

A top-down view of a person's hands working on a sketchbook. The right hand holds a pen, and the left hand holds a pencil. The sketchbook is open on a white surface. The background is a solid purple color.

# *Studio Work*

Mackenzie Swim



ALTHOUGH I MAY NOT THINK MY ARTWORK IS ALWAYS THE BEST, I TRY TO PUT ALL MY EFFORT INTO THE WORK I CREATE. I HAVE GROWN TO APPRECIATE ALL THE WORK I HAVE DONE AND HOW MY SKILLS HAVE DEVELOPED.

THROUGH THIS COURSE, I HAVE EXPLORED MANY DIFFERENT ASPECTS OF ART THAT WILL BE HELPFUL IN MY CAREER OF BEING AN EDUCATOR.



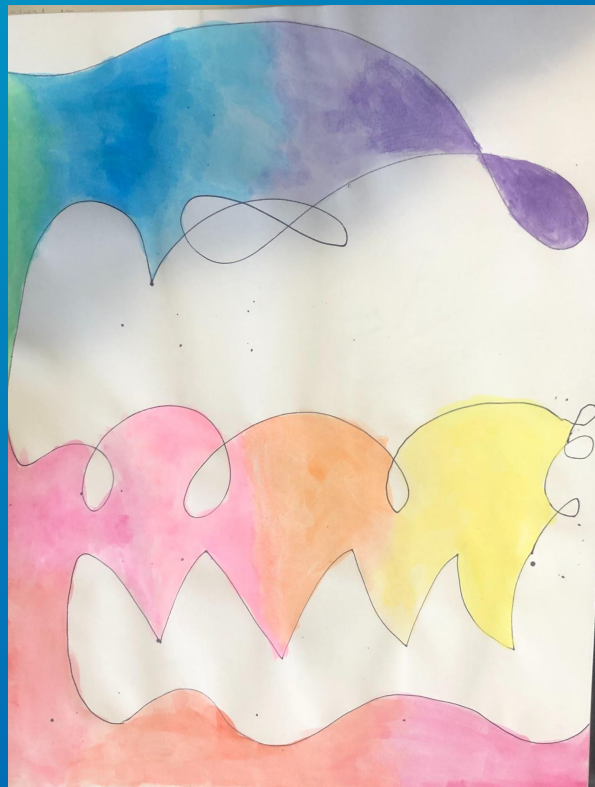
## Taking a Line For a Walk

### Art Education Grade 3

Curricular Competency: Refine ideas, processes, and technical skills in a variety of art work.

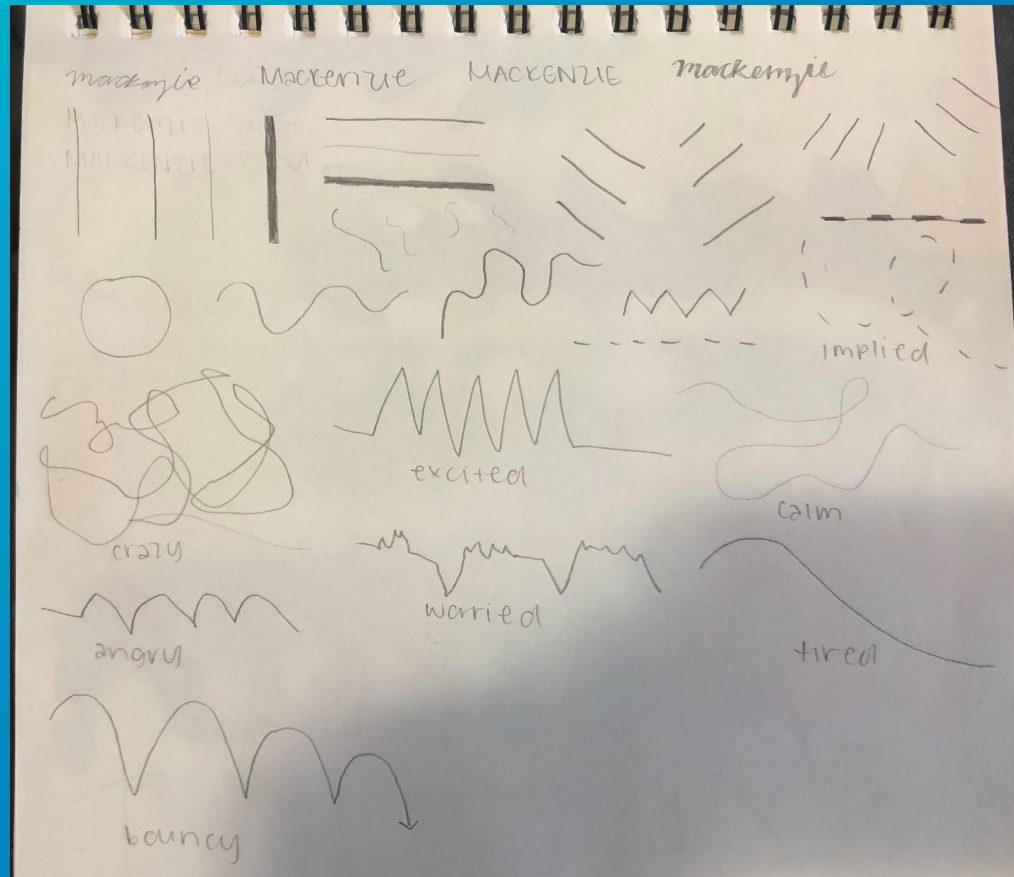
Content: visual arts: elements of design: line, shape, space, colour

