

TEACHERS GUIDE

Graeme Patterson: Secret Citadel



FOR ELEMENTARY GRADES

With Big Ideas Curriculum Connections

The Mountain installation, 2014, Image courtesy of the artist

Dear Teachers

This guide is a classroom resource, designed to support teachers and students attending the exhibition, *Graeme Patterson: Secret Citadel*, on display at the Surrey Art Gallery from January 16 to March 20, 2016.

The Teachers Guide contains exhibit information, as well as activities that will prepare your students for their Gallery visit and engage them in classroom discussion afterwards. These activities reinforce the ideas and processes explored in the exhibition—specifically the themes of friendship, personal journeys, memory, and the home—and provide continuity between the gallery visit and classroom. The pre-visit activity addresses the themes of friendship and personal journeys, the hands-on Art Encounter Workshop offered at the Surrey Art Gallery explores identity and storytelling through puppetry, and the post-visit activity addresses the themes of memory and the home.

The activities in this guide are adaptable to different grade levels and require a minimum of materials. The guide also provides vocabulary, a resource section, and links to the new BC Curriculum in the areas of Arts Education and English Language Arts. We hope that you enjoy exploring and creating art with your students using this guide.

Sincerely,
Amelia Epp, Interpretive Programmer

ABOUT THE SURREY ART GALLERY

Surrey Art Gallery is the second largest public art gallery in the Metro Vancouver region. Internationally recognized, the Gallery showcases diverse contemporary art practices including digital and sound art and exhibits renowned local, national, and international artists. The Surrey Art Gallery's mission is to engage the public in an ongoing dialogue about issues and ideas that affect our numerous communities as expressed through contemporary art, and to provide opportunities for the public to interact with artists and the artistic process.

To receive announcements about exhibitions and related events at the Gallery, sign up for our e-newsletters at www.surrey.ca/arts-signup. The City of Surrey also has an e-newsletter specifically for teachers: www.surrey.ca/enews.

SCHOOL PROGRAMS

The Gallery's school programs develop an appreciation for, understanding of, and excitement about contemporary art. Visit the Gallery's website to learn about our school programs and the resources that we offer for teachers:

www.surrey.ca/galleryeducation.



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Secret Citadel installation, 2014, Image courtesy of the artist



The Grudge Match and The Mountain installation, 2014, Image courtesy of the artist

ABOUT THE EXHIBITION

Graeme Patterson: *Secret Citadel*

January 16 – March 20, 2016

New Brunswick-based artist Graeme Patterson transforms life-sized objects like bleachers, bunk beds, and pianos into artworks fraught with meaning for his solo exhibition at the Surrey Art Gallery. For *Secret Citadel*, he constructed four large-scale sculptural installations complemented by stop-motion animation that tell a story of friendship through childhood, adolescence, and adulthood. An anthropomorphized bison and cougar represent Patterson and his first best friend Yuki in this visual coming-of-age tale that is as playful as it is poignant. Although based on specific memories of the artist's past, *Secret Citadel* draws you into its captivating worlds by highlighting universal themes of love and loss, play and competition, companionship and loneliness.

"Mountain" begins the boys' journeys. This 10-foot high wooden and fabric-covered mound connects the artist's and his friend's miniature suburban homes, replicated with 1980s décor. The viewer can peek into the mountain to witness the boys' creative meeting space. Their camaraderie continues into "Camp Wakonda," two life-sized bunk beds with miniature scenes showing the boys engaged in a world of play and imagination. Stop-motion animations within this installation explore memory and hint at the competitiveness to come in adolescence.

"Grudge Match" overtly shows the competitive nature of teenage boys through a miniature wrestling match, locker room, and gym tucked beneath life-sized bleachers.

The last sculptural piece, "Player Piano Waltz," is an upright working piano that plays a haunting melody for the price of a loonie. Through the windows, the viewer glimpses different vignettes of these now estranged friends in adulthood. "Player Piano Waltz" mourns the end of two friends and the isolated worlds of adulthood.

