Program Outline
The theme of the program is Object Stories wherein the children will be involved in multiple art and storytelling activities centered on a favourite object brought from home. The premise is based on a model provided by the Portland Art Museum. [http://objectstories.org/](http://objectstories.org/)

Artist teacher: Amber Phelps Bondaroff, artist, MFA Candidate, University of Regina

Location: Central Library, Regina Public Library, 2311 12th Avenue, Regina, SK

The newly installed Art Shack will be used as a central location for camp activity and community display/engagement. This is a 12 x 8 foot shack created by Dunlop Art Gallery, designed and built by pre-teens and artist Heather Cline in June 2014. It will be located outside of the Central Library. The camp includes time spent investigating the outdoors and downtown community.

Evaluation Method
Expected Outcomes:

- Children will learn how to express their story through informal and formal means, using both oral and written storytelling as well as drawing, sculpture and photograph.
- Children will explore and interact with community spaces.

Assessment:
The RPL Assessment Librarian will develop an evaluation tool to generate feedback from the participants in relation to the listed outcomes.

Community Relationship Building
Art Shack Camp will activate a newly created space for the library conceived, developed and built in cooperation with several community groups.

Audience Relationship Building
Art Shack Camp is a newly created Maker Space in which participants can create rather than just consume content. Additionally, the space will provide opportunities for community engagement as participants gather, collaborate and socialize while learning new skills.

Develop Fluencies in Children
The exploration of story creation utilizing visual and narrative means will enhance the literacy and language development of young readers and writers. It will also allow space for participants to explore informal storytelling through conversational, interactive and spontaneous methods as well as formal storytelling using developed visual display and oral presentation. Ghoting and Martin-Diaz (2006) mentioned in Early Literacy Storytimes @ your Library that “narrative skills is the ability to describe things and to talk about events and tell stories. Researchers have highlighted this skill as one of the six early literacy skills that will help [a] child be ready to read”. These are developmental skills that are transferable to any age group. Support for this comes from Gregory Cheatham and Margarita Jimenez-Silva in What Makes a Good Story? Supporting Oral Narratives of Young Children from Culturally and Linguistically Diverse Backgrounds. “Narratives serve academic functions, particularity related to language and literacy development (McCabe and Bliss, 2003). Oral narratives are entry points to literacy for young children (Michaels, 1981). Telling a story requires planning, organization, meaning generation and self-monitoring (Hadley, 1998), which are all skills needed for literacy. Indeed, studies have illustrated that children’s narrative skills are positively related to literacy skills (e.g. Tabors, Snow & Dickenson, 2001)”.

Object Stories Program Components
Format:
1. Explore an object by memory, drawing, painting, sculpture and photography.
2. Share results of exploration with peers through discussion.
3. Tell a personal story of the object and its personal meaning.
4. Create a new story/s about the object. Express it visually and narratively (oral and written).
5. Last day, present results of week-long investigations through a mini-art exhibit at the Art Shack.

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Potential for Province – Wide Use

The Object Stories Program can easily be replicated by other libraries in the province. Individual libraries do not require an Art Shack to deliver the program. It could easily be conducted in a program room, outside the library or in a corner of the library. The only thing required is a favourite object that each child will bring from home. The object will be the springboard for the art and storytelling activities that will develop during the program.

Goals

Eureka! TD Summer Reading Club:

Summer is a time of freedom, exploration and discovery. The 2014 TD Summer Reading Club theme is Eureka! The theme is encouraging and empowering “kids to take some risks, get messy, let loose their imaginations, and create! With the TD Summer Reading Club this summer, kids will be dreamers of dreams and makers of worlds, and books will be the sparks that help inspire, the tools that help them build.” (http://slta.ca/news-events/item/?n=176)

Overall RPL 2014 Summer Reading Program Goals:

- Create a fun, easy to access summer reading program that will motivate all age groups (kids, teens and adults) to read over the summer months
- Promote RPL programs, services and collections

RPL Children’s Summer Reading Program Goals:

- Promote the fun of reading to young people
- Encourage children and their parents to visit their local branch during the summer months
- Develop a reading culture among children

The Object Stories Program complies with the goals of the 2014 Eureka! theme as well as the RPL Summer Reading Program. Participants will certainly get messy and lose their imaginations. It will encourage multiple “making” strategies and foster curiosities about the world and explore means of self-expression and self-actualization. It will also strengthen the point that libraries are centres for creativity, learning, literacy, fun and engagement.

Budget

Expenses: Artist fee for five half days (based on CARFAC Minimum Fee Schedule): $1125.00

If there are questions, please contact Wendy Peart at wpeart@reginalibrary.ca or 306-777-6044.
### Dunlop Art Gallery / RPL Summer Art Camp for Kids:
July 7th-11th With Amber Phelps Bondaroff.

**Detailed Project Descriptions:**

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- We will look at some examples of other comics/graphic novels for inspiration. (Bone, Mauss, Persepholis, Peanuts.)
- Include some of the sounds we recorded on the walk in the comic.
- Draw these on large pieces of paper that can be hung up on the walls of the Art Shack for the end of week art show.