This drawing focused on establishing our knowledge on lines while also introducing watercolour painting (specifically blending of colours).





# Line Explorations





## Hand Drawings



### Arts Education Grade 6

Curricular Competency: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.

Content: visual arts: elements of design: line, shape, space

- The drawing on the left was done in a shorter period of time with little attention to detail. The drawing on the right took more time and had more focus on the lines that came together to form my hand.



## Negative Space with Oil Pastels

Art Education Grade 4

Curricular Competency: Create artistic work using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Content: visual arts: elements of design:  
Line, shape, space, colour, form.

- Using earbud wires, I sketched an outline (line/shape) and filled the empty space with various colours using oil Pastels (negative space).





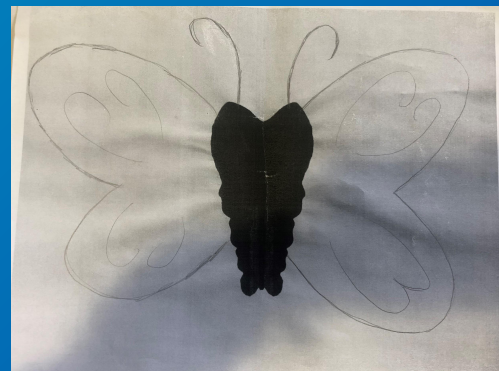
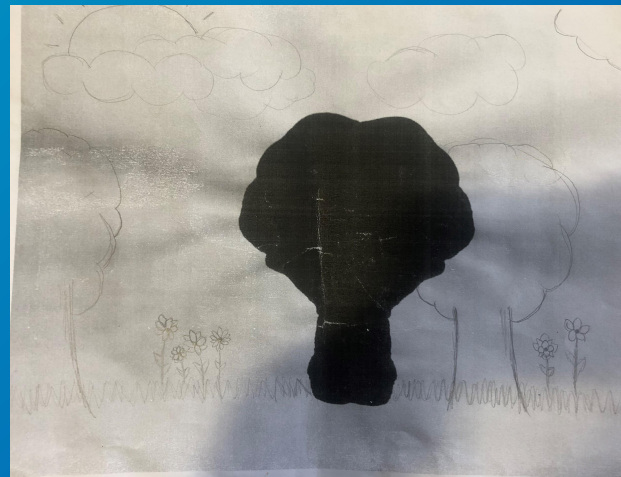
## Ink Blot Drawing

Arts Education Grade 6

Curricular Competency: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.

Content: visual arts: elements of design: line, shape, space

This drawing allowed us to freely express our creativity through interpreting the ink blot however we chose. Everyone drew something different and even took the ink blot from different angles.





