



Tapestries for Hope

High School | Art 20 Lesson Plan



Purpose

In this art encounter, students will explore the impact of art on community well-being. By analysing and comparing Matthias Grünewald's Isenheim Altarpiece, and the Keiskamma Altarpiece, students will gain an understanding of how art can uplift and empower communities in need.

The lesson is based on the story, 'Tapestries for Hope: Promoting Healthy and Vibrant Communities in the Eastern Cape of South Africa', written by Annette Wentworth for Keiskamma Canada Foundation, a charitable organization based in Edmonton, as part of the *Together: Alberta's Notebook on the Global Goals*.

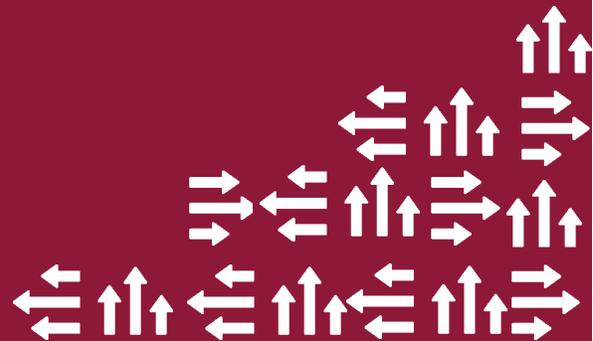
The original story can be found at:
together.acgc.ca

Support Materials

- Story: Tapestries for Hope
- Keiskamma Altarpiece analysis sheet
- Cape bird colouring page
- Supporting PowerPoint available

Time Required

6 Hours



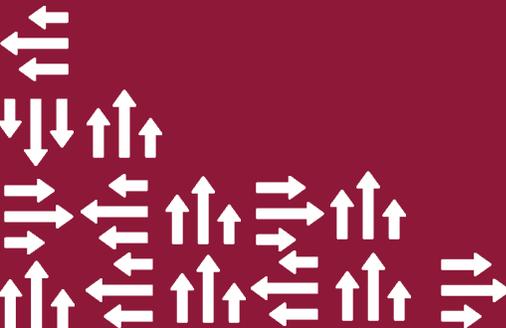


More about *Keiskamma Canada*

The Keiskamma Canada Foundation is a charity based in Edmonton, Alberta. Their vision is vibrant, healthy communities in the Eastern Cape region of South Africa. Keiskamma Canada Foundation partners with Keiskamma Trust to strengthen communities in the Eastern Cape region of South Africa by raising awareness and funds.

Since its inception in 2008, Keiskamma Canada has organized and supported local and regional fundraisers in Canada, raising awareness of the work of the Keiskamma Trust and providing opportunities for people to purchase the beautiful handmade embroideries for which the Trust is so renowned.

www.keiskammaCanada.com



Outcomes: Alberta Program of Studies

Art 20: Encounters

Sources of Images

Recognize that while the sources of images are universal, the formation of an image is influenced by the artist's choice of medium, the time and the culture

- A. Different periods of history yield different interpretations of the same subject or theme.
- B. Artists and craftspeople use the possibilities and limitations of different materials to develop imagery.
- C. Different cultures exhibit different preferences for forms, colours and materials in their artifacts.

Transformations Through Time

Investigate the impact of technology on the intentions and productions of the artist

- A. The adoption of a new medium will effect change in an artist's work.
- B. Technology has an impact on the artist's role in modern society.
- C. Technology has an affect on materials and imagery used in modern sculpture and painting.

Impact of Images

Acquire a repertoire of visual skills useful for the comprehension of different art forms

- A. The relationships of different features of a work of art may be compared to the total effect of the work.
- B. Artists depict subjects from different points of view.
- C. Throughout history, a wide range of media and techniques have been used to make art.

