

# Teaching Materials for Veronica Walker, Marjorie Butler, and Shannon Goodhead Group Exhibition

## **ESSENTIAL QUESTION:**

*How does the style and colours of a painting influence the way you feel about it?*

*How do the materials of an art piece influence the message (or the way you feel about it)?*

## **ARTIST INFORMATION:**

### **Veronica Walker: Acrylic Painting**

Instagram: @vronwalkerart

[Veronica Walker Website](#)

Exhibition explanation: “A collection of acrylic paintings that capture local landscape landmarks, forest composition and light, and other aspects of nature in the north west.”

Intention: “I like to try and recreate the feeling a scene or place gave me rather than focusing on specific details.”

Process: “I usually start with a neon pink under paint to provide depth and a boldness to the colors. I take a lot of reference photos at work, as a forester I have the opportunity to get to unique vantage points.”

### **Shannon Goodhead: Acrylic Paint Pouring**

[Shannon Goodhead Website](#)

Exhibition explanation: “This exhibition presents a unique fusion of acrylic paint pouring and impressionist techniques, focusing on elements from the natural world such as landscapes, mountains, animals, and the environment.”

Intention: “By blending the abstract qualities of acrylic pouring with the representational aspects of impressionism, the paintings aim to convey the harmony between chaos and order in nature.”

Process: “My art is a reflection of my love for colour and the unpredictable beauty of nature. I embrace the spontaneity that comes with acrylic paint pouring, allowing the fluid motion to shape the foundation of my pieces. This unpredictability creates a sense of magic, as colours blend and swirl into dreamlike landscapes.”

### **Marjorie Butler: acrylic dolls**

Exhibition explanation: “The art in this exhibit is created using odds & ends, this and that, and the

rarer flotsam & jetsam. It is my attempt to demonstrate that you don't need expensive materials to express your creativity.”

Intention: “This exhibit reflects some of my ideas on religion, morality and our need to be thoughtful and generous with those around us. I hope it will give rise to introspection, discussion and even some of the joy that I felt creating the pieces.”

Process: “My process usually begins with an object I find interesting. I then live with the object, playing with it and finally beginning the process of assembly. It's at this point the aesthetic decisions are made. Should the chicken bones be painted or not?”

## **PRE-VISIT CONNECTION ACTIVITIES**

*Outcome of activities: completed worksheet and collection of found objects.*

*Materials needed: printed worksheets.*

### **Get to Know the Artists**

This is a group show, so there are three artists who have different styles, and so, have different messages. Explain this to students and walk students through each artist's information before proceeding with activities.

### **Color & Mood Exploration Worksheet**

Colour is a key component of both Veronica Walker and Shannon Goodhead's paintings.

- Have students use the following [colour/mood worksheet](#) (also in PNG form at the end of this document) to make connections between colours and moods. They can have several colours associated with one mood, and vice versa!
- Show [this sunny, snowy painting by Veronica Walker](#) (also in PNG form at the end of this document) Have students turn and talk, and then share: *what does this painting make you feel? How would you feel physically if you were standing in this scene? Which colours make you feel warm and which make you feel cold? How would you feel emotionally if you were standing in this scene? Why? Do the colours influence this?*

### **Recycled Art Hunt Activity**

Marjorie Butler uses found objects to create her dolls. The purpose of this activity is to get students thinking outside the box about what materials could be used to create art.

- Prompt students to engage in a short scavenger hunt (in class and/or outside) to find at least 5 things that could be used in an artwork instead of being thrown away. OR have them bring in small, clean found objects from home (i.e. a button, broken toy, old key, scrap fabric).
- Put students into groups to share, or ask for volunteers to share their answers to the questions: *“what kind of art piece would I use this object for?”* and/or *“If this object could talk, what story would it tell?”*.
- Save objects for post-visit activity.

## **POST-VISIT REFLECTION ACTIVITIES**

*Outcome of activities: EITHER a small landscape painting + associated reflection, OR a found-art piece + associated reflection.*

*Materials needed: EITHER pencil crayons or paints, paper or canvasses; OR the materials they previously collected, glue or tape or string, etc.*

### **Reflection on new learning:**

- Sharing circle: make a circle and ensure that no one is in front or behind anyone else. Explain that a sharing circle is an Indigenous method of learning, and it's just as important of a job to be a listener as a speaker. Teachers can pre-read about circle pedagogy and protocol here: <https://passthefeather.ca/sharing-circles/>.
- Have students go in a circle to respond (or pass) to the following questions:
  - *What was your favourite painting? How did the colours influence how you felt about it?*
  - *What were some materials that Marjorie Butler used?*
  - *Which of these materials surprised you?*
  - *How did the materials change the impact of the art piece (or, how did it change how you felt about it?)*

### **Art activity option #1: Reflecting on Colour and Mood in Painting**

1. Using coloured pencils or paint, students create a small landscape of a place that they have a strong feeling about (can be positive or negative).
2. Students write/explain a short reflection explaining why they chose the colours they chose and what they want their (theoretical) audience to feel when they look at it.

### **Art activity option #2: Reflecting on Found Art Materials**

1. Have students work alone or in groups, depending on how extensive the materials they have at hand, to create their own artwork out of recycled materials. Encourage collage over sculpture due to time restraints.
2. Students should write/explain a short reflection explaining how they think their materials influence the message of their art piece.

### **Final closing piece:**

- Students should have the opportunity to share out with each other and hear the connections that others have made.

## Color and Mood Matching Worksheet

Instructions: Draw a line from each color to the mood or feeling you think it best matches. There are no wrong answers - go with your instincts!

Colors	Moods
1. Red	A. Excited
2. Orange	B. Energetic
3. Yellow	C. Happy
4. Chartreuse	D. Curious
5. Green	E. Peaceful
6. Turquoise	F. Calm
7. Cyan	G. Brave
8. Sky Blue	H. Mysterious
9. Blue	I. Gentle
10. Indigo	J. Proud
11. Violet	K. Playful
12. Magenta	L. Angry
13. Pink	M. Sad
14. Peach	N. Loving
15. Coral	O. Creative
16. Maroon	P. Confused
17. Olive	Q. Bold
18. Teal	R. Scared
19. Navy	S. Hopeful
20. Grey	T. Relaxed



