



London **Arts** Council

## **AECE – Arts Education Classroom Experience 2021-22**



Funded by the Ontario Arts Council and the London arts Council



In partnership with the Thames Valley District School Board and the London District Catholic School Board

## **Drawing Warli Art with Sharmistha Kar – Teachers Document**

**Suite includes:** Teachers document, Video: Drawing Wari Art 1:10:48

**Focus:** Drawing

**Grade(s):** 4-8

**Overall Expectations:** D1. Creating and Presenting  
D2. Reflecting, Responding and Analysing  
D3. Exploring Forms and Cultural Contexts

**Elements:** Line

Shape and Form

Space

Texture

Value

*Sharmistha Kar is a visual artist from India. She studied and taught art before she recently moved to London Ontario. While in London she completed a Masters of Fine Arts at Western University. As a permanent Canadian resident Sharmistha brings traditional Indian folk art, such as Warli, into her own contemporary practice which embraces various methods and histories of art from around the world. In doing so, she seeks to tell stories about society and nature. Sharmistha specializes in drawing and in textile art. Her work has been exhibited at Museum London, and in art galleries around the world.*

## **Drawing Warli Art**

02:45 **Activity 1:** Discussion – What are murals? What purpose do they serve? Do you know about any famous murals from around the world that were created in the past or present? Do you know about any murals that are in London Ontario? What do you think about the murals that Sharmistha presented as examples?

05:40 Sharmistha talks about a small Warli painting – Tree of Life

07:58 **(Guided) Activity 2:** Students follow along with Sharmistha as she draws people in the Warli style.

16:22 Sharmistha talks about a small Warli painting – Landscape

19:34 **(Guided) Activity 3:** Students follow along with Sharmistha as she draws animals in the Warli style.

41:34 Sharmistha talks about a small Warli painting – Village life

46:36 **(Guided) Activity 4:** Students follow along with Sharmistha as she draws a hut, fish and trees in the Warli style.

1:05:57 Sharmistha talks about a small Warli painting – Spiral village celebration

1:09:46 **Activity 5:** Using the skills you have learned, draw your own Warli art composition, and tell your own story - featuring people, animals, landscape and community life.

## **From Ontario's Equity and Inclusive Education Strategy 2009:**

**DIVERSITY:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**EQUITY:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**INCLUSIVE EDUCATION:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

## **ONTARIO ARTS COUNCIL ARTISTS IN EDUCATION DIVERSITY STATEMENT**

Since its inception, the Ontario Arts Council has supported classroom-based, sequential hands-on learning for students led by professional artists. This endeavour supports and expands curriculum outcomes by creating dynamic learning experiences for students and teachers.

## What is **AECE**? <https://www.londonarts.ca/aece>

The **Arts Education Classroom Experience** program gives London-based teachers and professional artists the opportunity to collaboratively develop and co-deliver arts projects in elementary schools in the London region. AECE focuses on student exploration and practice of the creative and critical process as outlined in the Ontario Arts Curriculum.

Through AECE, **teachers and artists work collaboratively to bring the student an experience** that is rich, dynamic, and integrated with core curriculum. This collaboration in arts education provides professional development opportunities not only for artists but for teachers. Artists bring new arts experiences, a creative energy and a unique perspective, thus modeling the creative and critical process for generalist teachers in an experiential way.

**Arts experiences can be a catalyst for student learning and can bring out hidden strengths** IN ADDITION to traditional teaching methods. The ability to use the creative and critical process effectively and independently, enhances skills and expression not only in the arts but also—as research has shown—in other academic subjects that require critical analysis, problem-solving, planning & organization, perseverance, and divergent thinking.

**The AECE program has changed due to COVID-19.**

**The Artist will therefore:**

- Provide a written summary of their AECE video(s), including overall disciplinary specific curriculum expectations and their elements.

**The Teacher will therefore:**

- Carefully examine the artist's written summary (which will accompany the selected AECE video(s)) before the class experiences or views them. The London Arts Council will provide the technical means for the teacher to access

their selected AECE video suite.

- Complete a post-AECE experience survey through this link:

<https://www.emailmeform.com/builder/form/p4ADsMy5211032766R4KJa>

Evaluation of student achievement for report cards is the responsibility of the teacher. Artists will not provide comments or marks.

**The London Arts Council administration will therefore:**

- Provide the technical means for the teacher to access the video(s) and their accompanying written summary that they have selected.
- Answer questions or address concerns that the teacher may have regarding specific or encompassing aspects of the AECE program.
- Acknowledge the artist and AECE partners in promotional materials.
- Ensure that the artist receives access to provincial curriculum documents.
- Oversee the teachers completion of the post-AECE experience survey. Results will be made available to the offices of the TVDSB's Learning Coordinator: The Arts, K-12, and the LDCSB's School-Based Facilitator – The Arts and Healthy Schools. Data will be utilized by the LAC fundraising initiatives and program promotion.
- Liaise or collaborate with the aforementioned offices on current and future programming

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**London Arts Council**

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