



I can make ART like Andrew QAPPIK

Andrew Qappik is a world-renowned Inuit printmaker from Pangnirtung, Nunavut. Originally inspired by images in the comic books he read as a child, Andrew now finds his subjects in the stories, traditions and day-to-day events of his world.

In *I Can Make ART like Andrew Qappik*, he captivates his student audience by creating a soapstone relief print before their very eyes. Then it's the kids' turn. They explore Andrew's symbolic imagery—and their own—as they each create a self-portrait relief print.

Imbued with a deep appreciation and respect for life in the North, *I Can Make ART like Andrew Qappik* offers an intimate look at a rarely seen and truly magical creative process.

I Can Make ART is a series of six short films that take a kids'-eye view on a diverse group of Canadian visual artists.

Written and Directed by JANE CHURCHILL
Producer TAMARA LYNCH
Series Art Consultant NANCY RETALLACK-LAMBERT
Executive Producer SALLY BOCHNER
Director of Photography MICHAEL WEES
Editor JOEY CALUGAY
Music Composed by ERIC LEMOYNE

Other films in the series:
I Can Make ART like Emily Carr
I Can Make ART like Kai Chan
I Can Make ART like Marcelle Ferron
I Can Make ART like Maud Lewis
I Can Make ART like Ron Noganosh

User's guide included on inside of videojacket.
For more information on the series,
visit <www.nfb.ca/icanmakeart>.

11 minutes 22 seconds

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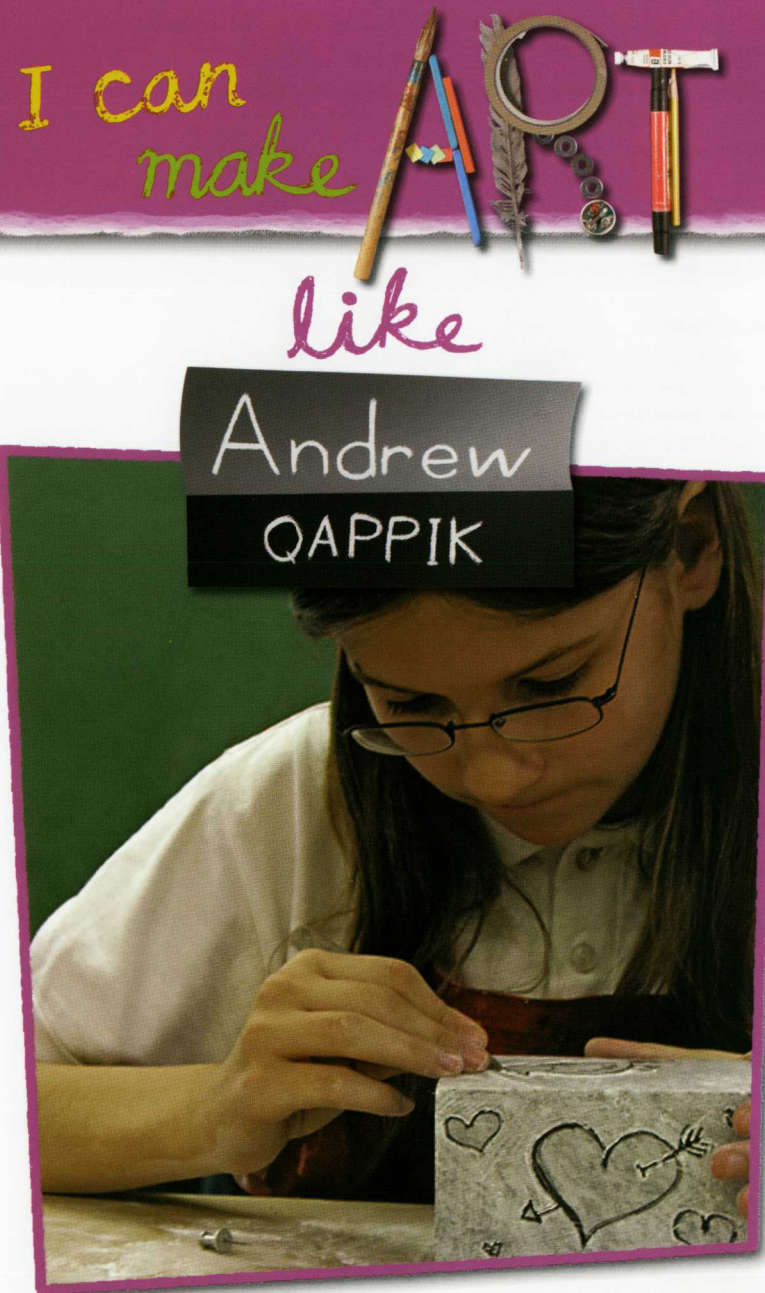
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I can make ART like Andrew QAPPIK

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like

Andrew QAPPIK



I can make ART like Andrew Qappik

Kids explore the work of designer and master printmaker Andrew Qappik.

