

DOWNLOAD

The Robert McLaughlin Gallery



The Ties That Bind

360 Tour Activity Guide

Lesson Plan for Grade 4-8



Shellie Zhang (Canadian, b. Beijing 1991), *The Ties that Bind*, 2018, chromogenic print. Purchase of the RMG, 2021.

The Ties That Bind

Feeling connected is a fundamental psychological need. In nature, ecosystems depend on interactions and connections in order to thrive. Similarly, humans flourish through connections that are physical, emotional, and social. However, the desire to connect can go beyond relationships. As we have seen through the pandemic, there are benefits to connecting to nature—it can calm your nervous system and help to experience the world around you more deeply. Exploring personal and collective histories can also connect us with our roots, and situate us within the wider community. It provides a sense of belonging and understanding that can help shape perspectives and a sense of self.

Sonya Jones, RMG Associate Curator

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

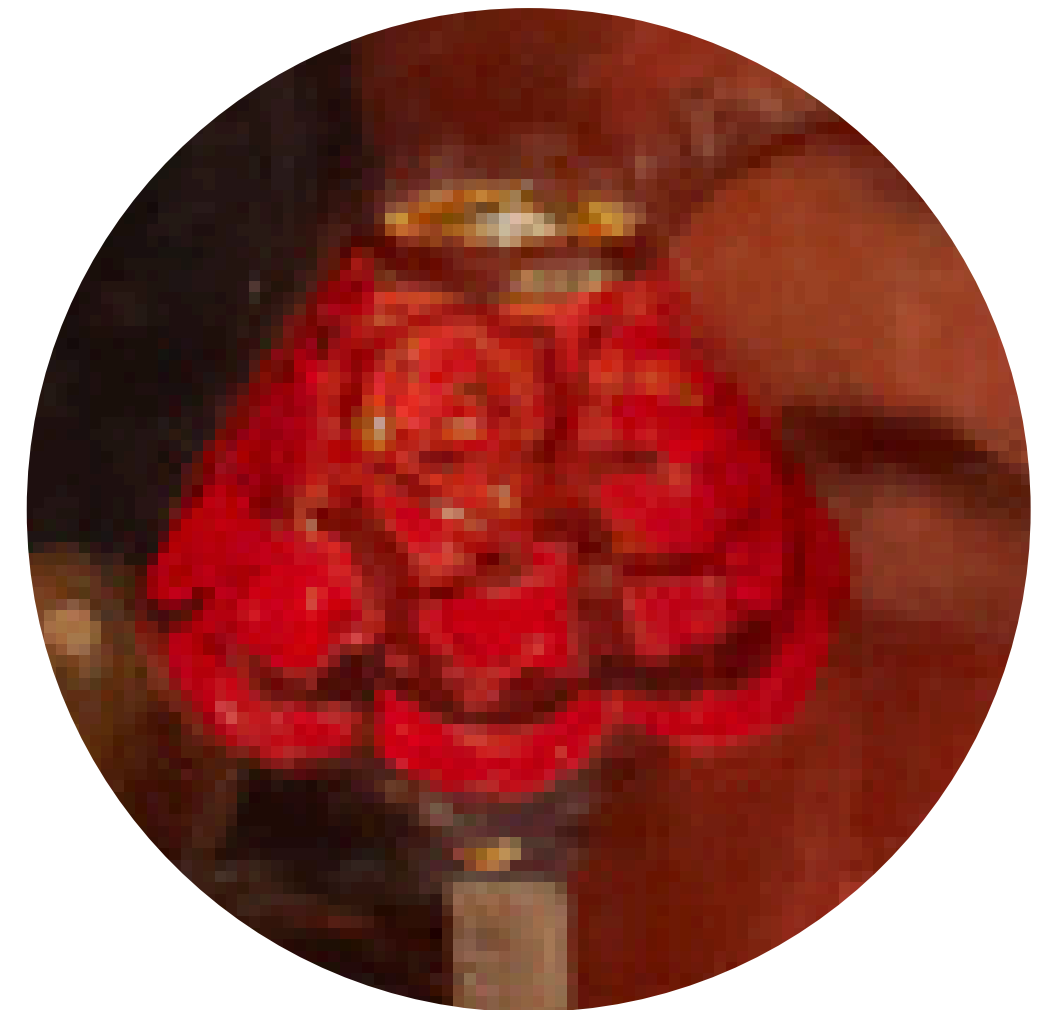
The Ties That Bind 360 Tour Link

Encourage your students to experience the 360 Tour first before diving into the discussion questions and activity.

