

# Big Bugs: Painted Collages Inspired by Jack Shadbolt

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**TOPICS:** Using line, colour, and shape to create a painted landscape background; Using collage to create an imaginary insect

**SUBJECT(S):** Visual Arts      **GRADE(S):** K-3

**UNIT DURATION:** 3 lessons

## OVERVIEW & CULMINATING TASK:

In this unit students will learn about the artwork of artist Jack Shadbolt and his exploration of insects, transformations, and natural environments. Students will create collages using painted paper depicting insects in an imagined environment.

Jack Shadbolt (1909-1998) was a highly respected and influential Canadian artist known for his passionate and intense study of the dynamics of colour and organic form. Shadbolt was painter and muralist and in his artwork drew upon his travels, social and political conflicts, as well as his personal experiences including his youth in British Columbia and his work overseas during World War II. He was born in England and immigrated to Canada in 1912 where his family settled in British Columbia. He began studying art in Victoria, BC and continued his studies in New York, London, and Paris.

Shadbolt's work is represented in major galleries across Canada as well as in corporate and private collections. His work has been shown across Canada, the United States, Venezuela, Brazil, England, France, Italy, Spain, Poland, Australia, and in Japan. He received the Order of Canada in 1972.

## BIG IDEAS (What students will understand):

- People create art to express who they are as individuals and community. (Arts Education K)
- People connect to others and share idea through the arts. (Arts Education 1)
- Inquiry through the arts creates opportunities for risk taking. (Arts Education 2)
- Living things have life cycles adapted to their environment. (Science 2)

## CURRICULAR COMPETENCIES (What students will do):

- Explore elements, processes, materials, movements, technologies, tools and techniques of the arts
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

## CONCEPTS & CONTENT (What students will know):

- Variety of local works of art and artistic traditions
- Image development strategies: processes that transform ideas and experiences into visual images
- Elements of visual art; line, shape, texture, colour, repetition

## ESSENTIAL QUESTION(S) (What students will keep considering):

- How can you make use of line, colour, and shape to represent an environment for an insect?
- What environments do insects live in?

## FIRST PEOPLES' PRINCIPLES OF LEARNING:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is embedded in memory, history, and story.



Jack Shadbolt, *End of Season*, 1993, lithograph on paper, 27 x 36 inches. Image courtesy of the artist.

## MATERIALS & TECHNOLOGIES:

- Digital images of Jack Shadbolt's *End of Season* and *Jardine Noir Suite* (see end of document)
- digital projector/computer
- 18" x 24" white construction paper or Opus Opaque Vellum (1 per student)
- 11" x 18" finger painting paper or Luna Gloss paper (approximately 3 sheets per student)
- newspaper or plastic sheets to cover tables
- tempera paint (in squirt bottles, if possible): blue, green, red, yellow, brown
- sponge brushes or bristle brushes
- water pots
- scissors
- glue
- black construction paper
- nature pictures or books of insects
- Eric Carle's book: *The Very Hungry Caterpillar*

## VOCABULARY:

background, blend, contrast, environment, life cycle, line (scribble, jagged, wavy, diagonal, flowing, thin, thick, etc.), primary colour, secondary colour, shape, transformation, insect vocabulary (antennae, head, thorax, abdomen, legs, chrysalis, etc.)

## RESOURCES & REFERENCES:

- Eric Carle reading *The Very Hungry Caterpillar*: <https://www.youtube.com/watch?v=vkYmvxPOAJI>
- Jack Shadbolt bio and images of artwork: <https://www.gallery.ca/collection/artist/jack-shadbolt>
- Art terms glossary: <http://www.tate.org.uk/learn/online-resources/glossary/>

## ADAPTATIONS & MODIFICATIONS:

Students with low hand motor functions may need support using scissors, pencil, and paintbrush.

## DISCUSSION & ACTIVITIES (Teacher Action/Student Action):

LESSON #1 (intro and creating painted background):

- Project images of Jack Shadbolt's prints *End of Season* and *Jardine Noir Suite*. Explain that Shadbolt was very interested in the life cycles of creatures and that he often depicted transformations within his artworks.
- Brainstorm with students about the concept of life cycles, recording their ideas in a large mind map and connecting the discussion to

past learning and other curricular areas. Explain to students that Jack Shadbolt was also interested in depicting transformations in his artwork. Ask students to brainstorm definitions for the word transformation and connect the word to their discussion of life cycles. Ask students: What kinds of transformations take place within the life cycles of plants and insects?

- Return to the images of Jack Shadbolt's artworks and pose the following discussion questions:

- What kinds of plants can you identify within the artworks?
- What kinds of insects can you identify within the artworks?
- Where is the background of the picture? What kind of environment is it? What are some of the elements that make up this environment?
- What type of elements do insects need to survive (soil, air, water, plant life/food)?
- Notice the background environments in *End of Season* and *Jardin Noir Suite*. Are they in the same world/environment? How are they different? What time of day do you think the different artworks depict? What season do you think the artworks depict?
- Which environment would you prefer to live in?
- Do you think the creatures and plants are happy here? Why or why not?
- What kinds of transformations might be taking place within these artworks?

