

Digital Toolkit

Post Primary - Senior Cycle  
Art & Citizen Rights

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# Panorama Europa

Claire Halpin



Funded by  
the European Union

**GLUCKSMAN**

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# Artwork.



Panorama Europa, 2024

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# About the Artwork.

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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.

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# About the Artist.

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**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**

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*” 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.



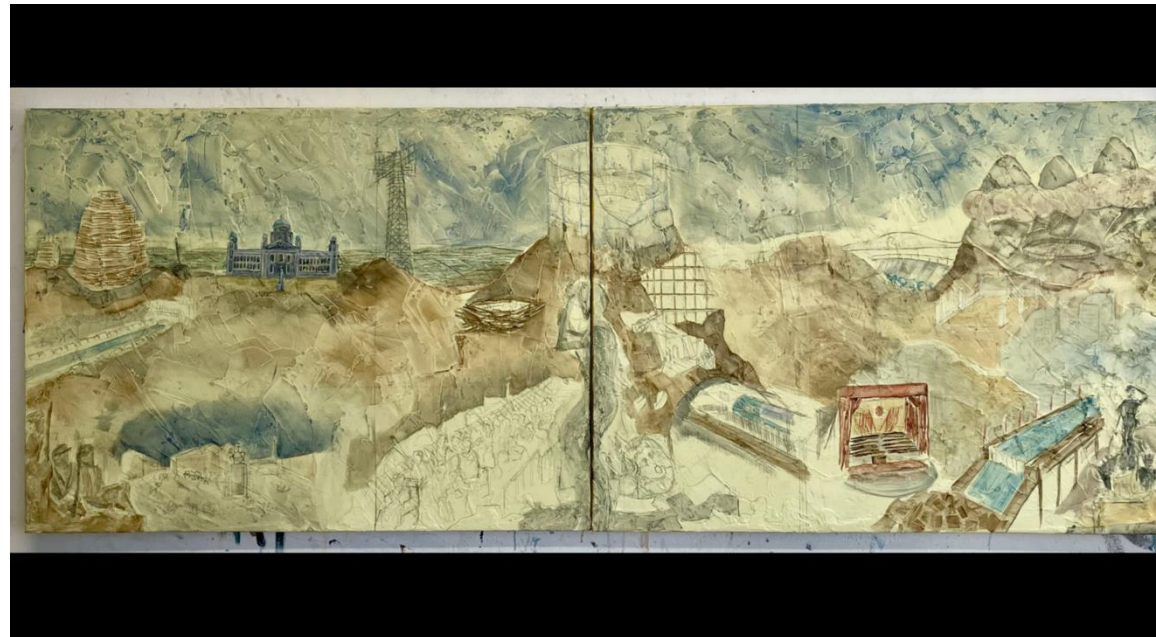
[https://youtu.be/\\_fhgbv9Zs9c](https://youtu.be/_fhgbv9Zs9c)

# Artist film.



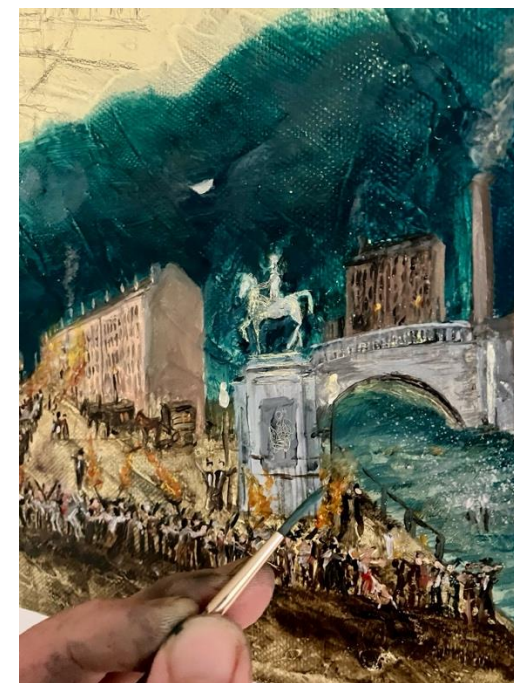
<https://youtu.be/oQMZ9PIldD0E>

# Artist film.



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

# Pictures of Artwork.



# Pictures of Artwork.



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# Artwork Info.

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**Claire Halpin**  
**Panorama Europa**

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

# Pedagogy.

## Materials

A1 or A2 paper  
Glue sticks or PVA  
Black marker  
Old magazines, newspapers etc.  
Pencils  
Pens  
Masking tape  
Printer – for printing photos, images for collage  
Steel ruler and scalpel  
Colouring pencils  
Scissors  
Markers (variety of colours)  
A4 or A3 card (white)

## 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 the 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 pictorial maps which examine the past, present and future of citizen rights.

## Links to curriculum

Links to curriculum - (Senior Cycle – Post Primary)

**History** – Aims and Objectives. Knowledge and understanding. Skills of History. Preparation for life and citizenship.

**Politics and Society** – Strand 3- Human Rights and Responsibilities.

**Visual Art** – Research Strand. Create Strand. Respond Strand.

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# Worksheet.