Art 20: Composition

Components

Use non-traditional approaches to create compositions in both two and three dimensions

- A. The use of non-traditional media affects the development of a two- or three-dimensional object.
- B. The exploration of existing technology may influence the development of two- and threedimensional images.
- C. Chance occurrences or accidental outcomes can influence the making of a work of art

Competencies

This lesson supports the development of the following competencies:

- **Critical Thinking:** Synthesizing thoughts and information to discover or extend understandings
- **Creativity and Innovation:** Exploring or playing with ideas, materials, or processes to create something new
- **Global Citizenship:** Considering diverse perspectives when examining interactions between cultural, environmental, political, or economic systems and communities

Introduction

Understand the impact of HIV and AIDS on Hamburg, South Africa

1. What is HIV and AIDS?: Understand the HIV Virus, myths, and impacts from [HIV Edmonton](http://www.hivedmonton.com/get-informed/basics-hiv). www.hivedmonton.com/get-informed/basics-hiv
2. HIV and AIDS in South Africa: Understand the current situation of [HIV and AIDS in South Africa](http://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa). www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa

Understand the role of Keiskamma Trust and Keiskamma Canada Foundation

3. Watch this short documentary made by five Alberta youth during a visit to Hamburg, South Africa. [Community Solutions to Sustainable Development: Perspectives from South Africa](http://www.youtube.com/watch?v=PkL1GwMoPwE&t=8s). www.youtube.com/watch?v=PkL1GwMoPwE&t=8s
4. Read [Tapestries for Hope: Promoting Health and Vibrant Communities in the Eastern Campe of South Africa](http://together.acgc.ca/keiskamma). together.acgc.ca/keiskamma
5. Discuss: After watching the documentary and reading the story, discuss the questions below:
 - What issues does the Keiskamma Trust seek to address in the community of Hamburg? In what creative ways are they doing this?
 - What impact has art had on the lives of women in the community?
6. Learn More: Visit the organizations' websites to learn more
 - [Keiskamma Canada Foundation](http://www.keiskammaCanada.com): www.keiskammaCanada.com
 - [The Keiskamma Trust](http://www.keiskamma.com): www.keiskamma.com

Sample Activities

Activities to help students
Learn, Share, and Act as Global Citizens



LEARN



SHARE



ACT

Learn about the Keiskamma Altarpiece and the Isenheim Altarpiece

1. Learn about the Keiskamma Altarpiece:
 - Read: [The Keiskamma Altarpiece](http://www.keiskamma.com/art/major-works/the-keiskamma-altarpiece/): [keiskamma.com/art/major-works/the-keiskamma-altarpiece/](http://www.keiskamma.com/art/major-works/the-keiskamma-altarpiece/)
 - Watch: [The Art of Healing Part 1 and 2](http://www.youtube.com/watch?v=4N_SzxMjX5o): www.youtube.com/watch?v=4N_SzxMjX5o
2. Learn about Matthias Grünewald's Isenheim Altarpiece, which inspired the Keiskamma Altarpiece.
 - Read: [Isenheim Altarpiece](http://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/renaissance-art-europe-ap/a/grnewald-isenheim-altarpiece): www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/renaissance-art-europe-ap/a/grnewald-isenheim-altarpiece

Analyse and Compare the Pieces

3. After exploring the two pieces, discuss and write a response to the following questions:
 - What is an altarpiece? What role does it play both physically and spiritually?
 - The South African artists chose to create the Keiskamma Altarpiece based on the Isenheim Altarpiece. Why did they do this? What similarities did the two communities face, despite being five centuries and a continent apart?

Keywords and Vocabulary

Altarpiece

work of art that decorates the space above and behind the altar in a Christian church

HIV

human immunodeficiency virus (HIV) infects cells of the immune system, destroying or impairing their function. Infection with the virus results in progressive deterioration of the immune system, so that it can no longer fulfil its role of fighting infection and disease. If left untreated, HIV can cause AIDS. (WHO 2017)

AIDS

Acquired immunodeficiency syndrome (AIDS) is a term which applies to the most advanced stages of HIV infection. It is defined by the occurrence of any of more than 20 opportunistic infections or HIV-related cancers. (WHO 2017)

United Nations Sustainable Development Goals (SDGs)

17 Goals that 192 countries, including Canada, agreed upon in September 2015, to eliminate poverty, reduce inequality, and tackle climate change by 2030.