- Provide students with tempera paints in blue, green, and brown. Have students choose one colour and paint a line anywhere on their 18" x 24" white construction paper or Opus Opaque Vellum paper.
- Students should then wash their brush and choose a different colour to make another line across the length of the paper.



Student creating painted environment using blue, green, and brown tempera paint.

- Repeat the process with the last colour making a diagonal line across the paper. These colours represent water, soil, air and plants.
- Instruct the students to fill the rest of the paper to make an environment for the insect to live in. There can be some white spots, but most should be painted.
- Place the papers on a drying rack or in a designated area to dry.

#### LESSON #2 (insect paper prep):

- Cover tables with plastic.
- Students will work in pairs.
- Hand out one piece of 11" x 18" finger painting paper or Luna Gloss paper per two students.
- Hand out one brush per student.
- Walk around the class with one primary colour (red, yellow or blue) bottle of paint and distribute a few drops of the colour on each paper.
- Have students fill the paper with paint, either using their paint brush or their hands.
- Remove the papers and let them dry.
- Hand out another piece of 11" x 18" finger painting paper or Luna Gloss paper per two students.
- Repeat the process until each pair of students have used the three primary colours.
- Hand out another piece of 11" x 18" finger painting paper or Luna Gloss paper per two students.
- Walk around the class with two primary colours (red and yellow, yellow and blue, or blue and red) and distribute a few drops of the two colours on each paper.
- Repeat the process until the pair of students have used each of the three primary colour combinations.
- Place all the papers on a drying rack or in a designated area to dry.



Students painting paper using their hands and foam brushes using yellow and blue.

- Once dry, cut all the paintings in half to 9" x 11" size.

#### LESSON #3 (insect collage creation):

- Begin the lesson with reading Eric Carle's book *The Very Hungry Caterpillar* (see the Resources & References section for a video of Eric Carle reading the book aloud). Discuss with students how the caterpillar transformed into a butterfly.
- If desired, have students transform themselves into insects by making a paper headband with pipe cleaner antennae.
- Take the painted paper (made in Lesson #2) and tell the students that they will transform it into an insect that will live on their painted background environment.
- Hand out three pieces of the coloured paintings to each student.
- With a pencil or black crayon, have students draw a circle or oval on the back of each painted piece of paper.
- Cut out each circle or oval shape and have students write their name on the back.
- Glue the circular shapes onto the background environment to resemble a head, thorax, and abdomen of an insect.
- Cut strips of black construction paper (8 per student). Distribute to students and have them glue them down to create 2 antennae and 6 legs for the insect.
- Students may cut out additional details from the painted collage paper to add to their insects (i.e. spots and strips).
- See examples of students' finished collages on following page.



Student cutting out oval drawn on the back side of a sheet of painted paper.

### FORMATIVE ASSESSMENT:

Walk around the classroom during Lesson #2 and ask student which paint colours they've chosen to represent the following elements: water, soil, air, and plants.

### SUMMATIVE ASSESSMENT:

After students complete their collages, create a discussion circle where the students have the option to explain and reflect on their finished artworks. Some guiding questions include:

- What kind of insect did you create?
- Where is your landscape environment? What kinds of elements are there within this environment?

### EXTENSIONS & POSSIBLE CROSS-CURRICULAR CONNECTIONS:

As students finish their insect collages during Lesson #3, teach them the main parts of an insect through the following song:

(To the tune of Head and Shoulders)

Head (Point to head)

Thorax (Point to chest)

Abdomen, Abdomen! (Point to stomach)

Head, thorax, abdomen, abdomen!

Eyes (Point to eyes)

And mouth (Point to mouth)

And antennae two (Stick 2 fingers up.)

Six legs (Wiggle 3 fingers on each hand) and there's an insect for you!

Connected to their exploration of Jack Shadbolt's artwork and their insect collage creation, students could further their learning about insects, including their life cycles, processes of transformation, and environments. Discuss with students the differences between insects' living environment and their own living environments.

### AFK RESOURCES FOR TEACHERS:

Looking for more art lesson ideas? Looking for ways to connect art to other areas of the curriculum? Visit the AFK Resources page to find lesson plans for all grade levels!

<http://tiny.cc/AFKResources>



Completed student insect collage featuring 3 cut out ovals and 8 black strips of paper glued onto a painted environment.



Completed student insect collage featuring 3 cut out ovals and 8 black strips of paper glued onto a painted environment.



Jack Shadbolt, *End of Season*, 1993, lithograph on paper, 27 x 36 inches. Image courtesy of the artist.



Jack Shadbolt, *Jardine Noir Suite* (series of 4), 1994, lithograph on paper, 27 x 36 inches each. Image courtesy of the artist.



Jack Shadbolt, *Jardine Noir Suite* (1 of 4), 1994, lithograph on paper, 27 x 36 inches each. Image courtesy of the artist.



Jack Shadbolt, *Jardine Noir Suite* (2 of 4), 1994,  
lithograph on paper, 27 x 36 inches each.  
Image courtesy of the artist.





Jack Shadbolt, *Jardine Noir Suite* (3 of 4), 1994,  
lithograph on paper, 27 x 36 inches each.  
Image courtesy of the artist.



Jack Shadbolt, *Jardine Noir Suite (4 of 4)*, 1994,  
lithograph on paper, 27 x 36 inches each.  
Image courtesy of the artist.