VOCABULARY

Anthropomorphic: Ascribing human form or attributes to a being or thing not human.

Diorama: A scene, often in miniature, reproduced in three dimensions by placing objects, figures, etc., in front of a painted background.

DIY: Do it yourself, also known as DIY, is the method of building, modifying, or repairing something without the direct aid of experts or professionals.

Double Spread: A picture, advertisement, etc., occupying two facing pages.

Installation art: Art that is created, constructed, or installed on the site where it is exhibited, often incorporating materials or physical features on the site.

Miniature: A small-scale reproduction, or a small version.

Mood: A state or quality of feeling at a particular time.

Narrative: A story or account of events, experiences, or the like, whether true or fictitious.

Sculpture: The creation of artistic objects in three dimensions—length, width, and height. The main feature of a sculpture's design is the way its forms extend through space. Sculpture may be either in the round or in relief. A sculpture in the round stands on its own. It can be viewed from all sides. A relief is attached to a background, so it is not designed to be viewed from the back.

Stop-motion animation: A filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move.

Text: The actual wording of anything written or printed.

Visual: Perceptible by the sense of sight; visible.

Visual narrative: A visual narrative is a story told primarily through the use of visual media. The story may be told using still photography, illustration, or video, and can be enhanced with graphics, music, voice and other audio.

SUGGESTED PRE-VISIT ACTIVITY: Friendship Journey Book

THEMES: Friendship and Personal Journeys

OBJECTIVES

To explore two key ideas – friendship and personal journeys – as addressed in the exhibition *Graeme Patterson: Secret Citadel*. Students will also learn about book making and visual storytelling.

Secret Citadel animation still, 2013,
Image courtesy of the artist



BIG IDEAS FROM THE BC CURRICULUM

- The arts connect our experiences to the experiences of others. (Grade 3, Arts Education)
- Creative expression is a means to explore and share one's identity within a community. (Grade 4, Arts Education)
- Stories can be told through pictures and words. (Grade 1, English Language Arts)
- Exploring and sharing multiple perspectives extends our thinking. (Grade 6, Language Arts)

ACTIVITY

The class will create books using a simple accordion fold (see diagram on page 9). Through drawn visual imagery, each student will create unique representations of friendship and a personal journey through visuals. Students will draw themselves and a friend, each at opposite ends of the accordion book. These two characters will embark on independent journeys, and will then meet in the middle of the book (see diagram on page 7). The journeys will be depicted through drawings and will not include text.

SUGGESTED PRE-VISIT ACTIVITY: Friendship Journey Book

THEMES: Friendship and Personal Journeys

DISCUSSION & INTRODUCTION

The exhibition at the Surrey Art Gallery, *Graeme Patterson: Secret Citadel*, features sculptural installations and stop-motion animations that tell a story of friendship.

Anthropomorphized bison and cougar figures are used to represent two boys in a playful, yet poignant narrative in which the characters move from childhood to adulthood. The artworks are based on the artist's memories but also explore universal themes such as love, loss, play, and competition.

To spark ideas for their Friendship Journey Books, ask the students to think of a friend with whom they have had an exciting adventure or experience. First share a personal memory of an interesting experience you have had with a friend, noting the details about the setting, the sequence of events, and the emotions you and your friend experienced. Ask the students to share their memories with a partner and to describe the following details: Where did this experience take place? Describe your surroundings. How did you and your friend react to the experience? Were your reactions different or the same? What emotions did each of you experience? If you were to describe the experience through a drawing, what would be the most important moment of action that you would include?

MATERIALS

- Pencils
- Erasers
- Coloured pencils
- Optional: Black fineliners
- 11"x17" white construction paper (1 per student)

PROCESS

Guide students through the process of creating an accordion fold book using a piece of 11"x17" white construction paper (see page 9 for accordion fold instructions). These books will be used to create the Friendship Journey Book.

Explain to the students that they will create a book in which they draw themselves and one friend starting at opposite ends, starting off on independent journeys, and then meeting up in the middle. They will show this journey using only pictures and no words.

