

## Community Art Education – Unit Plan

### Creative Journeys

Art Educator	Teresa McKenna	MEQ COMPETENCIES	
Location	[REDACTED]	COMPETENCY #1 “CREATES PERSONAL IMAGES”	X
		COMPETENCY #2 “CREATES MEDIA IMAGES”	X
Population	(High functioning) seniors 55+	COMPETENCY #3 “APPRECIATES WORKS OF ART”	X
Session	Weekly, [REDACTED]		
Notes	This unit plan was created in conjunction with the seniors as they expressed a strong desire to learn the basic techniques of a variety of artistic media. Only local and living artists and artists that demonstrate mastery in their media will be introduced in order to encourage the participants to see themselves as artists.		
RATIONALE			
Objectives	<p>The focus of the art activities is to move away from the standard art making and introduce a variety of new media to the learners. The group will engage with journeying through a creative-based process in order to acquire basic skills in new mediums such as fibres and plexiglass, and to learn new ways of working with familiar media such as acrylic paint.</p> <p>We will begin with reinventing the typical landscape painting by introducing fibres enhanced by water color. Using heavy water color paper as a base the</p>		

<sup>1</sup> The idea of a “disconnection between artist and canvas” is a personal opinion whereby my preference is to use the finger senses to create art rather than employ formal tools such as paint brushes. This often permits the artist to feel more connected to the artwork and invested emotionally in the creative process.

	<p>participants will explore color mixing and hand sewing fabric to create a fictional landscape that explores fantasy and memory.                  We will then discover the art of stain glass using plexiglass, glue and acrylic paint. The theme of this activity will focus on creating a scene based on imagination. Tracing paper will allow the participant to plan out the scene before applying the colored glue to the plexiglass.                  Finally, we will explore abstract expressionist painting using acrylic paint using the finger sensory. The objective of this activity is to engage the participant fully to the painting rather than using a formal tool that creates a disconnection between artist and canvas<sup>1</sup>. This activity engages the participants by allowing them to journey into their creativity by reflecting on their inner-self and expressing their artist-self.</p>																												
<p>Activities</p>	<ol style="list-style-type: none"> <li>1. Fantasy Landscape: Incorporates multimedia techniques and new media encouraging the participants to explore their creativity.</li> <li>2. Faux Stained Glass: Incorporates new media to an old artistic form and encourages the participant to create through imagination.</li> <li>3. Abstract Finger Paint: Incorporates a familiar medium using a new technique (finger sensory painting) that engages the participant creatively and emotionally.</li> </ol>																												
<p>Materials</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">8 sets water color paints</td> <td style="width: 33%;">16 sheets of plexiglass</td> <td style="width: 33%;">16 canvas boards 11 x 17 inches</td> </tr> <tr> <td>16 x water color brushes</td> <td>11 x 17 inches</td> <td></td> </tr> <tr> <td>8 x water containers</td> <td>8 bottles elmers white glue</td> <td>Acrylic paint in assorted colors</td> </tr> <tr> <td>16 sheets water color paper 8 x 11 inches</td> <td>8 bottles elmers clear glue</td> <td>16 sponges</td> </tr> <tr> <td>Assorted fabric (different colors/textures)</td> <td>16 paint palettes</td> <td>Water</td> </tr> <tr> <td>16 x needles &amp; thread in assorted colors</td> <td>Acrylic paint in assorted colors</td> <td>Paper towels</td> </tr> <tr> <td></td> <td>Tracing paper cut into 11 x 17 inch sheets</td> <td>Plastic sheets to cover tables</td> </tr> <tr> <td></td> <td>16 pencils</td> <td></td> </tr> <tr> <td></td> <td>Toothpicks</td> <td></td> </tr> </table>	8 sets water color paints	16 sheets of plexiglass	16 canvas boards 11 x 17 inches	16 x water color brushes	11 x 17 inches		8 x water containers	8 bottles elmers white glue	Acrylic paint in assorted colors	16 sheets water color paper 8 x 11 inches	8 bottles elmers clear glue	16 sponges	Assorted fabric (different colors/textures)	16 paint palettes	Water	16 x needles & thread in assorted colors	Acrylic paint in assorted colors	Paper towels		Tracing paper cut into 11 x 17 inch sheets	Plastic sheets to cover tables		16 pencils			Toothpicks		
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<p>Equipment</p>	<p>Computer                  Projector                  Speakers for music                  Jazz radio website                  Keynote presentations                  Tea and snacks (snacks provided by Anita Sinner purchased by art educator prior to the start of each class. Tea, cups and napkins have been purchased by art educators and supplied each class.)</p>																												