- Paper
- Pens/pencils

**Wire Sculpture:**

- Using coloured wire (available at the dollar store/craft supply store)
- These could be inspired by some of the objects that are brought in, or the shapes found on our Urban Walks.
- Wire sculptures can be mounted on wooden blocks with a staple gun afterwards to be displayed in the art

- Coloured wire
- Pipe cleaners
- Beads
- Other decorating supplies that you might have on hand
- Wooden blocks (pieces of cut 2 x 4) That can also be decorated.
- Staple Gun (Adult use only!)
- Markers for decorating the base/blocks
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prompted by a series of questions, inspired by the “Object Stories” project in Portland Oregon.

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BOOK MAKING

YOU WILL NEED:

- An old hard cover book
- Exacto Knife
- PVH - book binding glue (or white glue)
- wax paper
- small piece of heavy cotton cloth
- Paint brush (to use with glue)
- Ruler
- Small metal clamps or "bulldog" clips
- Ribbon (optional)
- Needle & thread (or a sewing machine)
- Bone folder or butter knife
- Scissors

BOOK COVER:

- Find an old hard cover or picture book to re-make into your journal/sketchbook:
- Thinner (shorter books) spines are easier to start
- remove the pages using an exacto knife or scissors. Be careful not to cut through the spine of the book.

SIGNATURES: (sections of book pages)
- Pick 8 sheets of paper to be sewn into each book section.
- 2 - 4 signatures/book - depending on how thick the spine is.
- Sew each signature up the middle. (By hand or machine) (Fold the pages in half.)

- Cut a piece of heavy cloth (not stretchy or knit) wide enough to wrap around the ends of all signatures w/about an inch overlap on each side.

- Glue the cloth onto the ends of the signature bundle. Pull the edges tight & make sure the cloth is glued down firmly.
- Put wax paper between the end sheets.
- Clip the bundle & binding tightly & let sit overnight to dry. Put a sheet of wax paper between the 1st & last pages - to inhibit moisture from the glue to wrinkle the other pages.
→ Cut a piece of heavy cloth (not stretchy or knit) wide enough to wrap around the ends of all signatures w/about an inch overlap on each side.

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→ Clip the bundle & binding tightly & let sit overnight to dry. Put a sheet of wax paper between the 1st & last pages - to inhibit moisture from the glue to wrinkle the other pages.

→ When the glue is dry - attach the bound signatures to the cover by gluing the first & last pages to the inside cover of your book.

   > Apply glue to each side (the paper & the cover)
   > Carefully position the pages before pressing the pages down.

→ Put wax paper between the sheets & apply weight overnight while the glue dries.

→ You can also add a bookmark ribbon to the spine before gluing!

→ Add decorations/pockets/whatever

Enjoy your hand-made book! Fill it with wonders!

Amber P.B. 2014
Help to tell the story
Create drama and
Lines and crosshatching can create textures and patterns
Shadows

Differences and angles
Extreme close ups

Practice drawing your characters from many

One point perspective

To create strong

A bug's eye view

A bird's eye view

The action

You can use it to set the stage and to direct

Don't squash your letters

The bubble

And then put in

Lettering

And space your

SPEED LINES

Dust donuts and

Thought bubbles

Speech bubble

Frame

Upper case (capital)

For emphasis iii

Use ombomatopia

Use outline letters

ACATCHY TITLE

Splat

CRASH
BODY PROPORTIONS, GESTURE (ACTION) DRAWING, COMPOSITION

Have students select their favorite GESTURE drawing and make a larger sketch of it.

*1. e.g. riding a bike, running etc.

Have students convert GESTURE drawing into a complete image by adding additional elements.

Have students apply color.

Emphasizing the 5 principles of COMPOSITION

1) Make main objects LARGE
2) Overlap objects
3) Diminish the scale
4) Cut the picture plane (edge of picture)
5) Balance the positive (objects) and negative (background) spaces

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5) Balance the positive (objects) and negative (background) spaces
Step 1 - draw an oval and then have students find the center.

Step 2 - place a horizontal oval in the middle.

Step 3 - Link two additional ovals and then have students erase the middle oval.

Step 4 - Have students draw a separate eye including eyelids and pupils.

Step 5 - Add eyes to face - include eyelashes.

Step 6 - Position nose - 1/4 of the total length of the face. Do a test nose using a triangle as a point of departure. Attach a crescent for nostril.

Step 7 - Attach the nose to the face.

Step 8 - Locate the mouth as 1/8 of the total length of the face.

Step 9 - Attach ears - top of ear aligns with corner of eye, bottom aligns with mouth. Ear can be described as a peanut shape cut in half. Small peanut for inner fold of cartilage.

Step 10 - Attach eyebrows (crescent shapes) and hair line. Hair line and hair include shading and highlights (with eraser).

Step 11 - Hair line and shading.

Step 12 - Neck as a conical shape.

Step 13 - Shoulders extended well beyond head and taken off the page.

Note: Students can be encouraged to do additional shading to indicate the shadow cast by the nose and to cast the neck in shadow.