

DOWNLOAD

The Robert McLaughlin Gallery



About Time

360 Tour Activity Guide

Lesson Plan for Grade 4-8



William Blair Bruce (Canadian, 1859 – 1906), *The Rainbow*, 1888, oil on canvas. Purchased with the assistance of the Government of Canada through the Cultural Property Export and Import Act, 1986.

About Time

Time can be saved, wasted, and lost, but not stopped. We can have all the time in the world yet no time at all. Time as a concept is one of the great mysteries of the world. It is defined as the continued sequence of existence and events in the past, present, and future. Generally speaking, it measures duration; in more philosophical terms it is debated as being either linear or cyclical; and in science, the modern understanding of time is based on Einstein's theory of relativity. This exhibition explores how artists have marked the passage of time through seasons and hours, aging, captured moments, and referencing the past.

Sonya Jones, RMG Interim Senior Curator

To access the tour online please follow this link...

About Time 360 Tour Link

Allow your student to explore the 360 Tour before introducing the activity.

- 1. Read the introduction to discover what the exhibition is about.**
- 2. Look closely at the artworks and see if you can discover how each one is connected to time.**
- 3. Have the next slide up (“About Time Eye Spy”) for the students to seek out while exploring the exhibition.**
- 4. We will focus on a few of the artworks to discuss as a group.**
- 5. Use this exhibition as inspiration for your activity.**

