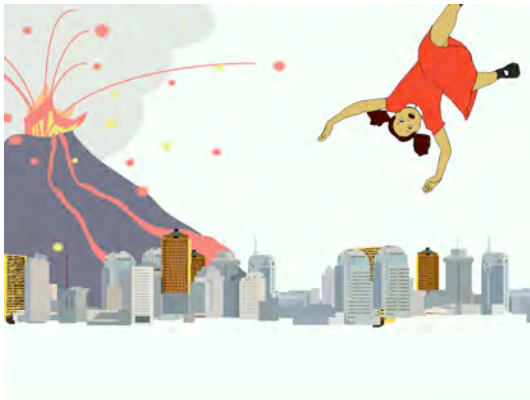




TEACHERS' GUIDE

28 May – 12 July, 2009

Diyan Achjadi: *The Further Adventures of Girl*
Barbara Zeigler: *Hidden Sites*



Diyan Achjadi, *Krakatau* (detail)
Digital Print on Paper



Barbara Zeigler, *Escape*
Digital Archival Pigment Print

Please use this guide to prepare students and parents for your trip to the Richmond Art Gallery. Discussion of the contents of this guide is encouraged to ensure your students get the most out of their Art Gallery experience.

Included is Gallery Etiquette, background information on the artists, basic concepts and processes covered on your Gallery visit, and resources for further exploration.

More images and information on our exhibitions and programs are available at: www.richmondartgallery.org

If you have any questions or comments regarding your School Art Workshop, please contact:

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Guide prepared and written by Kathy Tycholis

SCHOOL ART PROGRAM INFORMATION

Our educational programs complement the exhibitions to help develop visual literacy and educate visitors about contemporary art practices. The *RAG School Art Program* has been developed for students and teachers to experience contemporary art in person. The goal of the program is to learn about contemporary art and Art Gallery etiquette, practice art skills, and to develop visual literacy. We do this by:

- Using personal experience as a starting point to engage with art
- Learning vocabulary relevant to the visual arts
- Discussing the context of artworks to develop critical, conceptual and analytical skills
- Using real artist's materials and exhibition-related projects to inspire hands-on learning

PREPARING FOR YOUR WORKSHOP

Workshop Fee

Cost is a flat fee per class. Fee is payable on the day of your workshop at the Cultural Centre front desk.

The fee schedule for 2009 is: \$95 per Intermediate class, \$85 per Primary class, and \$75 per Pre-School/Kindergarten group.

Itinerary

The *RAG School Art Workshop* is 2 hours for Intermediate grades, 1 ½ hours for Primary grades, or 1 hour for Kindergarten/Pre-School groups.

The Gallery tour will last approximately 10-30 minutes depending on the age group, and the remainder of the workshop is spent working on a hands-on art activity.

Parking

Free parking is available at the Richmond Cultural Centre parking lot and the Minoru Arenas parking lot. If you are unable to find parking, you can park across the street at the Richmond Centre Mall for free for up to 3 hours.

Washrooms

Washrooms are located in the Cultural Centre rotunda (behind the front desk), and there is one unisex stall located in the art studio.

Photos

Please note that photography is not allowed in the Art Gallery, or in the Cultural Centre. Parents and teachers may take photos inside the Studio Art Classroom once the hands-on workshop begins.

After Your Workshop – Picking up Artworks

Most art projects take at least one day to dry, and will need to be picked up at a later date. Please discuss arrangements with the Art Instructor at your workshop.

PREPARING FOR A VISIT TO THE RAG

Students often have questions about the Richmond Art Gallery and why we do what we do. Here are some FAQ's you can discuss with your students.

WHAT IS THE RICHMOND ART GALLERY?

The Richmond Art Gallery is a **non-profit organization**, which means we are not in the business of selling art like a commercial gallery would be. Our mandate is to exhibit and collect **contemporary art**, showing art for visitor's enjoyment and learning.

WHAT IS CONTEMPORARY ART?

Contemporary art is a term used to describe **art of the present era**, often of an innovative or 'avant-garde' nature. Much contemporary art combines traditional forms (i.e. painting, sculpture), but also pushes the boundaries of common art gallery experiences or expectations. Contemporary means "of the times", so the artwork often comments on **current issues, concerns, and ideas** or is made with **new and innovative materials or techniques**.

WHERE DOES THE ART COME FROM?

