



London **Arts** Council

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



ONTARIO ARTS COUNCIL  
CONSEIL DES ARTS DE L'ONTARIO

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 with Angela Van Velzer – Teachers Document**

**Suite includes:** Teachers document, Video 1 Optical Illusion: 52:01, Video 2 Perspective Art: 48:03

**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

*Art gives me freedom. This freedom comes from being able to let my mind, soul and body be creative. My art is a reflection of how I continue to grow in life both as a person and artists. At times, I find that I am taking the role of a scientist; I want to explore, make predictions and test my limits. I love to adopt different tools to make lines and use a variety of mediums to experiment with colour. As an art educator, I continually see how much we learn from each other. We all seek out connections with people and the world around us as we are inspired and challenged by our environments. It is never my intent to be 'the teacher' but more a guiding hand to lead others into their own discoveries. My goal is to reach out to all people, regardless of age, background or skill, with my love for art and have them see themselves as artists. For me, the AECE program provides a chance for both students and teachers to enjoy the process of creation. There is something really magical that happens when we make art; we build relationships, self-confidence and self-expression.*

- Angela Van Velzer

## Video 1: Optical Illusion Art

3:47 **Activity 1:** Teacher can ask the class for examples of optical illusion in the natural world, and in art.

**(Guided) Activities:** Students follow along with Angela as she creates:

04:27 **Floating lucky number** – contrast and value (shading). Giving a two dimensional image the illusion of three dimensionality.

13:30 **Tilted rectangle** – line, pattern and rhythm. Giving a two dimensional image the illusion of movement.

25:35 **Isometric cube** – muscle memory, geometry, perspective and value. Giving a two dimensional image the illusion of three dimensionality.

## Video 2: Perspective Art

**(Guided) Activities:** Students follow along with Angela as she creates:

5:06 a single vanishing point (one point perspective) to give two dimensional images (objects) a consistent illusion of three dimensionality. This would be a good way to represent buildings on a street, or a road lined with trees.

12:21 a single vanishing point (one point perspective) to depict the interior of a room.

22:18 a single vanishing point (one point perspective) to depict a 'bugs eye view' of a cluster of different buildings. Key concepts – variety and contrast.

## 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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