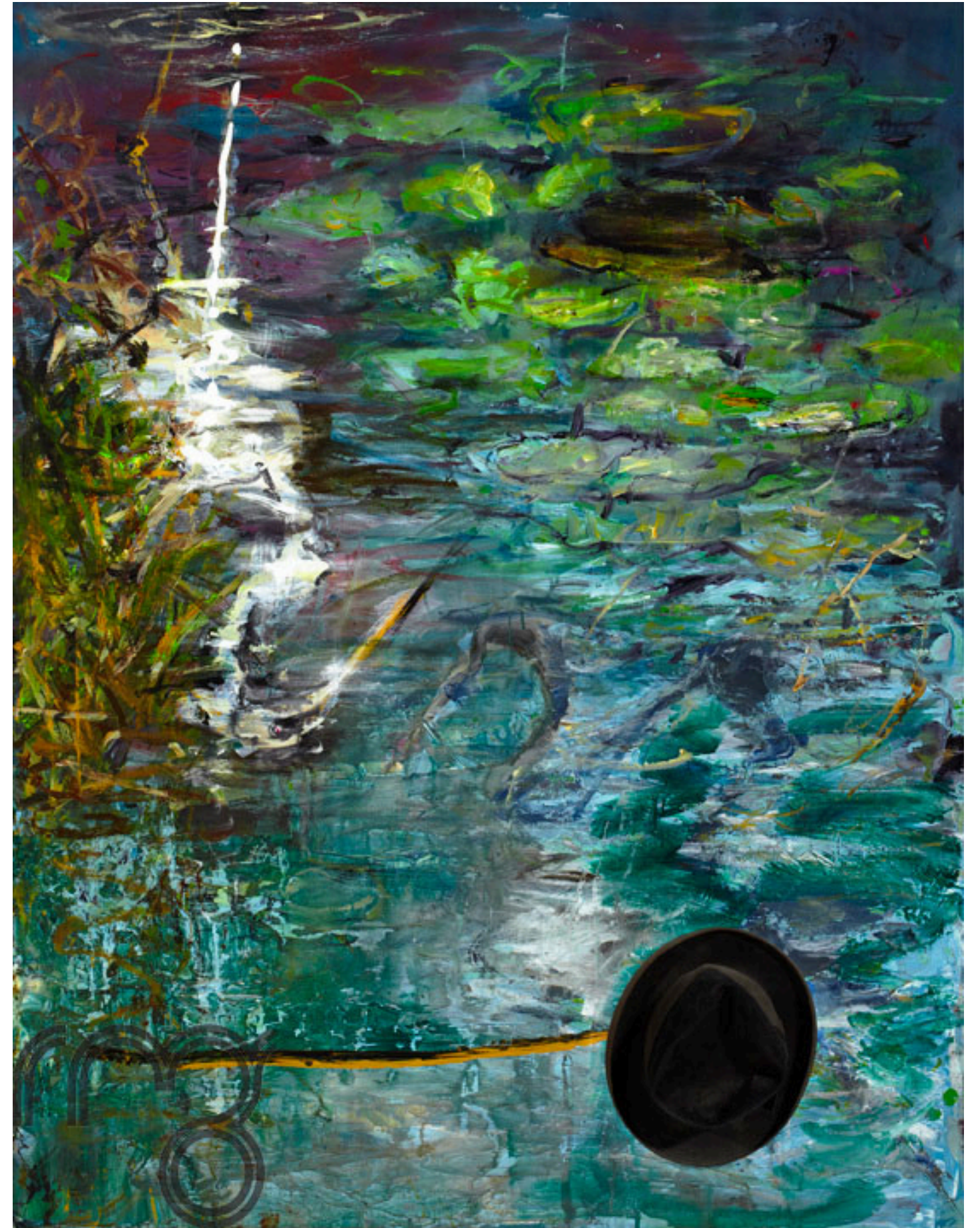
About Time Eye Spy

While exploring the exhibition see if you can find the following images within the displayed artworks.



Evidence II

1. Have students look at this artwork in the exhibition.
2. This painting isn't realistic nor abstract but falls somewhere in between. What kind of things