



CANADA'S SPORTS
HALL OF FAME

PANTHÉON DES
SPORTS CANADIENS

TEACHER'S GUIDE

ART OF MOTION

CORE SUBJECT: Fine Arts GRADE LEVELS: 5-6



Photo courtesy: Gordon Milne

Education Programs
Supported by Joan Snyder



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Canada's Sports Hall of Fame

Canada's Sports Hall of Fame is one of the oldest in North America. Its purpose is to honour Canadians who have contributed to sport in this country either on the field of play as an athlete or as a builder.

This honour has been extended to include sportswriters and broadcasters as well as unique contributions from non-human sources such as the schooner The Bluenose or the remarkable show jumping horse Big Ben.

The vision for Canada's Sports Hall of Fame began in the late 1940's with Harry Price. He believed that sport united Canadians from coast to coast, and contributed to our national identity. As such, he felt that there needed to be a place entirely devoted to promoting Canada's rich sporting history and amazing sports heroes.



For eight years, Price travelled across the country trying to enlist support to build a museum dedicated to Canadian athletes past and present, a place to celebrate the many achievements by Canadian athletes in the world of sports. His vision finally came to fulfillment in June 1955 when Canada's Sports Hall of Fame opened its doors at the Canadian National Exhibition (CNE) featuring 53 Canadian sporting heroes.

Beginning in the late 1990's, the Hall had been attempting to move to a new location that would enable more Canadians to enjoy the collection. In 2008, nine Canadian cities expressed interest for the right to host the Hall, with Calgary coming out the clear winner.

The Hall opened on July 1, 2011 and currently features 657 Canadian sporting heroes representing over 65 sports. With twelve galleries, 53 interactive displays and more than 2,000 artefacts, the Hall is a rich way to explore Canada's spectacular sporting history.



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Glossary of Terms

Line: Lines and curves are marks that span a distance between two points (or the path of a moving point). As an art element, line pertains to the use of various marks, outlines and implied lines in artwork and design. The implied line gives direction and suggests movement. Lines also create shape and can be rigid or smooth, resulting in a more realistic or abstract image.

Shape: Shape pertains to the use of areas in two-dimensional space that can be defined by edges. Shapes can be geometric or organic. Shapes are defined by other elements of art (such as line, form, space, value, colour, and texture).

Form: The form pertains to the volume or perceived volume. Three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and shading or modeling techniques.

Colour: Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is hue, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is intensity, which refers to the vividness of the colour. We may describe a low-intensity blue colour as “dull, subtle and grayed”. A colour’s intensity is sometimes referred to as its “colourfulness”, its “saturation”, its “purity” or its “strength”. The third and final property of colour is its value, meaning how light or dark it is. The terms shade and tint are in reference to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour. Colour can also be used to produce an emotion in a piece of artwork that an artist hopes to achieve.

Texture: Texture, another element of art, is used to describe either the way a three-dimensional work actually feels when touched, or the visual “feel” of a two-dimensional work. Texture help to differentiate elements of a piece of artwork, especially when the piece is all the same colour.

Space: Space is an area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area around, between, and within objects in the artwork. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form. Space can help create perspective when looking at a photo because of the different sizes of objects in the background, foreground, and middle ground.

Literal Representation vs. Symbolic Representation: Sometimes art is made to be an exact replication of the object it is meant to represent. For example, some of the objects on display in Canada’s Sports Hall of Fame are replicas. They are meant to show you what the real object looks like even though we do not have the real object in front of us. Other times, art is not meant to depict what is physically on the outside, but instead what is on the inside. It is meant to convey an emotion or depict a subject’s intrinsic qualities, which are abstract ideas that may not have a concrete physical form.



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The Galleries

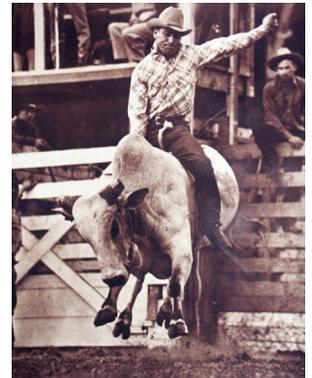
From the composition of sports photographs, to the features of sculptures of athlete heroes, to hockey mask images, art is everywhere you turn in the world of sport. You just have to look for it. Sport features extensive use of symbols and themes. The design of medals, trophies, uniforms, selection of team logos, art honouring our heroes, and the design of Olympic torches all use symbols and themes to demonstrate what these items represent. Canada's Sports Hall of Fame's Art of Motion education program uses artefacts to teach many of the artistic elements in the Grades 5 and 6 Fine Arts curriculum in Alberta. The program provides a complete educational experience including classroom and on-site activities.

