



CANADIAN ARTISTS

FLORENCE MCGILLIVRAY

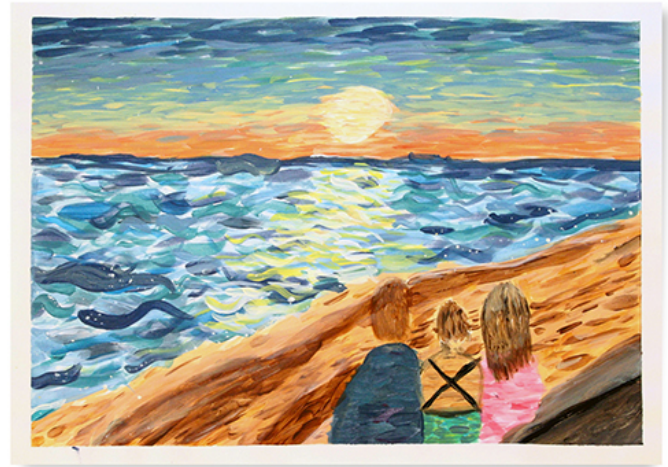
Supplies

- Crayola Acrylic Paint
- Crayola Variety Brush Set
- Crayola Marker & Watercolour Paper
- Water Containers
- Plastic Placemats - 1 per student
- Masking Tape
- Paper Towels

Vocabulary

background
foreground

middle ground
composition
landscape
modernist art



Learning Goals

Students will be able to:

- describe and respond to works of art;
- apply the creative process to create a personal artwork;
- refine their painting skills;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the artworks.

The Challenge

1. Identify key characteristics of Maud Lewis' artwork.
2. Create a painting based on your own ideas and influenced by Maud Lewis.
3. Present your work to your peers.
4. Respond to feedback and support your ideas with evidence found in the artworks.
5. Explain how your painting reminds you of Maud Lewis.
6. Demonstrate technical accomplishment and creativity.

Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned, e.g.,

I know I am successful when I have:

- expressed an informed opinion about Florence McGillivray's paintings;
- explained how my painting connects to Florence McGillivray;
- created a variety of brushstrokes similar to Florence McGillivray's;
- created a composition using the Rule of Thirds;
- created a painting that represents my own ideas;
- created a painting with skill and care.

ESSENTIAL QUESTIONS

- Where do artists get their ideas?
- Why do people make art?
- How does art communicate?
- How does art help us understand others?
- What can we learn about ourselves through art?



Painting Skills

PREPARE

1. Download images of [Afterglow](#), by Florence McGillivray from the Internet.
2. Preview the YouTube video about Florence McGillivray at, [Forgotten Canadian Artists](#)
3. Gather and make available books about Florence McGillivray, Tom Thomson, and Canadian modernist artists in general, for example, *A Collection of Works by Florence Helena McGillivray*, by W.C. Allen; *Independent Spirit: Early Canadian Women Artists*, by A Prakash; *The Women of Beaver Hall: Canadian Modernist Painters*, by Evelyn Walters; *A Treasury of Tom Thomson*, by Joan Murray; and *The Group of Seven and Tom Thomson: An Introduction*, by Anne Newlands.
4. Photocopy the worksheet, enough for each student to have one.
3. Prior to this project teach and have students practise using the critical analysis process to respond to a variety of artworks.
 - Initial Reaction
 - Description
 - Analysis and Interpretation
 - Expression of an Informed Point of View
 - Cultural Context
4. Use **SEEK™** is a great way to help students organize their thinking.

ASSESSMENT

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their paintings – speaks with a clear voice, looks at audience while speaking, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective follow-up and clarifying questions, supports ideas with evidence found in the artwork.

INTRODUCTION



1. Display the image of *Afterglow*, by Florence McGillivray.
2. Ask students to look at the work closely for a minute.
3. Share first impressions of the painting, for example,
 - textured brushstrokes
 - strong, contrasting colours
 - everything is simplified
 - sky is tints and shades of yellow
 - light glows in the sky
 - dabs of colour
 - painting divided into 3 sections
 - loose, organic outlines
 - one third foreground, one third middle ground, one third background and sky
4. Have students take a few minutes to write their responses to the painting..

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

What decisions did the artist make?
Why?

KNOW

What do you know?
What else do you want to know?

Describing and Responding

INTRODUCTION

5. Share some information about the artist, for example,
 - McGillivray was a modernist painter who studied in Europe and brought new ideas back to Canada
 - Tom Thomson (another famous Canadian artist) and McGillivray were good friends
 - he met her in Whitby through relatives and through the college where she taught
 - Tom Thomson admired her work
 - they were both landscape artists
 - he was impressed that her painting *Afterglow* had been purchased by the National Gallery of Canada
 - the two friends shared ideas about art
 - McGillivray was Tom Thomson's mentor
6. Discuss what it means to be influenced by another artist, e.g.,
 - an artist takes the ideas of another artist and makes them his/her own by changing them in some way
 - although the style is similar, it is still unique because each artist builds on what the others have done
7. View the video [Forgotten Canadian Artists](#).
8. Introduce the challenge.