To learn more about the SDGs:

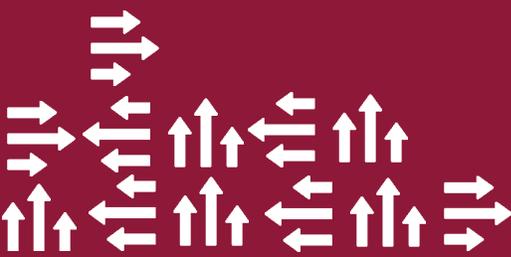
- See ACGC [lessons and resources](#)
- Read other stories from [Together: Alberta's Notebook for the Global Goals](#)





Assessment for Student Learning

Consider ways of assessing students on their analysis of the art pieces, and the composition of their own work.



Sample Activities: Continued

- What message(s) did the two art pieces communicate? What elements emphasized these messages?
- From whose point of view were the pieces created?
- Compare the various mediums used in the two pieces. How did culture, technology, and environment affect the mediums chosen?
- How do the two pieces depict suffering, yet provide hope?

Discussion and Critical Thinking on Global Issues

5. Encourage active global citizenship and critical thinking by reflecting on the following questions together:

- Besides providing an income, what other benefits has art played in the empowerment of women in Hamburg?
- Why is the economic empowerment of women important to achieving sustainable development?

Insight: Women's equality and empowerment is not only its own Sustainable Development Goal (Goal 5: Gender Equality), but is also integral to achieving all the SDGs. For example, SDG 8: Decent Work and Economic Growth aims to, "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" with a specific call to provide employment for women. Around the world, women are an untapped resource for the economy, and conduct 2.6 times more unpaid labour (Source: UNWomen), leading to lower earnings outside the home. Providing opportunities for women to participate in the labour force will help ensure better outcomes for families and children.

Take Action as a Global Citizen

6. World AIDS Day: Create an art piece to explore HIV and AIDS in honour of World AIDS Day, December 1st.

7. Create your own piece to explore a health issue: Using non-traditional media, create a piece of art exploring the challenges of a current health crises in your own community. Like the altarpieces, explore this issue through capturing both the suffering and hope the subject experiences. Consider creating a tapestry using embroidery similar to Keiskamma. Display your piece to the public.

Invite ACGC and the Keiskamma Canada Foundation to view your work! Contact projects@acgc.ca

Extension Activity

The Keiskamma artists have also created the Keiskamma Guernica, based on Picasso's Guernica, and the Keiskamma Tapestry based on the Bayeux Tapestry. Students may analyse these pieces as an extension, or an alternative, to the Keiskamma Altarpiece.

Keiskamma Guernica and Keiskamma Tapestry www.keiskamma.com

Picasso's Guernica www.khanacademy.org/humanities/art-1010/early-abstract/cubism/a/picasso-guernica

Bayeux Tapestry <https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/medieval-europe-islamic-world/a/bayeux-tapestry>

Interdisciplinary Learning Opportunities

Links to Alberta Program of Studies Outcomes

Social Studies 10-1 and 10-2

Key Issue: To what extent should I, as a citizen, respond to globalization?

4.2: recognize and appreciate the importance of human rights in determining quality of life

4.6: analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship)

4.11: develop strategies to demonstrate active, responsible global citizenship

Biology 20: Unit D: Human Systems

General Outcome 2: Students will explain the role of the circulatory and defence systems in maintaining an internal equilibrium.

20-D2.1sts: explain how Canadian society supports scientific research and technological development to facilitate a sustainable society, economy and environment

References and Additional Background

Together: Alberta's Notebook for the Global Goals. ACGC

www.together.acgc.ca

The Keiskamma Altarpiece

www.keiskamma.com/art/major-works/the-keiskamma-altarpiece/

The Keiskamma Altarpiece: Fowler Museum

www.fowler.ucla.edu/exhibitions/keiskamma-altarpiece

Matthias Grünewald's Isenheim Altarpiece. Khan Academy

www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/renaissance-art-europe-ap/a/grnewald-isenheim-altarpiece

The Art of Healing. Documentary

www.youtube.com/watch?v=4N_SzxMjX5o

Community Solutions to Sustainable Development: Perspectives from South Africa. ACGC

www.youtube.com/watch?v=Pkl1GwMoPwE&t=8s

HIV and AIDS in South Africa. AVERT

www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa

Keiskamma Guernica. The Keiskamma Trust

www.keiskamma.com/art/major-works/the-keiskamma-guernica

Picasso's Guernica. The Khan Academy

www.khanacademy.org/humanities/art-1010/early-abstraction/cubism/a/picasso-guernica