## Colour Theory Studies

### Art Education Grade 4

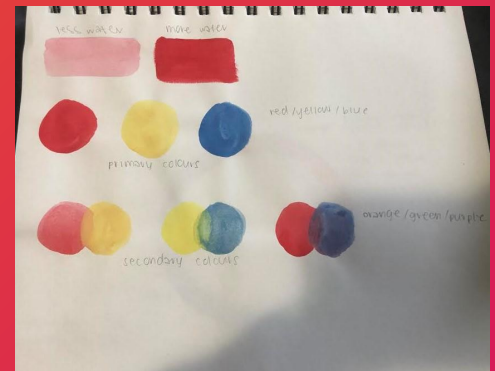
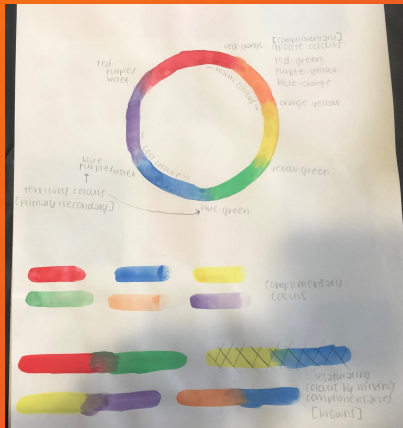
Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Content: visual arts: elements of design: line, shape, space, texture, colour

Exploring value, hue, and chroma established a foundational understanding of colour and how we can use this information in our future art explorations.



# Colour Theory Studies pt.2





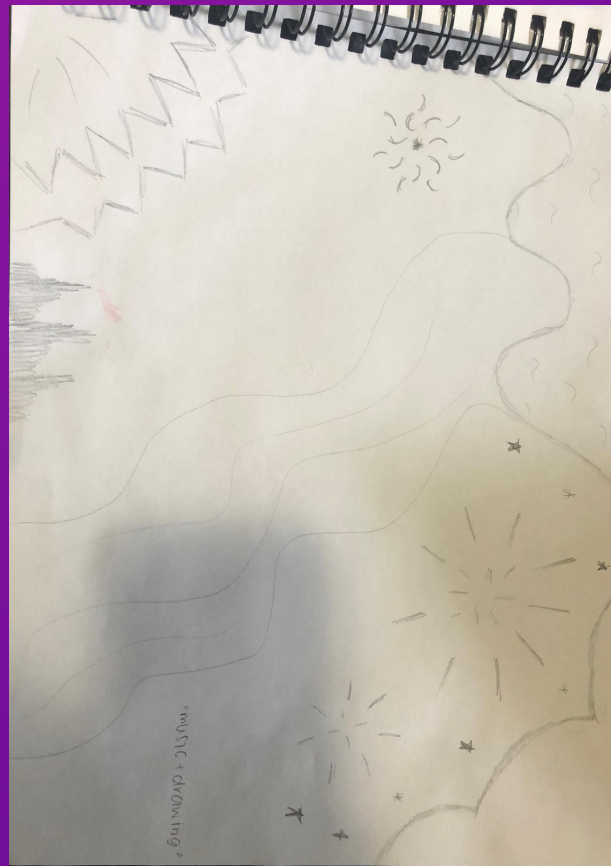
## Drawing to Music

Art Education Grade 4

Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Content: visual arts: elements of design: line, shape, space,

This activity was a fun way to connect to the music we were hearing and express our feelings through drawing.





## Storybook Painting

### Art Education Grade 4

Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Content: visual arts: elements of design: line, shape, space, texture, colour



- Using watercolour paints, I created this storybook page. I included several techniques such as drip/splatter (stars in the sky), glaze (grass), stipple (bear fur), and sponge (sky background).