Brainstorm with the students the meaning of the following vocab words: visual; narrative.

Discuss with your students the following questions: What is a visual narrative? How is a visual narrative different from a story told using only words?

SUGGESTED PRE-VISIT ACTIVITY: Friendship Journey Book

THEMES: Friendship and Personal Journeys

PROCESS CONTINUED

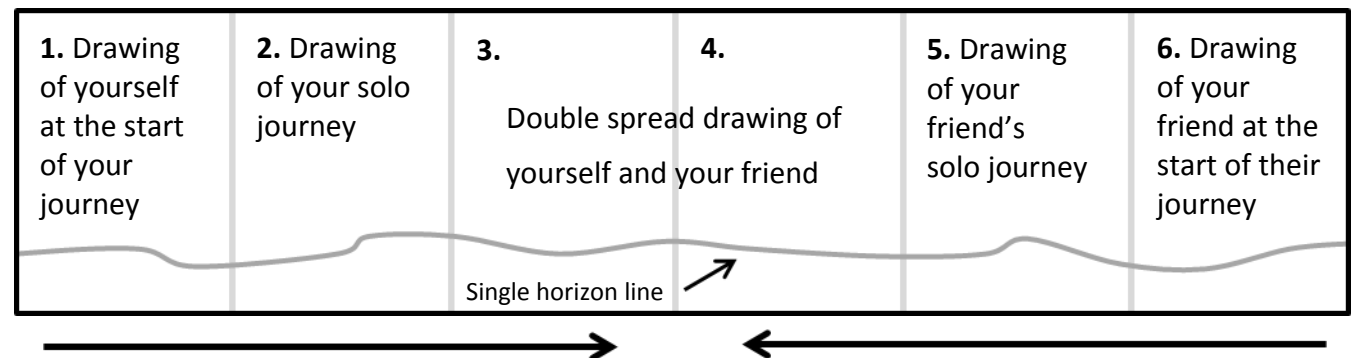
Ask the students to brainstorm the following elements for their visual narratives (they may write down their ideas if it they find this to be helpful):

- What are important details about your own appearance that you would like to include? How can you show aspects of your own personality in a drawing?
- Think of a friend who you would like to include in your story. What are important details about their appearance that you would like to include? What kind of personality does this friend have? How can you show aspects of their personality through drawings?
- Think of two settings:
 1. A place where you will begin your journey
 2. A place where your friend will begin their journey
- What will your own journey look like?
- What will your friend's journey look like?

- What will happen when your separate journeys bring you together? Where will this take place?

Have the students draw their visual narratives on one side of their accordion books using the sections of the book as shown in the diagram, below.

Have the students create their drawings using pencil. Have them start by creating one horizon line that continues through each of the 6 panels. They should draw this horizon lightly, so that they can add additional details on top of it afterwards. Students may add colour to their drawings using pencil crayons. After completing the drawings, students may darken their pencil lines using fineliners.



