



LOVING WINTER

with Calvin Valko

The goal of the first day is to introduce the students to two Canadian artists whose artistic practices use the landscape and their bodies to produce their artwork (winter related).

Sarah Anne Johnson

Sarah, is a Canadian photo-based multidisciplinary artist who received her BFA from University of Manitoba and an MFA from Yale School of Art. In 2009 she was invited to participate by The Farm Foundation, a U.S. non-profit organization that provides non-partisan policy research and forums relating to agribusiness, to participate in a program where a group of artist, activists and scientist traveled to the Arctic Circle for 21 days and made work about the experience. Sarah shot a series of photographs, which she then manipulated by etching, painting, sanding and drawing over to create celebratory scenes that ironically contrast the haunting, desolate landscapes of the arctic.

- <https://sarahannejohnson.ca/works/arctic-wonderland>

NOTE: Show the students a few of your favorite pictures and point out the materials used to make the picture.

She uses some specific types of retouching materials like photo spotting ink and photo markers to achieve the pictures which are interesting for educational purposes but for practical means suggest to the students other ways of merging photographs, painting and drawing through apps like Adobe Illustrator or with a program installed on the schools computers. For Sarah, photographs show you what something looks like, but that's as far as they go, so by manipulating the photographs post-production she is able to illustrate or express the incredible experience she had.

- <https://www.timescolonist.com/entertainment/visual-arts/art-doesn-t-have-to-start-revolutions-says-artist-sarah-anne-johnson-1.90047>



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Jeneen Frei Njootli

Jeneen, is a multidisciplinary Vuntut Gwitchin artist who received her BFA from Emily Carr University in Vancouver, BC and an MFA from the University of British Columbia.

Sound is a material that Jeneen uses to produce her artwork because it works like no other medium as it permeates space and enters the body. **Suggest to the students that they collect videos of themselves engaging with winter and the outdoors as well as sound recordings of things that they hear as specific to winter.**

- <https://www.youtube.com/watch?v=vKzAypCqWEQ>

The Vuntut Gwitchin Peoples Nation spans through Alaska, Yukon and Northwest Territories borders with many parts only accessible by boats, skidoo or planes. To people living in these conditions, their equipment is their life.

- <https://www.google.com/maps/place/Vuntut+Gwitchin+First+Nation/@75.2998725,159.3613349,3.58z/data=!4m5!3m4!1s0x0:0x5ca9d04eedef7434!8m2!3d67.5703708!4d-139.8278398>

In her 2017 artwork *Being Skidoo*, she travels to the Vuntut Gwitchin First Nation in the Yukon to work with the community to produce ski-doo blankets and filmed an experimental documentary of the process of researching, co-creating and presenting these new belongings onto the land and into Vuntut National Park.

These are photographs and process video clips that document moments from the trip. Point out to the students that even short video clips and candid photographs documenting an experience can have artistic merit. Also the captions are important in that they inform the viewer about what they are watching in the short clips and that they are quite intimate moments when you think about the desolate surroundings they are inhabiting.

- <https://landmarks2017.ca/info/jeneen-frei-njootli/gallery-of-skidoo/>
- <https://landmarks2017.ca/info/jeneen-frei-njootli/process-videos/>



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NOTES:

- Groups of 3 students to brainstorm a possible plan for their next day of filming/photographing.
- Homework: Ask students to bring their own personal outerwear for making photographs and creatively performing outside (i.e. props)
- Introduce the groups to their tools (i.e. iPads) and allow them to collect materials outdoors that they can work with the next day. Essential this is the pre-production day.
- Allow the students to edit the material they collected with editing software such as iMovie or Adobe Illustrator.

Outline:

Day 1 - Lesson / Groups made
Day 2 - Brainstorm / Equipment brief
Day 3 - Take photos
Day 4 - Edit photos