



CANADIAN
ARTISTS

CHARLES PACHTER



*grades 4 - 8
Bundle*



CANADA'S ICONS



Education

Canada's Icons

1. SKILL DEVELOPMENT - Language Arts, Social Studies, Science	PAGE
• Media Literacy - Viewing a Video	2 - 3
• Research Process - Planning	4 - 7
 2. CREATING AN ARTIFACT - Visual Arts, Language Arts, Science	
• Mixed Media Icons Inspired by Charles Pachter	8 - 13
• Canadian Icon Painting Inspired by Jim Dine	14 - 17
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Learning Standards

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Gather, record, evaluate and synthesize information from a range of primary and secondary sources and a range of media.
- Develop a sense of personal identity.

SCIENCE

- Gather, record, evaluate and synthesize information from a range of primary and secondary sources and a range of media.
- Choose an appropriate form for communication and present research.

Media Literacy

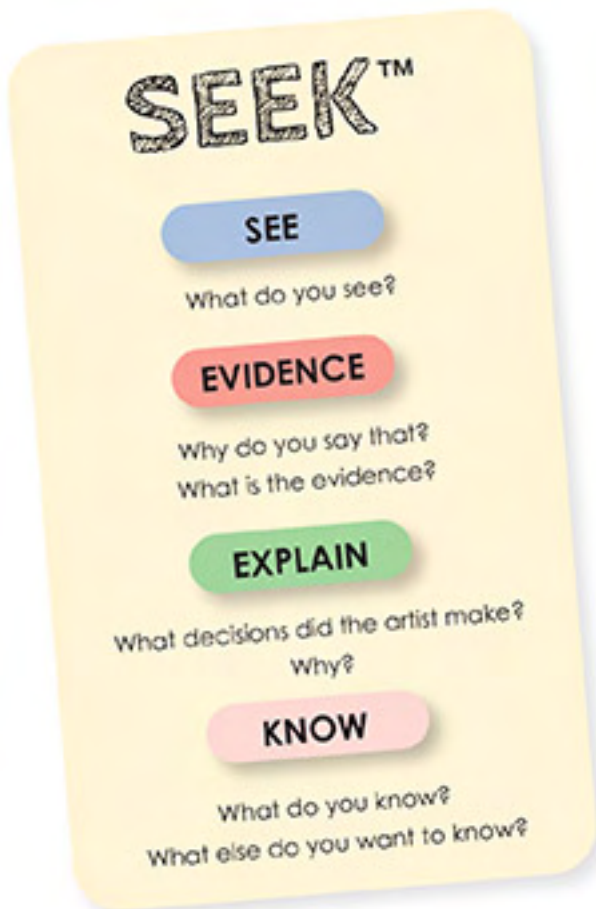
Use a video to introduce the artist Charles Pachter to your students. Encourage students to view the video with a critical eye and demonstrate how to take notes from it.

1. Preview the videos **Oeno's Artists Talk - In Conversation With Charles Pachter**

Charles Pachter: Canadian Icons

TVO Today - Charles Pachter (This is an informative and easy to watch interview. That said, it may feel a bit long for some students, and midway through contains an inappropriate word as part of casual conversation. You may want to show part of it to older students, or watch it for your own information.)

- Select a video to show to your students.
- Have students view the video.
- Ask students to use the 'Ask Yourself' question sheet as they watch the video.
- Discuss the documentary and questions that arise from it.



Looking At Art

As students view and respond to paintings by the artists in this bundle have them use **SEEK™** to help organize their thinking and build their observational skills.

Guide them to support their ideas with evidence they see in the artwork.

SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent? What else do you want to know?

Ask yourself...

1. Who created the video – a person, group, organization, company?

2. Why did they make this video – to entertain, inform, persuade?

3. Who is it for?

4. What techniques do they use to grab and keep your attention?

5. Whose values and points of view are represented in the message?

6. Whose values and points of view are missing?

7. What questions do you have?

RESEARCH – A good researcher is able to locate, evaluate, organize, and communicate information.



ICONOGRAPHY is the use of images to communicate a cultural, historical or symbolic message. When an icon is used in an artwork it is there to send a particular message.