do you think you see when looking at this artwork?
3. Write down or share as many things as you think might be represented in this artwork.



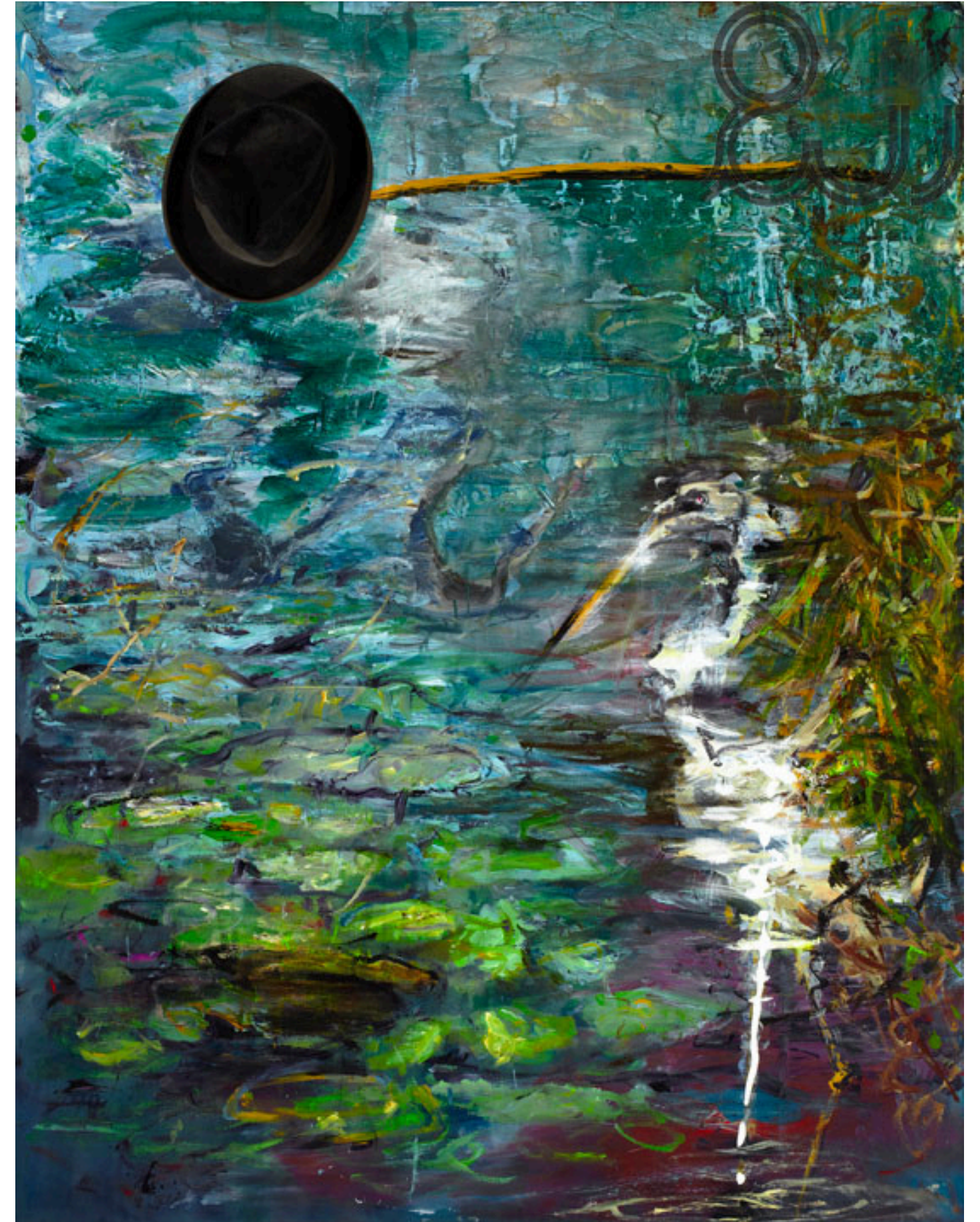
Gordon Rayner (Canadian, 1935 – 2010), Evidence II (Concerning a Drowning in Canoe Lake), 1989, acrylic and felt hat on canvas. Purchase, 1991.

