

Building a Community and the Art of Douglas Cardinal

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Georges Vanier Catholic School, Saskatoon www.gscs.sk.ca/van



Declan
Grade 2

Objectives Visual Art

- Understand that contour lines form the outline of an object
- Demonstrate the ability to perceive visual details, and understand that the inclusion of details enhances
- depictions of plants, animals, people, and objects
- Begin to apply knowledge of size relationships in own drawings
- Begin to understand that they can get ideas from such sources as memory, research,

observation, feelings, or imagination

- Engage willingly in a process for viewing and responding to art works
- Become increasingly aware of the vast amount of visual information in the environment and daily life
- Know that, from earliest times, human beings have changed the natural environment
- Classify a large variety of lines using own words (e.g., wavy, jagged)
- Classify different kinds of textures using own words (e.g., rough, smooth, soft)
- Classify different kinds of shapes using own words (e.g., rounded, lumpy, square)
- Explore size relationships by measuring
- Make basic decisions about own methods and materials
- Develop co-ordination and skills in using simple visual art tools and materials
- Understand that reflection and discussion help them learn and make decisions about own art works
- Become aware of the variety of art works in Saskatchewan and Canada , including the works of First Nation and Métis artists

Social Studies

Curriculum Objectives

- How a map represents a community
- What natural features define the boundaries and character of an area on a map
- What man made features define the boundaries and character of an area on a map
- What are the four cardinal directions
- How do directions help us locate places
- What is a key on a map
- How a key helps us draw and read maps
- Use a key to locate places on a map
- What is scale on a map and why is it important or how is it related to the environment around us?
- How to read a bar and a line graph

Materials for art Activity

- Old maps of your community, these can usually be found at tourist information
- Previously painted on paper (I save the rough drafts and mistakes of the students in a box to be used for collage as it provides great texture)
- Glue- white and stick
- Rulers
- Scissors

Background Information

<http://www.djcarchitect.com/home.html>

in the portfolio section you will find great images of his work with explanations.

<http://www.civilization.ca/cmca/architecture/arcs105e.html> This site offers a wonderful slide show of the Museum of Civilization. This is an amazing website to share with children.

Douglas Cardinal is credited with pioneering an indigenous Canadian style of architecture. Drawing from his Blackfoot Indian heritage, he has always been deeply influenced by nature and his surroundings. His trademark free-form shapes and organic designs are exemplified in his best-known work, the Canadian Museum of Civilization in Gatineau, Que. Despite his success, Cardinal has known hardship. "This country primarily is a very racist country when it comes to aboriginal people in the way they are treated by the rest of the Canadians," says Cardinal said in a CBC Radio interview.

The following information is from http://archives.cbc.ca/IDC-1-69-1737-12062/life_society/alberta_100/clip7

- Douglas Joseph Cardinal was born in Calgary on March 7, 1934. He was the eldest of eight children. His father, Joseph Cardinal, was of Blackfoot Indian ancestry.
- "Creativity is making a declaration and a commitment and being absolutely unreasonable in carrying it out." — Douglas Cardinal

- In 1953 Cardinal studied architecture at the University of British Columbia. He was asked to withdraw in his second year, partly because of his radical designs and partly because of his Indian background. Some members of UBC's architectural board, which was predominantly British, told Cardinal that it took several generations to produce an architect, and that the son of a "half-breed trapper" had little chance of succeeding in the field.

- Cardinal eventually earned his architecture degree from the University of Texas in 1963. There he was influenced by American Frank Lloyd Wright and Spaniard Antonio Gaudi.
- In 1983 Cardinal was awarded the prestigious commission of designing the Canadian Museum of Civilization. The museum was completed in 1989 at a cost of \$340 million, which was over three times the original budget and led to much controversy.

- In 1988, the outspoken architect was caught in another controversy when he was fired from his job as the principal designer for the new National Museum of the American Indian, to be added to the Smithsonian in Washington D.C. Cardinal was fired in an acrimonious dispute over money and creative control.

