



I can make ART like Emily CARR

Emily Carr is one of Canada's most recognized and loved artists—a painter, a writer and a free spirit who was deeply influenced by the coastal forests of British Columbia and by Northwest Coast Native art and culture.

In *I Can Make ART like Emily Carr*, kids examine Carr's unusual world and the inspirations for her haunting landscapes. Inspired by Emily's trees, they try painting from observation and then from imagination, and create a giant forest mural on a window in their school.

Imparting a deep reverence for nature, colour and individuality, *I Can Make ART like Emily Carr* is a fitting celebration of one of the giants of Canadian art.

I Can Make ART is a series of six short films that take a kids'-eye view on a diverse group of Canadian visual artists.

Written and Directed by JANE CHURCHILL
Producer TAMARA LYNCH
Series Art Consultant NANCY RETALLACK-LAMBERT
Executive Producer SALLY BOCHNER
Director of Photography NATHALIE LASSELIN
Editor JOEY CALUGAY
Music Composed by ERIC LEMOYNE

Other films in the series:
I Can Make ART like Andrew Qappik
I Can Make ART like Kai Chan
I Can Make ART like Marcelle Ferron
I Can Make ART like Maud Lewis
I Can Make ART like Ron Noganosh

User's guide included on inside of videojacket.
For more information on the series,
visit <www.nfb.ca/icanmakeart>.

10 minutes 44 seconds

VHS
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Closed captioned.
A decoder is required.

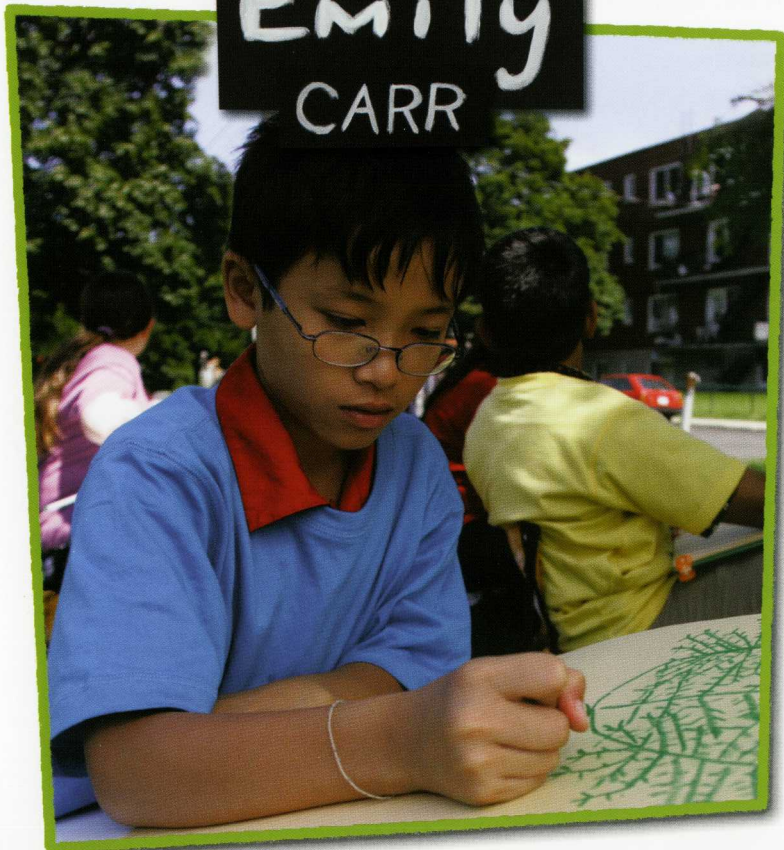


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like

Emily CARR



I can make ART like Emily CARR



A NATIONAL FILM BOARD OF CANADA PRODUCTION



I can make ART like Emily Carr

Kids explore the work of celebrated painter Emily Carr.