Evidence II

Here is the painting turned upside down.

1. Can you see the white heron?
2. What time of day is it? What clues are there to help us determine this?
3. What is the hat actually doing?
4. Is there a horizon line (a line that run between the ground and the sky)?

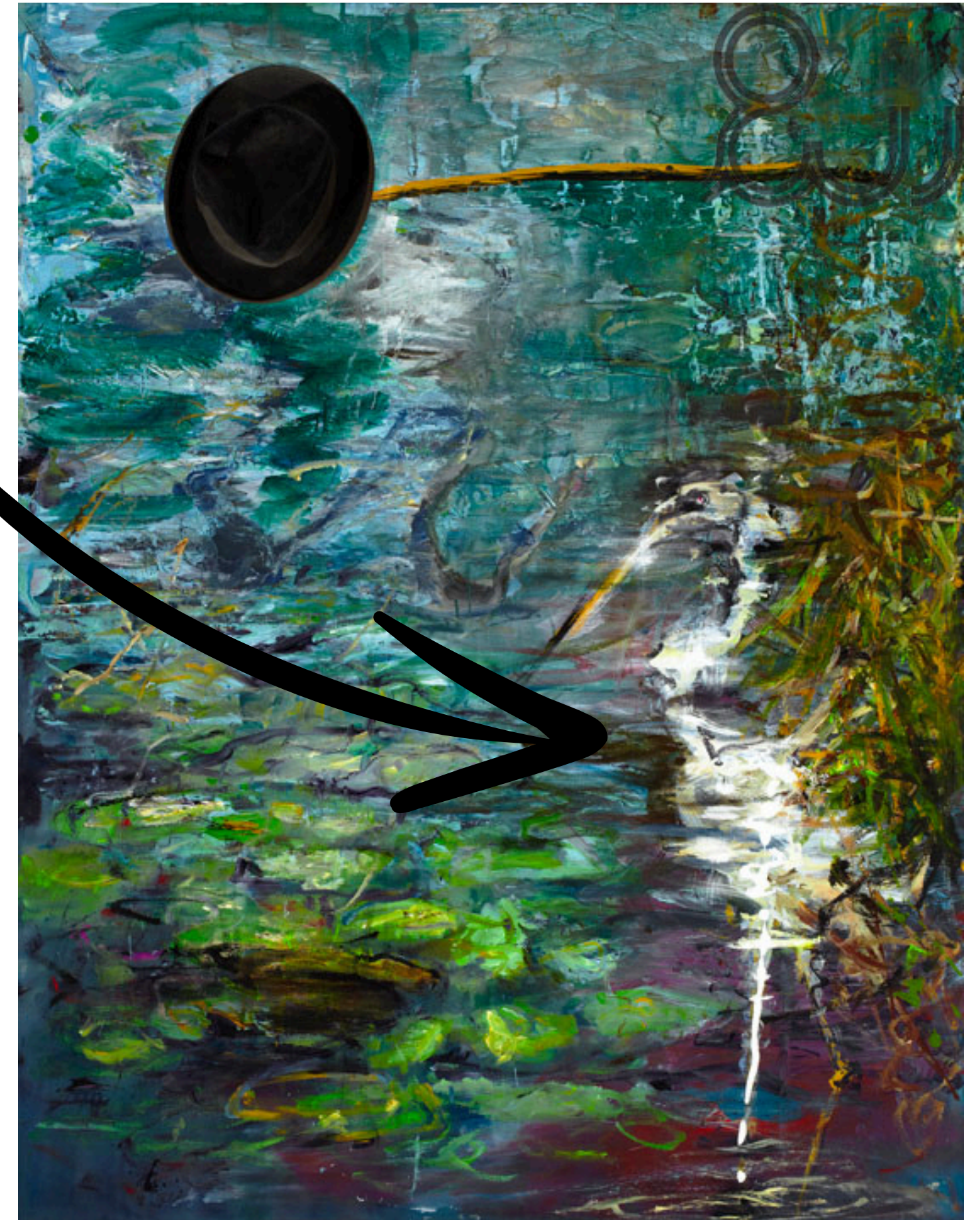
After discussing this artwork, click to the next slide to see the answers.



Reverse Image: Gordon Rayner (Canadian, 1935 – 2010), Evidence II (Concerning a Drowning in Canoe Lake), 1989, Acrylic and felt hat on canvas. Purchase, 1991.

Evidence II

1. Did you find the reflection of the white heron?
heron?
2. What time of day is it? What clues are there to help us determine this? **The red colour near the herons feet would suggest that the sunlight is reflecting light from either sunset or sunrise.**
3. What is the hat actually doing?
Floating in the water.
4. Is there a horizon line (a line that run between the ground and the sky)? **No, the painting is looking from a bird eyes view at the water.**



Reverse Image: Gordon Rayner (Canadian, 1935 – 2010), Evidence II (Concerning a Drowning in Canoe Lake), 1989, Acrylic and felt hat on canvas. Purchase, 1991.

Landscape Art

Navigate to and zoom in on this wall shown below. Much of the artwork on exhibition in “About Time” depicts landscapes. What can landscapes tell us about time?



photo from 360 tour

1. Can you see examples of seasons?
2. Can you see examples of times of day?

Anatomy of a Landscape

Lets learn the terminology associated with landscape art.

Horizon Line

The horizon line is the point where the earth meets the sky.

Background

The elements of the artworks furthest from you makes up the background.

Midground

The elements of the artworks between the foreground and the background makes up the midground.

Foreground

The elements of the artworks closest to you makes up the foreground.



Art Activity

Goal: Create landscape art that showcases foreground, midground, background, texture, perspective, and horizon line in our unique style.