- Some of Cardinal's buildings in Alberta include St. Mary's Church in Red Deer (1967), Grand Prairie Regional College (1972), St. Albert Civic and Cultural Centre (1984) and the Edmonton Space Sciences Centre (1983).
- In 1990, he was made an officer of the Order of Canada.



Matthew
Grade 2

b. 1934, Calgary, Alberta
First Nations Affiliation: Métis, Blackfoot

A graduate of the University of Texas at Austin (1963), Douglas Cardinal is best known for his unique organic architecture marked by curvilinear lines, and informed by a Native worldview. The Canadian Museum of Civilization in Hull, Québec (1989) is an outstanding example of his design style and sense of vision. His firm is one of North America's pioneering users of computer-assisted drafting systems, and was selected by the Government of Canada as a demonstration site to test and advance Canadian CAD technology. He has received numerous honorary doctorates and awards of excellence, including The Caledonian Prize Lectureship in Edinburgh, Scotland (1997), the National Aboriginal Achievement Award (1995), and the Canada Council Molson Prize for the Arts (1992). In 1990, he was made an officer of the Order of Canada. He is the principal designer for the Smithsonian Institution's National Museum of the American Indian, to open in Washington D.C. in 2001, and the award-winning Cree village Oujé-Bougoumou in Northern Québec.