- **Begin by reading the introduction to grasp the exhibition's theme.**
- **Examine the artworks closely to identify their connection to the exhibition theme.**
- **Display the next slide ("Eye Spy") for students to find while exploring the exhibition.**
- **Focus on discussing select artworks as a group.**
- **Let this exhibition serve as a source of inspiration for your activity.**

The Ties That Bind Eye Spy

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



Children's Party

This is an image of a party that reminds us of our connections/ties to family.

1. Have students look at this artwork in the exhibition.
2. What do you think they are celebrating? What clues are there that help you figure this out?
3. How old do you think these children are?
4. What time period do you think this image was from?
5. What are they eating?



E. Wily Grier (Canadian b. Australia, 1862 - 1957), Children's Party, 1910, oil on canvas. Gift of John R. Histed, 1986.

Children's Party

1. What do you think they are celebrating?
Birthday. What clues are there that help you figure this out? **Party Hats.**
2. How old do you think these children are?
10-13 or so. **This is Stella and her two brothers and a few others celebrating her 12th birthday.**
3. What time period do you think this image was from? **This was painted in 1910**
4. What are they eating? **Pears, grapefruit and grapes, food that was often hard to come by so it was reserved for special occasions only.**



E. Wyly Grier (Canadian b. Australia, 1862 - 1957); Children's Party; 1910; oil on canvas; Gift of John R. Histed, 198

Connections to Nature

Looks at this sculpture.

1. What are these two figures doing?
2. How does this show a connection to nature?
3. If you could write a short story about these two characters what would happen next in your story?



Jordon MacLachlan, *Untitled Outdoors #2*, 1993, painted plaster. Purchase, 1994.

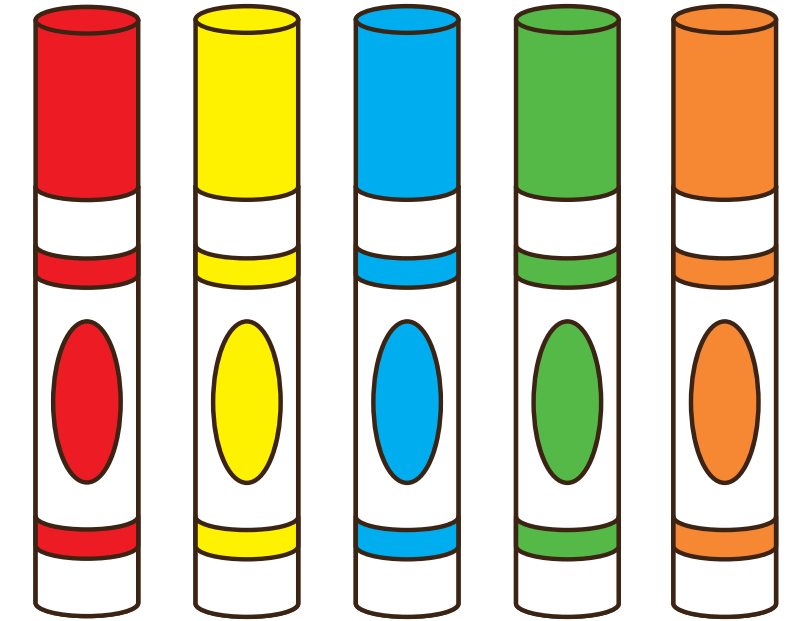
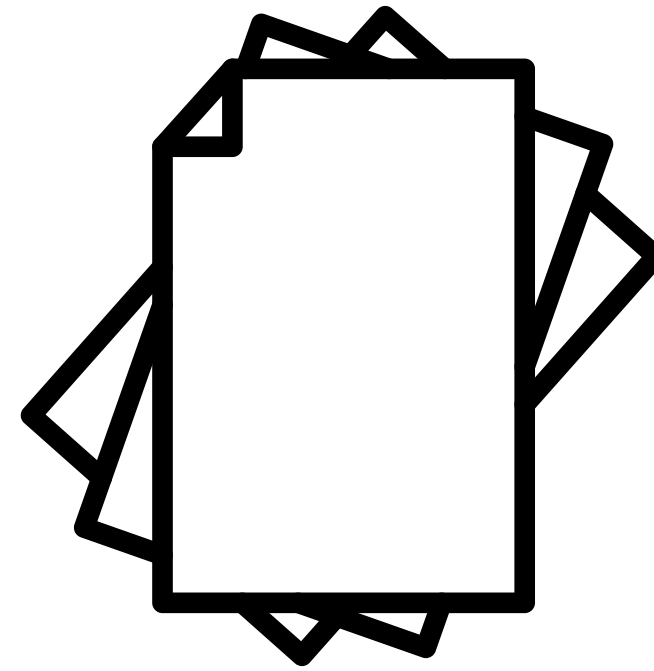
Art Activity