SUGGESTED PRE-VISIT ACTIVITY: Friendship Journey Book

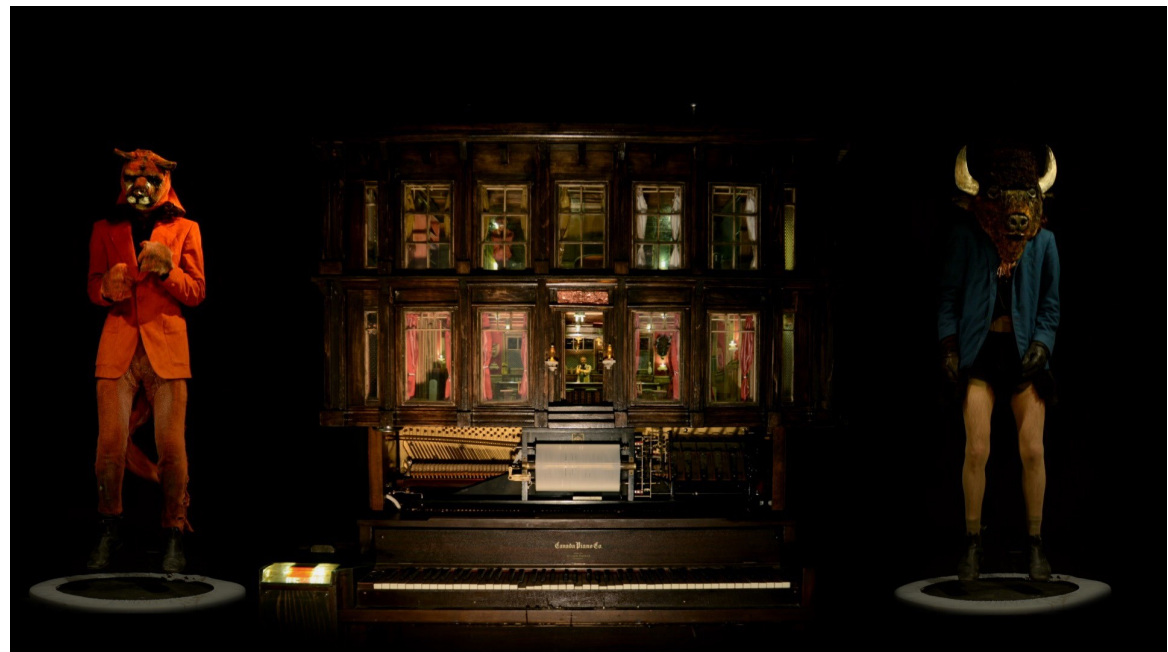
THEMES: Friendship and Personal Journeys

CONCLUSION

Display the finished Friendship Journey Books on students' desks or tables. Encourage the students to walk around the room and observe each other's books. What visual details did their classmates include in their drawings to provide information about the characters in their stories? Do they get a sense of these characters' personalities? What emotions do the characters appear to experience on these journeys? What visual details did their classmates include in their drawings to provide information about the settings of the journey? Does it appear as if the friendships or individuals have changed as a result of the journeys depicted?

When students visit *Graeme Patterson: Secret Citadel*, encourage them to consider how the artist has depicted the personalities of the two friends featured in the exhibition. How has he depicted their friendship? Do the characters or the friendship change in the different artworks? What kinds of journeys do the two friends experience?

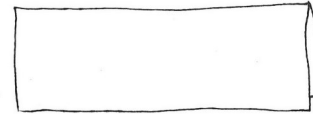
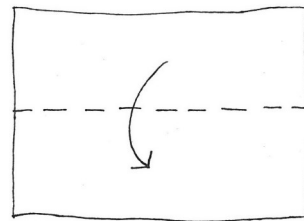
Secret Citadel animation still, 2013,
Image courtesy of the artist



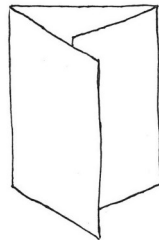
SUGGESTED PRE-VISIT ACTIVITY: Friendship Journey Book

THEMES: Friendship and Personal Journeys

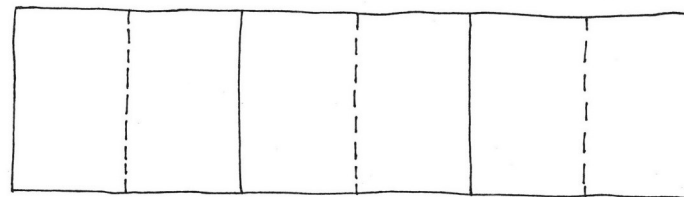
ACCORDION FOLD INSTRUCTIONS



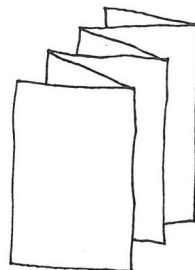
1. Fold paper in half, lengthwise to create a long rectangle.



