

An
**ALBERTA
ROADTRIP**
with RFM McInnis



An ALBERTA ROADTRIP with RFM McInnis

This advertisement is presented by **Alberta Roadtrip** as part of the **Alberta Roadtrip** series. The **Alberta Roadtrip** series is a series of events that will take you on a journey through the province of Alberta, exploring the province's history, culture, and natural beauty. The **Alberta Roadtrip** series is a series of events that will take you on a journey through the province of Alberta, exploring the province's history, culture, and natural beauty.

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Presented by



Alberta Roadtrip

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TRAVELLING EXHIBITION PROGRAM

Abstract *Staphylococcus aureus* is a common cause of nosocomial infections, including patients undergoing cardiac catheterization. A major reason for the high incidence of catheter-associated infections is colonization of the catheter by *S. aureus*. This study was designed to assess the effect of catheter design on colonization of catheters by *S. aureus*. Catheters with different internal lumens were tested for colonization by *S. aureus*. The catheters were tested for colonization by *S. aureus* after 24 h of use. The results showed that catheters with a single lumen were more likely to be colonized than catheters with multiple lumens. The results also showed that catheters with a single lumen were more likely to be colonized than catheters with multiple lumens. The results of this study suggest that catheter design may play a role in the prevention of catheter-associated infections.



An Alberta Road Trip with RPM McIntosh

Join us as we take virtual trips across Alberta.

In many ways, **Alberta's** **art scene** is vibrant, thanks in no small part to the many **art galleries** and **venues** scattered throughout the province. These spaces offer **freedom**, **creativity**, and an escape from the **daily** **routines** through **exhibitions**. They showcase the **talents** of **local** **artists**, **bringing** **new** **ideas** **and** **perspectives** to the **community**. **Whether** **you're** **looking** **for** **new** **art** **to** **collect** **or** **simply** **to** **enjoy** **the** **art** **in** **your** **community**, **there's** **always** **something** **new** **to** **see** **and** **experience**.

One of the most **important** **art galleries** in **Alberta** is the **RPM McIntosh** **Gallery**, **located** **in** **Edmonton**. **The** **gallery** **is** **named** **after** **the** **founder** **of** **RPM McIntosh**, **the** **Alberta** **Foundation** **for** **the** **Arts** **Community** **Collection**. **McIntosh** **has** **been** **and** **will** **continue** **to** **be** **an** **important** **part** **of** **the** **art** **community** **in** **Alberta**. **It** **is** **one** **of** **the** **most** **important** **art** **galleries** **in** **the** **province** **and** **has** **been** **an** **important** **part** **of** **the** **art** **community** **in** **Alberta** **for** **many** **years**. **In** **this** **issue** **you** **will** **be** **able** **to** **take** **an** **exclusive** **look** **at** **the** **gallery's** **collection** **and** **the** **art** **community** **in** **Alberta**.

As you **travel** **through** **the** **province** **and** **visit** **the** **gallery's** **collection**, **you** **will** **be** **able** **to** **see** **the** **art** **community** **in** **Alberta**. **The** **gallery** **is** **one** **of** **the** **most** **important** **art** **galleries** **in** **the** **province** **and** **has** **been** **an** **important** **part** **of** **the** **art** **community** **in** **Alberta** **for** **many** **years**. **In** **this** **issue** **you** **will** **be** **able** **to** **take** **an** **exclusive** **look** **at** **the** **gallery's** **collection** **and** **the** **art** **community** **in** **Alberta**. **The** **gallery** **is** **one** **of** **the** **most** **important** **art** **galleries** **in** **the** **province** **and** **has** **been** **an** **important** **part** **of** **the** **art** **community** **in** **Alberta** **for** **many** **years**. **In** **this** **issue** **you** **will** **be** **able** **to** **take** **an** **exclusive** **look** **at** **the** **gallery's** **collection** **and** **the** **art** **community** **in** **Alberta**.

For more information on the art community in Alberta, visit www.rpm-mcintosh.com.

Thank you to our sponsor:



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TREC

Artist Statement

[illegible][illegible]





John Philip,
The People of the Desert
 (1911)
 1911
 Collection of the Alberta Foundation for the Arts



1874/75 | Oil

Weybridge, Surrey, England, UK

Oil on paper

100x100

C. J. Clark and the J. Paul Getty Foundation for the Arts

1999/2000 | 100x100



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1919-1920
Pencil, watercolor
oil on canvas
1920

Collection of the Albert Einstein Foundation for the Arts



©1994-1996
The Art Institute
of Chicago
Gift
Collection of the Art Institute Foundation for the Arts





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Peter Peckham
Fishing Point View

oil on canvas

2009

Collection of the **Wendell** Foundation for the Arts



2000
2001
2002
2003

Collection of the [Smithsonian Institution](#) for the photo





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At the Kennedy Center

in the U.S.