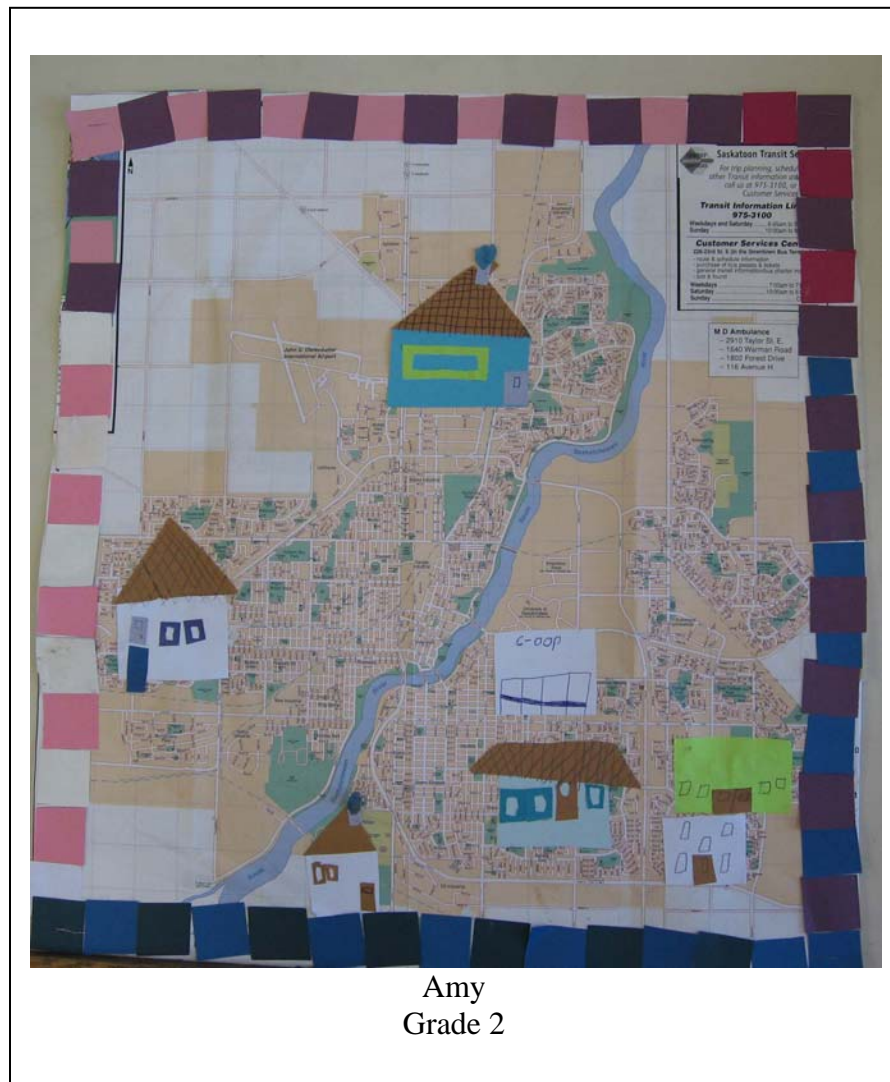
SELECTED PROJECTS

View images of many of Cardinal's projects, arranged by category at <http://www.dcardinal.com> (for example: Museums; Educational; Religious; Office Buildings. . .). Here is a very short list of some well-known commissions:

1999	First Peoples Hall at the Canadian Museum of Civilization, Hull, Québec
1996	Hotel and Casino, Oneida Indian Nation of New York, Verona, New York
1993	National Museum of the American Indian Mall Museum, Washington, D.C.
1991	Oujé-Bougoumou Community Buildings, Chibougamou, Québec
1989	Canadian Museum of Civilization, Hull, Québec
1984	St. Albert Civic and Cultural Centre, St. Albert, Alberta
1983	Leighton Artists Colony, Banff, Alberta
1972	Grand Prairie Regional College
1967	St. Mary's Roman Catholic Church, Red Deer, Alberta

Resources

What on Earth are we to do with Douglas Cardinal? By John Bentley Mays, Canadian Art Magazine, Spring 2002

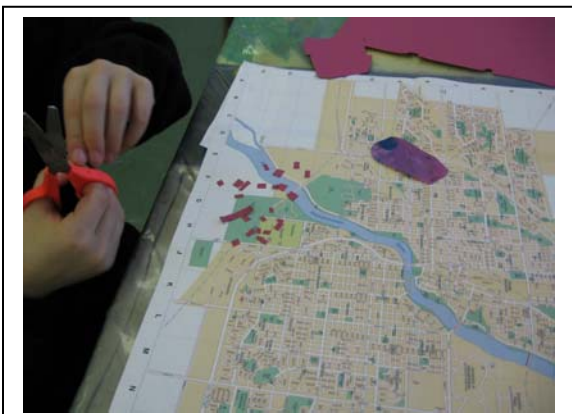


Amy
Grade 2

Procedure

1. The classroom teacher introduced mapping by having the children go to Google Earth and to find where they lived, what area of the city they live in, they found their school and the main features of their community. The students also discussed seasonal changes in a community (ie. A northern community is very different from one in southern Saskatchewan).
2. They were asked what constructed features define the community they live in – boundaries, streets, buildings, shopping districts etc.
3. What natural features define the community – parks, trees, rivers, lakes, hills.
4. The students came to the art room and discussed the art of Douglas Cardinal (see biography and links above) and looked at many of his pieces of architecture and discussed his inspirations and how he uses things from the natural environment to inspire his shapes and structures.

5. The students were then given a Saskatoon map and taken through the process of finding various locations natural and manmade on the map. They were taught to use the Gridlines on the sides of the map. This pushed them to use the bar graphing skills that is in both the social and math curriculum.
6. We looked for important buildings in the city one at a time and marked them carefully. Cardinal Direction (NSEW) was used when finding places. We used North rather than to the top and used South when looking for something at the bottom of the map.
7. The students then explored the maps looking for key areas that they are familiar with and observed the symbols associated with those areas. Green for park, brown for shopping etc.
8. The students located their own home and other buildings. The result was that they students marked 4 common buildings between them as a class, then three locations of their own and two locations for their own architectural creation. They selected the area for their architectural creation based on the surroundings natural features and manmade buildings and features in the area. They had to think of both function and aesthetics.



As you can see in this image the curriculum objective of developing coordination and skills in using simple art tools and materials is being met here.