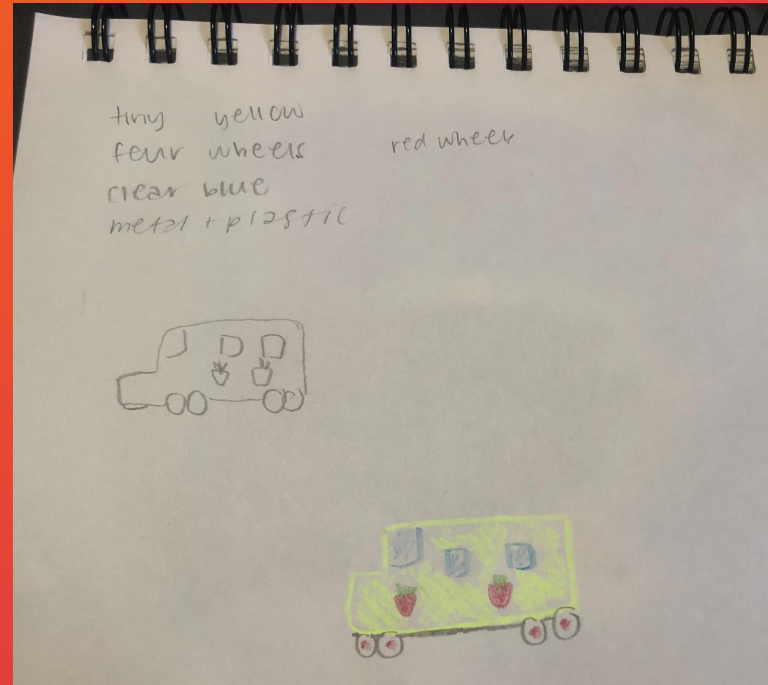
## Describing Objects Drawing

### Arts Education Grade 3

Curricular Competency: Create work collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Content: visual arts: elements of design: line, shape, colour

- Working with a partner, we took turns describing and drawing objects. This activity required communication skills





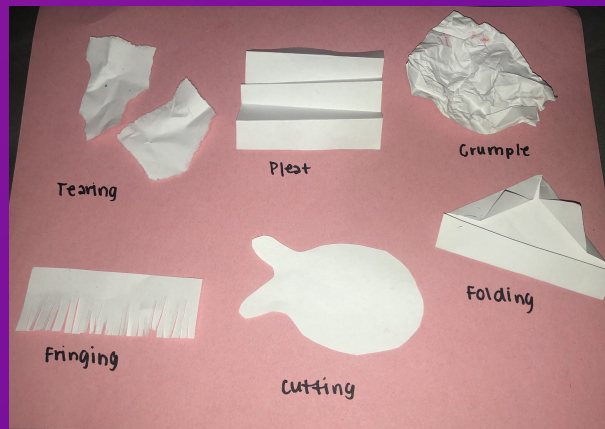
## Paper Techniques

### Art Education Grade 4

Curricular Competency: Create artistic works using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Content: Processes, materials, technologies, tools and techniques to support arts activities.

- Using only paper and scissors, I explore different techniques to show texture and shapes.





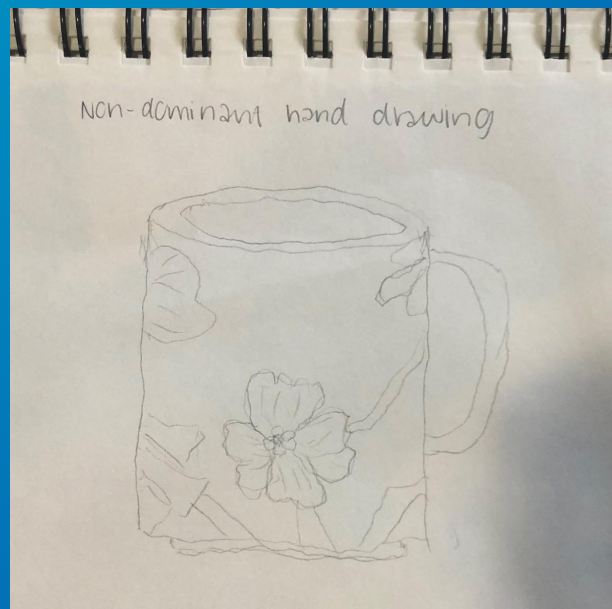
## Left-handed Drawing

### Art Education Grade 3

Curricular Competency: Refine ideas, processes, and technical skills in a variety of art work.

Content: visual arts: elements of design: line, shape, space,

Although a bit disorienting, this drawing helps to focus on every line and detail. This activity also helps to erase the notion that every drawing needs to be absolutely perfect.