Bayeux Tapestry. The Khan Academy

<https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/medieval-europe-islamic-world/a/bayeux-tapestry>

Keiskamma Songbook "Aquarium"

www.acgc.ca/wp-content/uploads/2017/01/R14-Songbooklo1.pdf

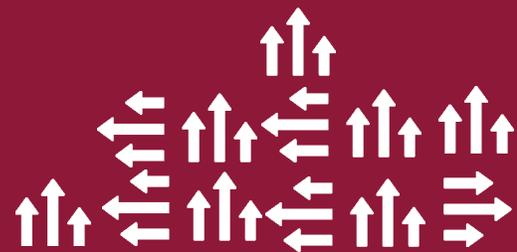
Lesson Powerpoint

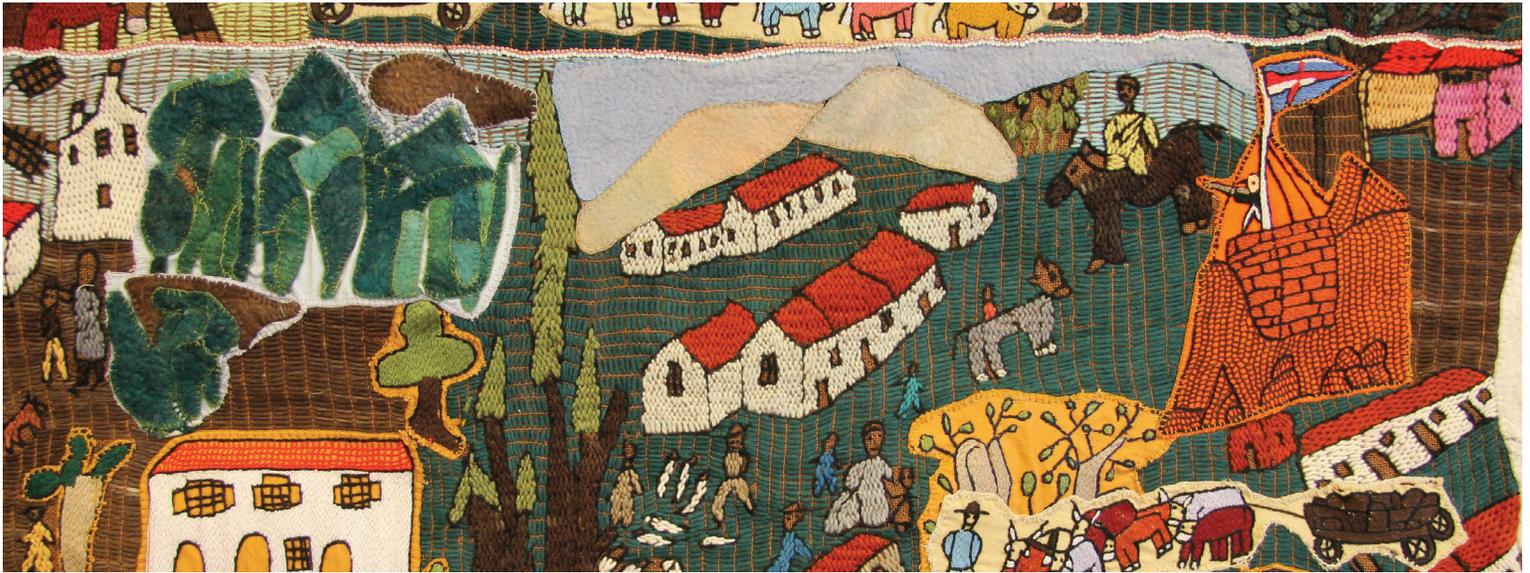
www.acgc.ca/resources-publications/teacher-resources/



Alberta Education Art 20 Curriculum

Alberta Education Art 20 Curriculum can be found at <http://education.alberta.ca>





SDGs 8+10 Tapestries for Hope: Promoting Healthy and Vibrant Communities in the Eastern Cape of South Africa

Annette Wentworth, Keiskamma Canada Foundation
 Photos by Robert Hofmeyr & Annette Wentworth



Following the collapse of the brutal apartheid that ruled South Africa for over four decades, families and communities across the country were devastated by the emergence of the HIV/AIDS pandemic. Today, with an estimated 12% of the country infected with the virus, South Africa is believed to have the highest number of people living with HIV in the world.