Fantasy Landscape: Journeying through fantasy and memory		TIME
Objectives	<p>The participants will experiment with multimedia: water color and fibres. They will learn basic water color techniques such as mixing, control of the medium, and how to blend water color with another material (fabric). They will improve fine motor skills through basic hand sewing techniques to attach the fabric to the water color paper to create layers, texture, and develop a landscape. The participant will be asked to draw on their memory of a place and/or imagine a landscape that they would feel comfortable inhabiting (this can be realistic or fantasy, the use of the imagination is strongly encouraged).</p>	
Materials	<p>8 sets water color paints            16 x water color brushes            8 x water containers            16 sheets water color paper 8 x 11 inches            Painters tape            Assorted fabric (different colors/textures)            16 x needles &amp; thread in assorted colors            Newsprint paper            Pencils            Scissors</p>	
Equipment	<p>Computer            Projector            Speakers for music            Jazz radio website            Keynote presentations            Tea and snacks (snacks provided by Anita Sinner purchased by art educator prior to the start of each class. Tea, cups and napkins have been purchased by art educators and supplied each class.)</p>	
Motivation	<p>Art Educator will begin by asking the participants to consider “landscape art”.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>- What comes to mind when we think about landscape art work?</li> <li>- What types of materials can be used to make landscape art?</li> <li>- What does landscape art work provoke us to see?</li> </ul> <p>Art Educator will introduce Judy Hartman, fibres artist, using keynote presentation.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>- How does Judy’s art work make them (the participants) feel?</li> <li>- What preconceived notions of landscape art have been challenged through Judy’s art work?</li> </ul>	25 minutes

	<p>Art Educator will pass around newsprint paper and pencils. Participants will be invited to close their eyes and the Art Educator will lead the group in creative visualization while soft music is played in the background. <i>“Imagine you are being transported to a safe and special place. A place where your creativity flows freely. Think about whether this place is rural or urban. What is the temperature like? What is the season? Is there a body of water nearby? Is it quiet or is there a continuous hum of activity? Are there clouds in the sky or is it a clear day? Is it daytime or night time? Look around and see the colors. What can you smell or touch? When you are ready to return, open your eyes.”</i> Participants will be asked to quietly contemplate what they visualized and make a rough copy of their visualization to reference during their art making.</p>	
<p>Media Exploration</p>	<p>The Art Educator will invite participants to approach the round table for an introduction to basic water color techniques: blending color and controlling the water color. The Art Educator will then demonstrate basic hand sewing techniques (threading a needle, knotting, quick stitch (running stitch) will be demonstrated) for applying the fabric to the landscape. Safety procedures will be reviewed for working with needle and thread.</p>	<p>15 minutes</p>
<p>Art Making</p>	<p>Participants will work from their imagination in order to create their landscapes. In order to rouse their imagination a visualization technique will be lead by the art educator (see motivation section). During the art making participants will be encouraged to recollect upon their journey into their imagination.</p>	<p>1 hour 30 minutes</p>
<p>Procedure</p>	<ol style="list-style-type: none"> <li>1. Prior to the start of the class the art educator will need to set up the materials table. Water color paper, water colors, paint brushes, containers for water and painters tape should be laid out for the participants. All remaining materials may be kept to the side for the art educator to access for the second part of the class.</li> <li>2. Art Educator will open with general discussion about landscape art.</li> <li>3. Art Educator will introduce the artist, Judy Hartman with keynote presentation.</li> <li>4. Art Educator will lead participants in a visualization exercise (see motivation).</li> <li>5. Participants will be asked do a quick rough sketch of their visualization.</li> <li>6. Participants will be invited to the round table for a demonstration on water color techniques and hand sewing techniques.</li> <li>7. Participants will then be invited to the materials table where they will find water color paper, water color palettes, brushes,</li> </ol>	

