

Digital Toolkit

Third Level
Art & Citizen Rights

Panorama Europa

Claire Halpin

GLUCKSMAN

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Artwork.



Panorama Europa, 2024

About the Artwork.

The Glucksman in partnership with The Jean Monnet Centre of Excellence for EU Integration & Citizens' Rights, University College Cork commissioned artist Claire Halpin to create a new work for the UCC Art Collection that focused on two key questions - *The EU as promoter of Anti-Discrimination Rights in its Neighbourhood – Comparing Northern Ireland and Ukraine, and China, Human Rights and the European Union.*

The *Jean Monnet Centre of Excellence for EU Integration and Citizens' Rights* explores ways to address the EU's increasing legitimacy crisis through focusing on individuals in society in their status as citizens. Funded by the EU, the Glucksman led creative engagement workshops to reflect on these issues with community participants and commissioned artist Claire Halpin to create a new work of art that considers citizens'

perspectives and the centre's research.

As the title of the artwork suggests *Panorama Europa* presents a wide-ranging view of Europe that encompasses geographic, historic and cultural relationships. The painting shifts from images that evoke the religious traditions and conflicted histories of the island of Ireland on the far left through to the civic realm architecture of Eastern Europe and the Belt and Road initiative on the right, moving through affecting depictions of war, public protest and totalitarian gatherings.

The work also acknowledges the imagery that came through the creative sessions with community participants. Notably the experience of Ukrainian emigrants and concerns about the unclear motivations of the Chinese government come to the fore.

There are references to celebrated paintings such as Bruegel's *The Tower of Babel*, Caravaggio's *Head of Medusa* and Keating's *Men of the South*, as well as other cultural signifiers for Halpin's painting is filled with allusions to military history, cartography, religion, past civilisations and contemporary society. These diverse narratives compete for space across the canvas, and encourage us to understand the plural, and often contentious, perspectives of what it means to be European today.

About the Artist.

Claire Halpin is a Dublin born and based socially engaged artist, curator and arts educator. She graduated from D.I.T, Dublin with B.A Honours in Painting (1996) and went on to complete her Masters in Fine Art at Gray's School of Art, Aberdeen, Scotland (1998). Halpin's work explores themes and concepts around contested territories and histories through painting, video and installation. The current series of paintings developed over the last few years are responding to different sites of conflict and protest – from cultural wars, the Pandemic, storming of the Capitol, to the war in Ukraine as well as the ongoing forgotten wars away from the media lens. The spectacle and theatrics of conflict and

protest documented and recorded through paint. The works attempt to navigate the complexity of the contemporary theatre of war and cultural wars as battlefield moves to the battlespace of the online and live feed of news, images media. A steady stream of content, real, fake and created by whom for whom. The covert machinations of the perpetual war that is arms deals, mercenaries, remote surveillance programmes and drone warfare away from the lens of the media. The paintings employ imagery from the media, surveillance, military history, maps, archaeology, early civilization, bible stories and from the canon of art history of Byzantine and Early Renaissance to weave

together a narrative through painting. Halpin is influenced by the complex compositions of space and time in Renaissance paintings allowing multiple narratives and timescales to co-exist in the same picture plane and she uses these compositional devices in her work. The themes in the work concern the perception and interpretation of images. - how the reading of images and their resonance is influenced by how they are created, depicted and the context in which they are viewed. Halpin strives to create work that raises questions about how we choose to record history and the veracity of painting, photography, and the media in documenting future history.

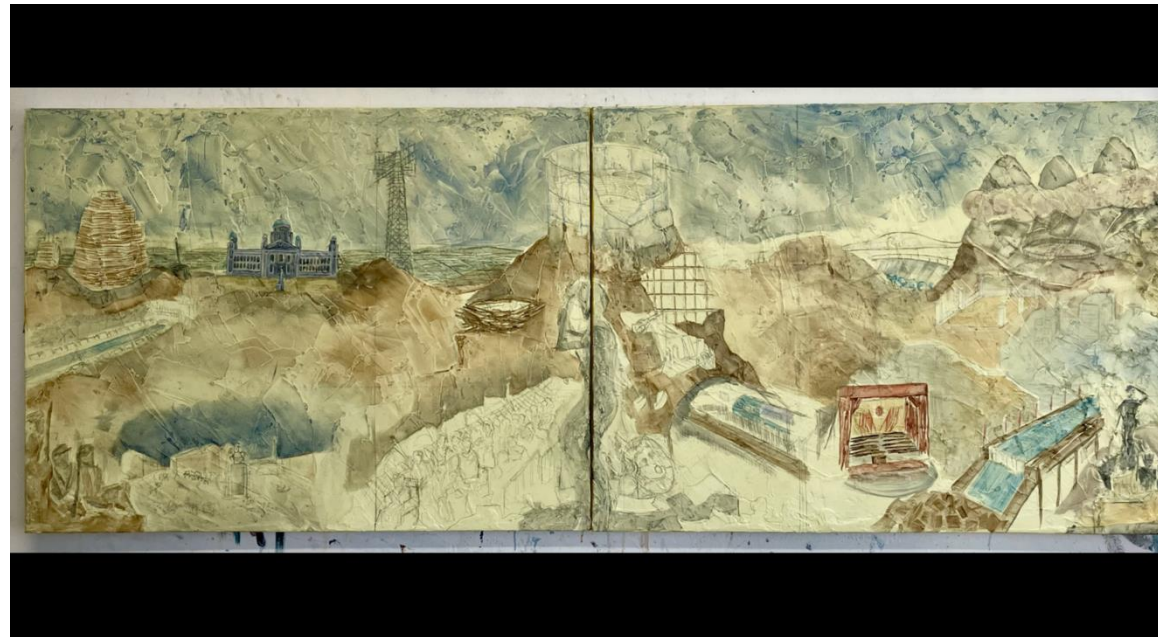
“I'm heavily influenced by Renaissance paintings, and the idea that time and space are kind of compressed, and where things from different places and different histories are all happening at once.”