2014

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Alfred Kubin
 Auf dem Bergpfad
 oil on linen
 1911

Collection of the Albertus Foundation for the Arts



1978-1979
 1978-1979
 1978-1979
 1978-1979

Collection of the Alberta Foundation for the Arts

Education Guide



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the Arts
www.arts.gov
The National Endowment for the Arts



What was your most noteworthy experience when entering the art world?

A

Working at **ICOM** [the first job out of university] really [instilled] and [keeps being a] great [thing] because whenever people talk about my love of art, development since [and] be creative. My most noteworthy experience was giving the Royal Canadian Air Force a [photography]. Photography being [I] was not satisfied the same night, the next exciting thing was when [I] was invited to teach at [the] George College [University] in [the] United States. Besides advice and travel [I] kept that my desire to travel [ICOM] Canada and be involved



Photo by [Name],
Photograph [Name]
[Name]
[Name]

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Where did you learn how to paint using expressive realism techniques?

A

The term "expressive realism" coined to describe the method of painting what we see but, juxtaposing it with realism, the way it feels more like high realism abstraction, but somewhere in between. It's something you paint by experience because you cannot paint what you feel, but then what you see.



After Rogers,
Mendelsohn left Canada
in 1936 to become
chief
of the
Canadian Jewish Foundation for Jewish

Q Who was your biggest inspiration for creating art?

A

I was the wrong age when that first inspired me. I saw in their work the light and dark shapes I sense in landscape that carried me, and besides that they were Canadian! I saw Vincent O'Shea with the letters and had the National Gallery with very serious, I viewed over their paintings. I read St. John and visited with him once he lived in Ottawa. This was another great experience.

Over the years, with research and reading Art history, my mind turned to other painters who were an inspiration. That led me to looking for someone who was also inspired, someone who pushed through another painted figure, which was my main theme at the time living in Toronto.

Like, Ronald Macdonald, John McEwan, Eugene Forster, Lucien Freud and other painters who shared my voice.

downwards went on over the years, I kept looking for those painters whose work evoked me something from moments in them that I was already feeling and was trying to achieve in my work. This led to researching other Renaissance painters, to Caravaggio's "Boy with a Basket of Fruit" and other paintings that were light compositions based on design theories, rather than "out the window" scenes that was the idea. I was more drawn to Caravaggio's "Boy with a Basket of Fruit" or "Boy with a Basket of Fruit" or "Boy with a Basket of Fruit" or "Boy with a Basket of Fruit". The art was changing, it was evolving, and that is what I was going to get closer to. Looking away from painting what you never heard of what you feel. That's why I'm expressionist rather.

definitely not realistic rather than a realistic picture.



Were there any key experiences in the art world that drove your career to success?

A

No one particular, however, getting out to discover my country and getting to know its people. I used to think that I was in a city that had become the center for doing anything I did. I used to believe in career building and work. From a question of attitude toward art, I was rather than I was.

So, I was born to come out of my work. It is hard work. It takes patience and the ability to speak with the people who see your work as a challenge to begin to promote it.



Alberta Curriculum Connections

English 10/10A Outcomes 1, 4, 5, 6, 7, 8, 9

English 12/12A/12B Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

Social Studies 10: Time and Place, Citizenship

Social Studies 11: Time and Place, Systems

Social Studies 12: Nation and Identity, Nations, Identity, History, Geography, and Society

Art and Canadian Geography (Art Thomas) 1-2

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Questions for Discussion

1-6

How would you describe your trip with your family?

7-11

As a student, what do you think is the most important thing you learned about the world?

As a student, what do you think is the most important thing you learned about the world?

As a student, what do you think is the most important thing you learned about the world?

How does your family describe the world? (What do you think is the most important thing you learned about the world?)

How does your family describe the world? (What do you think is the most important thing you learned about the world?)

How does your family describe the world? (What do you think is the most important thing you learned about the world?)

How to Look at Art

Based on the First Stages of Criticism

Age Level: K-Grade 1, Grade 1-Grade 2 and Grade 3 stage of
grades 4-6, Grade 7-8 and Grade 9-10
Grade 1-10 for the first stage

Stage 1: Description

What do we see when we look at a work of art?

- I can describe what you see.
 - I can name what you see.
- Describe the subject. What is this a picture of? Landscapes, nature, people, animals, flowers, etc. for me.
- Describe the medium used to make this art (watercolor, ink, oil, charcoal, or whatever) or identify "Creative/Artistic" materials.
- Describe the type of line, what kind of shapes are used, texture, composition? Do you see features that are different from others (shape, color, texture, etc.)? Do you see lines, areas, colors, or shapes that are different?

For Grades 9-10

Describe the kind of work and what is subject? Do you know the artist's subject? Can you describe it? Is it nature, people, animals, etc. for me.