	<p>containers for water. They will need to take materials back to their seats and begin their art making.</p> <ol style="list-style-type: none"> <li>8. Art Educator will choose an online radio station while participants choose their materials.</li> <li>9. Participants will use painter tape to tape their water color paper to the table (this will create the border; they may trace a faint line as a guide).</li> <li>10. Art Educator will then bring out fabric bins, scissors, needles and thread and place the materials on the table while participants are working with the water colors.</li> <li>11. Participants will be invited to return the water color palettes, brushes and containers and take a break in order to allow the water color to dry (15 minutes).</li> <li>12. Art Educator will put away water color materials during break.</li> <li>13. When participants return from the break they will be invited to the materials table once again to choose fabrics for their landscape. They will need to take a pair of scissors, needle and thread as well.</li> <li>14. Participants will continue to work on their landscapes. The art educator will move around the room engaging in small group discussions (see Response to Art).</li> <li>15. Art Educator will let the participants know when there is 30 minutes left. At the 15 minute mark the art educator will invite participants to begin finishing up their works and to return unused/scrap fabric to the bin on the material table as well as the scissors, needles &amp; threads, and pencils.</li> <li>16. Participants will be asked to display their art work on the table and to circulate the tables to view the other art works. During this time the art educator will return materials to the materials closet.</li> </ol>	
<p>Response to Art</p>	<p>The art educator will move around the room, interacting with each participant throughout the art making.</p> <p>Questions to incite conversation:</p> <ul style="list-style-type: none"> <li>- "Tell me about this place/journey"</li> <li>- "Can you see another artists style reflected in your own work? If so, who?"</li> </ul>	
<p>Clean up</p>	<p>Participants will be encouraged to return unused materials to the table and keep their work area clean.</p> <p>Water color materials will be returned before the break. The art educator will return them to the supply closet.</p> <p>Fabric, scissors, needle &amp; thread will be returned to the material table at the end of the art making. While participants are viewing their peers art work the art educator will return the materials to the supply closet.</p>	<p>5 minutes</p>
<p>Closure</p>	<p>At the end of this art making activity the participants will be able to employ basic water color and sewing techniques in order to create</p>	<p>15 minutes</p>

	<p>an art work. The participants will be exposed to a living artist who has mastered their media. The participants will be able to relate their art work to another artist.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>- Did the participants enjoy working with multimedia in order to create their landscapes?</li> <li>- If they could choose other materials to work with or include in this art making activity what would they be?</li> <li>- Were they comfortable with the visualization exercise and did this help them in their art making experience?</li> </ul>	
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(Figure 1, Teresa McKenna, Landscape application, fibres and sewing, 2014)

<b>Faux stained Glass: Journeying through the imagination</b>		<b>TIME</b>
<b>Objectives</b>	<p>The participants will learn about the origins and evolution of stained glass from antiquity to current day. The participants will be asked to journey into their imagination to create a faux stained glass further developing their artistic identity. Emphasis will be placed on refining the participants' fine motor skills and attention to detail to create an intricate piece of art work.</p>	
<b>Materials</b>	<p>16 sheets of plexiglass 11 x 17 inches                      16 sets of Americana acrylic for glass paint                      Tracing paper cut into 11 x 17 inch sheets                      16 pencils</p>	