The Art of Motion program tours the students through our Galleries, focusing on artefacts and stories while teaching about various artistic elements.

EARL BASCOM - LEGENDS GALLERY

Earl Bascom is a representation of how you can be both an athlete and an artist. He is considered the "Father of Modern Rodeo" because of his many contributions and inventions to the sport. He designed and developed the modern bucking chute, the first hornless saddle, the first one-handed bareback rigging, modern riding chaps, and a steel rodeo exerciser. It was always a skill and passion of his, but it wasn't until after he retired that he became an internationally known artist.

Students will discuss how it is possible to have multiple passions and how Earl Bascom found a way to fuse his two: art and rodeo. They will examine two of Earl Bascom's bronze statues and discuss his artistry and the design of the hornless saddle which was widely recognized and influenced the sport of rodeo.



THE CRAZY CANUCKS - GLIDE GALLERY

The Crazy Canucks are a group of four alpine ski racers who earned their name for being so fast and seemingly reckless racing down the hill. The nickname caught on with sports journalists around the world. The group was even better known in Europe than in North America and they consistently challenged skiers on the World Cup circuit. They even had a TV movie made about them!

Students will examine the colour and design of the Crazy Canuck's ski suits and discuss how colour affects emotion and why certain colours are a more popular choice for uniforms than others.





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HERMAN "JACKRABBIT" SMITH-JOHANNSEN - GLIDE GALLERY

Herman "Jackrabbit" Smith-Johannsen was quite literally a cross-country skiing trail-blazer. For well over half a century, Smith-Johannsen was at the forefront of skiing in North America, setting out the first ski trails in the Laurentians, pioneering ski races, and inspiring Canadians to take advantage of the winter wonderland before them. Johannsen became acquainted with the Cree and they were so impressed by his skill on skis that they soon adopted them over their traditional snowshoes, and dubbed Johannsen "Okamucum Wapoos," or "Chief Jackrabbit." His love for skiing had him out on the trails until he was 108 years old.

Students will examine the statue of Herman "Jackrabbit" Smith-Johannsen and discuss how texture is used to give detail and differentiate the elements of the statue since it is all one colour. Implied lines will also be discussed to represent how we can tell Jackrabbit is moving forward.

KYLE SHEWFELT AND LORI FUNG - CONTACT GALLERY

Kyle Shewfelt and Lori Fung are both accomplished gymnasts whose movements are an art form of their own. Kyle Shewfelt won a gold medal for floor in the 2004 Olympic Games in Athens. But unfortunately during a training session at the World Championships in Germany, Shewfelt broke both his legs just below the knee. When Shewfelt got home he embarked on the biggest comeback of his career and competed for Canada in Beijing! Lori Fung used to train 6 hours a day during the week and 3 hours a day on the weekends, which led her to win an all-around Olympic gold medal. Her Olympic gold also earned her celebrity status-she performed for such prominent figures as Pope John Paul II, Prince Charles and Princess Diana, as well as the Prime Minister of Canada.

Students will examine photos of Shewfelt and Fung and discuss how proportion, scale, and the line and shape of the subject make a good photo. Students will also examine the athletes movements as art and how they are judged based on their lines, shape, and form.





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JACQUES PLANTE - HOCKEY GALLERY

Jacques Plante was one of the best goalies of his time, leading his team to win 5 consecutive Stanley Cups, amongst many other achievements. He was also an important pioneer for the sport and his position. Goalies had not been wearing face masks to protect themselves, but on November 2, 1959 a maskless Plante took a slapshot to the face. He had to go the dressing room to get stitches, but when he re-emerged he was wearing a mask.

Students will examine the evolution and functionality of art in face masks from Jacques Plante's all the way to the masks we see in arenas today. Students will discuss how they have changed, how they have stayed the same, how symbols are used on masks, and what those symbols represent.



OLYMPIC AND PARALYMPIC GAMES GALLERY

Canada has hosted the Olympic Games in three different cities, Montreal in 1976, Calgary in 1988, and Vancouver in 2010. This gallery is full of mascots, torches, medals, outfits, and memorabilia for the students to learn about these events as well as those from the most recent Olympic Games.

Students will discuss the time, effort, and thought that goes into the design, symbols, and art of the Olympic Games. The meanings behind the symbols will also be explored.





