



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 Inspired By Laolu Senbanjo with Amsa Yaro – Teachers Document

Suite includes: Teachers document, Video: Drawing Inspired by Laolu Senbanjo 1:38:10

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

Amsa Yaro is a mixed media artist and digital illustrator who made the switch from journalism. Using a variety of materials and techniques, she has created original works that stem from the inspiration she gathers from the culture of her home country, Nigeria, and from current global issues. Yaro has been a part of several vendor events in London Ontario, which include Sunfest, Home County Festival and Earth Day Pop Up Market. Amsa is a teacher at the For the Love of Art Center and she also creates artworks in London's public spaces with the London Arts Council's London Arts Live program.

Drawing Inspired By Laolu Senbanjo

03:49 Some pictorial examples of Laolu Senbanjo's work. A look at how the artist tells a story. – Character, supporters (icons), and fillers (swirls, triangles, eyes, etc).

10:15 **Guided Activity:** Some tips on how to tell a visual story. Students can follow along with Amsa and develop their own story. Start by making a list.

14:18 continued guided activity – Create drawings to depict some of the things on your list. Draw a mask to represent the main character. Eyebrows, eyes, nose, lips, hair.

17:14 continued guided activity – using your list to draw supporters (icons). Amsa provides examples from Laolu Senbanjo. Amsa provides her own examples.

28:40 continued guided activity – learn to draw fillers such as lines, swirls, spirals, shapes, masks (other oddities) and patterns. Amsa provides examples.

49:10 continued guided activity – using what we have learned, let's create our own visual story in the style of Laolu Senbanjo. Refer to Amsa's drawing as a reference or as inspiration. Place your character where ever you like. Add details to your character (e.g. strands of hair). Surround your character with supporters and fillers.

54:51 Tip - divide up your composition with borders to space out your supporters and fillers.

Amsa provides commentary and tips throughout her drawing process for the entirety of the video.

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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