



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 with Gabriella Solti – Teachers Document

Suite includes: Teachers document, Video 1 Origami Flowers: 23:10, Video 2 Hybrid Creature: 53:33

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

Gabriella Solti is a Hungarian-Canadian artist, whose multidisciplinary practice encompasses drawing, printmaking, book art, participatory projects and accessible technology that explore the role and value of labour and skill in the formation of identity and community. Her artist books won numerous awards including the prestigious Alcuin Society 2009 Awards for Excellence in Book Design in Canada. In 2015 her work, “The Book of Hours” was honoured by the MCBA Prize Juror’s Recognition of Merit Award at the International Book Art Biennial, Minnesota Center for Book Arts, Minneapolis, USA. Gabriella Solti holds a Master of Computer Science degree from Eötvös Loránd University, Budapest, Hungary, a BFA from Emily Carr University of Art and Design in Vancouver, and a Master of Fine Arts degree from the University of Western Ontario. She has exhibited in Italy, Germany, US, Japan, UK and Canada. Her artist books/prints are in museums and special collection libraries across Canada and Europe.

Video 1: Origami Flowers

0:55 What is a pattern, and how do artists use them. Example - Japanese artist Yayoi Kusama.

3:25 Following in the footsteps of Yayoi Kusama, students will combine two unfamiliar objects and patterns and create something new! Students will create a paper flower with two types of animal patterns.

4:01 Prepare the paper

6:17 Look closely at animal patterns – compare them. What shapes do you recognize?

8:23 Choose two of the four animal patterns for your origami flower – use a view finder

9:05 How to make and use a viewfinder

12:30 Learn about different drawing techniques

17:31 Learn how to fold the paper squares

22:18 Here is a tip to display your origami flower

Video 2: Hybrid Creature

0:10 Introduction – who are you and how can you represent yourself as an imaginary creature?

1:35 Lets get started – make a list of your personal traits and likes

7:29 Learn how to make a visual dictionary using icons

17:53 Thumbnail sketches (working out ideas) of our creature

27:30 Look at your thumbnail sketches and choose one (or a combination of two or more) to inspire your final drawing. Start with a light sketch

33:00 Start your final drawing by adding darker lines, details, and textures

33:46 Inspiration from the artist Himi Kozue – how to represent animal fur, hair, and feathers

43:00 Tips on drawing details (implied texture) on the basket ball and palm leaves

48:30 Tips on shading and adding three dimensionality

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

Key Contact: Jeremy Jeresky, Curator, Public Programs and Learning

London Arts Council

jjeresky@londonarts.ca

