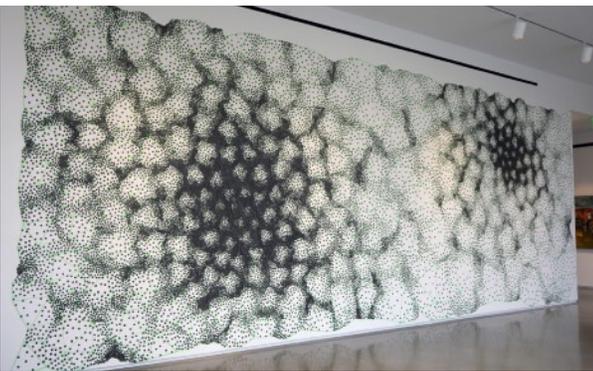


Temporality: Process of Time



GRADE LEVEL

Preschool - 5

PROJECT OVERVIEW

Explore the idea of time. Using repetition, duration, and process. Create rules to challenge oneself to create a scaled down mural inspired by artists featured in our *Temporality | Process of Time* exhibit.

GOALS

Students will understand:

- How close observation is a tool for learning and discovery
- Process of creating a work of art that captures the passing of time
- How art can help us learn new vocabulary

ARTIST

Clint Fulkerson | Portland, ME
My wall drawings are the result of contemplating the relationships between space, time, matter, and energy, and coming up with visual analogies. The process of drawing and the resulting forms are infused with these relationships.

INTRODUCTION

Exploring ideas of repetition, duration, and process, *Temporality* looks at how contemporary artists are using time as a means of making. The exhibition explores the question of what is time, and how do we measure and give value to time? One certainty is that artists need time to make their work and viewers need time to look. In a society that's constantly on the move, the artists included in the exhibition are asking the viewer to slow down and consider the relevance of time, resulting in work that uses time as a material including painting, photography, sculpture, installation, video, and others.

LESSON

Experience the Center for Maine Contemporary Arts exhibit on time. Look inside and explore our virtual tours through cmcanow.org/virtual-tours/ where you can look up close at the artwork in our current galleries. Once you've explored our three galleries return to the entrance and dive deeper into a discussion about Clint Fulkerson's mural. Identify the different shapes, colors, and size of the artwork using the critical questions section below. Taking inspiration from his mural create a mini mural of your own.

CRITICAL QUESTIONS

Explain the importance of viewing, what is the job of the artist versus the job of the viewer? Engage your students in a conversation through observation of the work. What do you see when you look at this? How long do you think this took to complete? What does repetition mean? How does this apply to the artists work?

CELEBRATE YOUR WORK

Share your art making process with your family and peers, display your work in your home. Show us what you've made @cmcanow

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VOCABULARY

Shape a flat enclosed area formed by line(s)

Line a sometime continuous mark that is made by a pen, pencil, marker, brush onto a Emphasis area within an artwork that is the focal point
Rhythm visual effect of reoccurring lines, shapes, patterns

Repetition object, shape, line that reoccurs to create a series

MATERIALS

- Large white paper
- Shape tracers - optional
- Rulers
- Markers of different widths
- Paint dotters (tool that will create a circular mark)
- Ink pad / paint



INSTRUCTIONS

STEP 1

Have students identify and trace 4-5 shapes onto the paper. Make sure they are not touching and preferably larger than the palm of one's hand.

STEP 2

Create a web when connecting the shapes together using lines. As the artist, it is up to you what types of line you use and what color. To create more dimension play with line width.

STEP 3

Using the dotting tool begin filling in shapes using a variety of colors. Experiment with color mixing when you overlap your dots.

TIPS & TRICKS

- For younger age groups draw 3-4 shapes onto paper beforehand.
- With older students create your own set of rules to apply

Here's a video of Clint working <https://vimeo.com/370317000>.