

Digital Toolkit

Primary Level
Art & Citizen Rights

Panorama Europa

Claire Halpin



Funded by
the European Union

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 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

Panorama Europa film.



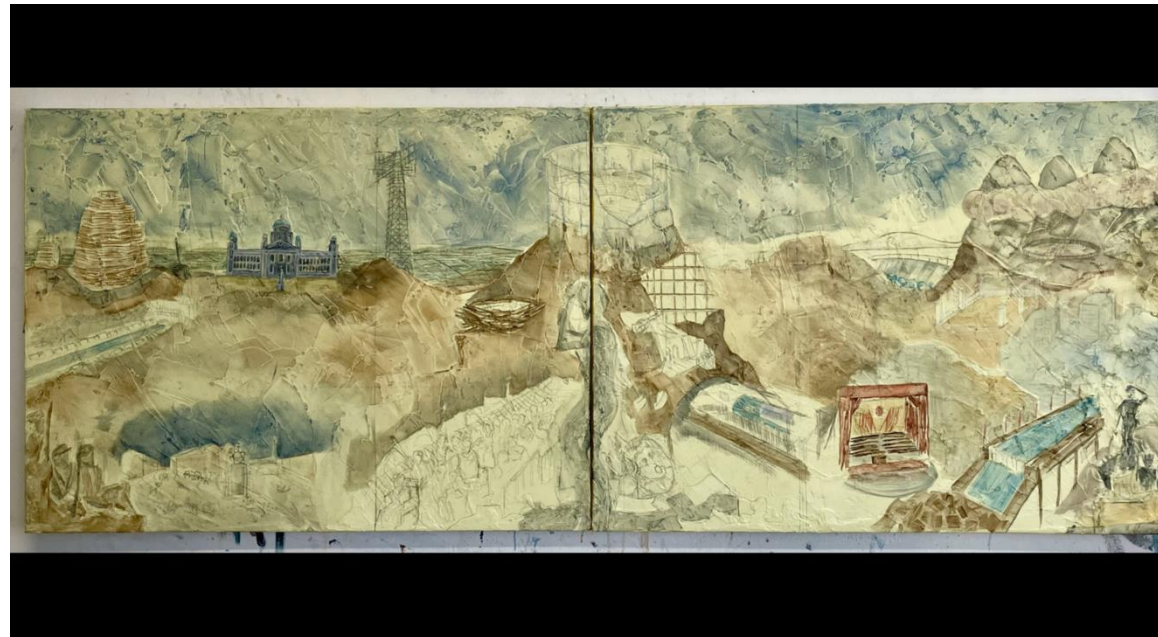
https://youtu.be/_fhgbv9Zs9c

Artist film.



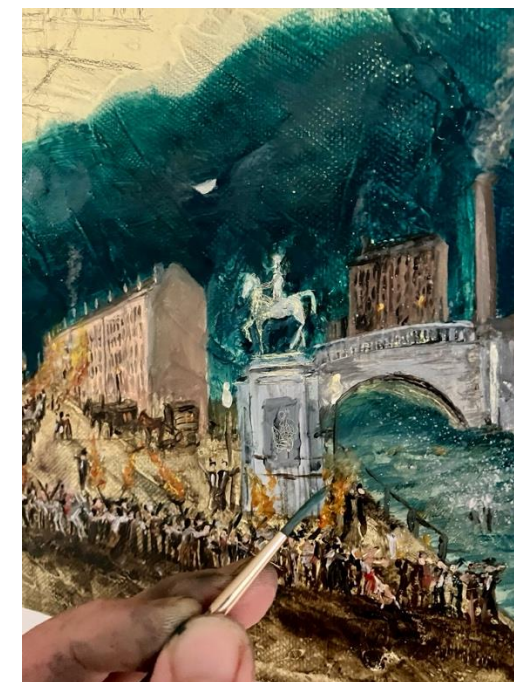
<https://youtu.be/oQMZ9PIdD0E>

Artwork in progress 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)
Pencils
Colouring pencils
A4 or A3 paper (white)
Glue sticks or PVA
Old magazines, newspapers etc.
Pencils
Pens
Markers (variety of colours)
Acetate sheets or clear plastic sheets
Black markers
Steel ruler and scalpel/scissors
Masking tape
Containers/pots
Brushes
Variety of acrylic or poster paint
Cardboard sheets

Overview

This toolkit is designed to enable educators to find creative ways of engaging their students in discussions around human rights. Students will look closely at Panorama Europa and discover the themes of the artwork and the history of rights in the EU. The 3-stage project invites students to further delve into the UNDHR and the EU Charter of Fundamental Rights. They will gather and share their learnings and ideas through the creation of stencils which can be displayed in the school or in the local community.

Links to curriculum

Links to curriculum - (Primary – 5th/6th class)

History – Skills and concepts development. Working as an historian. Time and chronology. Using evidence. Change and continuity. Synthesis and communication. Cause and effect. Empathy

SPHE – Strand - Myself and the wider world. Developing citizenship. National, European and wider communities.

Visual Art – Strand - Drawing. Strand units - Making drawings. Looking and responding. Strand - Paint and colour. Strand units - Painting. Looking and responding.