	<p>Toothpicks              8 containers with a little water              Paper towels</p>	
Equipment	<p>Computer              Projector              Speakers for music              Jazz radio website              Keynote presentations              Tea and snacks (snacks provided by Anita Sinner purchased by art educator prior to the start of each class. Tea, cups and napkins have been purchased by art educators and supplied each class.)</p>	
Motivation	<p>Art Educator will begin by opening up a discussion about the origins of stained glass from antiquity to current day (see keynote presentation).              Discussion points:              - What purpose does stained glass serve as an art form?              - What scenes come to mind when we think about this art form?              The elements of stained glass will be looked at: framing, soldering, lead came/copper foil, colored glass.              Art Educator will show the art work of Tom Fruin  <a href="http://www.tomfruin.com/">http://www.tomfruin.com/</a>              Discussion points:              - How is the artist pushing the elements of stained glass art?              - Accessibility / inclusion: low art vs. high art. The use of found/recycled materials.</p>	20 minutes
Media Exploration	<p>Art Educator will invite the participants to the round table to introduce and demonstrate the materials.              - Original design will be drawn onto tracing paper.              - Plexiglass will be placed on top of tracing paper and taped to the edge of the plexiglass so not to move the image.              - Using black glue the framing and lead came will be created by tracing the image from the tracing paper using the black glue.              - Paint bubbles can be popped using toothpicks.              - Using a paint brush the faux stained glass will be painted in.</p>	10 minutes
Art Making	<p>Participants will be encouraged to work from their imagination however they may draw from some of the visual aids provided for inspiration. Participants will be encouraged to think about how light will interact with their faux stained glass art in order to choose appropriate colors to create contrast and shadow.</p>	1 hour 30 minutes
Procedure	<p>1. Prior to the start of the class the art educator will need to gather the materials. For the first part the plexiglass, tracing paper and pencils will be needed and should be placed on the materials table. The remaining materials may be gathered and set aside for later use. The black glue will need to be made by</p>	

- adding black acrylic paint to the white glue bottles.
2. Art Educator will open with a discussion about the origins and evolution of stained glass art work using keynote presentation.
3. Art Educator will introduce the artist, Tom Fruin and will show his work via the artists website <http://www.tomfruin.com/>
4. Participants will be invited to the round table for a demonstration on how to create faux stained glass.
5. Participants will then be invited to the materials table where they will find the acrylic for glass paint, plexiglass, toothpicks, tape, tracing paper and pencils.
6. Art Educator will choose an online radio station while participants begin setting up their area.
7. Participants will begin by drawing out their faux stained glass image on the tracing paper.
8. The participants will then tape the tracing paper to the back of the plexiglass.
9. The participants will begin tracing their image onto the plexiglass using the black glue. They will pop any air bubbles using toothpicks.
10. Once the participants have completed copying their image to the plexiglass they will be invited to return the glue to the materials table.
11. The participants will be asked to consider the color combinations that they will use to create the faux stained glass and make note of this decisions on a separate sheet of paper.
12. A 15 minute break will be taken once all participants have completed the first component to allow time for the black glue to dry.
13. When participants return from the break they will be invited to the materials table once again to choose from an assortment of acrylic paint. They will need to take a paint palette, paint brush and toothpicks back to their seats.
14. The participants will mix the acrylic paint with the clear glue to achieve the appropriate colors in the paint palettes for their art work. They will mix the colors using the toothpicks.
15. Using the paintbrush the participants will add the colored clear glue to the plexiglass creating the “stained glass” element of their art work.
16. The Art Educator will distribute small containers with water and paper towel to dry the paint brush so the participants don’t mix the colors.
17. Participants will continue to work on their faux stained glass. The art educator will move around the room engaging in small group discussions (see Response to Art).
18. Art Educator will let the participants know when there is 30 minutes left. At the 15 minute mark the art educator will invite



