



## Art Activities – Secondary

### 1. Collage It

Find images of WWI and WWII and photocopy them. Cut out the parts that you like from the images. Create snippets of newspaper headlines, pieces of imaginary letters home from the front, diary entries of mothers/wives and sweethearts back home; recreate imaginary telegraphs and radio announcements; add in lyrics from WWI and WWII songs. Assemble the whole thing in a collage that captures, “The spirit of war”. Feel free to add colour to the predominantly black and white collage.

### 2. Draw It

Take either a microscopic or a telescopic view of war. A microscopic view would take you up close on a wound, would make you see part of a grimace, part of a gun, part of a gas mask, part of a war medal. A telescopic view would have you look down from a distance on a battlefield, a Remembrance Day Service, a funeral for a veteran, a field of poppies, the blazing of gunfire/explosions at night. Use your imagination to bring a new perspective to war.

### 3. Paint It

Interpret “In Flanders Fields” as an abstract painting. Consider that you have torches, poppies, gunfire, the living dead, crosses, larks, sunsets and dawns. You may use some representation among the general abstraction, but, this is a mood piece.

### 4. Photograph It

Reading and Remembrance is about young people taking up the torch of remembrance as mentioned in McCrae’s poem. Photograph images in your community that show young people taking up the torch.

### 5. Sculpt It

Wars result in physical and psychical injuries. The survivors who served their countries carry the war with them forever. Interview a veteran and using clay or whatever medium you choose, physicalize what remains in this veteran’s memory.

### 6. Print It

Prints were used as part of the war propaganda machine. They may also be used to create strong images of commemoration. Select one of the following themes to create a print. We have taken up the torch; Not in vain; On giants’ shoulders.

### 7. Assemble It

An object taken into a new context is reborn in meaning. Take the image of the cross or crosses and poppies from “In Flanders Fields” and recontextualize these objects. Examples: a white cross covered with images of war heroes; a Canadian flag where the red is made of poppies.

### 8. Perform It (Performance Art)

Create a contemporary, living installation that causes reflection about “In Flanders Fields.” For example, students create a five step tableaux of the dead arising and trying to hand off torches to the living students passing by. The tableaux are repeated at intervals.

### 9. Conceptualize It

Conceptual art often has the medium be part of the message. Position five sculpture stands in the halls of your school. Place on them objects that you hope might help students ‘conceptualize’ “In Flanders Fields”. For example, one stand might hold a two-sided mirror.

### 10. Document It

Media is a powerful ‘creative’ tool. Although it seeks to document, the selection process places a subjective filter over that which is documented. Using video cameras, tape recorders or cameras, create a documentary of Reading and Remembrance.