

surrey  
art gallery

# TEACHERS GUIDE

## Garden in the Machine: TechLab 20th Anniversary Exhibit

DIGITAL | TECHNOLOGY | ENVIRONMENT



WITH BIG IDEAS & CURRICULUM CONNECTIONS

Lawrence Paul Yuweluption and Paisley Smith, *Unceded Territories*, 2019, with music by A Tribe Called Red. VR video installation. Image courtesy of the artists and Macauley & Co Art

## Dear Teachers

This guide is a classroom resource, designed to support teachers and students attending the exhibitions, *Particles for the Built World* and *The Way Things Go* on display at the Surrey Art Gallery from April 13 to June 16, 2019. The Teachers' Guide contains exhibit information, as well as activities that will help 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 themes related to materials and dimensions, as well as built environment—and provide continuity between the gallery visit and the classroom.

The pre-visit activity touches on process between 2 and 3 Dimensions as well as the use of the cross-section. The hands-on Art Encounter Workshop offered at the Gallery joyfully engages sketching and simple machines; and the post-visit activity considers built environment and collage.

This guide also provides vocabulary, a resource section, and links to the BC Education Curriculum in the area of Arts Education, from grades K-12. We hope that you enjoy using this guide to engage with the exhibition and create art with your students.

*Sincerely,*  
**Cecily Nicholson, Interpretive Programmer**

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Teachers' Guides are created with contributions from Surrey Art Gallery staff including: Interpretive Programmer Cecily Nicholson, Art Educator April Davis, Volunteer Program Coordinator Chris Dawson-Murphy, Visual Arts Programmer Lindsay McArthur, Communications Coordinator Charlene Back, Curator of Exhibitions and Collections Jordan Strom, and Curator of Education and Engagement Alison Rajah.

## ABOUT 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. 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](http://www.surrey.ca/arts-signup). The City of Surrey also has an e-newsletter specifically for teachers: [www.surrey.ca/12392.aspx](http://www.surrey.ca/12392.aspx).

## SCHOOL PROGRAMS

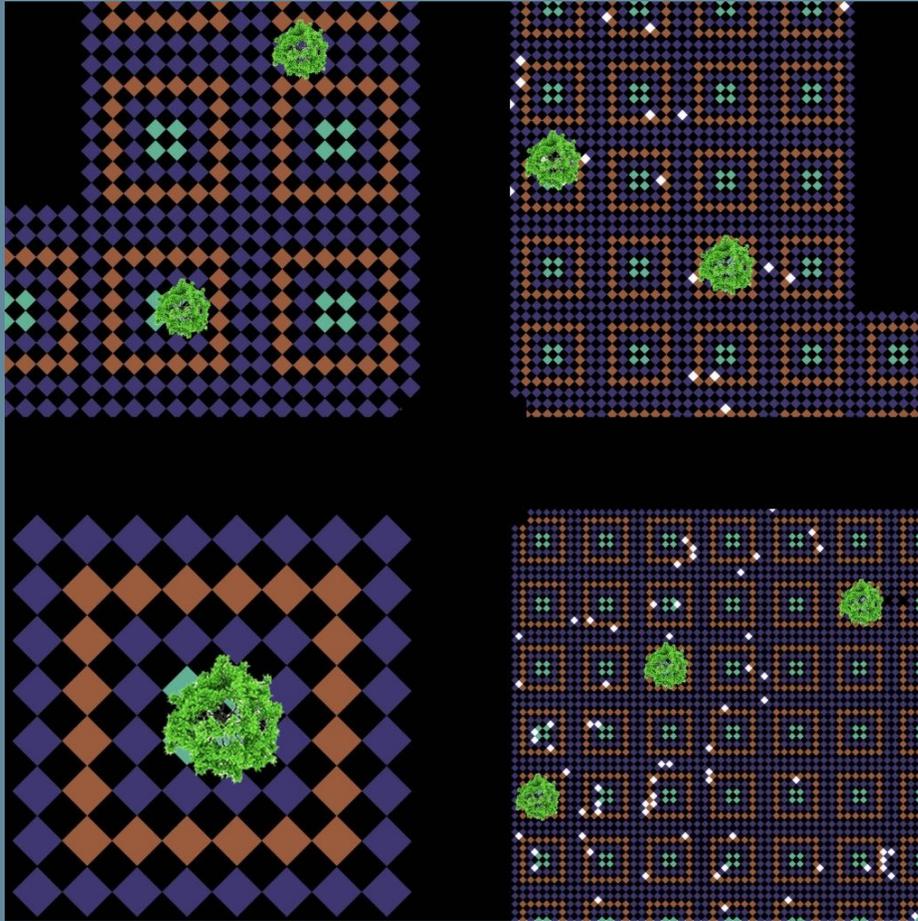
The Gallery's school programs develop an appreciation, understanding, and excitement about contemporary art. Visit the Gallery's website to learn about our school programs and the resources that we offer for teachers called "Teachers in the Know" visit: [www.surrey.ca/galleryeducation](http://www.surrey.ca/galleryeducation).