## Mystery Squares- Collage

Art Education Grade 4

Curricular Competency: Create artistic works using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Content: Processes, materials, technologies, tools and techniques to support arts activities.

This project involved ripping/cutting paper and gluing it down to create a desired shape. It was so fun to see the final image with everyone's work put together!





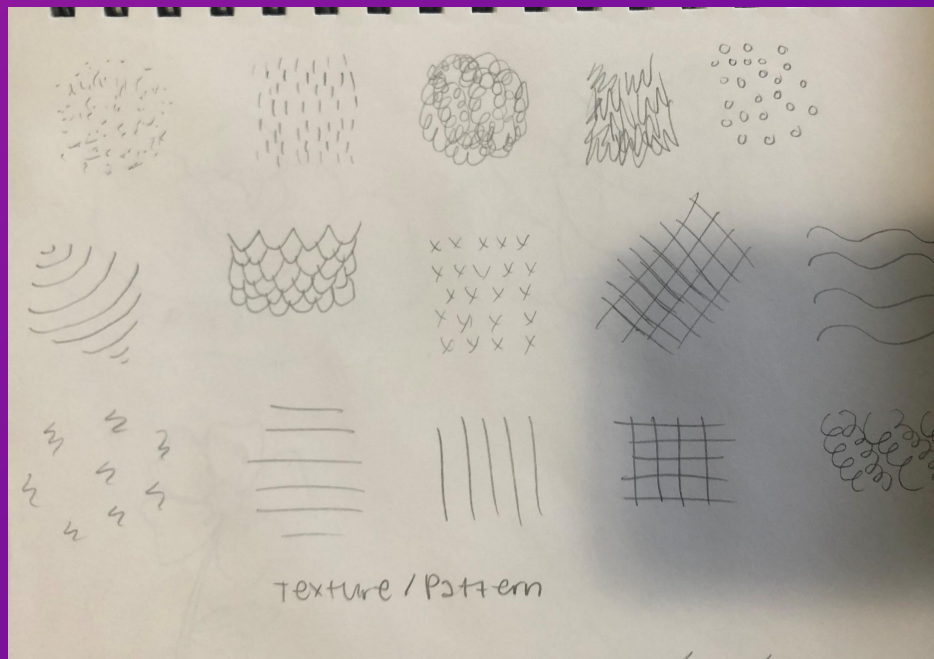
## Texture & Patterns in Drawing

Art Education Grade 4

Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Content: visual arts: elements of design: line, shape, space, texture

Exploring different techniques is useful to create a desired effect in a drawing.







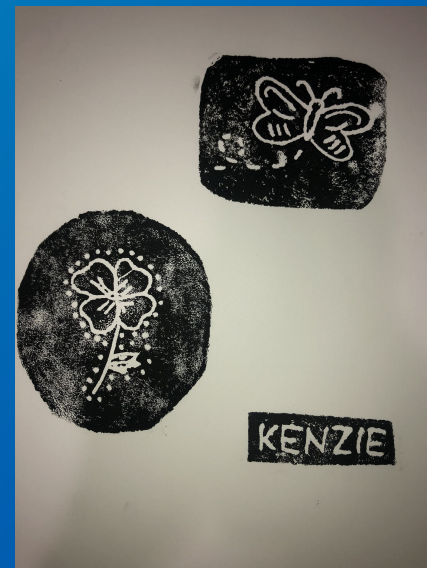
## Styrofoam Print

### Arts Education Grade 7

Curricular Competency: Intentionally select and apply materials, technologies, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making.

Content: Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.

- I used materials I found in my house (styrofoam plates and skewers) to etch a design then used a placemat to practice rolling ink. It took several tries to ensure the ink was the correct thickness and that the image fully transferred onto the paper.