“The embroidery studio offers women the opportunity to earn an income while claiming a sense of their history.”

Since 2006, the Keiskamma Canada Foundation has partnered with the Keiskamma Trust in the Eastern Cape province of South Africa to facilitate community development work, as a response to the widespread poverty and disease in the region. With its diverse programming, Keiskamma Trust aims to foster a sense of strength, resiliency, and independence by providing mothers and

grandmothers with not only life-saving drugs, but also opportunities for artistic and economic growth.

In the small town of Hamburg, for example, Keiskamma Trust has helped to support an embroidery studio, where women gather daily to collaborate on large-scale artistic projects. In an area with an 80% unemployment rate, the embroidery studio offers women the opportunity to earn an income while claiming a sense of their



history —by creating tapestries that reflect their culture and natural surroundings, and that share stories that were once lost during apartheid.

In recent years, many of these extraordinary women have gone on to become leaders in health care and education, promoting hope for vibrant and healthy communities in the Eastern Cape of South Africa.

For more information visit keiskammacanada.com.

Tapestries for Hope

Keiskamma Altarpiece Analysis

Name: _____

Class: _____

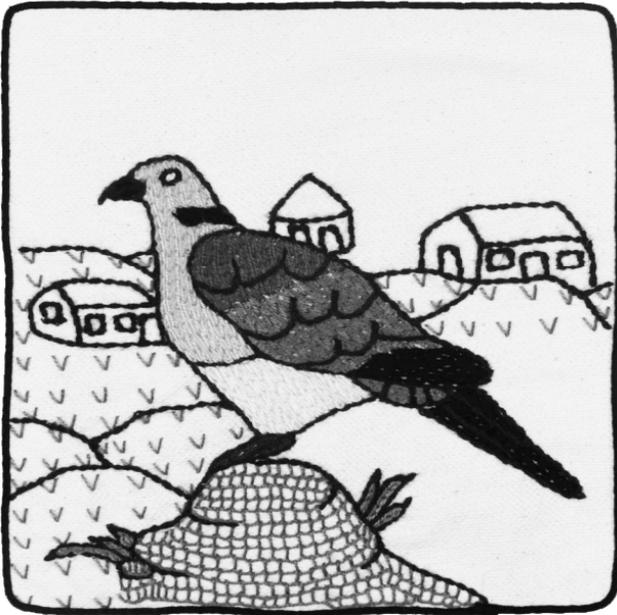
Look at this close up view of the Keiskamma Altarpiece. Describe the scene.





Colouring Page

Colour these embroidered birds as inspiration for your own art!



Cape Turtle Dove

"A turtle dove looks for seeds to eat all day and as it walks it bobs its head up and down. It has a black band on the back of its neck and purplish-red legs. It is not afraid of people and likes to live in gardens. A cape turtle dove sings and coes all day and night long."

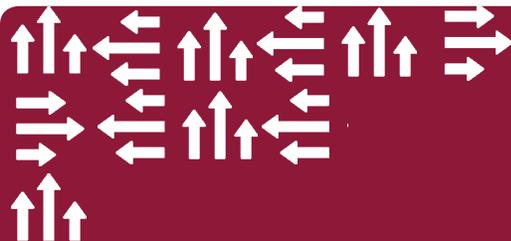


African Hoopoe

"This bird you cannot mistake for another. It has a bright orange-brown head with a big black-tipped crest, a long pointed beak and black and white striped feathers on its back. They hop around the ground looking for insects to eat. Some people think when you see a hoopoe it is as good as seeing an angel."

Images and quotes from "Keiskamma Songbook: Aquarium".
Keiskamma Music Academy. 2010. ISBN: 978-0-620-49377-2
Found at www.acgc.ca/wp-content/uploads/2017/01/R14-Songbooklo1.pdf

Contact Us



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