Charles Pachter is a Canadian artist who is famous for his paintings that feature Canadian iconography. **What** icons does he use? **Why** did he choose the icons? And why does he create artworks with so many Canadian icons anyway? **Where** does he get his ideas? **When** was he born and how long has he been working as an artist?

How does he make his art?

So many questions. See what you can discover. . .

YOUR JOB . . .

Use a variety of sources to find out about Canadian artist **CHARLES PACHTER** and his interest in **Canadian Icons**.

Ask the **WHO, WHAT, WHERE, WHY, WHEN** and **HOW** questions about him.

Use the information you discover to create an artwork that is inspired by his ideas. Write an artist statement to explain your process and how your artwork is influenced by Pachter's ideas.

Ask yourself...

1

CLARIFY

- What exactly do I have to do?

2

IDENTIFY

- What questions do I have?
- Where will I find the answers to my questions?

3

LOCATE

- How will I track down the sources I need?

4

EVALUATE

- How will I know if the information is relevant?

5

ORGANIZE

- How will I put all the information together to create an effective artwork?

6

ARTIST STATEMENT

- How will I organize my thoughts?

1

CLARIFY

2

IDENTIFY

3

LOCATE

4

EVALUATE

5

ORGANIZE

6

STATEMENT

CHARLES PACHTER'S CANADA

ICONOGRAPHY is the use of images or symbols to communicate a message. When an icon is used in an artwork it is there to send a particular message. Charles Pachter is a Canadian artist who is famous for his artworks that feature Canadian iconography, especially the moose. He is a proud Canadian who has chosen symbols that are meaningful to him. Are these the symbols you would choose?



CREATE a mixed media artwork that uses symbols to communicate ideas about Canada, and is influenced by Charles Pachter.

Write an artist statement to explain how you chose your Canadian symbols, your process and how your artwork is influenced by Pachter's ideas.



PRESENT your artwork to the class. Share what you learned about Charles Pachter and how you feel about his work. Discuss your own ideas about using symbols to represent Canada. How did you decide on the symbols you used? What do they mean in your artwork? What was challenging about making your artwork? What was the most satisfying thing about making it? Why?



RESPOND to your classmate's artwork. Compare your processes and experiences. What did you learn from your peer by viewing their work? What do you like best about the artworks? What suggestions do you have?



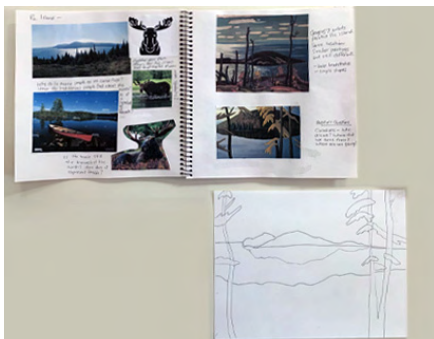
CONNECT what is important to you about Canada with the various symbols your peers used in their artworks. Do you share the same feelings? Do the symbols mean the same things to you as they do for your peers? How does a person's experiences living in Canada influence the symbols they think of to represent it. What did you learn about yourself by making this artwork?

CHARLES PACHTER'S CANADA - ONE IDEA . . .

You will need:

- Crayola Paint Brushes
- Crayola Scissors
- Crayola Fine Line Markers
- Crayola Watercolour Paint
- Crayola Sketchbook
- Crayola Oil Pastels
- Cardstock Paper
- 21.6 cm x 27.9 cm (8 ½" x 11")
- Crayola Coloured Pencils
- Water Containers
- Pencils
- Paper Towels

1



1. Research Charles Pachter to find out how he uses symbols in his artworks.
2. Brainstorm ideas.
3. Locate images and other resources.
4. Use your sources to create your artwork.
 - In this example a Group of Seven landscape is going to be part of the artwork.
5. Analyse the style.
6. Make a pencil drawing of the main shapes.

2



1. Use oil pastel blending techniques to colour the drawing.

3



1. Locate images and other resources for the symbols you are planning to use.
2. Use coloured pencils and watercolours on a piece of cardstock paper to create this part of the artwork.
3. Cut out the drawing.