Leila Sujir, *Forest Breath*, video still, 2019. Image courtesy of the artist.

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Faisal Anwar, *CharBagh*, 2019, artist live rendering. Image courtesy of the artist

What are the images that symbolize your relationship to nature? [#CharBaghNature](#)

What are the images that share your relationship to food sustainability? [#CharBaghViable](#)

What are the images that capture the current moment of climate change? [#CharBaghClimate](#)

What are images that represent better sustainable practices? [#CharBaghPerform](#)

## ABOUT THE EXHIBITIONS

June 28 – August 31, 2019

### Garden in the Machine: TechLab 20th Anniversary Exhibit

Join us for an exhibition examining the complex relationship between computer technology and nature through digital art. The digital world changes as much as the natural world. To mark the past 20 years of digital art programming, Surrey Art Gallery presents new and recent work from leading artists in this field.

In *Data Mulch*, Helma Sawatzky digitally stitches together dozens of photographs of a brimming compost bin at Granville Island Public Market—one of Vancouver’s most celebrated sites of sustainable food and design. In addition to highlighting food waste, the artist shows how excess, accumulation, waste, and decay also mark our contemporary digital condition.

Faisal Anwar’s massive video *CharBagh* uses social media to generate a Persian-style Islamic garden known as char bagh (four gardens). This interactive artwork grows out of Anwar’s workshops with Surrey residents who took photos related to sustainable food production, climate change, and nature.

Robert Youds explores the garden in a different manner in *For Everyone a Fountain*. Using computer software, he translates photographs of the iconic Butchart Gardens in Victoria, British Columbia into coloured light sequences spanning the four seasons. These images appear in a tower of gleaming metal building and office materials.

In *Unceded Territories*, VR artist Paisley Smith teams up with painter and sculptor Lawrence Paul Yuxweluptun. Their virtual reality game invites participants to move through different natural landscapes inspired by Yuxweluptun’s bold paintings of colonization in British Columbia. The VR component of this installation is available for public viewing Thursdays between 3pm and 7pm.

On a similar note, Leila Sujir’s *Forest Breath* highlights nature as a space of spiritual connection and renewal that needs protection. She uses stereoscopic 3D video to show a section of dense woodland on Canada’s West Coast that is under threat of deforestation. The ethereal imagery encourages viewers to reflect on old-growth forests in relationship to cultural history, personal health, and mortality.

## EXHIBITION INSPIRED ACTIVITY: COLLAGE AND COMPOSITION

### THEME: DECOMPOSING AND COMPOSING DATA

#### MATERIALS

- \* Bristol board, paper plate, canvas or another firm paper surface
- \* Decorative and found paper (magazines, calendars, wrapping paper)
- \* Paint and/or coloring pencils (optional)
- \* Glue, glue stick adhesive
- \* scissors

#### OBJECTIVES

Engage variations of collaging practices ranging from paper to found materials to digital photography.

#### ACTIVITY

Engage in a range of collage activities to experiment with different materials and themes.

#### BIG IDEAS FROM BC CURRICULUM

- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice (Art Education, Grade 3).
- Experience and interpret the local environment (Art Education, Grade 4).
- Artists experiment in a variety of ways to discover new possibilities and perspectives. (Art Education, Grade 5).
- Photography is a unique art form that captures images for artistic expression. .

#### DISCUSSION & INTRODUCTION

Consider the artwork *Data Mulch* in which the artist Helma Sawatzky digitally stitches together dozens of photographs of a compost bin at Granville Island Public Market. What did students enjoy about the work? Are there subjects or topics they would like to apply similar techniques? What is fun to collage?