CURRICULUM CONNECTIONS

Art is a powerful vehicle across the curriculum and can be integrated with other subjects.

Related subjects: Inuit arts and culture/language arts/legends, myths & storytelling/celebrations and traditions/social studies/environmental studies/science/history

Suitable for ages 9-12

OBJECTIVES

To discover the art and influences of printmaker Andrew Qappik.

To gain an awareness of the role of artists in Inuit communities.

To introduce children to simple printmaking techniques.

To explore line, texture and pattern and to consider negative and positive space.

To produce a self-portrait and an edition of prints.

PREVIEWING TIPS AND POST-VIEWING ACTIVITIES

Look at examples of Andrew's work as well as other examples of Inuit art and printmaking.

Discuss the following: What is printmaking? What materials does Andrew use? What images does Andrew like to create? What do you find most interesting about Andrew and his work? Where does Andrew live? How is it different from where you live?

What is a symbol? How can pictures tell stories? What are some symbolic images?

MAKING A RELIEF PRINT

Students use polystyrene foam plates to create their own relief printings.

Materials

- Paper, soft lead pencils and small mirrors for creating the design
- Polystyrene foam plates and sharp pencils or pens for cutting the designs
- Brayers (for rolling ink), inking plates (30 cm x 30 cm squares of glass or plexiglass), water-based printmaking ink (start with black), paper for the prints (experiment with different types). Use newsprint for testing.
- String and clothespins to make a hanging line for drying prints

Creating self-portraits

Creating a self-portrait is a journey of self-exploration. Students should consider the following: How do I see myself? How do I want people to see me? What expression and posture best represent me? What symbolic image might I include to represent my culture or my interests?

Working with small mirrors, have students draw a self-portrait. Then have them draw a second image — an object or symbol of personal significance — to include in their print. Advise them not to include words in their design. Suggest adding a pattern to the background or to any large blank areas to add more texture. Remind students that the finished print will be a mirror image of the one they draw.

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Editor
JOEY CALUGAY

Music Composed by
ERIC LEMOYNE

Animation & Titles
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Sound Editor
TONY REED

Foley Artist
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Re-recording
SHELLEY CRAIG
GEOFFREY MITCHELL

Sound Recordist
NICK HUARD

Students should consider negative and positive space in their portrait.

positive space: The main shapes in a work of art.

negative space: The space surrounding shapes or solid forms in a work of art.

Preparation

- Create two work areas: one for inking and a second, clean area for printing.
- Set out ink, inking plates and brayers.
- Cut paper into squares a bit larger than the polystyrene foam plate and stack in piles.

Cutting the plate

- Draw the design directly on to the polystyrene foam plate.
- Use a sharp pencil or pen to make impressions in the polystyrene foam plate.
- Cut away only the parts that you do NOT want to print and leave the shapes you DO want to show up on the paper. The shapes that are left will be rolled with ink and printed.

Inking the plate

- Squeeze a small quantity of ink onto the inking plate.
- Roll the brayer back and forth across the ink to form a thin layer.

Printing the plate

- Carefully lay a clean piece of paper over the inked plate.
- Gently rub the whole image area, using fingers or the back of a wooden spoon.
- Peel the paper off the plate and hang to dry.
- Try a variety of papers to see the different results.

Making a signed edition

- Have students pull three or four prints from the same plate.
- Have them think of a title for it and sign the bottom of each print (always in pencil) with title, artist's name and date. Number the prints as follows: 1/3, 2/3, 3/3.

FOLLOW-UP DISCUSSION

After the work is completed, hold a group discussion:

- How does your work capture or reflect you?
- How does your work show Andrew's inspiration?
- What was most difficult about the process? Most fun?
- How do the negative and positive spaces work in the self-portraits?
- How does the object help describe the person?

FOLLOW-UP ACTIVITIES

1. Build a wall of art in a hallway or bind a set of prints to create a unique class yearbook.
2. Have students make a list of as many forms or kinds of printmaking they can think of from the world of art and beyond.
3. Visit a local art gallery, museum or a printmaking studio.
4. Invite an artist to visit your classroom.

For more information, visit the I Can Make ART Web site at <www.nfb.ca/icanmakeart>.

