

Exhibition Tour

In *The Natalie Bretttschneider Archive*, artist Carol Sawyer intervenes into the art historical past by creating a fictional character, Natalie Bretttschneider, an artist who could have realistically been her predecessor, engaged in performative art practices, avant-garde art movements and creative exploits alongside ground-breaking pioneers between the 1910s and 80s.

Through this character, Carol Sawyer engages with the histories of artists in whom she saw herself reflected, while simultaneously highlighting women in the arts that have had little to no recognition for their contributions to arts and culture. While engaging with the past, Sawyer fictionalizes it to address injustice and underrepresentation, therefore opening up paths for diverse futures that may further include marginalized voices thus far erased and unacknowledged.

Workshops

Virtual Workshop: Elementary

In this one hour and a half workshop, elementary school students will explore the importance of representation in art history through the creation of their own artistic personas or alter-egos via a futurist lens. After learning about how Carol Sawyer uses the persona of Natalie Bretttschneider to transport through time, students will be led through a character design workshop. They will be using the format of a zine-like booklet or comic to envision different parts of their artistic persona - for example, drawing pictures of what they would look like, where they would live, when they would be active, what kind of people they would know, and what kind of art they would create. These ideas can be as grounded in real life or as fantastical as the student likes.

During the virtual exhibition tour, students will learn about the reasons why Carol Sawyer decided to create an alter-ego artist and why she was interested in time-travel through art-making. Students will be asked to think about those things while creating an alter-ego for themselves, drawing their likeness and imagining their artwork. Workshops will take place on Zoom, and students will be welcome to draw an analog zine or create a digital comic on their computer, iPad or phone using the website [AutoDraw](#). This exercise will help students learn about the historical impact of artists and use the elements of design to express their feelings and reflect on their identities.

- Length of workshop (1 hour) + Virtual Tour (30 minutes)
- Materials: Analog Zine or Comic: paper, scissors, drawing utensils (pencils, pencil crayons, or markers); Digital Zine or Comic: computer, iPad or phone, and access to the website [AutoDraw](#).

Virtual Workshop: High School

In *The Natalie Bretttschneider Archive*, Carol Sawyer creates an artistic persona to highlight untold and underrepresented histories in the context of the Western Art History canon. In this two-hour workshop, participants will work to create their own artistic alter-egos, similar to Carol Sawyer's approach to Natalie Bretttschneider, but this time through a futurist lens. What time period would they be from? What kind of art will they make? Where will they live, and who will they know? While exploring the Natalie Bretttschneider Archive, students will learn about the motivations behind Sawyer's creation of an alter ego and the ways in which her fictional life connects to art history.

Students will research futurist art movements such as Afrofuturism, Chicanafuturism or Indigenous Futurism. Then, through a character design workshop, they will develop their own artist personas. Participants will bring their alter-egos to life using Zoom as a platform with possibilities for facial alteration and integrating their own video or image backdrops for the delivery of short 'artist talks' to smaller groups of their peers. In this format, they will perform their artist personas, present what their creative work is about, and explain their choice of images or video surrounding. Videos and images will be posted to @koffler.education as part of an ongoing 'archive' of participant work.

- Length of workshop (1 hour and 20 minutes) + Virtual Tour (40 minutes)
- Materials: preferably a computer and the latest version of the Zoom app, or an iPad Pro, or iPad 9.7 or newer, or iPhone 8 or newer.

ONTARIO ARTS CURRICULUM LINKS

Elementary Jr. Level: Visual Arts

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D2.1 express their feelings and ideas about art works and art experiences

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places

Elementary Sr. Level: Visual Arts

D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view

D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey

D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places

D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels

High School: Media Arts 9-10

A1.1 use a variety of strategies (e.g., brainstorming, concept webs, mind maps, research using sources such as the Internet and/or oral sources) to generate ideas, individually and/or collaboratively, for solutions to creative challenges (e.g., creating a media art work based on a theme such as child poverty in Ontario)

A1.4 present media art works, individually and/or collaboratively, using a variety of methods that are appropriate for their work (e.g., a classroom exhibition, projected digital images accompanied by sound, an interactive web page, a site-based installation, a projected animation or live action video)

A3.1 explore a variety of traditional and emerging technologies, tools, and techniques, and use them to produce effective media art works

A3.2 use appropriate technologies, tools, and techniques to create and present media art works for a variety of audiences

B1.4 communicate an understanding of how they use the stages of the critical analysis process when they are creating their own media art works

B2.1 identify and describe, particularly with reference to their own art works and those of their peers, ways in which media art works reflect artists' personal identities

C2.1 identify, through exploration, and describe (e.g., in class discussions or presentations; using comparison charts, illustrations, concept maps, or diagrams) connections between a contemporary media art work and related historical art works (e.g., the photographs of Edward Burtynsky and the landscape paintings of Emily Carr)

High School: Visual Arts 9-10

A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works

A3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2.1 identify and describe the function of various types of art works (e.g., propaganda art, religious art, satirical works; works that focus on personal narrative or anthropological study) in past and present societies

High School: Media Arts 11-12

A1.1 use a variety of strategies to investigate creative challenges and generate innovative ideas, individually and/or collaboratively, for addressing them

A1.2 develop plans, individually and/or collaboratively, that address a variety of creative challenges

A1.3 produce and refine media art works, using research, exploration, input, and reflection

A1.4 exhibit or perform media art works, individually and/or collaboratively, using methods that are highly appropriate for the work

A3.1 explore a wide range of traditional and emerging technologies, tools, and techniques, and use them to produce effective media art works

A3.2 create and present media art works that are appropriate for specific audiences and venues

A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, technologies, and techniques

B1.1 analyse, through examination and reflection, their initial response to media art works, using various strategies and modes of communication

B1.4 use the appropriate components of the critical analysis process to assess and enhance their own creative process, including their planning, production, and presentation decisions, and to interpret audience responses to their media art work

B2.1 identify and analyse ways in which media art works express the personal identities of artists

B2.2 analyse the ability of media art works to express historical or contemporary cultural identities

B2.4 analyse, on the basis of reflection, and document how creating and presenting media art works has affected their personal values and their understanding of their culture and community

C1.2 describe, on the basis of research, a variety of elements from contributing arts that can be used in media art works, and explain how these elements can be applied through the principles of media arts

C1.3 explain terminology associated with the technologies, tools, and techniques used in the production and presentation of media art works, and use this terminology correctly and appropriately when producing, presenting, and analysing media art works

C2.1 analyse the connections between a contemporary media art work and related historical art works

C2.3 describe, with reference to individual artists and their works, culturally specific methods used by contemporary media artists to engage their audiences

C3.4 identify a range of positive character traits associated with media arts production, and exhibit these traits in both their independent work and their interactions with others

High School: Visual Arts 11-12

A1.1 use a variety of strategies, individually and/or collaboratively, to generate, explore, and reflect on ideas and to develop and revise plans for the creation of art works, including applied and commercial art works

A1.2 apply the appropriate stages of the creative process to create a variety of art works, including applied and commercial art works, in areas of personal interest

A3.1 extend their exploration of media/materials, techniques, tools, and traditional and emerging technologies, and apply them to create a variety of art works, including applied and commercial art works, for a range of purposes

A3.2 explain standards and conventions for the presentation of art works for a variety of purposes, and apply appropriate standards and conventions when preparing works for presentation

B1.3 interpret the meanings of art works, including applied and commercial art works, from different historical periods

B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria

B2.1 analyse the function and social impact of different kinds of art works in both past and present societies

B2.2 explain, on the basis of research, ways in which various art works are a response to and a reflection of the society in which they were created