CURRICULUM CONNECTIONS

Art is a powerful vehicle across the curriculum and can be integrated with other subjects.

Related subjects: language arts/legends, myths & storytelling/celebrations and traditions/social studies/Aboriginal studies/environmental studies/science/history

Suitable for ages 9-12

OBJECTIVES

To discover the art and influences of painter Emily Carr.

To explore the movement, shape, texture and colour of Emily's paintings.

To experiment with mixing colours.

To collectively create a window mural.

PREVIEWING TIPS AND POST-VIEWING ACTIVITIES

Look at some of Emily's paintings as well as landscapes by the Group of Seven and examples of Northwest Coast Native art. Discuss the following points:

What is special about Emily's landscapes? What ideas do you think she might have been trying to express? How did Emily capture movement in her painting? Describe Emily's colours.

What was different about the Victorian era? When was Emily Carr born and where? What might Emily have been like as a young girl? How was life different for women in the Victorian era?

What influenced Emily's work? How did First Nations art and culture influence Emily's art? How did the forests influence Emily's art? Why was the Group of Seven so important to Emily? Why is Emily Carr important to Canada?

PAINTING A WINDOW MURAL

Creating a mural is a dramatic and gratifying group art activity that adds colour to a classroom or hallway. Brainstorm ideas and discuss who will paint what and where. Follow Emily's example and use nature as the theme or expand on another area of study. Have the kids paint from objects in nature they have observed or from things they imagine. If window space is not available, consider painting on a section of wall or on a large sheet of foam core affixed to the wall.

Preparation

Arrange desks so that there is enough room to move around. Cover desk tops with newspaper. Select a flat space to place finished works for drying. Set up a painting station with a full selection of colours and containers of fresh water for cleaning brushes during the activity. Have a large sponge, plenty of paper towels and a bucket of water on hand for quick clean-up. Make sure everyone is wearing a smock or old shirt that covers their clothing.

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Sound Editor
TONY REED

Foley Artist
KARLA BAUMGARDNER

Re-recording
SHELLEY CRAIG
GEOFFREY MITCHELL

Sound Recordist
NICK HUARD

Materials

- Large sheets of paper for practice
- Tempera paints as well as pie tins, polystyrene foam cups or egg cartons to hold paint
- Containers for clean water and buckets for dirty water
- Small, medium and large natural bristle brushes
- Newspapers for tables or desks, paper towels for blotting brushes and cleaning up spills
- Smocks and if possible, painting easels

What kind of paint?

For paint that adheres to glass but is easy to wash off, add a small quantity of liquid dish soap to liquid tempera. Other paint options include gouache paint, watercolour, acrylic paint or window paint.

What kinds of colours?

Children should have the primary colours along with black and white.

Show them how to mix colours to make the secondary colours and how to make tints and shades by adding white or black.

A good green can be very hard to mix, so you might want to supply green as well, especially if students are going to be painting scenes from nature.

What kind of brushes?

Provide a selection of small, medium and large brushes. Natural bristles are always preferable since they hold the paint better and enable longer lines and freer gestures. Stiff bristle brushes are usually made of hogs hair and can be either flat or round.

FOLLOW-UP DISCUSSION

After the work is completed, give everyone a chance to look at the work and hold a group discussion:

- Describe the mood of the colours. Are they like Emily's colours?
- How does Emily's inspiration show in your work?
- How does your work capture or reflect you?
- What was most difficult about the process? What was most fun?
- Did the work change from start to finish?
- If it was a planned work, how does the finished art compare to the original idea?
- If the piece has a title, what does it add to the work?

FOLLOW-UP ACTIVITIES

1. Prepare an exhibit of student art or hold an unveiling of your mural.
2. Find out about painters in your community.
3. Visit an art gallery, museum or a local artist's stained glass or painting studio.
4. Invite an artist to visit your classroom.

For more information, visit the I Can Make ART Web site at <www.nfb.ca/icanmakeart>.