Claire Halpin

” I hope that viewers of this painting would come away with more questions than answers. I suppose this artwork is a dialogue, it's an open narrative, so I would hope that viewers would take their own responses from it, and I look forward to having conversations with audiences in the future.”

Claire Halpin

Artist film.



<https://youtu.be/5pC-9yDIAsk>

Pictures of Artwork.



Pictures of Artwork.



Artwork Info.

Claire Halpin
Panorama Europa

Oil on canvas, diptych
60cm X 160cm X 4cm
2024

Pedagogy.

Materials

A4 or A3 card (white)
Glue sticks or PVA
Old magazines, newspapers etc.
Pencils
Pens
Containers/pots
Colouring pencils
Scissors
Markers (variety of colours)
Large sheets card or heavy paper
Steel ruler and scalpel (optional)
Cutting mat (optional)
Masking tape

Overview

This toolkit is designed to enable educators to find creative ways of engaging their students in understanding and discussing citizen rights within the EU and its neighbourhood and through its global partnerships. It follows the approach taken during research project conducted by the Jean Monnet Centre in collaboration with the Glucksman. Students will respond to the same questions that were put to members of the public and will even explore some of the creative processes. The 3-stage project invites students to gather and share their learning and ideas through the creation of a zine. This small publication will allow students to distribute or exhibit their understanding of citizen rights.

Worksheet.

Classroom Exercise

Stage 1

This series of connected classroom-based exercises encourages students to replicate the activities carried out by participants who took part in the creative workshops organised by The Jean Monnet Centre and The Glucksman in UCC. The activities invite students to look at how the EU promotes Anti-Discrimination Rights in its Neighbourhood – with a focus on Northern Ireland and Ukraine. After initial discussion (period of research optional), participants use the medium of collage to communicate experiences, and/or thoughts on the 3 questions. The final stage provides everyone in the group with the chance to share their creations, giving insights in to their ideas and thoughts.

Discussion and research. (15 mins + overnight research)

These 3 questions were the ones put to workshop participants involved in the project. As a group discuss these questions. Can the group draw on personal experiences? If conducting research, take an evening or a few days.

What is your perception (if any) of discrimination in Northern Ireland and Ukraine?

What is your perception (if any) of the role of the EU in addressing such discrimination?

What is your use (if any) of rights relating to non-discrimination?

Worksheet.

Classroom Exercise Stage 2

Creative Response Collage. (30-45 mins)

Individually, students should create a collage that brings together images, colours and text to communicate some of their thoughts on the three questions. Take a sheet of paper (ideally A3 but A4 will work). You'll need a selection of old magazines, newspapers, coloured paper, glue, scissors and some markers. Scan the newspapers and magazines for imagery and words that call to mind your ideas. Don't try to illustrate directly your thoughts but rather to create a piece that reflects your overall response to the questions. Colours and patterns can communicate ideas as well as words and photos. Try folding, cutting or editing imagery to help it fit your ideas. Once you've gathered all your material, take time to position it on the page. When your composition has been arranged, the last step is to glue everything down.

Worksheet.

Classroom Exercise Stage 3

Reflection and sharing. (15 mins)

This 3rd part of the classroom exercise is an integral one. The opportunity for students to share their creative work and ideas with the wider group can lead to interesting discussions. Each participant will take the time to share their collage, talking through the process and what they are looking to communicate.

Project.

Three Stages Stage 1.

This project will guide students through the creation of their own DIY publication that explores the topic of human rights. In particular the focus will be on – what role should the European Union (EU) play in safeguarding human rights internationally?

The first stage of the project encourages students to share their ideas, conduct research on the area of human rights and the question that relates to the EU.

Discussion (20 mins)

As a group look at the artwork *Panorama Europa* by artist Claire Halpin. Use some of the following questions to help guide the conversation.