CREATE

1. Have students examine the painting mindfully.
2. Ask them to look closely at the picture and try to figure out how she made the brushstrokes.
3. Ask students to fold a piece of paper into quarters, cut out a viewfinder, and place it over one section of the painting.
4. Ask them to paint what they see paying attention to how Florence McGillivray used colour, texture and brushstrokes.



ASKING BIGGER QUESTIONS

Guide students to form big questions such as:

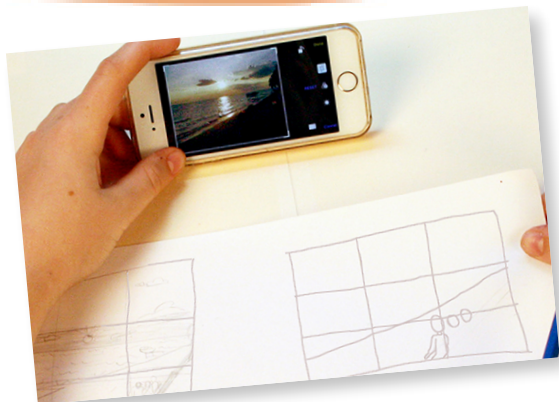
- Why do people make art?
- What makes great art?
- How does art connect us to our own life?
- Why does art change over time?
- How does art reflect our identity?
- How is art influenced by the world?

Guiding Questions

1. How does using a viewfinder cut out of a small piece of paper about 6 cm x 9 cm help you?
2. What do you notice about how Florence McGillivray used colour, texture and brushstrokes?
 - flat, textured brushstrokes
 - layering tints and shades of one colour
 - making shapes and outlining them with loose, organic lines
 - layering contrasting colours on top of each other
3. How will you decide which sections of the painting to explore?

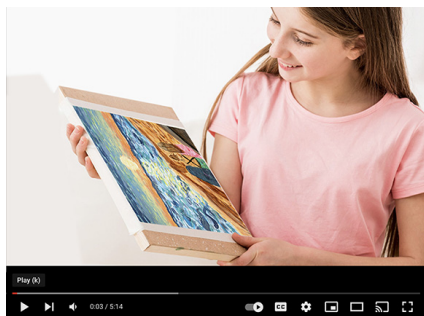


CREATE



2. Guide students to think about how the information they learned about Florence McGillivray connects with their own experiences.
3. Guide them to think about the **subject** of their painting.
4. Have them **plan** their own painting inspired by what they have learned.
5. Encourage them to use the creative process to **share** their preliminary work with peers to get feedback, and then **refine** their works in progress.
6. Observe students as they work.
7. Provide individual assistance and encouragement.

PRESENT



1. Have students work in small groups to design, create and edit a video that presents Florence McGillivray and her work.
2. Have them include a plan to promote their video and show it to their peers.

Guiding Questions

- Who will decide how to organize the information?
- What format will your video take – mock interview, docudrama, news show, how-to, or something else?
- Will you use live action or stop-motion filming?
- How will you share the video with others?
- How will you assess your presentation?

Guiding Questions

- What is one thing you will remember about Florence McGillivray? Why?
- How much did you know about her before you started this project?
- What was challenging for you?
- How did you deal with the challenge?
- What does this painting tell us about you as a learner?
- What do you still want to learn about painting?
- What were you trying to achieve with your painting?
- How successful do you think it is? Why?
- What did you learn about yourself by doing this project?

REFLECT and CONNECT

1. Guide students to describe their thinking in a way that allows them to make deep connections between themselves and the art.
2. Conduct a think-aloud so students can hear your process, e.g., "I really enjoyed that day at the beach with my cousins. I was trying to show the beauty of the lake as the sun went down and the closeness we felt hanging out there. That was the most important part for me.

Florence McGillivray didn't really include people in her paintings but she really loved the landscape. I connected with her use of colour and how she divided the scene into thirds to get the effect I was going for. . ."
3. Provide time for students to write their reflections in their sketchbook/journals.

Making Connections



***The Afterglow*, by Florence McGillivray, c. 1914**

Describe what you see in the painting.

Colours and Light –
Brushstrokes –
Composition –
Line and Pattern –

File:Afterglow, c. 1914.jpg. (2017, March 9). Wikimedia Commons, the free media repository. Retrieved 19:16, September 28, 2017 from https://commons.wikimedia.org/w/index.php?title=File:Afterglow,_c._1914.jpg&oldid=236517310.

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