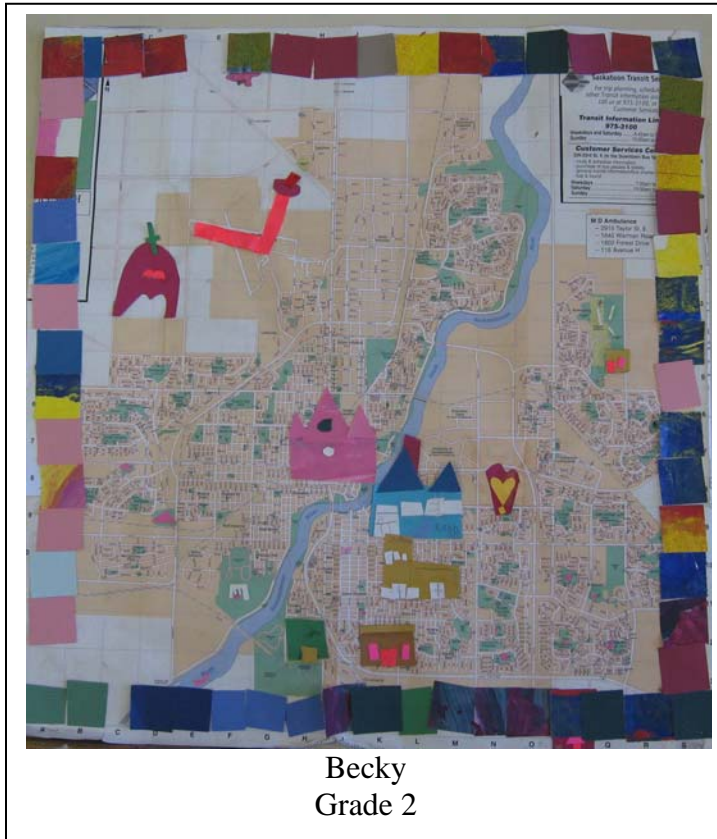
9. The students were reminded of the inspiration behind Douglas Cardinal's architecture.
10. The children were given a variety of collage materials and encouraged to create their buildings. They were given a demonstration on how to create architectural details using small pieces of paper. See image of the small pieces a student is using to create their building.
11. The children were taught how to use a glue stick and to get the glue right to the edge of the paper, to avoid curling. They

did this by using scrap paper and running the glue stick half off of the paper they were gluing.

12. The children were pushed to add very detailed windows, doors, pillars, columns and to use the correct terms when speaking of the shapes. The children were already familiar with free form shapes and could recognize the difference between free form shapes and standard shapes. The term free form was introduced when observing the work of Douglas Cardinal. They were able to recognize some freeform shapes in the work of Douglas Cardinal and some freeform shapes did appear in the student work.
13. The method and materials they selected for the pieces was varying. The wide assortment of textures and colours made it possible for each child's piece to be very individual. Even though many created the same building each was unique

because the availability of materials. The most interesting were the textures created by using paper that was painted once already.

14. The students were made aware of the scale of the buildings that they were creating, (ie. A hockey rink is larger than their house) and would appear so on the map. Sometimes if the building was important to them the scale of the building would increase.
15. The students became aware of natural patterns on the map, for example the parks and the river creating a natural pattern the grid lines creating another pattern and the frames that the



created around the outside were also patterned with the use of colour.

16. Again when placing the building the children once again used gridlines to locate their spot to put the piece on.

Evaluation

Sharing maps and discussing community around them and the features of their map was the basis for evaluation. The children can be encouraged to use the Cardinal Directions to explain their map and where they live in relationship to other important buildings in the city.

With some children it was possible to see exactly how far their sense of community stretched. It like going home with them for the weekend, because you knew where they got their groceries, did their leisure activities and where their parents worked etc,

Other Curriculum Options

- Study Douglas Cardinal with aboriginal ancestry.
- The study of old and new and how maps and cartography affect the world or how maps are used to show new areas.
- We know how world has changed through the study of maps and how the natural environment has changed due to the influence of humans.

Older Children

All the choices that we make at even our own level of our home affects the community and how [people view the community (fences, plants, trees)

The changing landscape of the community is evident through looking at old maps, even at maps that are a few years old.