2. Fold paper inwards to create 3 equal-sized panels.



3. Unfold paper and fold each of the 3 panels in half (on the dotted lines) to create a total of 6 panels.



4. The panels should be folded in opposite directions like an accordion so that the book can stand up.

SUGGESTED POST-VISIT ACTIVITY: A Home within a Home

THEMES: Memory and Home

OBJECTIVES

To explore the themes of memory and home spaces in relation to the exhibition *Graeme Patterson: Secret Citadel*. Students will draw upon their memories of their own homes as they explore techniques for depicting 'mood' within a scene through the creation of miniature dioramas.

BIG IDEAS FROM THE BC CURRICULUM

- The arts connect our experiences to the experiences of others. (Grade 3, Arts Education)
- Works of art influence and are influenced by the world around us. (Grade 5, Arts Education)
- Experiencing art is a means to develop empathy for others' perspectives and experiences. (Grade 6, Arts Education)

ACTIVITY

Students will consider multiple ways to represent memories and home spaces, including through drawing three-dimensional design. They will each create a diorama depicting their own home on the outside and a significant memory on the inside.



Camp Wakonda installation, Art Gallery of Hamilton, 2014, Photo by Mike Lalich

SUGGESTED PRE-VISIT ACTIVITY: A Home within a Home

THEMES: Memory and Home

DISCUSSION & INTRODUCTION

Many of the artworks in the exhibition Graeme *Patterson: Secret Citadel* represent worlds within worlds. For example, the installation “Mountain” depicts a snow-topped wood and fabric-covered mountain and two miniature houses. The mountain contains a replica of the artist’s studio, as it appears today. Viewers can peek inside the model homes, which are based on the artist’s recollections of his own and his friend’s childhood houses, to view miniature interior details and stop motion animations.

MATERIALS

- One 8.5”x11” sheet of card stock for each student
- scissors
- Scotch tape
- Pencils
- Erasers
- Pencil crayons

PROCESS

- Invite the students to reflect on their experiences visiting the exhibition *Graeme Patterson: Secret Citadel*. What stands out to them about this exhibition? Remind them of the installation “Mountain”. What do they remember about this installation? Did they have an opportunity to

peak inside the mountain and the windows of the houses? How did it feel to be able to get up close to the sculptures and look inside of them? What did they see when they looked inside? Why do they think the artist included these details and animations inside the houses? What kind of mood did they observe in these scenes and spaces inside the homes and the mountain (i.e. cozy, creepy, welcoming, playful, sad, chaotic)? Show students the image of “Mountain” found on page 17 of this guide.

- Share with the students that the artist, Graeme Patterson, was inspired by his own childhood home and the home of his childhood friend in building the miniature houses in “Mountain”. The details that he included are based only on his memories.
- Invite the students to close their eyes and picture the outside of their own homes. What kinds of details would they include if they were going to create a miniature model of their home?
- Introduce the word “diorama” to the students and brainstorm a definition together. Explain to the students that they will create their own dioramas.
- Show the students how to fold a sheet of card stock into thirds (see diagram on page 13).
- Explain that they will include details that they can recall from the outside of their own homes on two outside surfaces of their dioramas (see diagram on page 13).

SUGGESTED PRE-VISIT ACTIVITY: A Home within a Home

THEMES: Memory and Home

PROCESS CONTINUED

- Demonstrate how to cut on the fold and along the top and bottom edges to create openings such as windows and doors. In addition to cutting openings, students will draw details from the outside of their house using pencils and pencil crayons.
- Next, ask the students to think about their favourite place in their home where they like to play or spend time. Is it a secret place or a hiding spot? Is it a place where people gather and move through frequently? How do they feel when they are in this place? What are important details within this space? Furniture? Toys? Books? Pictures on the wall? Is it dark? Is it bright?
- Explain to the students that they will represent this place on the interior surface of their diorama. They will draw the place using pencil and pencil crayon. Viewers will be able to peek through the openings that they created on the outside of the diorama in order to view these places.
- When the dioramas are completed, use scotch tape to join the 2 ends of the card stock together to close the triangular form (see diagram on page 13).