The method of collage may be a simple technique of applying on a single surface, various materials that are not necessarily associated with one another. This foundational activity for children is also a method of creating works of art and assemblages that can grow in depth and complexity depending on technique, materials and design.

Adapt this practice to engage different age groups, themes, and materials to represent themes and study different topics. Guiding questions for example can think through favourite places, hobbies or activities or they could explore colours, texture and shapes. Collage activities can address overlapping ideas – engaging more than one theme at the same time, such as identity and the environment.

For advanced art lessons, making collages is also an important visualization technique in the design process. Using the computer to create a digital collage from photos or images can engage students' interest while combining technology and creative art skills.



Helma Sawatzky, *Data Mulch IV (apples)*, 2019, archival inkjet print with UV coating mounted on aluminum di-bond. Image courtesy of the artist.



Helma Sawatzky, *Data Mulch VII (oranges)*, 2019, archival inkjet print with UV coating mounted on aluminum di-bond. Image courtesy of the artist.

## EXHIBITION INSPIRED ACTIVITY: COLLAGE AND COMPOSITION

### THEME: COMPOSE, DECOMPOSE, COMPOSITION

#### VARIATION: DIGITAL COLLAGE

#### INSTRUCTIONS

There are several examples of free programs for creating digital collage.:

[Foto Photo Collage](#)

[Photo Gallery](#)

[The World's Best Collage Maker](#)

[Collage.com](#)

A common operating system, you can use Windows Photo Gallery. If you have Windows 7 or Windows 8, you can download a free program called [Photo Gallery](#) to organize, edit, and share photos. It can be used to make a collages as well.

Here's how to make a digital collage in this program in 5 steps:

1. Open Photo Gallery.
2. Add your collected folder of images.
3. Select a minimum of 7 images.
4. From the Create tab, click Auto Collage.
5. Name the collage file and select a location to save it.

#### ADDITIONAL RESOURCES

- <https://www.tate.org.uk/art/art-terms/p/papier-colle>
- <https://www.tate.org.uk/art/art-terms/p/photomontage>
- <https://collage.cityoflondon.gov.uk/>

# EXHIBITION INSPIRED ACTIVITY: CREATE ART WITH FOUND OBJECTS

## THEME: EXPERIMENTATION



Robert Youds, *Four Everyone a Fountain*, 2017, aluminum honeycomb panels, desk lamps, Wi-Fi LED bulbs, galvanized steel sawhorses, electrical chords, Raspberry Pi computer, legal-sized painted cardboard boxes, speakers, amplifier, sound recording. Image courtesy of the artist

### MATERIALS NEEDED:

- \* Base, foundation or substrate to build-upon
- \* Selection of found objects and art materials
- \* Items that can help join pieces of your assemblage

### OBJECTIVES

Look to the world immediately around you and find inspiration in objects that you find.

### ACTIVITY

Form a sculpture or assemblage based on everyday objects and art-making materials.

### BIG IDEAS FROM BC CURRICULUM

- Artists experiment in a variety of ways to discover new possibilities (Art Education, Grade 4).
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice (Art Education, Grade 3).

### DISCUSSION & INTRODUCTION

Found objects (sometimes referred to by the French term for found object 'objet trouvé') may be put on a shelf and treated as works of art in themselves, as well as providing inspiration for the artist. The sculptor Henry Moore for example collected bones and flints which he posed and treated as natural sculptures as well as sources for his own work. Found objects may also be modified by the artist and presented as art, either more or less intact as in the dada and surrealist artist Marcel Duchamp's ready-mades, or as part of an assemblage.

Choose a selection of objects, or begin with just one. Perhaps the object itself is inspiring, what does it make you think of, or feel? Or, begin with a theme or idea such as: autumn, garden, change or a colour composition. Use the materials gathered to begin to tell the story of the object(s) or to express your theme.

## SUGGESTED ACTIVITY: BUILD A LIGHTBOX

### DISCUSSION & INTRODUCTION

Discuss with students Leila Sujir's installation work *Forest Breath*. What did they enjoy about the installation and why?

