

## Study of Emily Carr and Her Work

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**Date:** 2004 STUDY CANADA Summer Institute

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**Description:** This is a unit plan designed for Kindergarten students to introduce them to the artwork of renowned Canadian writer and artist, Emily Carr. It will also introduce the meaning of totem poles and the important part they play in First Nations culture of the Pacific Northwest Coast.

**Grade Level:**

Kindergarten but can be adapted.

**Subject(s):**

Art and Social Studies

**Duration:**

2 weeks (10 days)

**Goal:**

The goal is for students to recognize the various shapes, lines and colors and how they portray meaning and feeling in Emily Carr's work. Students will also begin to recognize the significance and symbolism of animals that are frequently used in totem poles. Students will create a class totem pole that signifies important things to each of them.

**Objectives:**

The student will:

- Identify common shapes colors and lines in the work of Emily Carr
- Use materials cooperatively, properly and safely
- Choose a preferred work and explain why they prefer it
- Create their own work in the style of Emily Carr by mixing colors and using a variety of shapes and lines
- Identify common animals used in totem poles
- Create a class totem pole by using events and pictures that are significant to them

**Standards:**

This lesson meets the standards of the Kindergarten Curriculum at Yoyogi International School in Tokyo, Japan

**Background Information:**

Students will be able to identify colors, basic shapes lines and animals

**Materials:**

- Pictures and/or books of Emily Carr's work
- Pictures and/or artifacts of Totem Poles
- Storybooks about First Nations People of the coast
- 1 medium piece of white paper for each child to use for their Emily Carr representation
- 1 long and narrow piece of white paper for each child to use for their illustration of a totem pole
- Various copies of totem poles for children to color

- Various colors of paint and brushes for each child
- 1 small box for each child
- Glue and scissors
- Various pictures from magazines, catalogues, calendars etc. or pictures of family members and/or hand drawings done by students

### **Procedures:**

#### **Day One: Introduction to Emily Carr and Her Works**

- Introduce about artists and what they do
- Introduce Emily Carr and relate that she was a Canadian artist
- Find Canada on the globe and ask students if they have been to Canada or know someone from there
- Show pictures of Emily Carr's work
- Ask students to describe her work (what colors are used, shapes, how do they make you feel, what did she enjoy painting, etc.)
- Explain that we will be studying about Emily Carr for the next few weeks and display her pictures in a designated area for free use by the students

#### **Day Two: Experimenting With the Style of Emily Carr**

- Review the pictures of Emily Carr's work
- Have students choose a particular work that they like
- Students will explain in their own words why they like that particular piece
- Explain that we will be mixing various colors and lines and shapes to make our own representation of our favorite Emily Carr work
- Allow students time to work and place finished pieces in the drying area

#### **Day Three: Sharing Work with Our Classmates**

- Pass out work completed the previous day
- Allow each student time in front of their peers to briefly explain what picture they chose, why and how they represented Emily Carr's work in their own representation
- Display students' work in classroom

#### **Day Four: Introducing Totem Poles and Their Significance to Canadian Culture**

- Show students pictures and or props of totem poles asking if they know what they are
- Briefly describe the different parts of a totem pole, how and why they are made as well as what animals are commonly used in totem poles and why
- Explain that totem poles are commonly found among the Northwest Coast and are important symbols of the First Nations culture
- Read a story about First Nations people to introduce them and their culture to the students
- Look at Emily Carr's work of totem poles
- Explain that over the next few days we will be studying about totem poles and creating our own class totem pole to display in the classroom

#### **Day Five: Looking at Totem Poles and Coloring**

- Show pictures of totem poles and have students point out and guess what animals are represented
- Have each student choose a totem pole picture and begin coloring and constructing it
- Each student will then share their work in front of the class and then have it displayed in the classroom

#### **Day Six: Painting of Totem Poles**

- Review Emily Carr's work of totem poles
- Ask about colors, shapes, animals, etc. that are used in her paintings
- Tell students that we will be painting our own pictures of totem poles

- Ask what animals they will use in their paintings and why
- Pass out materials (paper and paint)
- Allow students to work individually on their paintings and place in the drying area

#### **Day Seven: Sharing Work with Our Classmates**

- Pass out work completed the previous day
- In front of peers, allow each student to explain what animals and colors they chose to use and why
- Display students' work in classroom

#### **Day Eight: Creating a Class Totem Pole**

- Review about totem poles asking why they are made, who makes them and what symbols are used in them
- Explain to students that we will each be making our own section to put in our class totem pole to celebrate the beginning of our year and our relationship
- Show students my section of the totem pole and explain what symbols I chose to include and why
- Explain to students the different options they can use to create their section of the totem pole
- Allow students free time to work on their totem pole section assisting them when needed

#### **Day Nine: Continuation of creating a Totem Pole**

- Give students time to finish up their sections of the totem pole
- Put them in the drying area when finished

#### **Day Ten: Construction of Totem Pole and Unit Wrap-up**

- As a class we construct the totem pole and allow each child to explain their section as it goes on.
- Review again about totem poles and Emily Carr's work
- Leave books and materials out for students to review

#### **Assessment:**

Students will be assessed by looking at their representations of Carr's work to see if various shapes, lines and colors were used. Students will also be assessed through their explanations of how each section represents something significant to them. Students' understanding through class discussions will also be assessed.

#### **Supplementary Materials:**

##### **Books**

- Emily Carr: An Introduction to her Life and Art
- The Art Room: (S. VandeGriek/P. Milelli)
- Looking at Totem Poles (H. Stewart)
- Little Bear and Other Native American Animal Tales
- Totem Poles to Color and Cut Out (Bellerophon Books)
- Frog Girl by Paul Owen Lewis
- Totem Poles of Stanley Park by Vickie Jensen

##### **Web Sites**

- Teachers Guide for K-2 and 3-5 plus a "gallery tour" of Emily's work [www.tbc.gov.bc.ca/culture/schoolnet/carr](http://www.tbc.gov.bc.ca/culture/schoolnet/carr)
- Carr House website [www.emilycarr.ca](http://www.emilycarr.ca)
- Totem Pole coloring site [www.edhelper.com/teachers/coloring\\_totem\\_pole.htm](http://www.edhelper.com/teachers/coloring_totem_pole.htm)
- Totem Pole pictures [www.washington.edu/burkemuseum/nwtotem.html](http://www.washington.edu/burkemuseum/nwtotem.html)