	<p>participants to begin finishing up their works and returning the materials to the table at the front of the room.</p> <p>19. Art Educator will provide a white sheet of paper so that the participants can place it beneath their art work (as it may not be completely dry) for the closure.</p>	
Response to Art	<p>The art educator will move around the room, interacting with each participant throughout the art making.</p> <p>Questions to incite conversation:</p> <ul style="list-style-type: none"> <li>- “Which period of stained glass were they most inspired by? Why?”</li> <li>- “Consider the art work of Tom Fruin, what other materials could we work with to achieve the same concept?”</li> </ul>	
Clean up	<p>Materials will be put away throughout the art making process. Any stray materials the participants have used will be their responsibility to put away.</p>	5 minutes
Closure	<p>Participants will be asked to circle the room to view the art work of their peers being careful not to touch the art works as they may not be completely dry. When they arrive back at their art work they will be asked to move one space to the right and stand in front of the art work of their peer. They will be given a moment to come up with one or two words to describe the art work of their peer. They will then tell their peer (one at a time) the word(s) they chose to critique the art work and why.</p>	20 minutes



(Figure 2, Tom Fruin, Kolonihavehus, 2010, steel, paint, found plexiglass, 12 x 12 x 14 feet)

<b>Abstract Finger Paint: Journeying through creative expression</b>		<b>TIME</b>
Objectives	<p>The participants will learn about using alternative methods to create art. The participants will utilize their fingers, touch sensory, to create a unique piece of art work that symbolizes their journey through their creativity. Emphasis will be placed on color and movement to convey the participants’ emotions during the creative process. This activity is more about gestural painting and literally connecting oneself to the art work than it is about realism.</p>	

Materials	<p>16 canvas boards 9 x 12 inches          Acrylic paint in assorted colors          16 sponges          Water          Paper towels          Plastic sheets to cover tables</p>	
Equipment	<p>Computer          Projector          Speakers for music          Jazz radio website          Keynote presentations          Tea and snacks (snacks provided by Anita Sinner purchased by art educator prior to the start of each class. Tea, cups and napkins have been purchased by art educators and supplied each class.)</p>	
Motivation	<p>The art educator will begin with a keynote presentation on Stephanie Eichelberger and Iris Scott and show the YouTube videos which demonstrate the artist's technique.  <a href="https://www.youtube.com/watch?v=1dDSk_c9eYA">https://www.youtube.com/watch?v=1dDSk_c9eYA</a>  <a href="https://www.youtube.com/watch?v=0C1rPBaMBt8#t=112">https://www.youtube.com/watch?v=0C1rPBaMBt8#t=112</a>  <a href="https://www.youtube.com/watch?v=iZY0AZOFyDM#t=56">https://www.youtube.com/watch?v=iZY0AZOFyDM#t=56</a></p>	20 minutes
Media Exploration	<p>The participants will be invited to the round table at the front of the room for a demonstration of the materials. The art educator will begin by putting a dab of paint on to the canvas and moving it around. The art educator will continue to build off the first dab of paint emphasizing emotion and feeling. The art educator will explain to the participants that the art making is more about exploring one's creative imagination and mark making rather than perfecting a technique. The participants will be encouraged to use their bare hands however latex gloves will be offered for those who do not wish to work directly with the paint.</p>	10 minutes
Art Making	<p>The participants will be encouraged to explore their emotions, feelings and allow their creative energy to flow freely from their fingers through the paint on to the canvas. Music will help inspire the participants art making.</p>	
Procedure	<ol style="list-style-type: none"> <li>1. Prior to the class the art educator will be required to set up all materials on a table that is easily accessible to the participants.</li> <li>2. Art Educator will begin with the keynote presentation on Stephanie Eichelberger.              Art Educator will play the YouTube video for the participants  <a href="https://www.youtube.com/watch?v=1dDSk_c9eYA">https://www.youtube.com/watch?v=1dDSk_c9eYA</a>  <a href="https://www.youtube.com/watch?v=0C1rPBaMBt8#t=112">https://www.youtube.com/watch?v=0C1rPBaMBt8#t=112</a>  <a href="https://www.youtube.com/watch?v=iZY0AZOFyDM#t=56">https://www.youtube.com/watch?v=iZY0AZOFyDM#t=56</a></li> <li>3. The art educator will give a short demonstration on the application of the paint and how to keep the work area clean.</li> <li>4. The participants will be invited to set up the tables with the plastic covers.</li> </ol>	1 hour 15 minutes

