

Slide 1 – Introduction

Slide 2 – Opening

- This internship happened with catalogue rassione and the art Canada institute. This was brought into action as a way of digitalizing the art world to make it more accessible. CulturePlex at Western worked on designing the platform for the digital catalogues while our end worked on researching for the journals. Our focus was on these few Canadian artists: Greg Curnoe, Paterson Ewen, Betty Goodwin, and Joyce Wieland. I worked mainly looked in on Greg Curnoe and Paterson Ewen art and life.

Slide 3 – About

- Since this project was in the beginning stages, most of our work was archival. Our main role was to gather the foundation materials for the bibliographies and other information on the artists and their art practice/works. I was originally interestead in interviewing but it had been to early on. I worked mainly with one other individual, Leah, when gathering information. Since both Greg Curnoe and Paterson Ewen were London artists, there was an extensive amount of archival information on them at both Western University's McIntosh Gallery and at the London Museum. We spent the majority of our time at either location pouring over clippings from old newspaper articles, exhibition catalogues, and books. This was a very tedious process, as we had to pick up on articles we had already come across. Since it was easier, we took photos of all the things we could find that we would later upload onto a shared OWL site, so that everyone could access them. While Leah and I split the piles 50/50, we probably each ended up with around three to five hundred photos a session. I personally found it very difficult uploading hundreds of photos to OWL.

Slide 4 – Coastline

- One interesting task we had during this project was helping to search for potential coastlines that Paterson Ewen used in his work *Coastline with Preception* 1975 and potentially *Costal Trip and Rain of Coastline Stopping*. We were given the book, *Views in Naikai*, which was a second hand copy owned by Paterson Ewen. Leah and I worked together for a couple hours debating between which coastlines had the most potential. There was a lot of compare and contrast going on and we narrowed it down to a few coastlines. Our most accurate one can be see in the image above from the book with the painted coastline.

Slide 5 – Results

- This Internship was nothing like I expected. There was a lot of work that I did with Leah but also at home sorting through materials. Internships are a great source of learning experience that is not only beneficial in developing skills but also determining what you want from a job. It allows for

exploration so that later, you are better able to articulate what you want or do not want in a job. Personally, I enjoyed looking through artifacts and older histories, but found the constant repetition tedious and at times, very boring. Nevertheless, this experience has helped me process my options and possibilities. It has enabled me to be part of a project that will be accessible to people globally, and influence future artists. Currently Professor Hatch has completed the piece on Paterson Ewen, which is available on the Art Canada Institutes website. This specific link leads to Ewen's work *Coastline with Preception* 1975 which, was mentioned on the previous slide.

Slide 6 – Opening

- Arts 4 all kids was my CEL which I completed last year and was very different from my previous Internship experience.

Slide 7 – About

- Art 4 All Kids is a non-profit organization that provides lessons – ranging from music, art, dance to creative writing – for low-income families in London Ontario. The program is located at the London Food Bank, where children gather in the evenings to learn and cultivate an art experience. For my part, I was placed in the creative writing department and taught two sessions on Monday nights, with two other volunteers. I originally had hoped to be placed in the visual arts classes, but I ended up having to try something different. For each session, we would develop a lesson plan for the kids that would teach them skills and encourage their creativity in writing.
- I work with two other volunteers in the creative writing room and with classes ranging from approximately four to six children. Unlike school, these children seemed generally excited to be there, which was a nice change of pace.
- Every session there is a “million dollar word” that is written on the board, which the children must attempt to pronounce correctly and define. This is meant to help expand their vocabularies in addition to being able to describe and articulate their thoughts. For the actual lessons, they changed almost every week. Apart of my job was helping create lesson plans for the children to follow. One of our first ideas focused around character development and storytelling. For one of the lessons, we gave the children names to build a character for, defining who they were, where they were, and what their purpose was. In another we had them retell a fairytale story through a certain character's perspective (perspective had been the “million dollar word” of that day, which we try to incorporate in all the lessons).
- Other lessons included poetry, letter writing, and brainstorming for our final piece that will be presented at the end of year Gala.

Slide 8 – Working Relationships

- The Fundraising Show at Wolfe Performance Hall was a charity event I helped to cover, which funds this organization. While I thought I would be working the entire night, I was actually able to sit in and enjoy the

performances. In the beginning, I worked at the administration desk, handing out and selling tickets with other volunteers. Then I was able to join the crowd to watch the performances. The performers sang covers of songs such as Summer Nights from Grease and classic Broadway Music hits from plays such as Wicked.

- Back in the classroom, we were still working at our lessons and with the children, but now with the focus on the end of the year gala which was coming up faster than expected.

Slide 9 – Pictures

- With the session coming to a close the other volunteers and I focused the children's efforts on the piece they performed at the Anniversary Gala. We initially started off with the idea of having them perform a haiku, whether as a group or individually had not been decided. However this was something they had done in the past, so instead we decided to take a different angle. For the first group, we decided that we would stick to poetry, but a more open style, which would allow for more freedom and less stress. They were free to write on whatever they want, mostly focusing on home life, school, and hobbies. Since we have such a diverse demographic of children who speak other languages, I thought it would be interesting to incorporate some aspect of this. So we encouraged them to incorporate words and phrases from their native or second language into the poem. The children really enjoyed brainstorming for this project and the connection it had to their cultures and families. While in the end, many of the children were too nervous to present their work, I was very proud of what they had created.
- With our second group, we decided to do something different. Since the children enjoyed story writing and telling so much, the volunteers and I decided to take things from this angle. As a group, we decided that the theme of each short story would be a superpower. In specific, each child will write a short story, where they woke up and suddenly found out they had the power of their choosing.

Slide 10 – Results

- One of the things I loved about this CEL is that it is a reminder that there is a world out there, outside of Western. This opportunity allowed me to engage in the community that I normally do not interact with, and become more aware of my surroundings. It has proved to be a valuable asset not only to the SASAH program but also to me as an individual. Unlike my previous internship, it gave me a sense of pride seeing the children develop a love for the arts and a connection to people I had not had before.
- It also made me think outside of the box when teaching the children. With our first group of kids, the lessons tend to take longer and the children require more assistance. With our second group, these lessons come easier to the kids, probably because they are a little bit older and have greater experience with writing. One of our lessons had been letter writing. While the second group easily picked up the task, the first group struggled more. As

a result, we had the children write letters to us. It was somewhat ironic that we had them basically pass notes to us, which as a kid you get in trouble for. However, those who had trouble focusing found this version more engaging and were better able to focus.

Slide 11- Final Photos and closure