Produce an artwork that depicts our ties to family, nature, and community.



Materials Needed

White Cardstock - 1 sheet per student

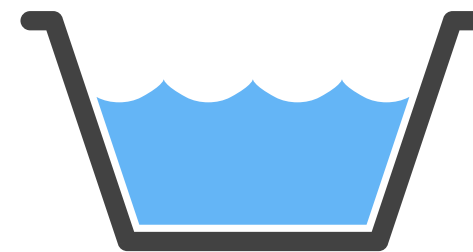


Washable markers

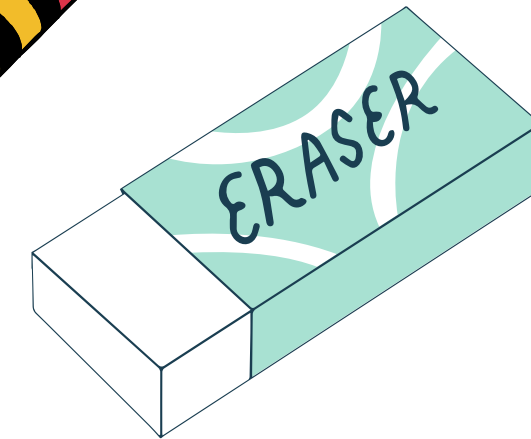
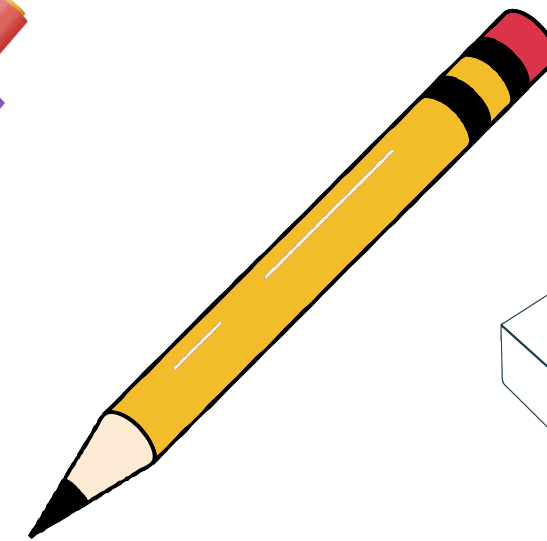
Circular objects to trace or compass