What do you feel is the overarching mood of the artwork?

Consider the process the artist made in creating this work? Where have they drawn subject matter from?

The title of the work suggests that this is a view of Europe, can you identify any landmarks?

Can you see any recurring motifs? What might be the meaning behind these motifs?

In break out groups discuss topics like – Human rights and how they are protected. How are human rights upheld? Who ensures human rights exist within a country? Whose responsibility is it to promote and protect human rights?

Research (weekend exercise)

Take time to research human rights. What is the history of human rights? Look at the Universal Declaration of Human Rights (UDHR) and other human rights treaties. What is the role of the UN and International Courts in protecting Human Rights? What is the role of the EU? Review historical and contemporary accounts of when human rights were/are protected and when/where they were/are not.

Project.

Three Stages

Stage 1.

Research - Zines – DIY publications

A zine is a small publication of original or appropriated texts and images. Zines tend to be any self-published unique work of minority interest, usually reproduced via photocopier. Zines have a fascinating history dating from science fiction publications in the mid 20th century through to the Punk scene in the 1970s and the Riot grrrl movement in the 1990s.

Take some time (you can take an evening or a couple of weeks) to look at examples of zines, focusing on both style and content. Then gather imagery relating to the project theme. Think about fonts, layout, dominant colours etc that you'd like to use in your publication.

Project.

Three Stages

Stage 2.

Create your own zine

At this point students will hopefully have an idea of what they would like to communicate in their publications. They will also have a sense of what they'd like their zine to look like. Map out a rough guide of what content will be on each page of the booklet.

Style

The most traditional method of creating a zine is through either collaging or drawing. That means handwriting and drawing whatever you want the content of your zine to be. It can also mean gathering archival photos, scanning or photocopying images from books, cutting stuff out from magazines, and printing or cutting out text, then pasting them all together onto the page

Format

Zines can take all kinds of forms, some easier than others to make. There are stitch-bound zines, perfect-bound zines, accordion zines, tiny zines that come in matchboxes, large poster-sized zines that unfurl, and digital, online-only zines. There are two types of zines that are most popular, the eight-page folding mini zines and standard booklets made from folded printer paper.

What you'll need

You'll need A4 or A3 paper of card. Paper colour can be decided by each student. A selection of pencils, markers, pens. A ruler and scalpel or scissors. A cutting mat. Glue. And the selection of imagery, photos, photocopies and cutouts that you've collected.

Project.

Three Stages

Stage 2.

Making Time

The making of zines can be conducted as a group exercise. It's a nice opportunity to share ideas, designs and inspire one another. A two-hour session will give students enough time to create their zine. Larger booklets may take longer. The group setting also enables students to share materials. Once everyone has completed their designs, everyone should have the opportunity to share their zine with the wider group.

Project.

Three Stages

Stage 3.

Stage 3

Distribution or display?

In the final stage of the project, we will look at how students can share their zines with a wider audience. An important part of publishing zines is that they can be easily printed/copied and distributed, ensuring ideas and interests are brought to large audiences. Students may wish to identify a day or event of note (example Human Rights Day) to distribute their publications. Zines are often photocopied in large numbers so they can be handed out or left for people to find.

If the printing and distributing isn't appealing to the group, they may wish instead to exhibit their zines. Look for a suitable venue and mode of display.

Discussion.

Finish the project stage by holding a general discussion with students about what they've learned through the project. How has the process shaped their learning? What would they do differently or what was most challenging? Do they feel the zines brought this topic/question to a wider audience?

At the Glucksman we would love to see your creations. Please share them with us via education@glucksman.org

Discover more.

Claire Halpin

<https://clairehalpin2011.wordpress.com/>

The Jean Monnet Centre of Excellence for EU Integration & Citizens' Rights, University College Cork

<https://www.ucc.ie/en/eu-integration-citizens-rights/about/>

The Jean Monnet Centre of Excellence for EU Integration and Citizens' Rights Podcast

<https://www.ucc.ie/en/eu-integration-citizens-rights/podcastsandvideos/>

European Union Rights

[https://european-union.europa.eu/live-work-study/living-](https://european-union.europa.eu/live-work-study/living-eu_en#:~:text=As%20an%20EU%20national%2C%20you,healthcare%20anywhere%20in%20the%20EU.)

[eu_en#:~:text=As%20an%20EU%20national%2C%20you,healthcare%20anywhere%20in%20the%20EU.](https://european-union.europa.eu/live-work-study/living-eu_en#:~:text=As%20an%20EU%20national%2C%20you,healthcare%20anywhere%20in%20the%20EU.)

Charter of Fundamental Rights

<https://www.citizensinformation.ie/en/government-in-ireland/european-government/eu-law/charter-of-fundamental-rights/>

Protecting Rights – EU Parliament

<https://www.europarl.europa.eu/about-parliament/en/democracy-and-human-rights/fundamental-rights-in-the-eu>

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