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NORTHERN DANCER – MARY SIMPSON RIDE GALLERY

Northern Dancer is one of the most famous Canadian race horses. Originally he was undesirable due to the abilities he lacked to be a racehorse. However, after winning two out of three races of the American Triple Crown, one of which is known as the Kentucky Derby, Northern Dancer became a source of pride for many Canadians.

Students will examine the statue of Northern Dancer to discuss how the use of proportion, scale, and lines can add drama and perspective to sculpture.



BLUENOSE - SPLASH GALLERY

In the early 1900's, the Bluenose competed in the International Fishermen's Trophy competition. It won every single race it competed in except one, and the one race the Bluenose did not win was deemed unofficial due to a technicality. A hardworking fishing vessel, it was so beloved and cherished that it was recognized as a national symbol. Representing the importance of the fishery and Canadians pride in their maritime skills, it has been on the Canadian dime since 1937.

Students will examine two different depictions of the Bluenose, a model replica of the sailboat and the representation on the dime. They will discuss literal vs. symbolic representation and the differences between the two depictions.





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Curriculum Links

The content and activities of Art of Motion Artefacts are linked to the following Grade 5 to Grade 6 Fine Arts Curriculum:

ART – LEVEL 3, COMPONENT 3

APPRECIATION: Students will interpret artworks for their symbolic meaning.

- A. Artistic style affects the emotional impact of an artwork.
- B. An Artwork can be analyzed for the meaning of its visible components and their interrelationships.
- C. Artwork contains symbolic representations of a subject or theme.
- D. Artwork can be appreciated at many different levels, literal and symbolic.

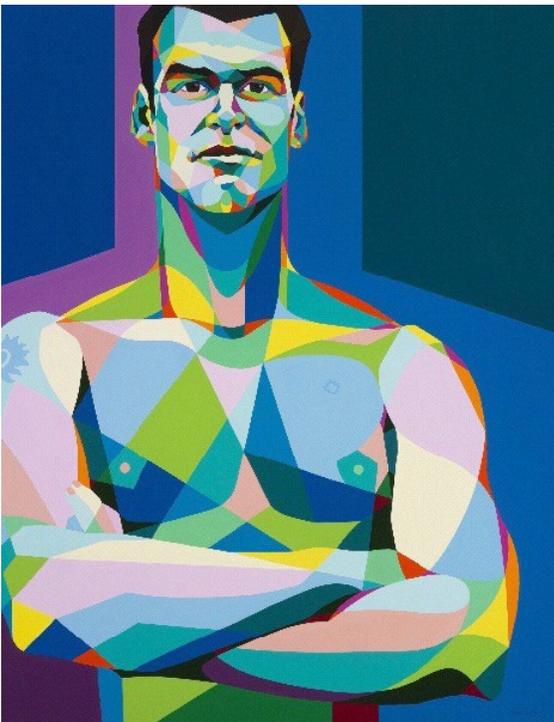
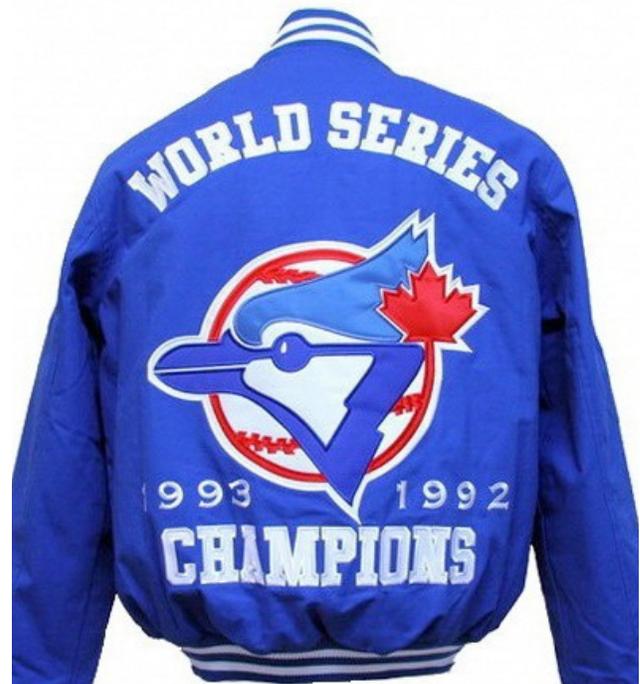


Photo Courtesy: Gordon Milne



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E-mail: programs@sportshall.ca

Telephone: 403-776-1059

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Pre-Visit Learning Activities

Having planned your visit to Canada's Sports Hall of Fame, it is recommended that you spend some time preparing your students for what they will learn while at Canada's Sports Hall of Fame. We have prepared some pre-visit and post-visit activities to help you maximize the learning opportunities from your visit.