Materials Needed

Coloured paper (cardstock, construction paper, copy paper)

Coloured pencils (or pastels if you have access to them)

Glue (PVA or gluesticks)

Flat texture materials for rubbings (ex. corrugated cardboard pieces, burlap, dollar store placemats, plastic berry containers)

Scissors



1 Choosing your papers



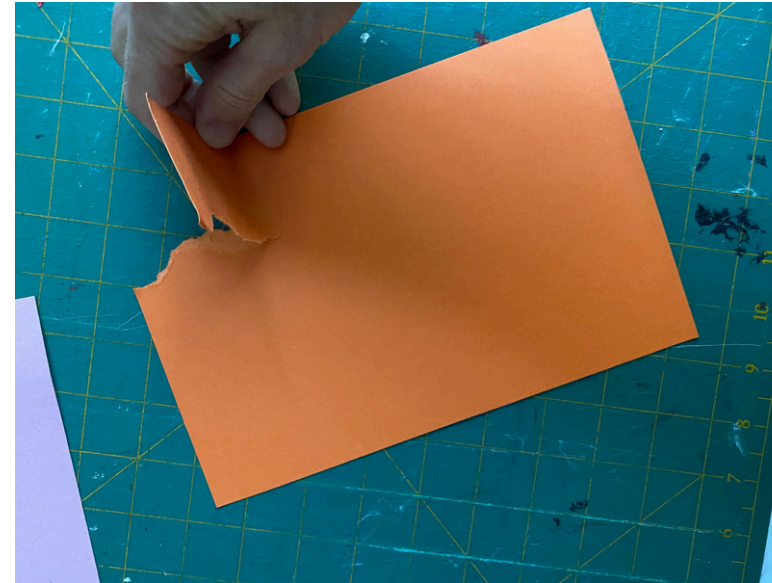
Think about your landscape.

- Where is it located (forest, desert, moon, jungle)?
- What time of year is it?
- What time of day?
- What feeling do I want my landscape to evoke?
- What colours will help reinforce my subject choice?

Pick four sheets of paper (to make things more economical and easier to work with you can cut pieces in half - the examples use 9x6")

2 Ripping the layers

Ripping towards you will give you that rough torn paper edge. Ripping away from you will give you a clean torn edge.

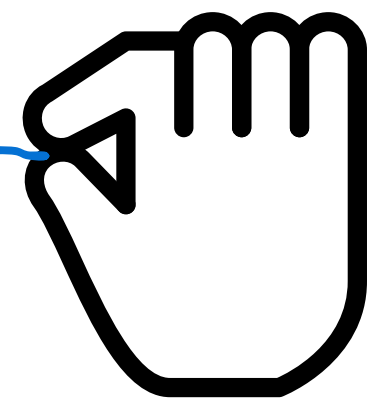
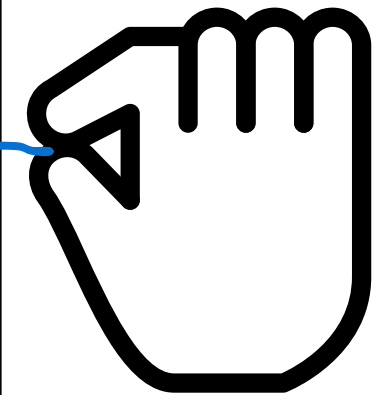
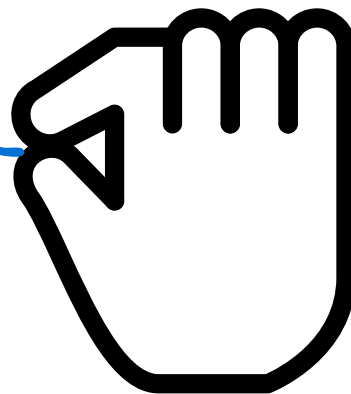