CONCLUSION

Display the finished dioramas in the classroom on the surface of tables or desks and give the students time to observe each other's work. How does it feel to peek inside their classmates' dioramas? What details do they notice on the outside of the dioramas? What types of openings and marks did their classmates make in order to depict their homes? What types of details did they observe when they looked inside the dioramas? Ask the students to choose one other person's artwork and to imagine that they can shrink down and enter the place on the inside of the diorama? How do they feel inside that place?

Grudge Match installation, 2014,
Image Courtesy of the Artist

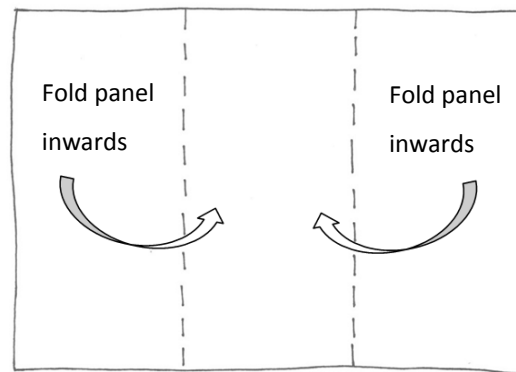


SUGGESTED PRE-VISIT ACTIVITY: A Home within a Home

THEMES: Memory and Home

DIORAMA FOLD INSTRUCTIONS

1. Fold paper into three equal sections.



Fold Paper on dashed lines



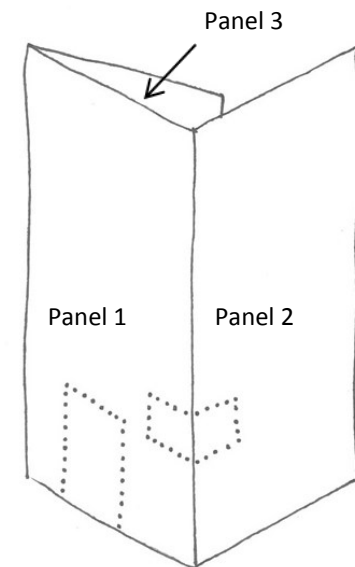
Sample lines for students to cut on

2. Stand folded paper upright to create diorama.

3. Students cut out doors, windows, and other openings on Panels 1 and 2.

4. Students draw on Panel 3.

5. Attach Panels 2 and 3 using scotch tape.



CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-7. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

K-7 ARTS EDUCATION CURRICULAR COMPETENCIES

KINDERGARTEN - GRADE 2

- Explore elements, processes, materials, movements, technologies, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore artistic expressions of themselves and community through creative processes
- Observe and share how artists use processes, materials, movements, technologies, tools, and techniques
- Reflect on creative processes and make connections to other experiences
- Express feelings, ideas, stories, observations, and experiences through the arts
- Describe and respond to works of art
- Experience, document, perform, and share creative works in a variety of ways

GRADES 3-4

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore identity, place, culture, and belonging through arts experiences

- Reflect on creative processes and make connections to personal experiences
- Express feelings, ideas, and experiences in creative ways
- Experience, document, perform, and share creative works in a variety of ways

GRADE 5-7

- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Observe, listen, describe, inquire, and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Express feelings, ideas, and experiences through the arts
- Describe and respond to works of art and explore artists' intent

CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop, or self-guided tour in conjunction with the exhibitions supports Big Ideas and Learning Standards in the British Columbia Arts Education Curriculum for grades K-7. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curricular areas.

