities for inquiry through purposeful play.
- Inquiry through the arts creates opportunities for risk taking.
- Creative experiences involve an interplay between explorations, inquiry, and purposeful choice.
- Exploring works of art exposes us to diverse values, knowledge, and perspectives.

Grades 4 – 7

- Engaging in creative expression and experiences expands peoples' sense of identity and belonging.
- Experiencing art is a means to develop empathy for others' perspectives and experiences.
- Dance, drama, music, and visual arts are each a unique language for creating and communicating.
- Experiencing art challenges our point of view and expands our understanding of others.
- Artists experiment in a variety of ways to discover new possibilities and perspectives

Grades 8 – 12

- Creative growth requires patience, readiness to take risks, and willingness to try new approaches.
- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.
- Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences.
- Active participation in the arts is essential to building culture, expressing, and exploring personal identity, and revealing insights into the human experience.

*This list only represents a few examples of curricular connections. We encourage you to explore the following link for more information:

- Arts Education: <https://curriculum.gov.bc.ca/curriculum/arts-education>

Pre- or Post- Visit Activity

Expressive Portraits

This activity is inspired by “colour”, the theme of this year’s *Art in Action* exhibition. Using lines and colours to convey specific feelings, students will create abstract self-portraits.

Materials:

- 12”x 18” mixed media or watercolour paper
- Scrap paper
- Waterproof black markers, such as Sharpies
- Watercolour paints
- Brushes
- Water

Instructions:

1. Have the student name different emotions and discuss which colours might represent those emotions. For example, red could represent love or perhaps anger.
2. Demonstrate how to draw different types of faces using simple shapes for facial features. Ask the students to identify what emotions they think the shapes convey.
3. As a warmup, have students use simple shapes to draw as many different emotions as they can. Curvy or round shapes could represent more positive emotions, while angular and jagged shapes could represent more negative emotions.
4. Referencing the shapes from the warmup, ask the students to draw a portrait with an emotion of their choice using the waterproof markers.
5. Ask the students to think about what colours represent the emotion they chose and add them to their portrait using watercolour paint.

Examples:



Arts Education Vocabulary

Audience: a group of people who participate in a show or encounter a work of art, literature, theatre, music, video games, or academics in any medium.

Community art: an artistic activity that is based in a community setting, characterized by interaction or dialogue with the community and often involving a professional artist collaborating with people who may not otherwise engage in the arts.

Colour theory: a body of practical guidance to color mixing and the visual effects of a specific color combination.

Colour synesthesia: a form of synesthesia (see definition below) in which an individual's perception of numerals and letters is associated with the experience of colors.

Curator: the individual who is responsible for an exhibition – including selecting and displaying works, writing labels and organizing support materials.

Exhibition: the space in which art objects (in the most general sense) meet an audience.

Form: the three-dimensional quality/qualities of an artwork.

Hue: the property of light by which the color of an object in reference to the colour spectrum.

Medium: the materials that are used to create a work of art. The plural of medium is media.

Monochromatic: containing or using only one color.

Process: the means by which art is made (e.g., painting, drawing, carving, sculpting, sewing, weaving, collage, assemblage, printmaking, photography, digital imaging).

Repetition: a principle of design in which one or more of the elements of an image appear multiple times for effect.

Shade: a color produced by a pigment or dye mixture having some black in it.

Synesthesia: the production of a sense impression relating to one sense or part of the body by stimulation of another sense or part of the body.

Symbolism: the use of objects, words, or actions to represent abstract ideas.

Technicolour: brightly, showily, or garishly coloured; vividly noticeable.

Texture: the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional design and is distinguished by its perceived visual and physical properties.

Tint: a variation of a color produced by adding white to it and characterized by a low saturation with relatively high lightness.

Tone: a tint or shade of colour.

Value: the lightness or darkness of a colour, rather than what the actual colour or hue is.

Twelve Ways Art Can Be Used in the Classroom

1. A work of art can be a story (poem, play, song) starter.
2. A work of art can be a taking-off point for research.
3. A work of art can begin a discussion about history, society, or culture.
4. A work of art can create a connection to current events, a social issue, or a political theme.
5. A work of art can be a point of comparison with other people, places, and times.
6. A work of art can inspire a calculation, scientific investigation, or technological discovery.
7. A work of art can improve skills in looking and seeing.
8. A work of art can teach us about people and perspective taking.
9. A work can be beautiful, ugly, challenging, inspiring, or confrontational. A work of art can stimulate thinking.
10. A work of art can be an inspiration to make more original works of art.
11. A work of art can be a tool for mindfulness.
12. A work of art can facilitate in communicating ideas.

If you have any questions, comments, or suggestions for our tours, activities or teacher's guides please feel free to contact Ryan Trafananko, Education Coordinator.

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