sky- do not rip

background - rip about
a third of the way from
the top

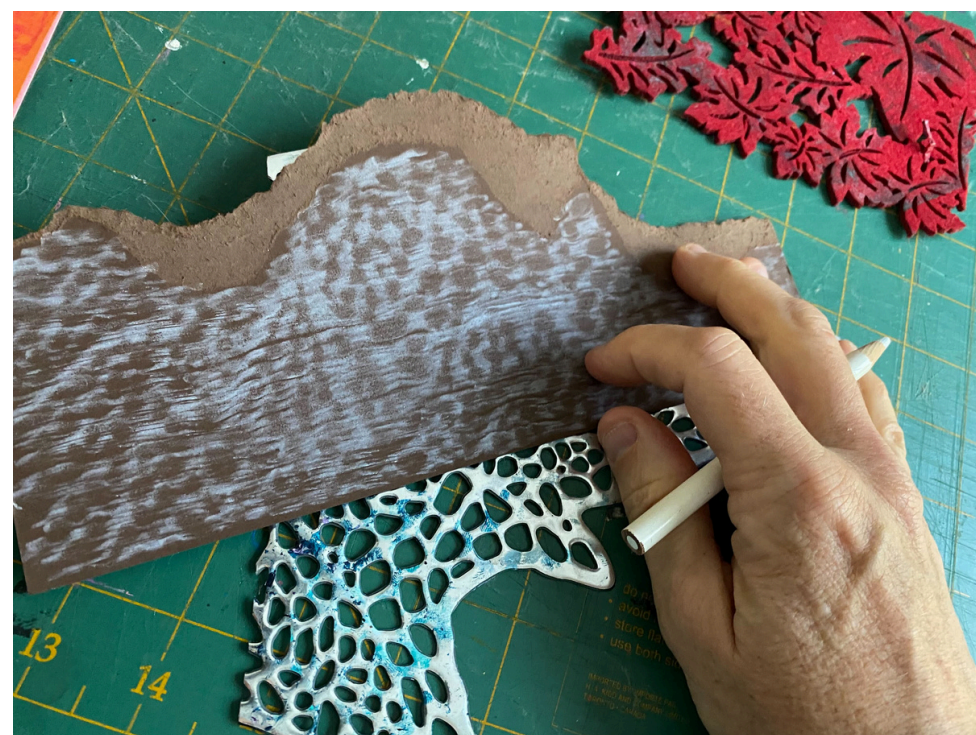
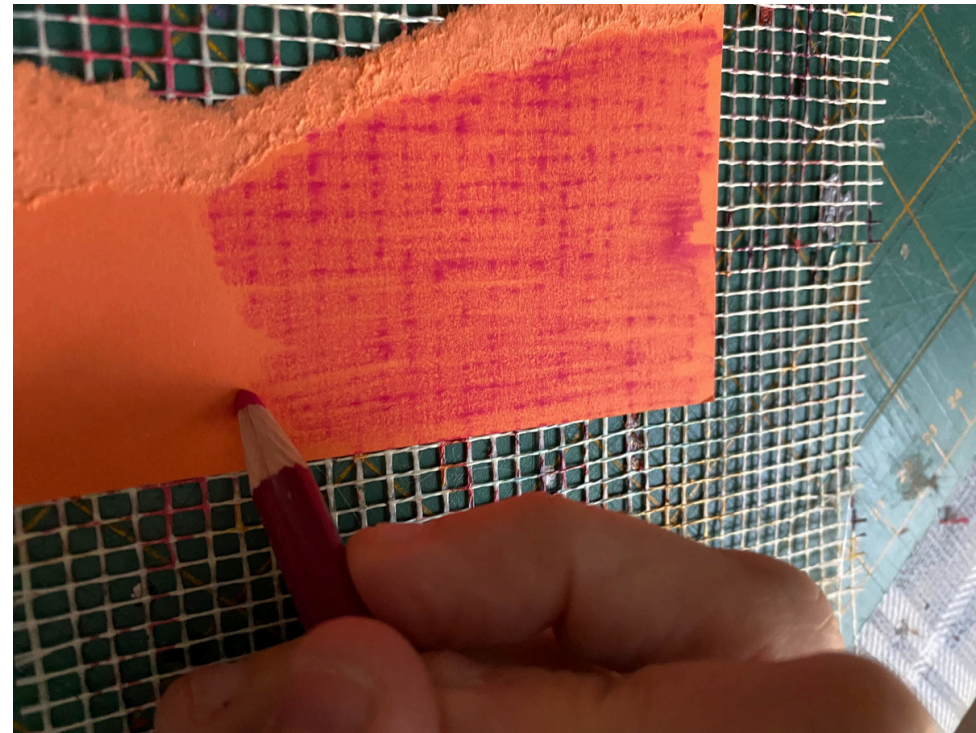
midground - rip about
half way down

