

Planning for a Learning and Evaluation Situation

Title : Tribute to Jean-Paul Riopelle

Grade(s) : 3-4

Time needed : Two periods of 45 minutes

Summary :

Students are introduced to the artistic production of Jean-Paul Riopelle, an artist who was especially interested in exploring the textures and reliefs of paint. Students try out the LopArt software tools to invent new paint textures and effects. After sharing the results of their explorations, they create an abstract image. Students then proceed to a visual arts appreciation activity, discussing the varied interpretations that abstract art works allow for.

Broad area of learning

Citizenship and community life.

Educational aim

To ensure that students take part in the democratic life of the class, develop a spirit of openness to the world and respect for diversity.

Axis of development

Participation in class activity in a spirit of cooperation and solidarity.

Cross-curricular competencies

- Use his/her creative mind.
- Use information and communication technologies.
- Cooperate.

Subject-specific competencies

- Produce individual works in the visual arts.
- Appreciate works of art.

Evaluation criteria

- Diversity of creative possibilities listed.
- Effective use of computer tools.
- Attitudes and behaviours adopted.

Evaluation criteria

- Relationship between his/her production and the stimulus for creation.
- Making connections between the art work or production and what he/she felt.

Cultural references (if applicable)

Works of Jean-Paul Riopelle

http://www.peinturequebec.com/peinture4/francais/histo/artistes/riopelle/riopelle_p.html

Related subjects

History, geography, citizenship education (history of modern Quebec).

Subject-specific content

Gestures and technique

Freehand drawing.
Applying a coloured pigment in flat and varied brushstrokes.

Materials

LopArt creative software.
Mouse or electronic pen.

Visual arts language

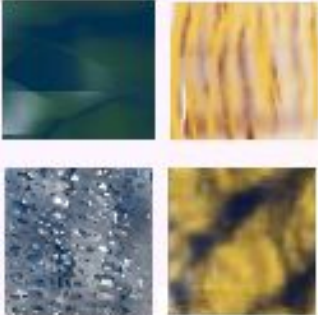
Textures.
Light and dark values.

Terminology

Abstraction.
Textures.
Light and dark values.
Mouse or electronic pen.

