

Ted Godwin

Biography of the Artist

Ted Godwin was born August 13, 1933, in Calgary, Alberta. He studied art at the Southern Alberta Institute of Technology and Art and attended a number of Emma Lake Artists' Workshops, rising to national prominence with the 1961 National Gallery exhibition "Five Painters from Regina." In 1964, Ted Godwin quit his job as a neon designer. He joined the faculty at the School of Art at the University of Saskatchewan - Regina Campus and remained there until ill health forced him to give up teaching in 1985. Throughout his years as professor, Ted Godwin maintained an active professional career, exhibiting regularly in regional and national exhibitions. Ted Godwin was the first Canadian artist to appear in the Canadian edition of *Time* magazine.

The Art Style of Ted Godwin

"The *Tartans* are Godwin's most provocative and accomplished works." (p. 59 Ted Godwin, The Tartan Years 1967-1976, Ann Davis) While doing some colour tests, Godwin liked the effect of the lines crossing each other, especially those of complementary colours.

"In the geometric interweaving of vertical and horizontal bands of translucent colour – representing relationship between the human being and the world- the *Tartan* series of paintings are in the grand tradition of modernism, sharing in lineage of Mondrian and Newman." (p. 39, Ted Godwin, the Tartan Years 1967-1976, Andrew Oko)

Ted Godwin's *Tartans* are sometimes focused on people. *Last Tartan for Will* was created in memoriam for the British artist Will Townsend, a great friend of Ted Godwin's who died unexpectedly at Banff when both he and Ted Godwin were teaching there.

Art Lesson / Ted Godwin 1 / Line, Colour, and Symbolism

This art lesson focuses on The Tartan Years, a time when Ted Godwin created a series of tartan paintings.

Student Objectives

- Students will be inspired by the life and art of Ted Godwin.
- Students will practice critical and creative thinking skills.
- Students will practice writing skills.
- Students will understand what a landscape picture is.
- Students will understand what a tartan is and how it is symbolic.
- Students will use the Internet to view a Ted Godwin gallery.

Web Links

A Web site that explains and displays the tartans of the provinces and territories.

www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/o6_e.cfm

Web sites for class viewing of Ted Godwin's work. All sites are worth looking at.

www.uregina.ca/library/godwin/gallery.htm

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

To view beautiful landscapes of eastern Canada, go here.

http://www.tedgodwin.com/newfie_pages/gallery_frame.html

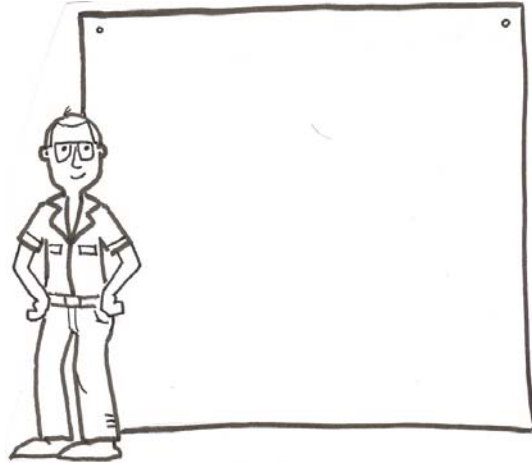
Procedure

1. On the Internet, view the galleries of Ted Godwin's art. See Web Links.
2. Photocopy the work sheet, "*Tartan*" *Ted Godwin, Canadian Artist*, for each student.
3. Discuss the work of Ted Godwin with the class. Information is found in the included *Biography of Ted Godwin* and worksheet and at the above Web site. Explain that artists will often compose a series of work that is tied together by a theme.
4. Show the pictures on the Web site to the class or give them time to peruse the site. Pay special attention to the two tartan paintings, *Winter Starlite Woodland Starbrite* and *The Xmas Tartan*. Explain that a tartan is a cloth that has criss-crossed designs. A tartan represents something.
5. Explain that what they see are prints or pictures of the originals – that is the real paintings. The originals are much larger. The actual sizes of the paintings are given on the site. Show the size of the paintings by measuring the length and width on a classroom wall.
6. Hand out the "*Tartan*" *Ted Godwin, Canadian Artist* worksheets. Help students to complete them.

Name _____ Date _____

“Tartan” Ted Godwin, Canadian Artist

Ted Godwin is a Canadian artist who lives in Calgary, Alberta. Today, he is known mostly as a landscape painter. He likes to paint pictures of nature.



Can you draw a small landscape picture for Ted Godwin to make into a painting?

Why do you think Ted Godwin wanted to paint tartans?