foreground - rip about
an inch from the
bottom



3 Adding visual texture to the layers

Option 1: Utilize textured materials as a backing for the paper, then use the side of your coloured pencil to create a rubbing of the texture.



Option 2: Utilize coloured pencils to draw texture on the paper, incorporating lines, squiggles, patterns, dots, designs, or shading.



4 Glueing the layers together



Glue down the background



Glue down the midground

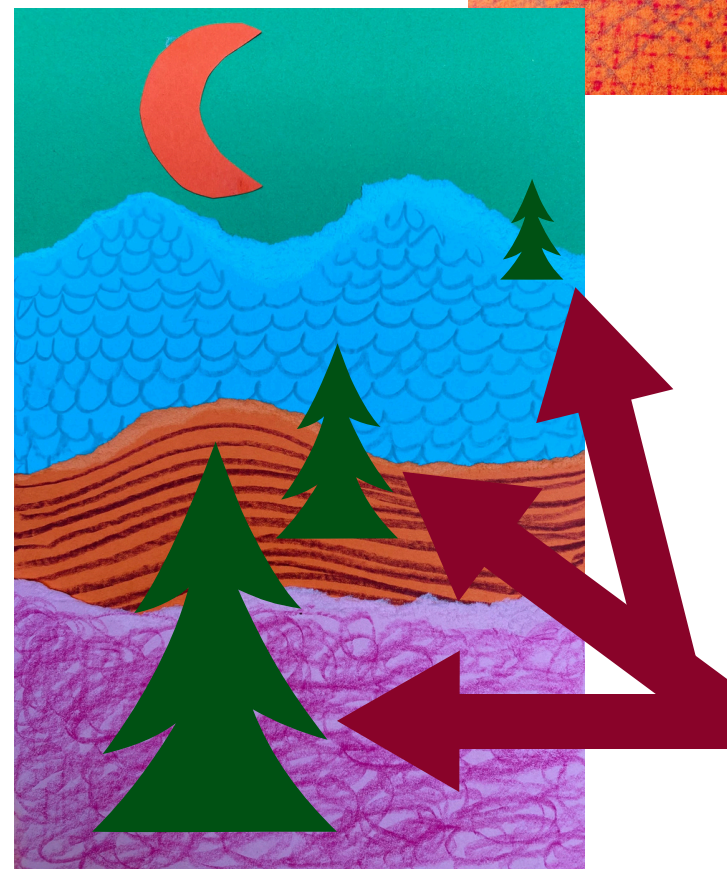


Glue down the foreground

1. Make sure to line up the bottoms and sides with each layers.
2. Make sure to glue ripped side at the bottom.

5 Adding in other elements

You can utilize scraps of paper, scissors to cut out, and glue to add extra elements like a sun/moon, clouds, trees, or houses.



When adding trees to house illustrations, keep in mind that objects seem smaller as they recede into the distance. Therefore, a large tree in the foreground will appear much smaller in the background.

Classroom Post-Activity Discussion

Encourage students to take a walk around the classroom to observe and appreciate their classmates' artwork.

- Attempt to predict the location or time of day/year by analyzing the colours and textures used by the artists.
- Reflect on the emotions evoked by their colour selections.
- Identify the most challenging aspect of the project.
- Share which part of the project was most enjoyable.
- Consider what other materials could be incorporated to elevate this art project.