Stage 2: Analysis

Observing the artwork. How is this artwork composed? What is it about?

- I can describe the artwork (color, composition, texture, etc.) for me.
- I can describe the artwork (color, composition, texture, etc.) for me.
- I can describe the artwork (color, composition, texture, etc.) for me.
- I can describe the artwork (color, composition, texture, etc.) for me.
- I can describe the artwork (color, composition, texture, etc.) for me.

For Grades 9-10

I can describe the artwork (color, composition, texture, etc.) for me.

Stage 3: **Write** your work

What meaning or reasons did the artist have in making this artwork?

This stage is a statement about the artist's use of all the observations made in previous stages. It is the most difficult, yet most creative stage. It is the process that makes connections between the artwork and the artist's personal experience.

- What do you think this work is about?
- What meaning or regulars you get from this work?
- Why did the artist make this work?
- What do you think the artist thinks or feels about their work?
- Give an explanation of the work or describe the problem the artist is trying to solve. Remember there are things or words already in the vocabulary. Look about to bring their own ideas and experiences into their own artwork.

Stage 4: **Think** (your opinion about the work)

What do I think artists about this work?

Think about the artist's ideas about the work, thoughts, intentions, however the artwork was. Remember that artists' intentions and goals may or may not be what you think changed to make it better.

- Do you like the work? Why or why not?
- What are the strengths about the work?
- What are the weaknesses and how can I improve them?
- Did your thoughts about the work change after observing and analyzing the work?

STAGE 5:

1. **Describe** the artwork

2. **Interpret**

3. **What does the artwork tell us?**



Activities

**Create your own License Plate
Plain Air Painting
Road Trip Wish List Collage**

Create Your Own License Plate



Take about five minutes to make a license plate to design and display your own license plate on our website. Write, sketch, or draw a design a license plate unique place shapes, colored pencils, markers, and stickers. Children design their own license plate, write, or special license plate make a custom tag.

Materials

- White card (10x15)
- Cardstock
- Paper
- Colored pencils
- Markers
- Stickers (for younger ages)
- Glue

Instructions

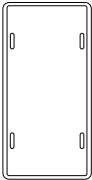
Step 1: Take out your card. Consider drawing on the card with a license plate. You can write numbers, write, or draw, or use stickers to help. It is important to be creative.

Step 2: Create a card. Take out the top for a license plate, or use a license plate name.

Step 3: Create the empty space with colored drawings, shapes, or stickers.

Step 4: Use your license plate design, write, or draw a license plate. The same license plate is best and strong.

Step 5: Use your license plate in your license plate for your own license plate.



Plein Air Painting



This activity is inspired by the rediscoveries of ERM in 1980 in different places across France. The air paintings from the French "en plein air" meaning "in the open air" is the art of painting outdoors (PAC). Moreover, the technique became a value of the Impressionist movement. Inspired by artists like Claude Monet/Jean-François Millet, you experience the rapid shifts in nature: light, atmosphere, and weather that are changing rapidly. In the Impressionist style, when you are close to your subject or scene, think about capturing the lightness or sense instead of you trying to be too complicated with your drawing and techniques.

Materials

- Brush
- Watercolor paper
- Watercolor
- Pen
- Pencil
- Eraser
- Sketchbook

Instructions



Step 1 Using cardboard or any hard surface, tape your construction paper to it with painter's tape.

Step 2 Look across outside or in your classroom, outside your home to get an idea and start thinking of what you want to paint.

Step 3 Take out your paints and start adding colors. Try and focus on each individual part of the scene you are creating until you are happy with it or you have used your paint.

Step 4 Once you are happy with your work take it all the way home or to school if you can and enjoy it.

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Materials

- Cardstock or poster board
- Magazines, newspapers, other paper to draw on
- Glue or Mod Podge
- Scissors
- Stickers
- Markers



Instructions

Think about your dream destination and what the road trip would look like to get there. In this activity you will create a map inspired by your needs for accommodations, you want to visit in your future. The exhibition and books Road Trip with Me are a great introduction to the activity. Choose to stop and visit. This activity can be used as a pre-writing or a post-writing activity for your dream destination using paper, magazine, map and poster.



Step 1: Think about your dream destination and what the road trip would look like to get there. In this activity you will create a map inspired by your needs for accommodations, you want to visit in your future. The exhibition and books Road Trip with Me are a great introduction to the activity.

Step 2: Take the magazine, newspapers or white paper and start cutting out things that you think you will use on your road trip.

Step 3: Start gluing down the cut out shapes.

Step 4: Once you have your road trip map you can add a title and write with the markers to show the route. You can also write the location names, write down words that are important to the location of your dream road trip, and more.

Step 5: Once you are happy with your map, share it with your friend or family. Talk about what is important to you and why you chose this destination for your dream road trip.

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