



**Strand:** Visual

**Grades:** 3 & 4

**Content:** 45 minute broadcast  
+ hands-on activity

# Roll with It, ft. Laura Hale

## Overview

A creative exploration into working with paper; create a collective sculptural collage! "Roll with it" is a collaborative project that will include all students contributing to the final artwork. The piece will organically develop and evolve in response to student creation and composition. Laura will explore materials and their transformation.

Students will consider color, texture, shape, form, and pattern while they develop material techniques. We will cut, combine, layer, and roll variable sizes of (tissue) paper strips into paper tubes that we will then cut into bead-like lengths.

In the post broadcast activity, students will arrange and glue the rolled paper tubes of various sizes and colors in an upright position onto a substrate or surface (plywood or framed canvas) that will eventually hang on the wall in the school.

The numerous irregular sized beads in a variety of colors will sprout up in different directions creating an abstract sculptural paper collage. The final artwork will bring to mind aerial landscape views, satellite imagery, and/or biological and geographical patterns and microscopic cellular formations.

The broadcast will include demonstrations by the artist as well as opportunities for students to respond through sharing and practicing in the classroom. See the teacher guides for a follow-up classroom activity specific to your grade. The activity can be completed any time after the broadcast.

## Artist Bio

Laura Hale was born and raised in rural Saskatchewan. She studied visual art, technical theatre production, and industrial design at the University of Regina and Emily Carr University in Vancouver. Her artistic practice is multi-disciplinary incorporating a wide variety of materials and techniques in its development and creation, which includes temporary site-specific installation and permanent public art along with object making and gallery works. Laura considers herself a place-based and project-based artist communicating and sharing her ideas through installation art, site-specific art, and intervention art realized through specific projects, community collaborations, residencies and responding to requests for proposals. Her work is often temporary installation, or ephemeral, or created for a specific project or community collaboration. She does create certain objects or installations for inside the gallery but most often her work happens in the public realm, accessible to all. Laura frequently work with natural materials and/or textiles but the artistic medium really depends on the location and culture of place, the call or project, and who (if anyone) she is collaborating and working with. Exploration of place and location, researching, sourcing, material exploration, and collecting are important parts of her process. Through this process, Laura creates installations and/or experiences that animate space and increase mindfulness of our surroundings, renewing how we see familiar things and places. Documentation is also a very important part of her work. She is excited by the unknown transformation that can occur in her work and collaborative process.

### **Classroom Setup:**

- We recommend that students work from their desks and the teacher set up 5 work stations in addition to students work space:
  1. Student Station (their desk or spot at table) – ruler, pencil, student scissors
  2. Paper Station – tissue paper comes and goes from here
  3. Rolling Station – bamboo skewers, glue sticks, protect work surface
  4. Cutting Station – big person scissors, pruning shears, paper cutter, containers
  5. Glue Station – white glue, paper plates, paint brush or rag for glue drips, protect work surface
  6. Artwork Station – artwork base, tweezers and some extra bamboo skewers

### **Materials:**

- 1 large board (plywood OR stretched canvas OR foam core for the artwork base)
  - This can be any size, any shape. (ex: 2'x5' or 3'x4' or 3'x3')
- 20" picture hanging wire and screws to attach to the back of the artwork
- Guillotine paper cutter
- 2 Quality scissors (2 or more pairs)
- 4 White Glue (16oz bottles)
- Garden Clippers (more than one set would be good)
- 6 small paper plates
- 2 Long tweezers (borrow from science lab?)
- Scrap paper to cover their desk surface (protection)
- Sheets of Tissue paper (5 sheets per student, wide variety of colours)
- Plastic containers (2 per student, 250ml-500ml in size)
- Bamboo skewers or straws (1 per student)

### **In Addition:**

- Each student will need their own:
  - Ruler
  - Pencil
  - Glue Stick
  - Scissors

## **Curriculum Aims & Goals**

The aim of K-12 Arts Education is to enable students to understand and value arts expressions throughout life.

### **Creative/Productive:**

Students will inquire, create, and communicate through dance, drama, music and visual art.

### **Critical/Responsive:**

Students will respond to artistic expressions of Saskatchewan, Canadian and International artists using critical thinking, research, creativity and collaborative inquiry.

### **Cultural/Historical:**

Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts, and understand the connection between the arts and human experience.

## **Creative/Productive**

CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture) and media (e.g., pencils, pastels, found objects).

CP4.8 Create art works using a variety of art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire and found objects).

## **Critical/Responsive**

[CR3.2](#): Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.

[CR4.2](#): Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.

## **Cultural/Historical**

CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).

CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.

# Teacher Guided Post-Broadcast Activity

In-depth instructions for the hands-on activity that follows the broadcast

1. Set up classroom with work stations and materials. Check the list.
2. Make sure your artwork base has the hanging hardware attached before you begin.
3. Student goes to Paper Station and picks two different colors of tissue paper, takes the two full pieces of paper back with them to their desk.
4. At Student Station, student measures and cuts all of their paper into strips of 8" wide x 24" long (or there about depending on size of your tissue paper)
5. Students take their strips of paper over to the Rolling Station and individually rolls all their paper strips into tubes using bamboo skewer and glue stick. Each paper strip will become one complete tube. Students can add another layer of paper if they chose (but bigger tubes are harder to cut). Added paper can be the same or a different color paper strip (note: do not sandwich or layer papers together but instead add another color after first paper strip is rolled and secured with glue stick. Glue down the tail or end of each paper roll, so it attaches to itself. Give yourself at least 2" of paper to glue. Add more glue on top of or on the outside of the paper flap. More glue is better here!
6. Pull or slide the paper tube off of the bamboo skewer. Leave the skewer at the Rolling Station.
7. Go to Cutting Station, cut paper tubes into a variety of lengths, put the cut tubes into your container(s). If paper rolls are thick, quality scissors, garden clippers or guillotine paper cutter.
8. Go to Glue Station and get some white glue on a paper plate (plates of glue will be shared so not all students will need one of their own).
9. Go to Artwork Station with your paper tubes and your white glue. Glue your paper tubes upright onto the artwork base. Encourage students to think about patterns and putting like colors together. You may want to review the reference images aerial landscape views, satellite imagery, and/or biological and geographical patterns and microscopic cellular formations
10. Once complete, let the artwork dry for 24 hours and install on the wall.