The works shown in our gallery are by **local, national, and international** artists that have been made within the past 10 years. The Gallery Curator selects contemporary artworks for exhibitions that follows the Gallery Mandate. The Mandate of the Richmond Art Gallery is to mount exhibitions of interest to our local community and of importance to the larger, national and international contemporary art community.

IS THAT ARTIST STILL ALIVE?

Children often ask this question, as most of the artists they study are from art history. Unlike an art museum, which displays historical artworks, the Richmond Art Gallery only **shows works from living artists** who are currently active in their professional practice.

WHY IS THE GALLERY DIFFERENT FROM THE LAST TIME I WAS HERE?

The gallery **changes its art exhibitions every 6 weeks**. This means we can see many different artists' works throughout the year, so that there is always something new to see in the Richmond Art Gallery!

WHY IS THAT ART?

This is a common question heard in a contemporary art gallery, because the work is new and different than the usual artwork you see in art museums. Contemporary artists **respond to the world they live in**, just like artists have always done in the past. Sometimes, we cannot immediately understand what the artist is trying to communicate because we have not explored the subject in that way before. Yet this is what makes art so exciting, it opens up our eyes and mind to new images and ideas!

The best way to learn and enjoy your art gallery experience is to slow down, relax, and be open to ideas. Ask "what do I see?" or "what do I think is happening here?" while looking at an artwork. Look for clues to discover what an artist is trying to say or do. If you need more information, ask. Most importantly, **be curious** and have fun exploring contemporary art!

ART GALLERY ETTIQUETTE – STUDENTS AND PARENTS

Please remind students that appropriate behaviour is expected in the Gallery. Each artwork is an original piece of art that it is our job to display AND protect. It is important for **all** visitors to remember these rules of the Gallery:

- **No touching!** Please stay at least 12 inches away from the artwork. This includes works on the walls and any sculptural works on the floor.
- **No running in the Gallery.** Please be respectful of the Gallery space and very careful around the artworks. Most artworks are very fragile.
- **No yelling.** The Gallery is a public space, please keep voices low in respect of others who work in and visit the Gallery.
- **No food or drink** is permitted in the Gallery.

The Richmond Art Gallery is a small gallery that does not require extra chaperones with teachers. Parents may join the tour and workshop, however, **please note there is limited space in the art classroom.** We recommend that parents only accompany students on the tour, or just one or two parents join students in the workshop. To ensure that everyone enjoys their Art Gallery experience, please read through the following requests for Chaperones.

- **No photography in the Gallery please. Artwork is copyrighted** by the artist and may not be photographed. Photos are permitted in the art classroom only.
- **Please leave younger siblings at home.** Siblings can distract our attention, as well as disrupt students' concentration.
- **Please turn off your cell phone.** A ringing phone or a phone conversation is very distracting during the tour and workshop demonstration.
- **Be a Role Model.** It is important for the children to see you paying attention when the Classroom Teacher and Art Instructor are talking. Modeling good behaviour by listening to and following the Gallery Rules promotes the students to do the same.
- **Focus on the students.** Avoid the temptation to socialize with other parents/chaperones or to discuss your student's progress with the Teacher. Background conversations during the tour and workshop are very distracting. As a chaperone, your role is to stay focused on the students and keep them engaged with the activities at hand.
- **Artist at work – please do not disturb.** Art is a learning process, with no 'right' or 'wrong' way to create. The hands-on workshop is designed to encourage exploration of new ideas, materials, and techniques. Please allow this process to flourish by allowing students make their own creative decisions.

Thank you for all your help in making the students' Richmond Art Gallery experience a fun and educational time for everyone!

PRE-VISIT DISCUSSION: WHAT YOU WILL SEE

As ecological disasters strike artists respond by creating works that draw attention to and frame these events. In the current exhibitions, the artists are shifting the importance of eco-consciousness from a global to a personal level by creating work that relates to environmental responsibilities.

The Further Adventures of Girl by Vancouver-based artist Diyan Achjadi are the latest works in an ongoing series of digital prints and animations using a cartoon-character “The Girl” as the single protagonist. These large works draw the viewer in with brightly coloured images of little girls at play, referencing elements from storybooks, ‘Dick and Jane’ books, Japanese manga, do-it-yourself guides, and government issued propaganda. While “The Girl” is cute and her surroundings appeal with their bright pink tones in an imaginary landscape, they also camouflage an underlying ferociousness or military presence. The little girl is thrown into environmental disasters, military procedures, and other events one might normally see on the evening news. Whether The Girl is the victim, the hero, or the enemy is not made clear, she acts as both “us” and “them”. Seen as a series, Achjadi’s works point out how horrific world events are often presented as entertainment in the mass media, while militarism and violence are regularly glorified in children’s toys, games and cartoons.

