



# SHAW CREATIVE JOURNEYS

## 2019/20 TEACHER'S RESOURCE GUIDE MEDIA ARTS WORKSHOP



Shaw)

## VOYAGES

### THEME INTRODUCTION

Arts education is about handing our students the materials and space to explore, interpret, and create meaning through mentorship with practicing artists. Through the arts we have the ability to share and express highly personal and specific ideas and narratives. All of us have traversed personal and cultural voyages, both literal and imagined, and the Voyages program is about equipping students with the artistic tools to reflect on the movement, dynamics, and feelings of these voyages. Through the metaphor of the voyage, artists can access a rich trove of stories about global history, movement, and transformation. Across sea, land, through time, and into space, humans have been sailing, marching, drifting, trekking, and wandering—willingly and unwillingly—for all of history. Considering the myriad motivations and pressures behind such voyages speaks to our past and holds lessons for our futures. Through the languages of visual, media, and theatre arts, students will be guided to reflect upon the nature of voyages, and then reflect outwards to connect, share, and continue exploring.





# MEDIA ARTS WORKSHOP

90 minutes

Prepared by: Sarah Hoemberg

## WORKSHOP OVERVIEW

Humans and animals have always been on the move. Whether by choice or by necessity, finding a new home has always been a part of life. Sometimes this is a joyful journey, and sometimes it is the last resort. These migrations have often been a source of creative energy.

Exploring a new place, meeting new people, and seeing new things has historically—and to this day—been an inspirational and enriching experience for an artist. By changing location, you become aware of what's different about your new surroundings and what remains the same. Through examining their relationships to migration, students will build digital collages—either narrative or more abstract—where they will discover a new way to express themselves. By exploring their relationship with migration they may choose to uncover their own story or invent a new one. The goal is to expose the student to a new way of making digital art while raising new questions and developing their ability to express personal concerns and insights both critically and artistically.

### STUDENTS WILL

- Develop ability to create images using digital collage;
- Become adept at using collage, photography and image creation software;
- Understand the environmental impact of their actions;
- Collaborate with other students while creating their work;
- Engage in the discussion and critique of the work of their peers.



## MEET THE INSTRUCTOR

**Sarah Hoemberg** has been an instructor at Arts Umbrella for 10 years, where she has taught many disciplines including drawing and painting, sculpture and photography, and digital arts. Sarah graduated with a degree in visual arts from Emily Carr University of Art + Design in 2008, where she mainly focused on abstract oil painting, but experimented in other media including collage, printmaking, sculpture, and photography. In her spare time Sarah is passionate about food culture and cooking; she recently started as the culinary manager at a food and culinary supply company.

Students will be asked to find images of places and things they feel represent themselves or that they feel they can use to tell their story. Students will then search and find images related to places of interest and have a short discussion.

Students will be introduced to artists throughout history that prominently feature migrations, concepts of the “home,” or other ideologies.

They will have the chance to freely create and play with software.

Students will create new work by juxtaposing the images they find, attempting to show relationships that make us ask questions. We want to bring to light statements and imagery about our relationship to the movement with which we explore our planet.

Students will choose one image each that they like the best and that deals with issues around migrations. As a group we will critique the works.

Each student takes home a mounted print.

#### MATERIALS

- Computers with Pic Collage applications installed
- Internet, participating in image search
- Printer and paper, one sheet per student





# GLOSSARY OF TERMS

## Migration

To move from one country, place, or locality to another.

## Juxtapose

To place (different things) together in order to create an interesting effect or to show how they are the same or different.

## Critique

A critical estimate or discussion; a careful judgment in which you give your opinion about the good and bad parts of something (such as a piece of writing or a work of art).

## EXTENDED LEARNING ACTIVITIES

Students will have the opportunity to reflect on how to represent themselves through symbolic representation. Depending on the student's needs and learning style this may include storytelling, movement or kinetic learning, and of course visual language.

Students will be asked to participate in a critique in which we will discuss the work of everyone in the class. This activity encourages the students to

explain why they feel the things they do about a given piece of artwork aside from their own, as well as learning to listen and accept feedback about their own work.

Students will learn effective ways to search for specific imagery using internet search tools. Since we will be collecting images using google, students will learn how to collect the most viable and relevant images and use them in their art.

## ADDITIONAL RESOURCES

### Websites

*[pic-collage.com](http://pic-collage.com)*

*[moma.org/learn/moma\\_learning/themes/migration-and-movement](http://moma.org/learn/moma_learning/themes/migration-and-movement)*

