



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

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INSPIRING CANADIANS - IN SPORT & LIFE



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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 605 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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Planning your Fieldtrip

What to expect on arrival:

For directed programs: upon arrival, your group will be greeted by their Education Program Presenter(s) and students will be directed to the coatroom to put away jackets and bags. Groups will receive a short introduction to Canada's Sports Hall of Fame.

- After their introduction to Canada's Sports Hall of Fame, students will watch a film entitled: "Canada's Greatest Sports Moments". Afterwards, the class may be split into smaller groups to complete tours and activities. To make effective use of time **please split your class into smaller groups before you arrive and ensure each student knows which group they are in** for transition into activities after the film.

For self-guided visits: Upon arrival, please visit our Visitor Services desk to make payment for your group. Afterwards, your group will be directed to the coatroom to put away jackets and bags. You are then free to explore the museum at your leisure. The film, "Canada's Greatest Sport Moments", plays every 30 minutes on the hour and half hour in the Riddell Family Theatre. **Please review Museum rules with students and chaperones before entering the museum** to ensure students are able to safely enjoy their visit to the fullest.

Program Expectations:

- Sketching and journaling are great activities to take part in at Canada's Sports Hall of Fame, but most of our directed programs do not allow time for them. Please leave your sketchbooks and journals at school unless you have booked a self-guided visit or a full day directed program that includes journaling and sketching time in the museum. Pencils only in the museum please!
- It is very important that you let us know of any special needs **BEFORE** your fieldtrip, such as the English language level of your group, and if any students have behavioural challenges or disabilities. This allows us to better prepare for your program and give your students the best experience possible. We thank you in advance!
- **Adults and students** are asked to keep their cell phones away during programming. Take this opportunity to un-plug from the stresses of life and enjoy our amazing programs and exhibits! During free time at the end of the program students may use their cell phones or cameras but must turn the flash off if taking photos.
- Directed programs begin at the time indicated in the Booking Confirmation box. **Please plan to arrive 15 minutes prior to the start time of your program.** Please factor in traffic, weather, and unloading time when booking your bus.



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Planning your Fieldtrip

Food at Canada's Sports Hall of Fame:

- If you require a lunch space, please let us know as soon as possible. Our lunch space is limited and booked on a first come first served basis.
- If you have booked a full day directed program you will break for lunch at noon. Your Education Program Presenter(s) will direct you to our lunch space. Groups are encouraged to take a walk around the grounds of Canada Olympic Park after their lunch to enjoy some fresh air and refocus for afternoon programming.
- Teachers, students, and adult volunteers are asked to bring bag lunches. We do not have a microwave or cafeteria on site. We do have water fountains to re-fill water bottles and vending machines for a snack.
- Most of Canada's Sports Hall of Fame's programs do not have time to accommodate a snack break. Please eat snack before or after your visit. Exceptions can be made for students with special dietary needs. Please let us know of any special needs prior to your fieldtrip.

Program costs:

- The program fee per student is \$5.00 for a half day or \$10.00 for a full day.
- Payment should be made **upon arrival** on the day of your program at our Visitor Services desk. Payment can be made using credit card, cash or school/organization cheque. You only pay for the number of students in attendance on the day of your visit. **Refunds will not be issued for cheque overpayments due to a change in student numbers.**

Cancellations:

- Inclement weather can lead to school or facility closures. Should the weather force a cancellation of your visit, please contact **403-776-1059** on the morning of your visit. Your visit will either be rescheduled or refunded. Should Canada's Sports Hall of Fame be closed due to weather, the booking teacher will be contacted.
- Please provide two business days' notice for any non-weather related cancellations. A \$25.00 administration fee will be charged with less than two business days





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Planning your Fieldtrip

Our student drop-off area can be accessed by entering the parking lot on the West side of our building (right turn from Canada Olympic Road). Students must be dropped off at the back door (South) of the building. Students can then walk along the side of the building to our front doors. Alternately, students may be dropped off in the bus loop in front of the Markin MacPhail Centre and use the crosswalks to cross Canada Olympic Road SW to Canada's Sports Hall of Fame. Unloading at the front of the building blocks the fire lane for Canada Olympic Park.

Prepare your students:

Teacher Guides for all of our programs are located under **Education** on our website at www.sportshall.ca. These guides will provide you with **curriculum links, pre and post visit activities, and museum rules**. We strongly encourage you to go over the rules with your students and take part in some of the pre-visit activities before your fieldtrip. The more preparation your students have, the more meaningful their fieldtrip experience will be.

Student discipline during the program is the responsibility of the teacher and adult supervisors. All teacher and adult supervisors are admitted free of charge up to a 1:5 adult to student ratio. **We strongly recommend one adult supervisor to every five students.** Adult supervisors are to remain with their students **at all times**. This includes during lunch, washroom breaks, **and self-guided visits**.

If taking part in a directed program, please have your students attend with nametags on. Our Education Program Presenters really appreciate being able to refer to students by name. If you are taking part in a self-guided visit, nametags are not necessary.



Canada's Sports Hall of Fame has a retail store that includes books, clothing, toys, and other items celebrating Canada's athletic history. Students and all other guests are encouraged to bring money for purchasing souvenirs if they so choose.



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The Galleries

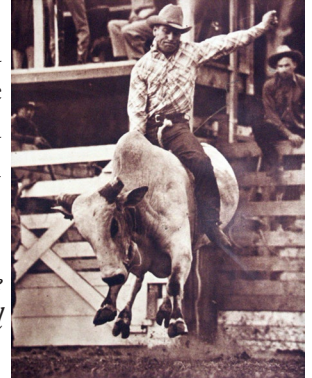
From the composition of sports photographs, to the features of sculptures of athlete heroes, to hockey mask images, art is everywhere you turn in the world of sport. You just have to look for it. Sport features extensive use of symbols and themes. The design of medals, trophies, uniforms, selection of 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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The Galleries

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. He decided to stay and Canada ended up qualifying for the 2008 Olympic Games in Beijing with him cheering on the team. When Shewfelt got home he embarked on the biggest comeback of his career. In just 11 months he 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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The Galleries

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.



Photo Courtesy: HHOF Images

OLYMPIC AND PARALYMPIC GAMES GALLERY

Canada has hosted the Olympics 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 check out from these events and the Olympic Games of today.

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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The Galleries

WILLIAM "TORCHY" PEDEN - RIDE GALLERY

Torchy Peden was one of the most famous and well paid athletes of the 1930's, as the world's leading professional cyclist. At the time, the most popular type of racing was the six-day bicycle race, an event in which teams of two riders cycle in shifts around an indoor track for six days straight, covering a distance of more than 2,000 miles. Fans flocked to these events because the tickets were inexpensive and they could stay as long as they wanted.

Students will examine a cartoon illustration of Peden to discuss how the use of proportion, scale, and lines can add drama and perspective to a picture.



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 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 Learning through Sport 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. Artworks contain symbolic representations of a subject or theme.
- D. Artworks can be appreciated at many different levels, literal and symbolic.



Photo Courtesy: Gordon Milne





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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 flag's 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.

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.



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.60minskidsclub.org.



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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.