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## 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?**

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# Worksheet.

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## 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.

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# Worksheet.

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## Classroom Exercise Stage 3

### Reflection and sharing. (15 mins)

This 3<sup>rd</sup> 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.

#### Map of Europe – Past

Through three stages, students will work collaboratively in small groups to create a map of Europe layering visuals and information from the continent's past, present and what they perceive will happen in the future. The first stage of the project explores the main ideas behind the artwork *Panorama Europa*. Students should seek to identify elements of the painting that reference Europe's past.

#### Discussion (10mins)

Artist Claire Halpin's diptych *Panorama Europa* explores citizen rights and includes geographic, historic and cultural imagery that form a presentation of the continent's evolving relationship with equality, liberty, power and authority. In break out groups discuss topics like – What are citizen rights? Who decides and who implements? What do you believe are some fundamental rights that everyone should have?

Who ensures human rights exist within a country? Whose responsibility is it to promote and protect human rights?

In the artwork *Panorama Europa* what situations can you see that suggest rights are being adhered to, neglected or being fought for? Can you identify specific events?

Finally, see how many historical elements you can find in the painting.

#### Research (weekend exercise)

Together as a group, make a decision on the historical timeframe you want to portray in your collaborative artwork i.e. 1500 – 2000 or 1900 - 2000. Divide this timeframe into sections so that each member of the group has a particular period that they will research. Focus on gathering information on important events that shaped human rights/ citizen rights in Europe, look for important people, places etc. Collect your information and imagery in a shared folder so that you can easily review as a group.

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# Project.

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## Three Stages

### Stage 1.

#### **Creative Activity – Layer 1 (Past)**

You will need a few large sheets of paper that can be arranged as a diptych or triptych. As a group you will need to determine what historical elements will feature in the artwork. Identify a small number of important elements and a greater number of secondary elements. This will provide a focal points within the artwork. You can draw, write or collage photos/printouts on to the large paper using pencils, markers, glue etc.

Consider the use of colour and incorporate artistic styles from different periods (i.e. art deco – 1910s to 1930s). Remember that this is one of three stages so the paper can have lots of gaps remaining.

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# Project.

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## Three Stages

### Stage 2.

#### Map of Europe – Present

This second stage of the project sees students examine current challenges, successes and events taking place in Europe that are related to people's rights. The different groups will collect information and imagery that can be added to their artwork.

#### Discussion (15-20 mins)

In the artwork *Panorama Europa*, what contemporary issues/events has the artist addressed? What imagery or symbols used are representative of today's world?

In a group of a number of small groups, discuss the following – What is happening in Europe now that may threaten citizen rights? What events have happened over the past few years? Who are the individuals, governments, people who are involved? What progress has been made in the same timeframe? Again, identify these instances and those involved.

#### Research (overnight)

Individually students should now 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? What has happened in Europe over the past two years that you feel is most important to document in the artwork. Collect imagery and information that can be shared with your group.

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# Project.

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## Three Stages

### Stage 2.

#### **Creative exercise – Layer 2 (Present)**

In your group, share your research findings. Make decisions on what elements should be included. Do you feel this is an accurate portrayal of what is happening in the world right now? How are you going to portray these elements in your artwork? Drawings, cutouts, text, symbols, colours? Try to bring different types of visuals into your artwork. Don't be afraid to layer on top of the existing elements. Reference the way Claire Halpin has brought together so many different elements in her artwork *Panorama Europa*.

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# Project.

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## Three Stages

### Stage 3.

#### **Map of Europe - Future**

In the final stage of the project, students will take their learning from the the previous stages that have looked at the past and present. What are the main challenges that lie ahead? What could the future look like? Does your artwork portray a bright future or one strewn with issues?

#### **Discussion.**

This discussion will help students to come to a consensus on the type of message, imagery and words that should make up the last layer of their artwork. What message do we wish to communicate? What is the value of people seeing these types of messages? What future do you see for human rights in Europe? What evidence from the past of present makes you say this?

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# Project.

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## Three Stages

### Stage 3.

#### Creative exercise – Layer 3 (Future)

This third stage of the creative activity will see students work together to finish their artwork. This phase can be the most creative. Include your imagery, words and visual ideas. Try to ensure that the composition of your artwork is balanced. Again, look at *Panorama Europa* and how the artist has created an even flow throughout the work with features that act as significant focal points.

Once the artworks are finished, bring the wider group together to view and reflect on the process. Each group should present their artwork and talk through their learning and what is represented in the work.

Finally, look to find a prominent position in the school to exhibit the artworks. Consider an important date e.g. Human Rights Day (December 10) that the work can be revealed to the whole school. As a group discuss hosting an event to finish your project, maybe you could invite a speaker to your school to talk about rights?

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# Discover more.

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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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## Contact

The Glucksman  
University College Cork  
Ireland T12 V1WH

[info@glucksman.org](mailto:info@glucksman.org)

+353 21 4901844

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