CHARLES PACHTER'S CANADA

CHECK OUT THESE RESOURCES

Oeno's Artists Talk - In Conversation With Charles Pachter

Charles Pachter: Canadian Icons

4



1. View the parts of the artwork with fresh eyes.
2. Make any changes needed.

5



1. Attach the parts.
2. View the final work from a distance.

6



1. Reflect on your work and how you feel about it.
2. Write an artist statement using the form provided.

ARTIST STATEMENT

TITLE - _____

MEDIUM - _____

ARTIST - _____

1. What did you want to communicate in your work?

2. What inspired you and how did you incorporate your ideas into the work?

[illegible]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

SELF-ASSESSMENT – CHARLES PACHTER’S CANADA

Name – _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1. I completed an artwork with technical accomplishment.				
• carefully constructed _____				
• includes Canadian symbols _____				
• artwork conveys a message about Canada _____				
• shows attention to detail _____				
• influence of Pachter is easy to recognize _____				
• includes research notes and drawings _____				
• includes my own ideas _____				
• artwork is in good condition _____				

2. I chose my symbols because

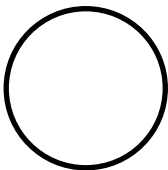
3. An example of how my artwork shows my own ideas as well as the influence of Charles Pachter is

4. Something that interests me about about Charles Pachter is

5. I am proud of my artwork because

6. If I wanted to extend this project I would

BASED ON THIS REFLECTION I THINK I HAVE ACHIEVED LEVEL



CANADA INSPIRED BY JIM DINE

Jim Dine is an American artist who loves to explore the power of simple things. He works with images that are easy to recognize because they are part of everyday life. Dine loves to explore lots of different techniques in his work. He expresses a range of feelings by using different techniques, colours and textures to interpret the same object. His subject matter is personally symbolic and may even be culturally symbolic. For example, hearts. He has created many artworks on the heart theme – a **cultural** symbol that is recognized by people around the world. A cultural symbol is a one that is meaningful for a group and represents values they all share. What would Jim Dine do with a Canadian cultural symbol?



CREATE 4 small paintings of a Canadian cultural symbol inspired by Jim Dine.

Use the same symbol in each painting, but change the techniques, colours and textures so that each image expresses a different feeling and energy. Each small painting should convey a message about Canada.



PRESENT your paintings. Work together as a class to arrange all the individual paintings into one large class mural. Take turns commenting on the individual paintings. Share thoughts about your work. Talk about how contrast and expressive use of colour contribute to the effectiveness of the designs. Explain why the symbol you chose can be called a **cultural** symbol. Describe the feelings and message you wanted to convey in each painting.



RESPOND to the class mural. Discuss how the use of Canadian symbolism in the class mural makes you feel. Talk about how the scale of the class mural affects the overall meaning of the work. Create spoken word poems to perform in front of the group mural.



CONNECT how you felt about Canada when you viewed the class mural with other experiences you have had. Where have you seen people use symbols to show that they belong to the same group? How do the symbols help to unite the group? What effect does a symbol have on the way people in that group behave?

CANADA INSPIRED BY JIM DINE

You will need:

- Crayola Washable Tempera Paint
- Crayola Paint Brushes
- Crayola Scissors
- Planning Paper
- 12.7 cm x 12.7 cm (5" x 5")
- 4 - White Foam Core Boards
- 12.7 cm x 12.7 cm (5" x 5")
- Pencils
- Paper Towels
- Water Containers
- Plastic Lids for Palettes
- Bristol Board
- 25.4 cm x 25.4 cm (10" x 10")

1



1. Research Jim Dine's work, especially his heart paintings.
2. Choose a Canadian cultural symbol to work with.
3. Draw your shape on a piece of paper the same size as the foam core board.
4. Make sure it fills most of the space.
5. Cut out the shape and use it as a tracer to draw the same shape on all 4 pieces of foam core board.

2



1. View a few of Jim Dine's heart paintings and explore ways to use the paint in a similar way, but use your own ideas too.
2. Remember that all 4 paintings will be placed beside each other when displayed.

3



1. Notice how Jim Dine uses strong contrasting shapes and lines to make his shapes stand out.
2. Decide how you will use contrast to make your shapes stand out.

CANADA INSPIRED BY JIM DINE

CHECK OUT THESE RESOURCES

[Jim Dine: Pop Art and Everyday Objects](#)

[Jim Dine - The Montrouge Hearts](#)

[Jim Dine and the Ordinary Object](#)

[Jim Dine for Kids Narrated Digital Storybook for Art Lessons](#)

4



1. Explore ways of using your cutout shape as a stencil to make shadows.
2. Try different ideas on each painting.
3. From time to time look at some of Jim Dine's paintings to get fresh ideas.