Worksheet.

Classroom Exercise Stage 1

Discussion (20 mins)

Looking at the artwork *Panorama Europa* as a group.

Try using the approach of VTS (Visual Thinking Strategies) which encourages viewers of artworks to find their own meaning and understanding. The approach is based around the use of three key questions which are used and repeated to draw out viewers perspectives and to generate conversations.

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

Read more about VTS here - <https://vtshome.org/>

Worksheet.

Classroom Exercise Stage 2

Written Response (30-45 mins)

Students will have had the time to look closely at the artwork Panorama Europa. They will have heard lots of different views and ideas from the rest of the group. Some of these they may agree with and some they may not. This activity invites students to write a short story about what they believe is happening in the painting. Use questions like – What message do you think the artist is trying to share? What is the overall mood of the artwork? – to help guide students.

Worksheet.

Classroom Exercise Stage 3

Creative response. (30 minutes)

Watch the film of artist Claire Halpin and discuss the meaning behind the artwork. What are human rights? Why is it so important that we protect them?

This activity invites students to draw a picture of what they believe describes human rights. It could be a scene that represents human rights being protected or a scene where human rights are under threat.

If students are not confident in their drawing skills, they can draw basic symbols and combine them with words to communicate their ideas.

Use A3 or A4 paper, pencils and colouring pencils.

Project.

Three Stages

Stage 1.

Messages on rights and responsibilities

Claire Halpin's artwork Panorama Europa explores citizen rights in the European Union and the role of the EU in protecting human rights globally. To begin, students will aim to better understand human rights and why it so important that they are protected.

Discussion (10mins)

You can start a classroom discussion using the following topics -

Identity. What makes you different from other people? What part of your identity did you choose? What parts did you not have control over? What characteristics, traditions or beliefs shape who you are?

Relationships. How might rights and laws impact the way we treat other people?

Responsibility. Whose responsibility is it to protect human rights? Why is it important that rights are protected?

Valuing difference. Why is it important that everyone has the freedom to express themselves and live a safe and happy life? Why is difference important? Can we think of examples?

Research (weekend exercise)

Students should research and read about rights. Look at the Universal Declaration of Human Rights (UDHR) a milestone document in the history of human rights. <https://developmenteducation.ie/media/documents/SS-Simplified%20Version%20of%20Universal%20Declaration%20of%20Human%20Rights.pdf>

And at the Charter of Fundamental Rights of the European Union <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:12012P/TXT>

In class you can discuss the similarities and differences between both documents. Were students surprised by any of the articles?

Project.

Three Stages

Stage 1.

Creative Activity - poster (1 hour)

Now that students have a better understanding of rights, they should begin to see how they might represent ideas of rights through symbols, colours, images and stories.

Students should pick an article from the **CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION**.

The exercise invites students to create a A4/A3 poster that reflects their understanding of a particular right. Students can collage images/photos, draw out designs and add text and information. Consider colours and symbols and how they might further reflect your message.

Project.

Three Stages

Stage 2.

Research (overnight)

What message about rights do you want to share?

This can be a continuation from the poster making or students may decide that they wish to explore a different article and set of rights?

Do some further research. Ask people at home what they know about the chosen right.

How has it been represented before through art and design?

Project.

Three Stages

Stage 2.

Creative exercise – Creating stencils (1 hour)

The objective of this exercise is to have students design and create a stencil. Their design should represent the rights that they are advocating for or that they are keen to protect.

The stencils will be used to create multiple artworks that can be installed around the school or in your local community.

A simple and clear design/message is key. Opt for a design without a lot of intricate cutouts or curved edges. Straight lines and simple shapes are easier to cut. Students should spend time sketching out their ideas and tweaking their design.

If using text - A question or short statement can be an effective way of getting viewers attention.

You'll need to place a sheet of acetate or clear plastic over your stencil design. Trace your design on to the clear sheet using a marker. Next, you'll need to cut out the design so that your plastic sheet can be used as the stencil.

Do a trial with some paper. Tape the stencil to the page and colour in the cut-out sections.

<https://www.wikihow.com/Make-a-Stencil>

Project.

Three Stages Stage 3.

Stage 3

For this stage of the project, you'll need to decide who your audience should be i.e. who do you want to see your messages about rights? Is it your school community or local community?
Where are you going to display your messages? Directly on to a wall or on card or cardboard that can be pinned up?

Discussion.

Have a group discussion about the following –
Who do we want our audience/viewers of our artworks to be? Where should the artworks be placed? In the school? In your town or village? Outdoors or indoors?
How do we want to display our artwork? Can it be painted on to walls, or will we need to use cardboard or wooden sheets?

Research

Finding out who to ask? And getting appropriate permission is very important. Ensure that you have written permission and that you explain how your artwork will be installed.

Project.

Three Stages

Stage 3.

Creative exercise – Know your rights

Once you've decided on the location for your stenciling and have got correct permissions. It's time to install the artwork. Depending on what permission you've been granted you'll either be painting your stencil directly on to walls or hanging cardboard versions. Have a celebration of your artworks. Maybe unveil the artwork on an important date like Human Rights Day or Europe Day.

We would love to see your creations. Send images to 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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