Ted Godwin likes fly fishing and goes to paint where the fishing is good. Where would you like to go to paint a landscape picture?

Do you like Ted Godwin's art? Would you like to go to an art gallery and see his originals? Why or why not?

Art Lesson / Ted Godwin 2 / Line and Colour

Student Objectives

- Students will be inspired by the life and art of Ted Godwin.
- Students will use the words horizontal, vertical, and parallel to describe line.
- Students will use lines in various forms thick, thin, bold, muted.
- Students will manipulate a sponge brush to create straight lines.
- Students will use colour and line to express an idea.
- Students will understand the symbolism of the tartan and learn to paint them.
- Students will write an Artist's Statement to describe their work.

Materials for tartan-art colour stations

Sponge brushes - available at home renovation stores
Rulers
Block paints
Stiff paper, large sheet for each student
White tag
Scrap recycle paper

Web Links

A Web site that explains and displays the tartans of the provinces and territories.

www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/o6_e.cfm

Web sites for class viewing of Ted Godwin's work. All sites are worth looking at.

www.uregina.ca/library/godwin/gallery.htm

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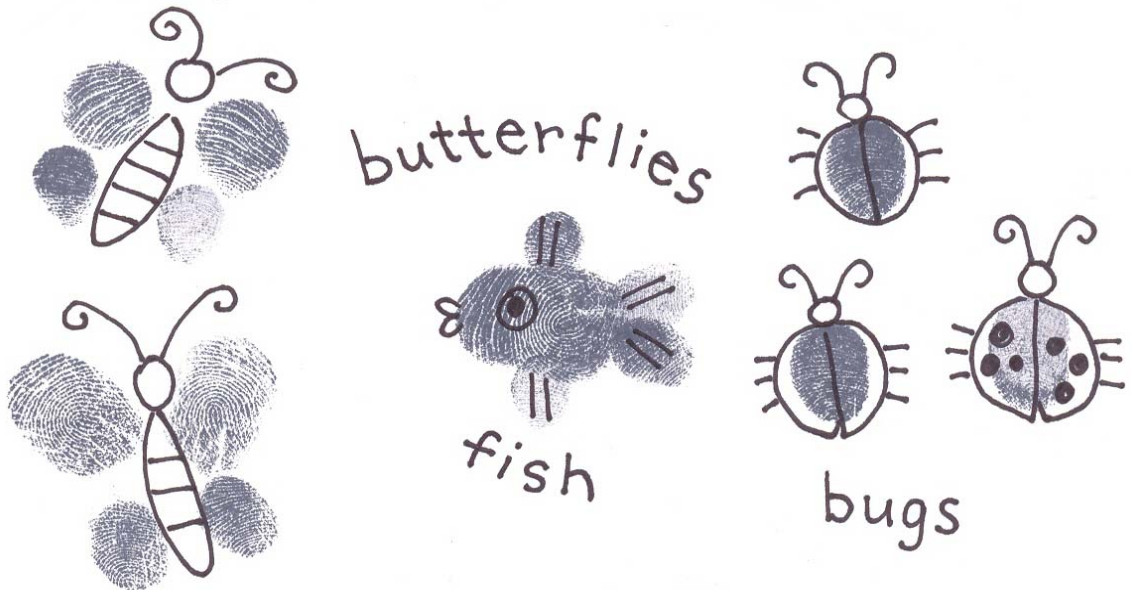
Procedure

1. Set up colour stations with block paints and sponge brushes. The sponge brushes are difficult to clean so use one colour of paint per set of sponge brushes. Label each station to avoid confusion.
2. Introduce the colour stations and go through the instructions and procedure with the students.
3. Explain these important rules of tool care:
4. *Do not dip the sponge brushes all the way in the water as the sponge absorbs too much water and the resulting colour on the paper is diluted and messy.*
5. *Do not leave the brushes in a bucket of water as it breaks down the glue that holds the sponge to the stick.*

Butterfly, Ocean, and Ladybug Tartans

1. Colours are suggested for each tartan, but is up to the students to decide on colour choices. Some suggestions can be:
 - a. *Ladybug Tartan* – red and black
 - b. *Butterfly Tartan* – Red, yellow, purple, blue, and orange
 - c. *Ocean Tartan* - Blues and greens with bright fish overtop
2. On scrap recycle paper, students practice the art of creating straight lines using a sponge brush.
3. Create horizontal and vertical lines using the sponge brush. Encourage students to use the same colour both vertically and horizontally and to make the lines different widths.
4. Use the sponge brushes with narrow and wide widths touching the paper. Rotating the paper so that the lines are created horizontally only, makes it easier for students to create straight lines.