5



1. When all the paintings are complete arrange them in different ways.
2. Glue all 4 paintings to a piece of 25.4 cm x 25.4 cm (10" x 10") Bristol board.
3. Reflect on how your paintings make you feel about Canada.
4. Write an artist statement using the form provided.

SELF-ASSESSMENT – CANADA INSPIRED BY JIM DINE

Name – _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1. I completed the 4 paintings with technical accomplishment.				
• balanced positive and negative space _____				
• cultural symbol is easy to recognize _____				
• shows expressive use of paint _____				
• shows effective use of contrast _____				
• each painting conveys a message about Canada _____				
• shows effective use of different techniques _____				
• shows effective use of different textures _____				
• influence of Dine is easy to recognize _____				
• paintings are in good condition _____				

2. My chosen symbol is a **cultural** symbol because

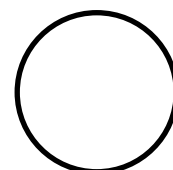
3. An example of how my paintings show my own ideas as well as the influence of Jim Dine is

4. Something that interests me about Jim Dine is

5. I am proud of these paintings because

6. If I wanted to extend this project I would

BASED ON THIS REFLECTION I THINK I HAVE ACHIEVED LEVEL



CANADA'S FLAG

Have you ever wondered why Canada's flag looks the way it does? Who designed the flag? Why did they use a maple leaf? Maple trees grow all across Canada. Indigenous Peoples taught early settlers how to use the sap provided by the trees. For Canadians, the maple leaf symbolizes all that is great about Canada. It is a strong symbol of Canadian identity that is recognized around the world. The designer of the Canadian flag was guided by 3 principles – it had to be easy to recognize, use traditional colours and symbols, and act as a symbol of national pride for ALL Canadians.



CREATE a book that shares 6 facts and figures about the Canadian flag.

Draw pictures or diagrams to support your information

Use craft sticks to create a Canadian flag with accurate proportions. Use the flag on the cover of your book.



PRESENT your book to a small group. Take turns sharing the information and how you found it. What did you already know about the flag? What was the most interesting fact you learned? What information did you have that was the same as someone else's? How did you support your information with drawings or diagrams?



RESPOND to your classmates' books. Compare your processes and experiences. How is your peers' work the same or different than what you did? What do you like best about the books? What suggestions do you have?



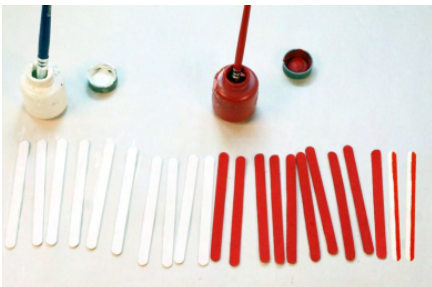
CONNECT what happens when you see the Canadian flag with how you feel about Canada. How do people show respect for the Canadian flag? Where have you seen the Canadian flag displayed? Why do people hang the Canadian flag on their houses or on their cars? How does where the flag is displayed affect its meaning?

CANADA'S FLAG

You will need:

- Crayola Washable No-Run Glue
- Construction Paper
- 45.7 cm x 61 cm (18" x 24")
- Crayola Paint Brushes
- Crayola Scissors
- Crayola Marker & Watercolour
Paper - 22.9 cm x 30.5 cm (9" x 12")
- Crayola Fine Line Markers
- Crayola Tempera Paint - Red &
White
- Water Containers
- Rulers
- Pencils
- Paper Towels

1



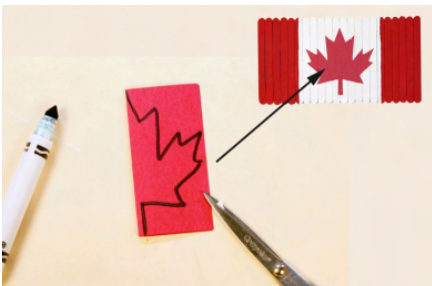
1. Count 22 craft sticks in total.
2. Paint 10 craft sticks red.
3. Paint 10 craft sticks white.
4. Paint 2 craft sticks half red and half white **lengthwise**.
5. Set all the sticks aside to dry.