Hidden Sights by Richmond-based artist Barbara Zeigler links two sites in British Columbia that have a big impact on our way of life in BC, although most people may never visit them in person. For the video installation in her exhibition, Zeigler condenses a five-hour long journey of a garbage truck travelling from Vancouver to the Cache Creek Sanitary Landfill. This route parallels that of the major Fraser River salmon migrations, north to the Thompson River and smaller tributaries beyond. The dumping site in Cache Creek receives nearly 500,000 tonnes of garbage per year, and will soon reach capacity in 2011. Concerns over leaking chemicals from the landfill into nearby rivers and private wells are very worrying, as this negatively impacts local drinking water and the fate of all the nearby salmon, as well as all the other wild animals that rely on the salmon.

The photograph series in this exhibition depict various stages of the salmon life cycle, in particular young salmon infected with sea lice, as well as documenting the Broughton Archipelago site. The Broughton Archipelago is a cluster of islands off the main coast of BC, across from Telegraph Cove on Northern Vancouver Island. This is an area of concentrated Atlantic salmon fish farming, employing open nets that are raising millions of adult salmon. Environmental concerns about fish farms come from the introduction of such large numbers of exotic species into local waters, which alter the sea louse ecology, cause fluctuations in water temperature, contribute to human over-fishing, and can ultimately threaten biodiversity and the life cycle of native BC salmon populations.

For discussion and consideration:

What types of events do you usually see take place in cartoons you have watched? What are some ways cartoons differ from other shows on television or in movies?

What do you know about the salmon life cycle? How do you think pollution or fish farms effect the salmon life cycle in BC? How do you think the loss of BC salmon would impact your life?

IN THE GALLERY : WHAT YOU WILL DO

All tours and workshops are adapted for the grade level of your students.

TOUR:

As students are led through the exhibit, we will discuss the artists and their particular style of working. We will also look at the exhibition as a whole and how the artists' works relate to one another.

The tour will focus on:

- Introducing students to the various art materials and techniques the artists used.
- Encouraging students to think about subject matter and inspiration for creating art, and the ways artists express an idea or issue.
- Introducing the basics of developing visual literacy (colour, composition, etc.).
- Discussing how the artworks involve the audience either through interaction or by encouraging exploration of meaning.

EXHIBITION-BASED WORKSHOPS:

Primary Grades: Human in the Landscape

Students will learn the basics of landscape drawing and using foreground, middle-ground and background. After drawing a landscape in oil pastel, people, animals, buildings or objects will be added within this space while considering scale and perspective. Drawings will then be painted over with tempera paints for a completed work using oil resist techniques.

Learning Objectives:

- Drawing Skills: Using simple shapes to develop more complex images.
- Learning about overlapping and layering.
- Learning how to create the appearance of 3-dimensional space on a 2-dimensional surface.

Intermediate Grades : Watercolour Paintings

Students will draw inspiration from both artists in the gallery to sketch images of salmon, landscapes, and people in preparation for their paintings. Upon completion, students use this sketch to develop a painting onto watercolour paper. Various watercolour techniques will be demonstrated so that students may experiment with this medium and try new ways of creating painted effects.

Learning Objectives:

- Drawing from observation and from imagination.
- Basic watercolour techniques (mixing colours, layering colours, washes, etc).
- Colour theory; using and mixing paints for various affects.

PRE OR POST VISIT ACTIVITY – ARTISTS SPEAK OUT

BIG IDEA: How do artists respond to the world around them? How do they use their artwork to express ideas or concerns about political or social issues? How do artists use symbols or words to convey political or social beliefs? How does the meaning and impact of an artwork change when it is made public? How does the media use visual symbols and images to sell an idea, product or political belief?

SUMMARY:

Most artists use a visual language or **symbols** to represent their ideas, and many artists make work that communicates their thoughts and feelings about issues that are important to them. Achjadi and Zeigler both use events they see/read about in the news, or personal experiences they have had as the starting point of their art. After viewing works by these two artists, students will identify visual symbols they can use to depict an issue or event that is of importance to them, or an idea they want to “sell”.

