



## Knowledge Organiser: How do Artists represent their environment through painting?

### Timeline of key events

1972 – Three First Nations artists did a joint exhibition in Winnipeg

1973 – Following the success of the exhibition, three artists plus four more, created **Indian Group Of Seven** to represent Indian art and give it value and recognition.

1975 – Group disbanded

### Key Information

Artists choose to work in a particular medium and style. They represent the world as they see it.

### Key Places

Winnipeg, Manitoba, Ontario, British Columbia, Alberta

### Key Figures

|                   |  |
|-------------------|--|
| Daphne Odjig      | 1919 – 2016 Woodland style, Ontario; moved to British Columbia   |
| Alex Janvier      | 1935 – present Abstract, represent hide-painting, quill work and bead work; Alberta                                      |
| Jackson Beardy    | 1944 - 1984, Scenes from Ojibwe and Cree oral traditions, focusing on relationships between humans and nature. Manitoba. |
| Eddy Cobiness     | 1933 – 1996 Life outdoors and nature; born USA moved to winnipeg   |
| Norval Morrisseau | 1931 – 2007 Woodland stlye; Ontario, also known as Copper Thunderbird  |
| Carl Ray          | 1943 – 1978 Woodland style, electrifying colour (founder member); Ontario  |
| Joseph Sanchez    | 1948 – present Spritual Surrealist; Born USA moved to Manitoba   |
| Christi Belcourt  | 1966 – present Metis visual artist, often paints with dots in the style of Indian beading – Natural World; Ontario       |

### Key Skills

#### Drawing and designing:

Research First Nations artists. Identify which provinces of Canada they come from. Compare and contrast the works of the different artists.

Take inspiration from the seven artists to plan an independent piece of art based on the relevant artist:

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- type of paint, brush strokes, tools
  - Symbolic representation
- Create original pieces that show a range of influences and styles based on the Indian Group of Seven and their work.

#### Painting

- Based on the styles of Canadian artists studied:
- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.

- Understand the most effective ways to create colours through mixing paints (for example adding to white to make a pastel colour)

#### Techniques

- Use brush techniques and the qualities of paint to create texture linked to the style being imitated (for example watercolour or acrylic)
- Watercolour techniques: graded wash, dry-wash, flat-wash, wet-wash, layering, wet on wet, lifting off paint, scratching off, splatter (tapping, flickering, stencil), scumbling, stippling.
- Acrylic techniques: dabbing, lining, cross hatching, draw-brush, blending, blocks of colour
- Develop a personal style of painting, drawing upon ideas from other artists

#### Appraise and appreciate art:

- I can give details (including own sketches) about the style of some notable artists, artisans and designers.
- I can show how the work of those studied was influential in both society and to other artist
- I can create original pieces that show a range of influences and styles.
- I can comment on artworks with a good grasp of visual language.

#### **Key Concepts**

- Link geographical understanding to create paintings that accurately represent regions of Canada.

#### **Key questions**

- What type of paint does the artist use?
- What textures are created?
- What style do they use?
- What is their stimulus?
- What are they representing in their work?

#### **Impact**

Raised awareness of Indian artists in Canada.

Show how the work of those studied was influential in both society and to other artists.

Mission was to express Canada's rugged wilderness within a distinctively Canadian style – a style that would break from the European tradition and gave birth to the Professional National Indian Artists Inc.

They wanted a shift from an emphasis from indigenous (Native) to artistic value and recognition.

#### **Key Vocabulary**

| <b>Word</b>           | <b>Definition</b>   |
|-----------------------|---|
| <b>Indigenous</b>     | Originating or occurring naturally in a particular place; native  |
| <b>First nations</b>  | Term used to describe indigenous people in Canada; original inhabitants of the land   |
| <b>blend</b>          | Mix with another substance so that they combine together  |
| <b>shade</b>          | Darken or colour with parallel lines or a block of colour   |
| <b>Cross hatching</b> | To mark or shade with two or more intersecting series of parallel lines   |
| <b>medium</b>         | The material or form used by an artist  |
| <b>abstract</b>       | Relating to or denoting art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, colours and textures |
| <b>Native</b>         | Relating to or describing someone's country or place of birth   |