1. Define and understand “light” — Light is a form of electromagnetic radiation with a wavelength which can be detected by the human eye. It is a small part of the electromagnetic spectrum and radiation given off by stars like the sun. Light exists in tiny energy packets called photons. Each wave has a wavelength or frequency. All colors depend on light. It is something that makes things visible or affords illumination.
2. Evaluate how does a light box work and why might they be helpful? Definition “Lightbox”: A lightbox is a translucent surface illuminated from behind, used for situations where a shape laid upon the surface needs to be seen with high contrast.
3. Can students think of examples of different kinds of light they experience in their lives? Can students name, count, or describe some of the processes and elements that were involved in Leila Sujir's work?
4. There are many examples, instructions, and videos available online to inspire ideas to prepare your students for this activity. Build your own lightbox examples: <https://www.wikihow.com/Create-an-Inexpensive-Photography-Lightbox>



Leila Sujir, *Forest Breath*, video still, 2019. Image courtesy of the artist.

## 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.



Leila Sujir, *Forest Breath*, video still, 2019. Image courtesy of the artist.

## K-12 ARTS EDUCATION BIG IDEAS & CURRICULAR COMPETENCIES

**Students will be able to use creative processes to create and respond to the arts:**

### 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
- Reflect on creative processes and make connections to other experiences
- People connect to others and share ideas through the arts.
- Describe and respond to works of art

### GRADES 3-4

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Reflect on creative processes and make connections to personal experiences
- The mind and body work together when creating works of art.

### GRADES 5-7

- Observe, listen, describe, inquire, and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to

create and communicate

- Works of art influence and are influenced by the world around us.
- Experience and interpret the local environment
- Artists experiment in a variety of ways to discover new possibilities and perspectives.

### GRADES 8-9

- Creative arts experiences can build community and nurture relationships with others.

### GRADES 10-12

- An artist's intention transforms media technologies into art
- Engage in a period of research and empathetic observation
- Media arts provide a unique way to represent self, identity, and culture.
- Purposeful artistic choices enhance the depth and impact of an artistic work

# TERMS & CONCEPTS

**Collage:** a technique of composing a work of art by applying on a single surface, various materials that are not necessarily associated with one another.

**Climate:** the weather conditions prevailing in an area in general or over a long period.

**Experimentation:** the action or process of trying out new ideas, methods, or activities.

**Form (object):** the visible shape or configuration of something.

**Garden:** A garden is a planned space, usually outdoors, set aside for the display, cultivation, or enjoyment of plants and other forms of nature.

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

**Lightbox:** A lightbox is a translucent surface illuminated from behind, used for situations where a shape laid upon the surface needs to be seen with high contrast.

**Linear:** arranged in or extending along

a straight or nearly straight line or row. Progressing from one stage to another in a single series of steps; ie sequential.

**Machine:** an apparatus using or applying mechanical power and having several parts, each with a definite function and together performing a particular task. Machines can be constructed or found in nature.

**Material:** the matter from which a thing is or can be made.

**Media:** the term media, which is the plural of medium, refers to the communication channels through which we share information, news, music, movies, education, promotional messages and other data.

**Observation:** an act or instance of noticing or perceiving; an act or instance of regarding attentively or watching; the faculty or habit of observing or noticing.

**Palimpsest:** something reused or altered but still bearing visible traces of its earlier form.

**Perspective:** the ability to see, hear, or become aware of something through the senses.

**Sensory:** of or relating to sensation or the physical senses; transmitted or perceived by the senses.

**Stereoscopic:** relating to or denoting a process by which two photographs of the same object taken at slightly different angles are viewed together, creating an impression of depth and solidity.

**Sustainability:** Sustainability means that a process or state can be maintained at a certain level for as long as is wanted

**Technology:** science or knowledge put into practical use to solve problems or invent useful tools.

**Texture:** The quality of a surface (i.e. smooth, rough, dry).

## GENERAL

- <https://canadanewsmedia.ca/2019/09/11/fall-arts-preview-2019-visual-arts-critics-picks-striking-shows-to-see-across-the-region-straight-com/>
- <https://www.youtube.com/watch?v=2RWop0Gln24> – what is digital art, British Council
- <https://rhizome.org/editorial/2012/dec/6/whats-really-specific-about-new-media-art-curating/> - Rhizome – What’s (Really) Specific about Media Art?
- <https://www.artforum.com/print/201207/digital-divide-contemporary-art-and-new-media-31944> - ArtForum - Whatever Happened to Digital Art?