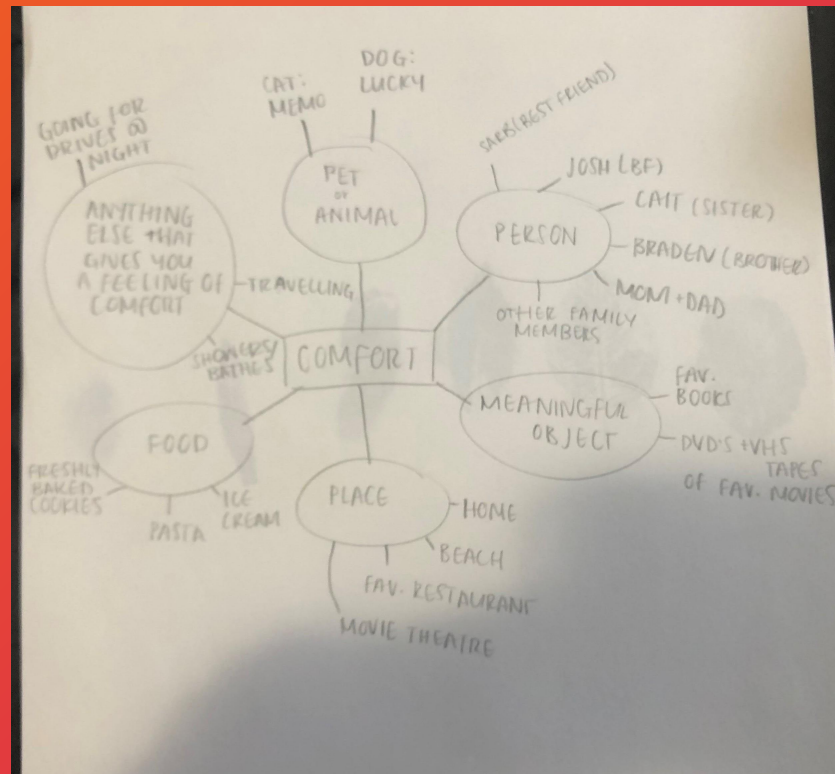
## Comfort Drawing

Art Education Grade 4

Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

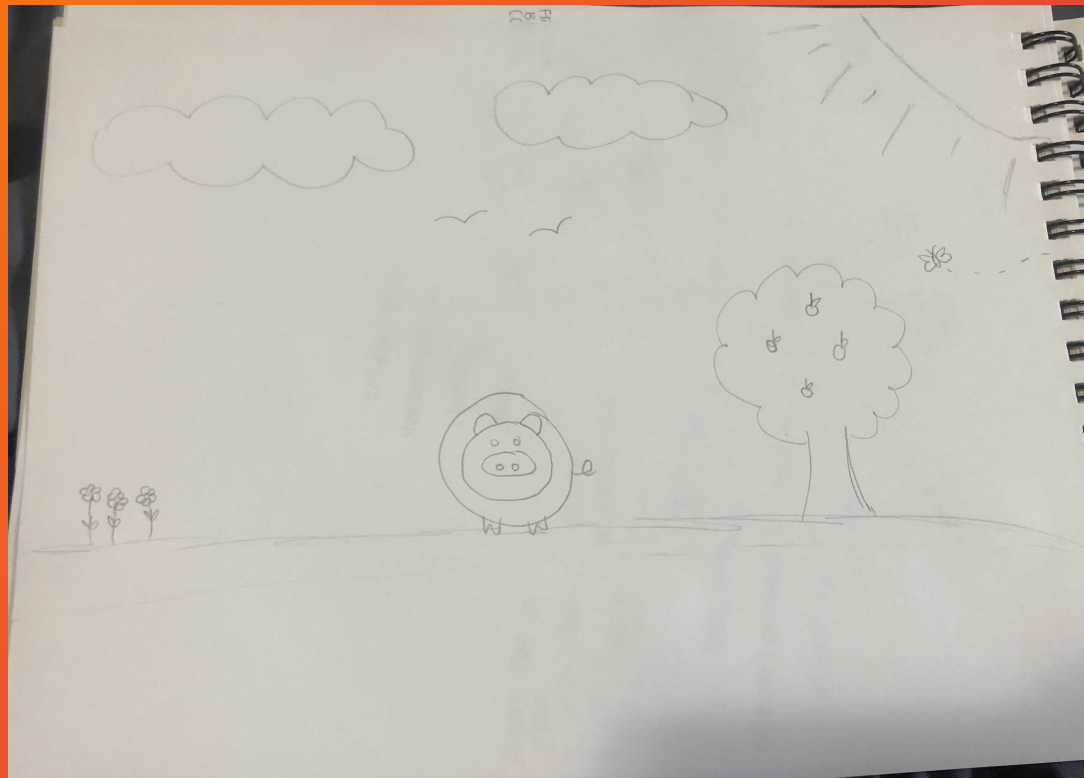
Content: visual arts: elements of design: line, shape, space, texture