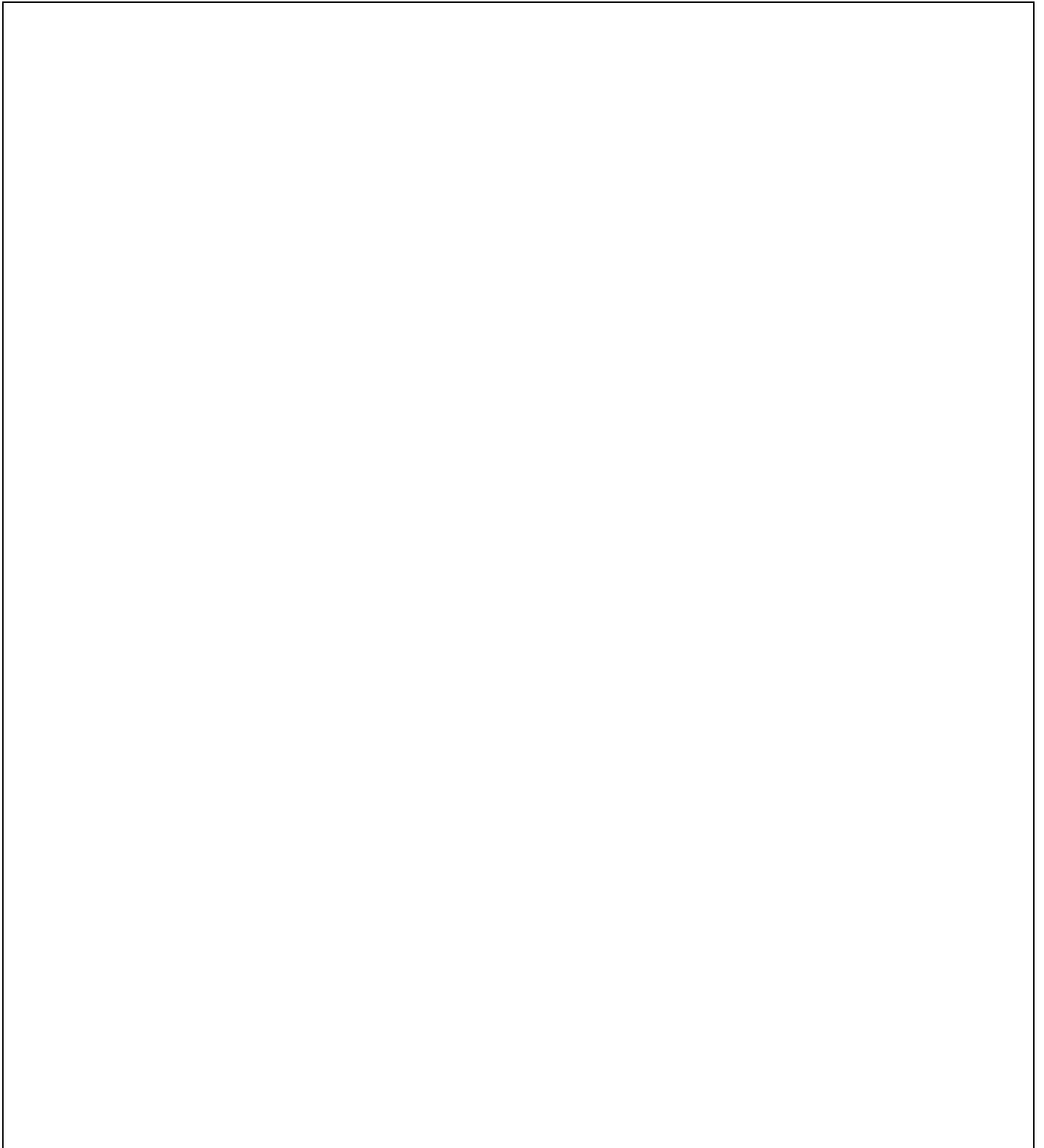
Class Activity

	Teacher	Students	evaluation
<p>Preparation</p>	<p>Presents to the students abstract works by Jean-Paul Riopelle, emphasizing the goals of the Automatist movement, which sought to transmit sensations rather than represent reality. The spontaneous gesture, creation of textures with paint, and movement are key characteristics of the works of this group of artists.</p> <ul style="list-style-type: none"> ▪ What do you feel when you look at Riopelle's images? Why do you feel that way? ▪ When Riopelle presented his abstract works of art for the first time, what do you think were the reactions of people who were used to seeing paintings that represent reality? ▪ If you touched the paintings of Riopelle, do you think the surface would have a smooth texture or a bumpy one? ▪ Do you think Riopelle decided in advance what kind of painting he was going to paint ? ▪ Do you think it would be enjoyable to paint abstract works of art in the way Riopelle did, that is, « gesturally » and spontaneously? 	<p>Observe the works of Riopelle, voice their opinions, ask the teacher questions.</p>	
<p><i>Inspiration</i></p>	<p>* It is foreseeable that not all students will like the works of Riopelle. Some will think his paintings look like scribbles. Mention to students that it is not necessary to like an artist's work to be interested in his/her creative process, and that the activity to follow the appreciation activity, in which they will produce their own spontaneous work of art, is well worth trying.</p>		

<p>Instruction Inspiration</p>	<p>Invite the students to do an exercise in exploration with the LopArt software tools, to discover new paint reliefs and effects. The textures and halftones can be combined to create new and original paint effects. The blending tool in the box in the bottom of the halftone section can also be used with different textures to produce different sorts of paint effects. The transparencies allow users to play with the light and dark values of the colours.</p> <p>Invite students to get into groups of three or four to show each other the results of their explorations. Remind students of the attitudes to be adopted in order for this exchange to proceed in a harmonious fashion.</p> <p>Presents the instructions for the activity:</p> <ul style="list-style-type: none"> ▪ Create an image, putting the emphasis on the material. ▪ Work in a spontaneous fashion without trying to represent something specific. 	<p>Explore the software tools to produce new and original paint effects. Save their exercises in the software's portfolio and memorize the procedures used so as to be able to explain them to their classmates and reinvest them in their creation.</p>  <p>Present their explorations to the members of their group, explaining what they did to obtain different sorts of effects. Listen to the presentations of the others, ask questions and take notes whenever necessary to help them remember procedures they would like to use in their own productions.</p> <p>Proceed to the production phase.</p>	<p>Assessment of the quantity and variety of stimuli for creation developed by the students over the course of the exercise.</p> <p>Following this exchange the teacher guides students to assess themselves on how well they cooperated.</p>
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<p>Integration</p> <p><i>Focus</i></p>	<p>Returns to the creations produced by the students :</p> <ul style="list-style-type: none"> ▪ While you were doing this activity, did you discover some interesting paint textures? ▪ Did you find it difficult to create an image without trying to represent something in particular? ▪ Were you able to make use of the exercises of your classmates to create your image? ▪ Can you think of a word to describe your creation? a sensation, an emotion, an impression? ▪ Can you think of a word to describe the images your classmates have made? ▪ Does everyone interpret creations in the same way? Would all of us use the same word to describe the same creation? <p>Guide the students towards the awareness that their creations can be interpreted in a variety of ways, depending on the experience of the individual.</p> <ul style="list-style-type: none"> ▪ Did you like this experience? ▪ Are you satisfied with your creations ? Why ? 	<p>Answer the teacher's questions, voice their opinions.</p>	<p>Students fill out self-assessment sheets on their work.</p> <ul style="list-style-type: none"> ▪ I made a work of non-figurative visual art + + or - - ▪ I used different materials created with the software to create my image + + or - - ▪ I am satisfied with my image + + or - - ▪ If I had to make another creation of this kind, this is what I would change in the way I do it : _____ _____ _____
<p>Reinvestment</p>	<p>Perform the same activity with traditional materials in a large format. Visit an exhibition of works done by the members of the Automatist movement. Reinvest the exploration of surfaces that can be created with paint by doing a figurative painting.</p>		





Template : Andrée-Caroline Boucher, arts education advisor, Commission scolaire des Patriotes,
Service national du RÉCIT domaines des arts, February, 2002
Activity : Paule Belleau, educational advisor, Loplop/LopArt, September, 2002