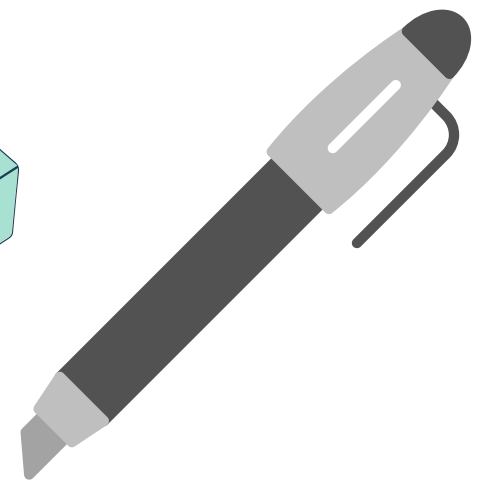
Water container and a brush



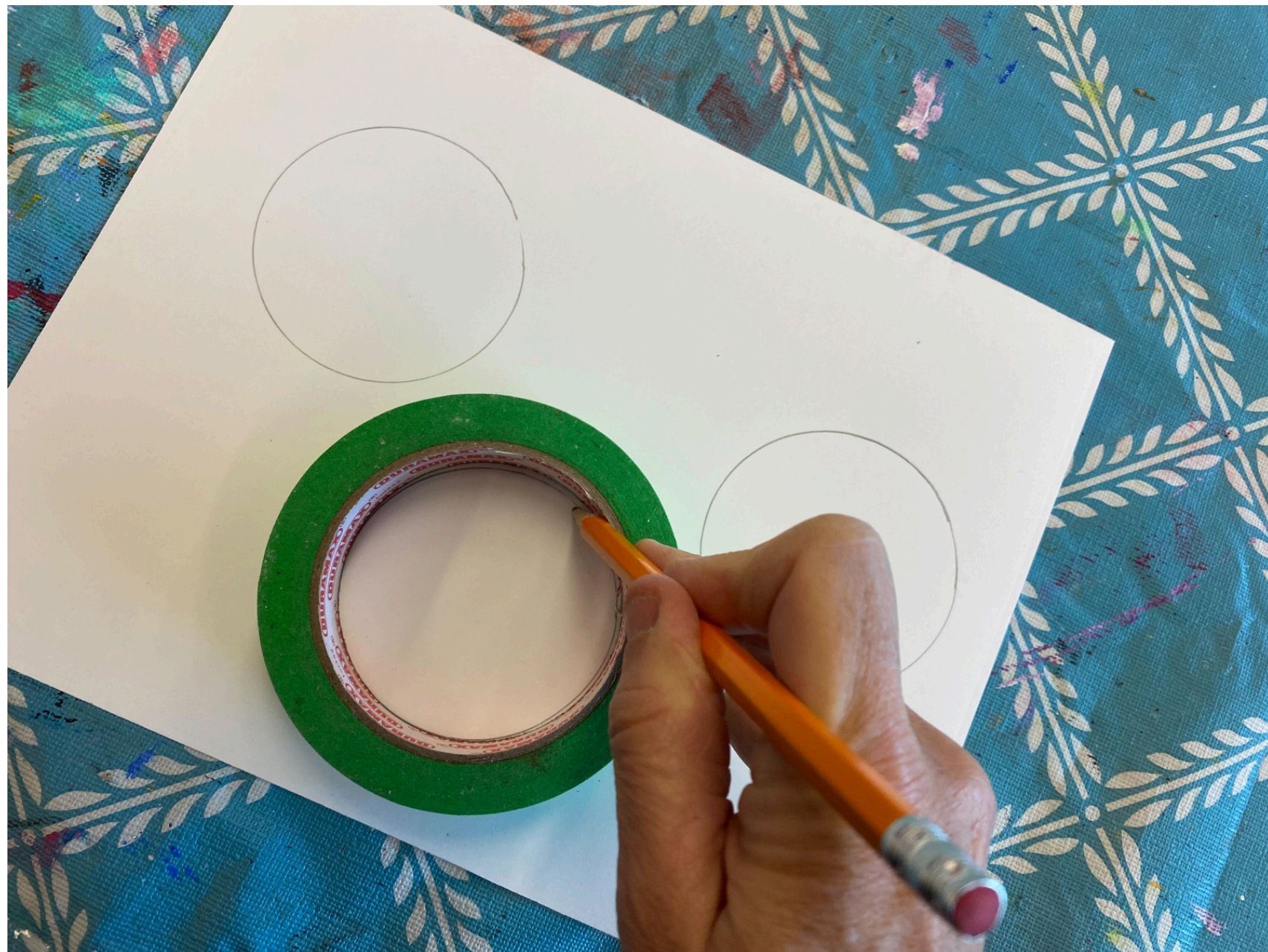
Pencil and eraser



Black sharpies



1 Trace three circles



Get a pencil and a compass, or any circular object, to draw three circles on your paper. Arrange them in any way you prefer.

2 Planning your idea



Think about these three questions...

1. How would I show connection to my family?
2. How would I show connection to my community/friends
3. How would I show connection to nature?

Sketch out your ideas in each of the circles.

3 Tracing your design



NATURE



COMMUNITY



FAMILY

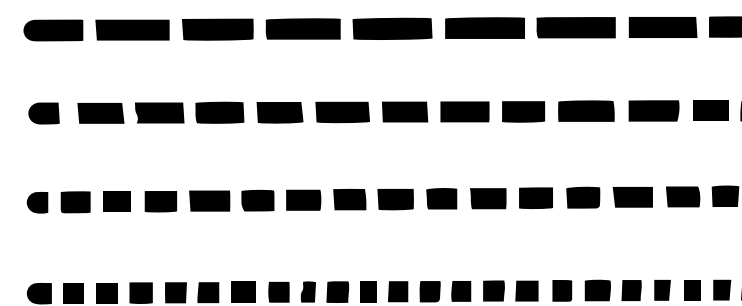
Enhance your designs by tracing them with a black sharpie, incorporating patterns and shading using only black and white. Clean up by erasing any pencil lines after completing the tracing.

4 Planning your linework



Consider the use of lines to depict movement and contemplate the colours you wish to incorporate.

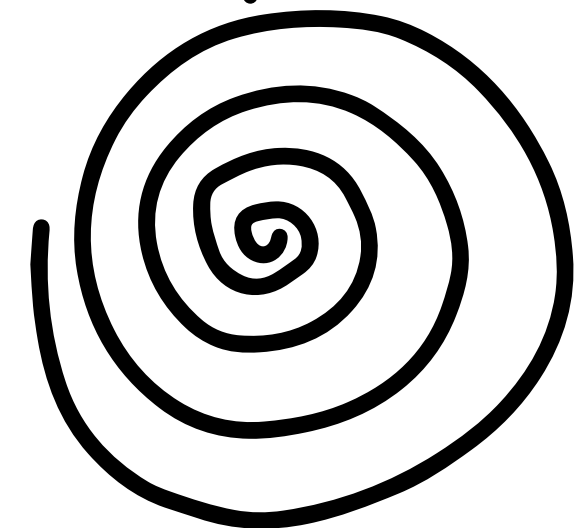
Dashed - Dotted



Loop - D - Loop



Spiral



Zig-Zag



5 Using Washable Markers to create lines



Create lines and patterns around your circles using washable markers to visually represent the interconnection between them.



6 Adding Water



Look at how your lines move. Plan the way you want to add your water.



Start blending the washable marker lines by gently brushing over them with a paintbrush dipped in water.



When painting, move your brush in the same direction as your lines and remember to rinse your brush when changing colours to avoid colour mixing.

7 You're done! Set aside to dry.



Classroom Post-Activity Discussion

Encourage the students to take a stroll around the classroom and admire their classmates' artwork.

- Observe the various images students selected to represent their connections.
- How did their choice of colours evoke emotions?
- What emotions did their selection of lines evoke?
- Which aspect of the project presented the most challenges?
- Which part did you enjoy the most?