5. On larger stiff art paper, use one colour at a time to make vertical and horizontal lines. Allow drying time between colours. Generally only a few minutes is needed as block paints dry quickly. The overlapping of a second colour over a dry colour is very appealing. Don't rule out white paint. It creates a wonderful effect.
6. Be careful not to overload the paper with colour.
7. Once the paint of the tartan is dry, the fingertips and thumbs are used to create butterflies, ladybugs, or sea creatures.
8. Make prints from the dampened block paints. When placing the creatures on the tartans, students must think about balance and overall composition. Refer to the *John Perret Art Lesson* on composition.
9. Samples of fingerprint creatures:



Art Lesson Ted Godwin 3 / Line, Colour, and Symbolism

Student Objectives

- Students will be inspired by the life and art of Ted Godwin.
- Students will use the words horizontal, vertical, and parallel to describe line.
- Students will use lines in various forms thick, thin, bold, muted.
- Students will manipulate a sponge brush to create straight lines.
- Students will use colour and line to express an idea.
- Students will understand the symbolism of the tartan and learn to paint them.
- Students will write an Artist's Statement to describe their work.

A. Season Tartans

Additional materials

Oil pastels
Block paints
Sponge brush
White tag paper cut into 9" x 9" squares, four for each student
One large bristle sheet for mounting, one for each student
Rulers

Procedure

1. On the previously referred Web site, show students the two pieces: *Winter Starlite Woodland Starbrite* and *The Xmas Tartan*. *The Xmas Tartan* was Ted Godwin's first tartan piece. What colours has Ted Godwin used to create the moods of winter and the winter holiday?

2. Discuss the colours that can represent the seasons with the class. In their tartan paintings, students must describe the seasons using just colour: no words or images.
3. Winter pieces are beautiful. Using white (of course), light purple, pale blue, yellow, and small lines of brown the students can create amazing pieces. Water down the paint a little more to create a soft feel to the lines.
4. With spring and summer, emphasize that more than one colour of green can be used. Go over the same lines several times to achieve very bright colours.
5. For autumn, use a combination of bright colours and watered down ones.
6. First, use the oil pastels and a ruler to create lines vertically and horizontally. VERY FEW LINES ARE DONE IN THE PASTELS.
7. After the pastels are applied, use the sponge brushes to paint the vertical and horizontal lines
8. Mount all four season pictures on a large bristle sheet.

B. Tartan Tales

Additional materials

White tag (3" x 3"), one for each student
White tag (9" x 12"), standard size, one for each student
Block paints
Sponge brushes
Crayons and pencil crayons

Procedure

1. Open the Web site:
2. www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/06_e.cfm
3. Find and discuss the tartan of Saskatchewan. Discuss how the colours are symbolic to the unique nature of the province.
4. Discuss how a coloured tartan can represent a family or place as well.

5. Using small cards of paper, crayons, and pencil crayons, students first create rough drafts of tartans to represent their families, to use as a model for the larger art piece. Here students must make colour choices and decide what each colour represents in their lives. Tell students that using a favourite colour simply because it is a favourite will cause difficulties in the final writing activity of the Artist's Statement.
6. After the rough drafts on the small squares are complete, students paint the larger copy using the sponge brushes.
7. Emphasize making the lines as straight as possible.
8. Emphasize using both thick and thin lines.
9. After the tartan is complete, students write an Artist Statement about their tartans in a similar manner to the way Heritage Canada Web site describes the provincial tartans.
10. Explain that when artists describe their work it is called an *Artist's Statement*. For this activity, students will write about the colours on their tartans and what they represent. For example:

Monique's Tartan

Three blue lines represent my daughter's swim racing. The reddish lines between represent me the teacher (apple) and the lane ropes in swimming. The wide orange lines represent the orange in my son's hockey jersey.

Optional for older students

Glue the tartan to the middle of a larger page, using the space around the tartan to draw images to compliment the specified colours in the tartans. Each student writes a story or an Artist's Statement to go with it. Alphabet stamps can also be used to add single words to describe the tartan.

Optional weaving activity

Try a small weaving project with students using the colours of yarn similar to those in their tartans. The easiest material to use for a loom in the classroom is scrap foam core found at framing shops. Cut slits into the foam core at both ends and then wrap the yarn through the slits. The foam core pieces are easy to store in the classroom and is strong enough to withstand some of the tugging that students do to weaving projects.

Student Art / Ted Godwin Artist Student



Katherine McPhee, Grade One





Handwritten text on a white card, likely a list or notes related to the textile samples.





CHURCH



SOCCE
R
RULES



FOOBALL

HUNTING