2



1. Canada's flag is twice as long as it is wide. Use a ruler to measure an 11 cm x 22 cm (4.3" x 8.6") rectangle on a piece of drawing paper. Cut it out.
2. Glue the craft sticks to the paper starting with 5 red sticks on the outside edge. Glue the half red/half white stick next. Make sure the red side is beside the red stick.
3. Glue 10 white sticks and the half red/half white stick next.
4. End with the last five red sticks.

3



1. Cut a square of red construction paper 9 cm x 9 cm (3.5" x 3.5").
2. Fold the paper in half.
3. Look closely at a picture of the maple leaf on Canada's flag.
4. Find the line of symmetry.
5. Draw half a maple leaf on the paper.
6. Make sure the line of symmetry is on the fold.
7. Cut out the leaf.
8. Glue it to the flag.

CANADA'S FLAG

CHECK OUT THESE RESOURCES

National Flag of Canada - The Canadian Encyclopedia

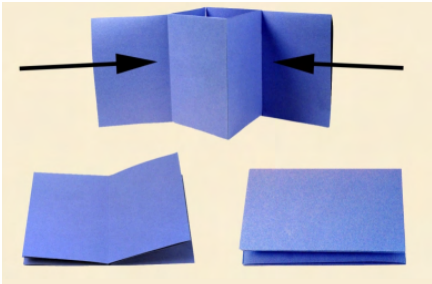
10 Things You May Not Know about Canada's Flag - CBC

Interesting Facts About the Canadian Flag - Global News

CANnadooDay - The Maple Leaf - CBC Kids

Activity Kit - Government of Canada

4



1. Follow the instructions to make an 8-page book out of a 45.7 cm x 61 cm (18" x 24") piece of construction paper.

5



1. Glue your flag to the front cover.
2. Add a title.

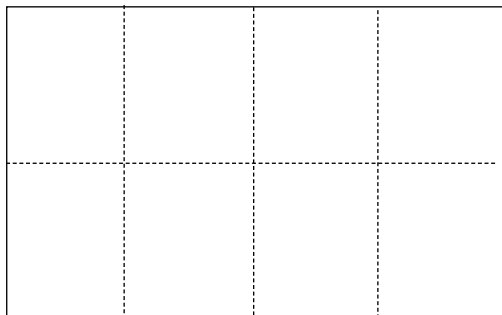
6



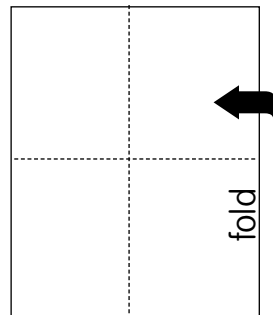
1. Find 6 facts about Canada's flag that also tell something about numbers.
2. Write your information on white paper.
3. Draw a picture to support what you have written.
4. Glue each page into your book.

8 - PAGE BOOK

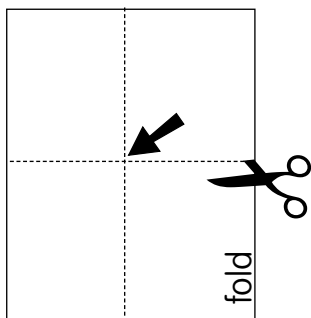
Use a piece of 45.7 cm x 61 cm (18" x 24") construction paper



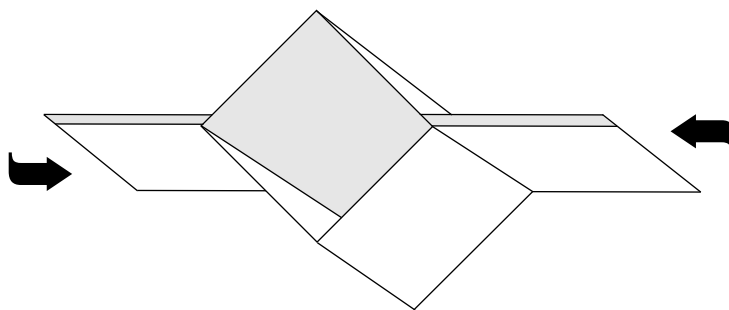
1. Fold the paper in half and in half again, short end to short end. Open it up and fold it in half long end to long end. Open the paper. There should be **8** boxes.