I chose to draw something that I would have drawn as an elementary school student. I tried to imitate similar techniques that I would have used as a child. Reminiscing on nostalgic memories brings me comfort, as it takes me back to an easier time in my life.





## Comfort Drawing pt.2





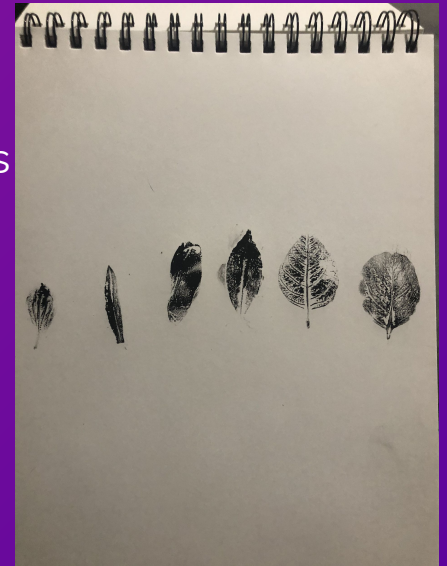
## Monotype Print - Comfort

Arts Education Grade 7

Curricular Competency: Intentionally select and apply materials, technologies, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making.

Content: Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works

I took a walk through my favourite park while gathering the leaves for this project. It brought me comfort and made me feel more connected to the art I later created.





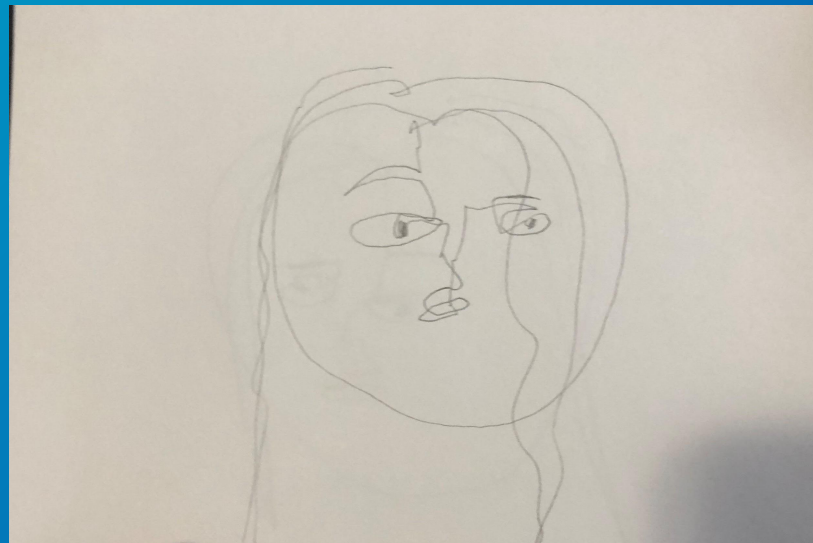
## Blind Contour Drawing

Art Education Grade 4

Curricular Competency: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.

Content: visual arts: elements of design: line, shape, space

This drawing was created by not looking at the paper and not lifting my pencil. It was difficult but also forced me to trust myself and pay attention to the lines I was drawing.





## Invented Animal Sculpture

Art Education Grade 6

Curricular Competency: Create artistic work using imagination, experimentation, and purposeful play

Content: Processes, materials, technologies, tools, strategies, and techniques to support creative works.

I used to creative thinking to pick and choose the characteristics from the two chosen animals. I used toothpicks and pencils to create texture and form the small details





## Invented Animal Sculpture pt. 2

The animal I created is called a “Curtle” (Cat and Turtle). It has a turtle shell but the head and legs are from a cat. The Curtle has the ability to walk on land but also swim in the water. They are soft and cuddly but easily frightened and will often take shelter in its shell when scared. But, with a simple shake of a Temptations bag of treats, the Curtle will come running over!