K-7 ARTS LANGUAGE ARTS CURRICULAR COMPETENCIES

KINDERGARTEN - GRADE 3

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Recognize the structures and elements of story
- Plan and create a variety of communication forms for different purposes and audiences
- Create stories and other age-appropriate texts to deepen awareness of self, family, and community

GRADES 4-7

- Exchange ideas and perspectives to build shared understanding
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts

ONLINE RESOURCES

SECRET CITADEL

- <http://canadianart.ca/reviews/graeme-patterson-art-gallery-of-hamilton/>
- <http://www.preview-art.com/previews/11-2015/patterson.html>
- <http://www.ngcmagazine.ca/correspondents/secret-citadel-graeme-patterson-celebrates-and-mourns-childhood-friendships>
- <http://www.graemepatterson.com/Secret%20Citadel.htm>

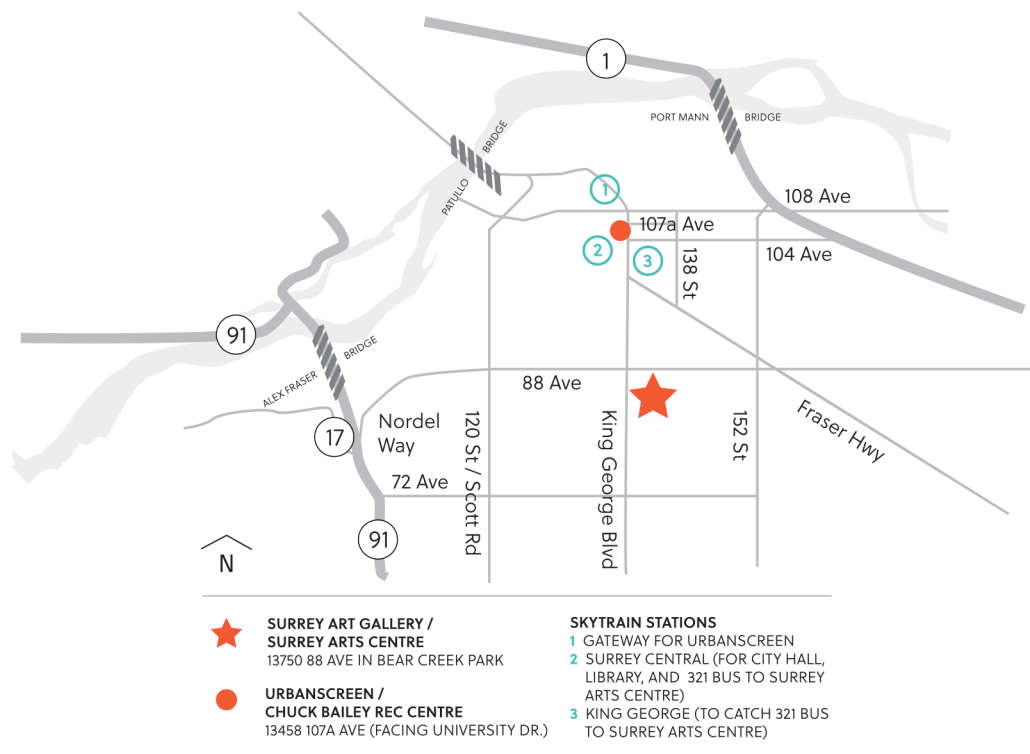
GRAEME PATTERSON

- <http://www.graemepatterson.com/>
- <http://www.gallerieswest.ca/artists/profiles/graeme-patterson/>
- http://podcast.cbc.ca/mp3/podcasts/ideas_20141215_21433.mp3
- <https://vimeo.com/109393659>
- <http://www.cbc.ca/strombo/news/look-at-this-graeme-patterson>



The Mountain installation, 2014, Image courtesy of the artist

INFORMATION / MAP



- 40 minute drive from downtown Vancouver
- 2 km walk from King George Station
- Take the Skytrain to Surrey Central Station and catch Bus #321 or #96 B-line and get off on King George Hwy at 88 Ave
- Free parking

SURREY ART GALLERY

13750 – 88th Avenue
Surrey, BC V3W 3L1

604-501-5566
artgallery@surrey.ca
www.surrey.ca/artgallery

GALLERY HOURS

Tues, Wed, Thurs: 9am – 9pm
 Fri: 9am – 5pm
 Sat: 10am – 5pm
 Sun: Noon – 5pm
Closed on Mondays & holidays
 Admission by donation

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To receive gallery exhibition and program updates, visit
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