

Title: Capturing movement in nature

Artist: Emily Carr (December 13, 1871 – March 2, 1945) was a Canadian artist and writer inspired by the Indigenous peoples of the Pacific Northwest Coast. One of the first painters in Canada to adopt a Modernist and Post-Impressionist painting style, Carr did not receive widespread recognition for her work until late in her life. As she matured, the subject matter of her painting shifted from aboriginal themes to landscapes—forest scenes in particular. As a writer, Carr was one of the earliest chroniclers of life in British Columbia. The Canadian Encyclopedia describes her as a "Canadian icon".

Schedule: PowerPoint & discussion 10-15 minutes, art project: 40-45 minutes

Materials & Space: One #2 pencil, one stretched canvas, paintbrushes, 4 tempera paint dabs on a paper plate, paper towels, water in plastic vessels, hand wipes.

Big Idea: Using line and color convey a sense of movement in nature.

Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i>
1. Observe the art Emily Carr and introduce the culture and natural surroundings of British Columbia	May recognize or explore the artwork and artistic style Emily Carr and may discover basic information about the natural surroundings of B.C.
2. Practice painting skills by creating portrait of their favorite tree.	Students are able to mix paints to achieve desired colors.
3. Understand the concepts of fore, mid and background.	Will paint sequentially, a landscape picture.
4. Identify horizon line in a work of art	Students will draw a clear delineation between sky and ground, or mid and background.

Books available at your school library:

- *Four Pictures by Emily Carr* by Nicolas Debon
- *The Book of Small* by Emily Carr
- *Emily Carr and her dogs: Flirt, Punk, and Loo* by Emily Carr

- *Emily Carr's Woo* by Constance Horne
- *When Emily Carr Met Woo* by Monica Kulling
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Line - an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. **Lines** often **define** the edges of a form. **Lines** can be horizontal, vertical, or diagonal, straight or curved, thick or thin.

Foreground - the ground or parts situated in the front; the portion of a **scene nearest to the viewer**

Middle ground - is the **middle** of a painting or the area between the foreground and the background. This is often where the main action takes place. Objects in this area look smaller than, and are often placed partially behind, foreground objects.

Background - the part of a scene or picture that is **farthest from the viewer**: the part of a scene that is behind a main figure or object in a painting, photograph, etc.

Horizon line - Horizon line/eye level refer to a physical/visual boundary where sky separates from land or water.

Visual Movement – When forms, values, patterns, lines shapes or colors seem to create action.

Instructions:

Begin by showing the provided posters of Emily Carr's work. Introduce the concepts of foreground, mid-ground and background using Carr's paintings.

Introduce the concepts of 'line' and 'movement' - It may be helpful to refer back to the posters throughout the painting process.

Project Steps:

1. Hand out one canvas board. With a pencil, students should label the back of their board. Have students imagine their favorite tree or landscape setting. What does the horizon line look like? Is it zig-zagging with mountains in the background? Is it flat like looking at the desert? **Have them draw their horizon line on their canvas.**

Ideas to discuss,

Want a larger sky? Place your horizon line lower, and vice versa.

Try not to make your line straight. Give it a ridge, bump, or slant.

Ask them to think about the time of day their picture will represent.

What does the sky look like? Help them be intentional about what they are about to create.

2. Put pencils away and hand out paint. Each child gets a foam brush and one paper plate with approximately a tablespoon of each color (red, yellow, blue white). Water cups can be shared, a paper towel for each student aids in brush cleaning.

3. Tell the group that you are going to **work for about 10 minutes laying in the background of their imagined tree or landscape. They will paint the background and foreground of their imagined scene.** The foam brushes are useful for adding lots of paint to their canvas.

Students will be excited about mixing colors. Concentrate this time on letting them experiment with paint and getting the background covered. They can also experiment with how using a little water changes the paint. Details, lines, and movement will come later. **There is a color-mixing guide at the beginning and end of the PowerPoint to share with students.**

4. Take a break from painting and begin PowerPoint. If space allows it is helpful to have the students physically move away from their artwork. This will create some time to let the background dry so students can paint the foreground.

5. After the presentation, demonstrate or talk about painting skills as the students return to their work and you pass out other paintbrush sizes: "There are many different marks you can make on your canvas. You can make lines, dots, or wiggly lines. You can draw big, or you can draw small. Emily Carr used wavy lines, or long curved lines to show movement in her paintings."

6. **Have the children complete their painting by adding a tree or trees in the foreground. Add detail with small brushes or the tip of the paintbrush.** Can they show the tree in motion? Can they show light in their landscape.

Things to talk about:

"You can draw one tree, or a whole forest of trees."

"Remember that it doesn't have to look exactly like a tree does in real life. It can be a tree like one you have seen before, or any tree you can imagine."

"If you want to, give a name to your tree."

"Remember that Emily used long, curving lines and smooth shapes to draw her trees."

"Use as many colors as you want to for your tree. You can draw light shining through the branches by adding yellow."

Have the children wash the paint off of their hands, throw away paint palettes, and return water containers and brushes to an area for cleaning. Put the paintings on a flat surface to dry.

State Standards:

EALR 1. **Visual Arts:** The student understands and applies art knowledge and skills in visual arts.

Component 1.1 Understands and applies visual art concepts and vocabulary.

Elements of visual arts: Line, shape, form color **value**, texture, space

Creates a landscape with three levels of value gradation to differentiate the background, middle ground, and foreground.

GLE 1.15 Applies, analyzes and creates the elements of visual arts when producing a work of art.

Elements of Visual Arts: Line, shape, form, color, value, texture, **space**

EOL – plans, selects, and uses the element of space and spatial devices in various environments, in works of two and three-dimensional art, including:

- Baseline
- Over/under
- Above/below
- Beside
- Behind/in front
- Foreground
- Middle ground
- Background
- Overlap
- Size
- Placement on a page
- Detail/diminishing detail
- Color/diminishing color
- Positive and negative space/shape

GLE 1.1.4 Remembers, applies, and creates the elements of visual arts when producing a work of art.