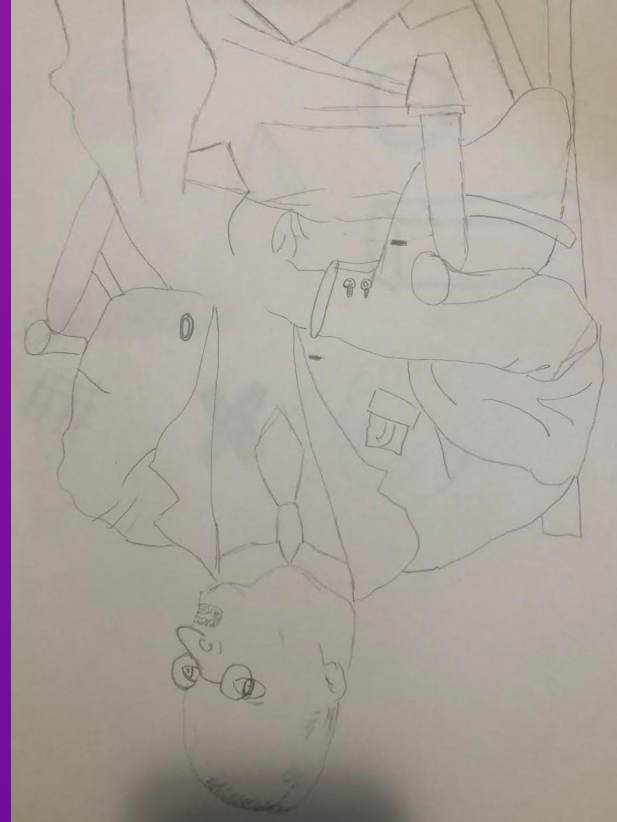
## Upside Down Drawing

### Art Education Grade 3

Curricular Competency: Refine ideas, processes, and technical skills in a variety of art work.

Content: visual arts: elements of design: line, shape, space,

Copying a complex image is something I did not think I was capable of but by turning the image upside down and focusing on each line, it became easier to complete the drawing. I ended up creating a drawing that may not have looked exactly like the original but was something I am proud of.





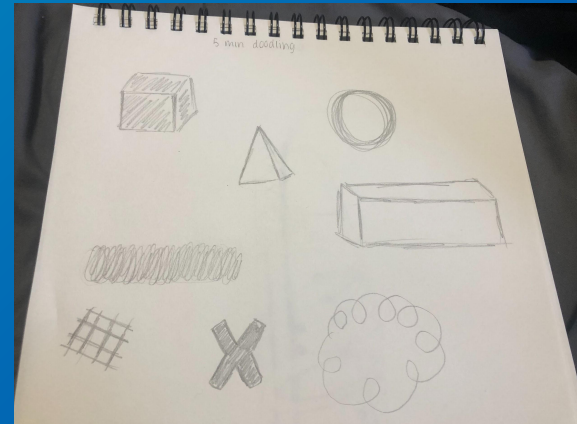
# 5 Minute Doodling

Arts Education Grade 2

Curricular Competency: Explore elements, tools, and techniques of art

Content: visual arts: elements of design: line, shape, texture

Warming up through not thinking too much and drawing nothing in particular helps explore drawing techniques and express creativity.





## Shoe Drawing

Arts Education Grade 6

Curricular Competency: Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations.

Content: visual arts: elements of design: line, shape, space



This drawing focuses on detail and taking the time to notice all the lines that form the shoe.



## Self-Portrait

### Arts Education Grade 6

Curricular Competency: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.

Content: Symbolism and metaphor to explore ideas and perspective.

I chose to create an image collage to represent who I am. I included images of family, friends, and pets. People shown in the images have helped form who I am as a person. I included postcards from different places I have been as culture is an important aspect that forms my personality. I included a pride flag because my sexuality is significant to my identity. Finally, I added butterflies (created using paper techniques) to showcase that I am constantly changing.



## Self Portrait pt.2