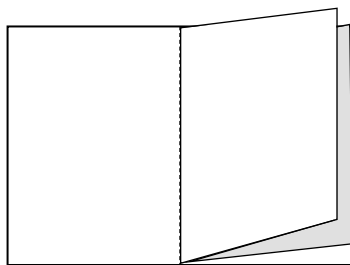
2. Fold the paper in half short end to short end.



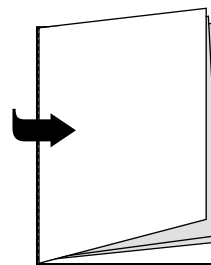
3. Hold the edges. Cut from the **FOLD** side along the horizontal crease. Stop at the intersection of the vertical crease. Open the paper.



4. Fold the paper in half long end to long end. Hold the edges of the paper and push towards the centre until you see a box formed. Keep pushing until all the pages line up.



5. Flatten the paper.



6. Fold it in half to create the 8 page book.

SELF-ASSESSMENT – CANADA’S FLAG

Name – _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1. I completed the flag book with technical accomplishment.				
• carefully constructed _____				
• accurate measurements _____				
• craft stick flag looks like the Canadian flag _____				
• shows attention to detail _____				
• includes 6 different facts about the flag _____				
• includes pictures or diagrams _____				
• illustrations support the information _____				
• book is in good condition _____				

2. The most satisfying thing about making this book was

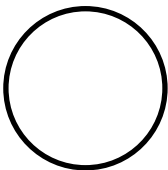
3. Something I learned about myself by making this book is

4. The most interesting thing I learned about the flag is

5. I am proud of my flag book because

6. If I wanted to extend this project I would

BASED ON THIS REFLECTION I THINK I HAVE ACHIEVED LEVEL



CANADA'S MAPLE TREES

Did you know there is a native maple tree species in every Canadian province? They must be important to Canadians since they have a red maple leaf on their flag. It is a simplified version of the sugar maple. And in 1996 the maple tree was made Canada's official tree. Why are maple trees important? How do Canadians use them? There are 10 maple tree species that are native to Canada. That means they have been growing in Canada since before European settlement. Find out what species is found in each Canadian province. What else can you discover?



CREATE an accordion fold book about Canada's maple trees in the **SHAPE** of a maple tree.

Research **10** different Canadian maple trees.

Include the following information in your maple tree book:

- the name of the tree
- a drawing of its leaf
- interesting facts about the tree



PRESENT your book to a small group. Take turns sharing the information and how you found it. What did you already know about maple trees? What was the most surprising thing you learned? What information did you have that was the same as someone else's? What was challenging about making your book? How did you overcome the challenges?



RESPOND to your classmates' books. Compare your processes and experiences. How was what you learned about yourself while making the book similar or different than your peers? Discuss the things that are especially effective in the designs of the books and why. Share what you like best about the books.



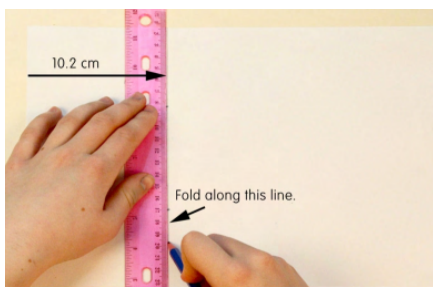
CONNECT what you learned about Canada's maple trees and the way the maple tree has come to represent Canada. Where have you seen maple trees in your neighbourhood? Why do you think the maple leaf is such a strong symbol of Canada? How have maple trees been able to represent all Canadians? What is your favourite thing about maple trees? Why?