## ARTISTS IN THE EXHIBITIONS

### Faisal Anwar

- <https://faisalanwar.ca/>
- <http://tns.thenews.com.pk/work-isnt-technology-interview-faisal-anwar/#.XQlrW-hKiCo>
- <http://www.yongestreetmedia.ca/features/faisalanwar01112012.aspx>

### Helma Sawatzky

- <http://www.helmasawatzky.com/>

### Leila Sujir

- <http://leilasujir.com/forest-breath-2018/>
- <https://canadianart.ca/reviews/into-the-woods/>

### Robert Youds

- <http://www.robertyouds.ca/>
- <http://www.robertyouds.ca/#/for-everyone-a-fountain-2017/>
- <https://vimeo.com/244084356>

### Lawrence Paul Yuxweluptun & Paisley Smith

- <https://www.youtube.com/watch?v=qKpGpzHml-I>
- [https://www.youtube.com/watch?v=zEsU\\_GIJ53Q](https://www.youtube.com/watch?v=zEsU_GIJ53Q)
- <https://www.paisleymith.com/>
- <http://lawrencepaulyuxweluptun.com/>



Installation image: Helma Sawatzky, *Data Mulch* series, 2019, archival inkjet print with UV coating mounted on aluminum di-bond. Image courtesy of the artist.

# IMAGE GALLERY



Participant experiencing Lawrence Paul Yuweluaptun and Paisley Smith, *Unceded Territories*, 2019, with music by A Tribe Called Red. VR video installation. Image courtesy of the artists and Macauley & Co Art

# IMAGE GALLERY

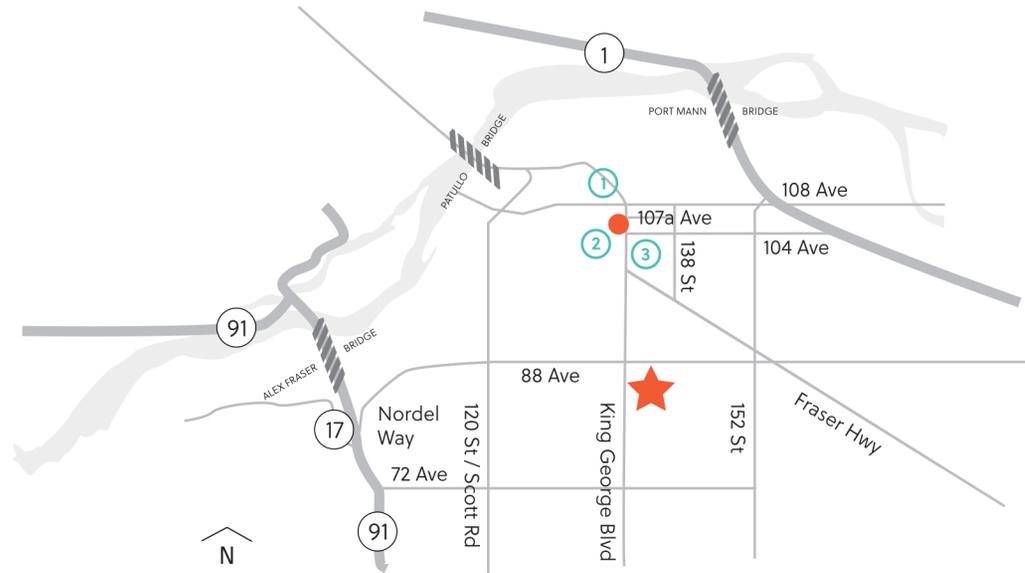


Lawrence Paul Yuweluaptun and Paisley Smith, *Unceded Territories*, 2019, with music by A Tribe Called Red. VR video installation. Image courtesy of the artists and Macauley & Co Art

# IMAGE GALLERY



Leila Sujir, *Forest Breath*, video still, 2019. Image courtesy of the artist.



- 40 minute drive from downtown Vancouver
- 2 km walk from King George Station
- Catch Bus #321 at Surrey Central Station and get off on King George Hwy at 88 Ave.

★ SURREY ART GALLERY / SURREY ARTS CENTRE  
13750 88 AVE IN BEAR CREEK PARK

● URBANSCREEN / CHUCK BAILEY REC CENTRE  
13458 107A AVE (FACING UNIVERSITY DR.)

#### SKYTRAIN STATIONS

- 1 GATEWAY FOR URBANSCREEN
- 2 SURREY CENTRAL (FOR CITY HALL, LIBRARY, AND 321 BUS TO SURREY ARTS CENTRE)
- 3 KING GEORGE (TO CATCH 321 BUS TO SURREY ARTS CENTRE)

## 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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