	<ol style="list-style-type: none"> <li>5. The participants will then gather their materials from the materials table: canvas, acrylic paint, sponges, paper towels, (paint palettes will be made available if the participant wants one).</li> <li>6. The art educator will set up the music from an online streaming site to engage the participants.</li> <li>7. The participants will be able to journey through their creative energy uninterrupted and may take a break when they feel it necessary.</li> <li>8. Participants will be advised at the last 15 minutes that they must think about finishing their artistic journey.</li> <li>9. For those that are finished they may begin the clean up.</li> <li>10. The art educator will distribute a sheet of newsprint and pencil for each participant to place next to their painting for the closure activity.</li> </ol>	
<p>Response to Art</p>	<p>In order to not interrupt the creative process the art educator will not actively engage in conversation during the art making. Rather, the art educator will illicit thoughts and emotions through offering contemplative questions or suggestions at the 20 minute mark:</p> <ul style="list-style-type: none"> <li>- Is your creative journey coming across in your art making? Has it changed since you made the first mark?</li> <li>- Have you influenced your art making or is your art making influencing you?</li> <li>- What journey are you on as an artist? Is this journey just beginning, are you at the climax of your journey, or are you closing out this period and leading to another journey in your art making?</li> </ul>	
<p>Clean up</p>	<p>At the remaining 15 minutes the art educator will begin putting away the unused materials. Participants will need to wash their hands, clean the sponges and water containers and return the materials to the table at the front of the room.</p>	<p>15 minutes</p>
<p>Closure</p>	<p>The participants will visit each of their peers' art works and silently contemplate for 1 minute the emotion that the artist (participant) was trying to convey in their art work. They will write down one word and then fold the paper to cover their response so that the next person will not be influenced by the others responses. Once they have visited each others works they will return to theirs to read the responses they received.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>- Do the responses from your peers accurately describe the emotion/journey you experienced in your art making?</li> <li>- What would you add or remove from those responses?</li> <li>- Did you feel connected to the art making experience?</li> <li>- Would you actively pursue or do you participate in self meditation as part of your creative process?</li> <li>- How do you initiate your creativity?</li> </ul>	<p>30 minutes</p>

<b>BIBLIOGRAPHY / RESOURCES</b>
Hartman, Judy <a href="http://judyhartman.blogspot.ca/search?updated-min=2014-01-01T00:00:00%2005:00&amp;updated-max=2015-01-01T00:00:00-05:00&amp;max-results=50">http://judyhartman.blogspot.ca/search?updated-min=2014-01-01T00:00:00 05:00&amp;updated-max=2015-01-01T00:00:00-05:00&amp;max-results=50</a>
Fruin, Tom <a href="http://www.tomfruin.com/">http://www.tomfruin.com/</a>
The Stained Glass Museum - Brief History of Stained Glass (The Stained Glass Museum - Brief History of Stained Glass) <a href="http://stainedglassmuseum.com/briefhistory.html">http://stainedglassmuseum.com/briefhistory.html</a>
Abstract Acrylic Finger Painting: This Is When Our Hearts Collide (YouTube) <a href="https://www.youtube.com/watch?v=1dDSk_c9eYA">https://www.youtube.com/watch?v=1dDSk_c9eYA</a>
Dreams Create Reality   Art and Design by Stephanie Eichelberger (Dreams Create Reality) <a href="http://www.dreamscreatereality.com/">http://www.dreamscreatereality.com/</a>