PROCEDURE:

Visual journal - Ask the students to use their journals for this project, or create a new visual journal. This is to organize and record research notes, brainstorming ideas, and reflections. For younger students, these notes/ideas can be recorded by the teacher on the board or large paper for the whole classroom.

Class discussion - Review the works viewed at the Richmond Art Gallery, and go over the ‘big idea’ questions above. Students create a page in their journals listing all the symbols they can think of, or this can be done as a class brainstorm session. (start off with simple things such as a heart=love, dove=peace, etc.) Colours are also symbols, and a list of colours with related symbols or feelings can be added to the list. Also consider symbols used by advertising media, what sort of images are used to sell or convince the audience of a specific point of view?

Select an Event or Issue – What issue or event is of importance to you? How would you depict this as an artwork? Older students begin to research this event/issue online or in the library to find out as much as they can, or use assignments from a unit plan the students have just completed. Students can also consider the idea of “propaganda”, used by governments or mass media to sell their ideas, and perhaps use some of these same visual techniques to create their own “propaganda” image.

Activity – Using the list of symbols and research into an issue as their reference material, students formulate an artwork that uses visual symbols and colours to express an idea. This activity may be done with any art materials. Students may choose their own materials to reflect the issue they selected, the teacher may select appropriate materials/techniques, or this may be a page in their visual journal. Some suggestions for materials/projects: drawing with felts and pencil crayons to develop a comic strip; oil pastel drawings for a poster; mixed-media collage with newspaper articles and drawing combined; or sculptures made of recycled materials.

CONCLUSION:

Discuss the issue or event that students selected. Do the symbols and colours they used help express their ideas or opinions? What other ways could they express their ideas? Would the meaning or impact of the statement the artist is making change if this artwork was seen by different audiences? Would the meaning change if this artwork was an advertisement?

FOR FURTHER EXPLORATION

Web Resources:

Diyan Achjadi

<http://diyandiyan.wordpress.com>

Barbara Zeigler

<http://www.bzeigler.com>

Calling From the Coast

Videos and information regarding BC's wild life

<http://www.callingfromthecoast.com/video-test-page/the-latest-film-dear-marine-harvest>

Fisheries and Oceans Canada

<http://www.dfo-mpo.gc.ca/index-eng.htm>

Raincoast Conservation Foundation

<http://www.raincoast.org>

Citizens group focused on protecting marine environment

<http://www.georgiastrait.org>

Salmon Farming and First Nations

<http://www.livingoceans.org/programs/fishfarms/first-nations.html>

Sea Lice

<http://www.callingfromthecoast.com/video-test-page/fraser-sockeye-lice-infestation>

Where and when to see salmon

http://www-heb.pac.dfo-mpo.gc.ca/publications/when-where_salmon_e.htm#adams

Salmon journey

<http://www.oneworldjourneys.com/expeditions/salmon>

Waste to energy

<http://en.wikipedia.org/wiki/Waste-to-energy>

Cache Creek Landfill

http://www.ctvbc.ctv.ca/servlet/an/local/CTVNews/20090320/BC_cache_creek_dump_090320/20090320/?hub=BritishColumbiaHome

Atlantic Salmon in BC

http://www.davidsuzuki.org/files/Super_Un_natural.pdf

Salmon farmers

http://www.salmonfarmers.org/show_topic.php?id=97

JOIN US AT THE Richmond Art Gallery FOR THESE UPCOMING EVENTS:

Exhibition Opening Reception:

A chance to meet the artists and preview the exhibition. Everyone welcome.

Thursday, May 28

7:00 – 9:00 pm

Artist Talk:

Diyan Achjadi and Barbara Zeigler talk about their works and give a tour of the exhibition. All ages welcome.

Saturday, June 13

2:00 – 3:00 pm

Artist Trading Cards Trading Sessions – FREE Drop-in:

Join us for a fun session of trading Artist Trading Cards (ATCs). ATCs are individual artworks measuring 2.5" x 3.5" in size, and can be made out of any material imaginable. These cards are made to trade, encouraging the social aspect of art as the sharing of ideas. Bring your pre-made ATCs and join in the trading action!

3rd Wednesday of every month

June 17, July 15

6:00 – 7:30pm

Family Sundays – FREE Drop-in:

The fourth Sunday of every month is a FREE drop-in session for children and families to make an exhibition-related artwork. All supplies provided. Volunteer Richmond Secondary students are on hand to assist you and your family.

4th Sunday of every month

June 28, July 26

1:00 – 4:00 pm