TALK ABOUT IT

Begin a classroom discussion by drawing the five Olympic rings on the board. Ask the students to work in pairs to brainstorm what these rings mean or represent. Take some time as a whole group for each of the pairs to share their thoughts.

The colours of the Olympic flag, featuring the iconic five rings, represent all the countries in the world. Including the flags background, the colours are blue, yellow, black, green, red and white. Every nation's flag has at least one of these colours. Encourage the students to challenge this and try to find a flag that does not have any of the aforementioned colours.

LEARN ABOUT IT

Brainstorm various symbols as a class, and use this list to help define the word. As the list is compiled, some of the elements of the definition to highlight are that a symbol:

- is something that represents information
- can be a mark or shape (e.g., a cross or maple leaf)
- could be a logo (e.g., Olympic rings or a corporate logo)
- might be a colour (e.g., red for stop)
- could be an item (e.g., a hockey stick)
- it could be a word or letter (e.g., the "C" for captain on a team uniform)
- it carries meaning to the viewer

LINK IT

You might link this definition to art by saying "symbols are often used in art to give a particular meaning or to convey a message or theme. Can anyone think of some examples?" Push students to think of art in a broad sense and not be restricted to paintings or pictures. Some possible prompts might include:

- "Can you think of an advertisement that uses symbols?"
- "Has anyone ever won a medal or trophy? Did it contain any symbols?"
- "The Calgary Flames and Calgary Stampeders use symbols in their art or promotional material, can anyone tell me how?"

Explain to the students how sport often uses symbols to represent ideas, values, and team identities. For example, it can be symbols like the Olympic rings, logos and mascots of your favourite sports team, certain team colours, and torches and medals.



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Post-Visit Learning Activities

TRY IT OUT

Once you have returned to class, debrief the visit by asking the students to recount the stories they enjoyed, artefacts they found interesting, and activities they most enjoyed. Draw the discussion back to Olympic medals. Share your class's favourite moments and what they learned on our Facebook page.



Olympic Medal:

- The medals from a summer Olympic Games always have an image of Nike, the Greek goddess of victory.
- Although the background sometimes changes she is always portrayed with a bundle of palm leaves in her left arm and an olive wreath held above her head in her right hand.
- This image has been used in almost every summer Olympic Games since 1928.
- Olympic Games were begun in Ancient Greece, and this design honours the historic roots of the Olympic Movement.

Ask the students:

- “How are symbols used in the design of the medals?”
- “Why are symbols used?”
- “What are some techniques used when creating artwork to symbolize something or give meaning?”

Provide the students with the following project:

- Imagine that Calgary has won the right to host a summer Olympic Games. The International Olympic Committee has asked you to design both sides of the medal, and use symbols to represent both the present and to honour the historic origins of the Olympic Games.

Do you and your class have a favourite Canadian sports hero that you think should be in the Hall? Have they made a contribution to Canada and been retired at least four years? If so, nominate them for Canada's highest sporting honour, induction into Canada's Sports Hall of Fame. Use this link to access the website: www.sportshall.ca/nominate-your-hero.html.



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Teachers can also go to the Canada's Sports Hall of Fame YouTube channel to show videos of our Honoured Members. Students can watch induction speeches, learn more about exhibits, and hear interviews of our Honoured Members. Also check out the Canadian History and Society: Through the Lens of Sport online exhibit at www.canadasports150.ca. It focuses on Women in Sport, Major Sporting Event, Military and Sport, Cultural and Racial Diversity, and Canadian Firsts in Sport.

Pre- and Post-Visit Physical Activities



Sport for Life

As part of Canada's Sports Hall of Fame's education programs we encourage all students to get active to round out their experience learning about Canada's greatest sports heroes. To achieve this goal Canada's Sports Hall of Fame is proud to partner with 60 Minutes Kids Club to promote an active lifestyle. Through a month-long Healthy Habits challenge students learn all about the important elements in leading a healthy lifestyle, and the Fundamental Movement Skills tools encourage physical literacy and goal-setting through simple movements common to all sports. For more information on 60 Minutes Kids Club please visit www.60minkidsclub.org.



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