CANADA'S MAPLE TREES

You will need:

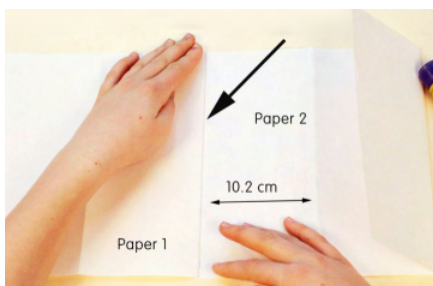
- Crayola Washable Glue Stick
- Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12")
- Crayola Crayons
- Crayola Scissors
- Crayola Marker & Watercolour
- Paper - 22.9 cm x 30.5 cm (9" x 12")
- Crayola Fine Line Markers
- Pencils
- Rulers

1



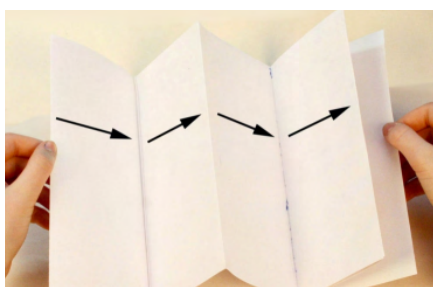
1. Measure 10.2 cm (4") in from the short end of the paper.
2. Lightly draw a line through the 10.2 cm mark and parallel to the short end of the paper.
3. Fold the paper along this line.
4. Accordion fold the rest of the paper so that each fold is the same size as the first one.
 - There should be 2 folds and 3 sections on the paper.
5. Repeat this on 2 more papers.

2



1. Glue the papers together overlapping the end sections of each paper.
 - Be sure to glue the entire 10.2 cm x 22.9 cm section of one paper to the 10.2 cm x 22.9 cm section of the other piece of paper.
2. The paper should be 71.4 cm (28") long when you have finished gluing the 3 papers together

3



1. Accordion fold the glued papers.
2. Make crisp folds and be sure all the edges line up.
3. There should be 7 sections.

CANADA'S MAPLE TREES

CHECK OUT THESE RESOURCES

Maple Trees in Canada - Canadian Encyclopedia

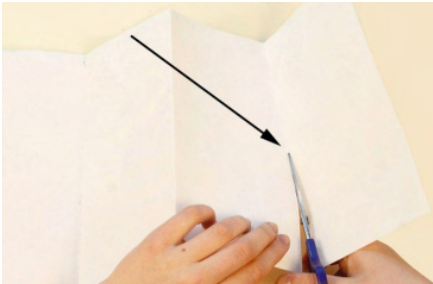
What is a Native Canadian Maple Tree?

A Lesson on Impermanence: A Year With the Maple Tree

10 Interesting Maple Tree Facts

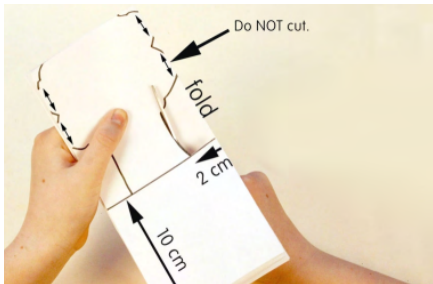
Canada's Arboreal Emblems - Tree Canada

4



1. Cut one section off the end of the folded paper.
2. There should be 6 sections left.

5



1. Measure 10 cm up from the bottom of the folded paper.
2. Draw a line through the 10 cm mark and parallel to the short end of the folded paper.
3. Measure in 2 cm from both ends of the line and mark the spots.
4. Start the trunk of your tree at the 2 cm spots.
5. Draw the **trunk** about half way up the paper then draw the **crown** of the tree.
6. Make sure you leave enough folds on the sides of the tree crown to hold the pages together when the book is opened.
7. Cut away the negative shapes from the tree drawing.

6



1. Use construction paper to make a cover for the front and back of the book.
2. Use a separate page for each tree.
3. Include:
 - the name of the tree
 - a drawing of its leaf
 - written information about the tree
4. Use the front and back of the book.
5. There should be 10 different maple trees.

SELF-ASSESSMENT – CANADA’S MAPLE TREES

Name – _____

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1. I completed the book with technical accomplishment.				
• shows accurate measuring _____				
• shows careful construction _____				
• includes interesting facts about the trees _____				
• includes 10 different maple trees _____				
• includes an accurate drawing of each maple leaf _____				
• shows effective use of line and colour _____				
• shows effective use of contrast _____				
• shows attention to detail _____				
• paper is in good condition _____				

2. I used contrasting colours in my book, for example –

3. Something I learned about contrast is

4. Something that surprised me about maple trees is

5. I am proud of this book because

6. If I did this project again I would

BASED ON THIS REFLECTION I THINK I HAVE ACHIEVED LEVEL

