



# CANADA'S MAPLE SYRUP INDUSTRY



Grades 2 - 6 Bundle



# CANADA'S MAPLE SYRUP INDUSTRY

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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 including media texts.
- Write for an intended purpose.

## SOCIAL STUDIES

- Understand the roles and key responsibilities of citizens and of the different levels of government in Canada.

## MATHEMATICS

- Use spatial reasoning to construct shapes and objects.

# LOOKING AT ART

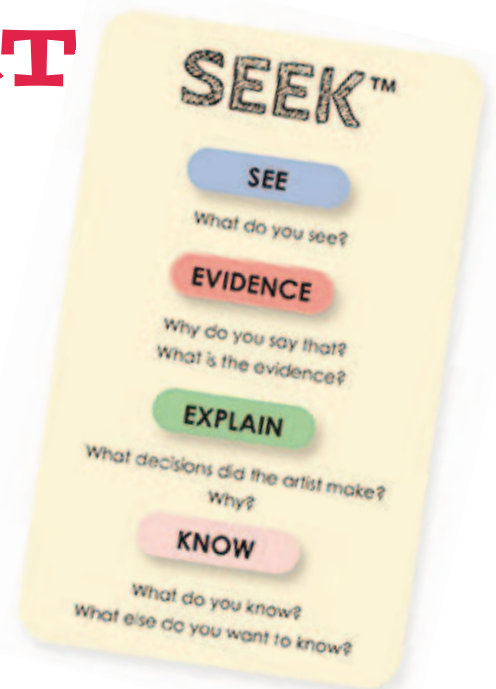
Have students use SEEK™ to help organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

**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?



# Canadian Artist

## Miyuki Tanobe

Miyuki Tanobe is a Canadian artist who was born in Japan in 1937. She moved to Canada when she was 32 years old. She painted colourful and lively scenes of everyday life in Montreal. Her art has a playful, storybook style, with bright colours, lots of little details, and people moving around.

### What Makes Her Art Special?

She painted lots of scenes of everyday life in Montreal. Kids playing hockey, families shopping, and people enjoying winter fun. Her paintings show Montreal's streets in different seasons, often with snowy scenes. Her paintings are fun to look at because she uses bold colours and fills them with people, animals, and action!

### Why Is She Important?

Miyuki Tanobe's art celebrates community and culture. Her paintings make people feel warm and happy, like looking at a special memory. Today, many people in Quebec and across Canada love her work. She is important because her paintings tell stories about life in Quebec and are an important part of Canadian history.

### Inside the Sugar Shack

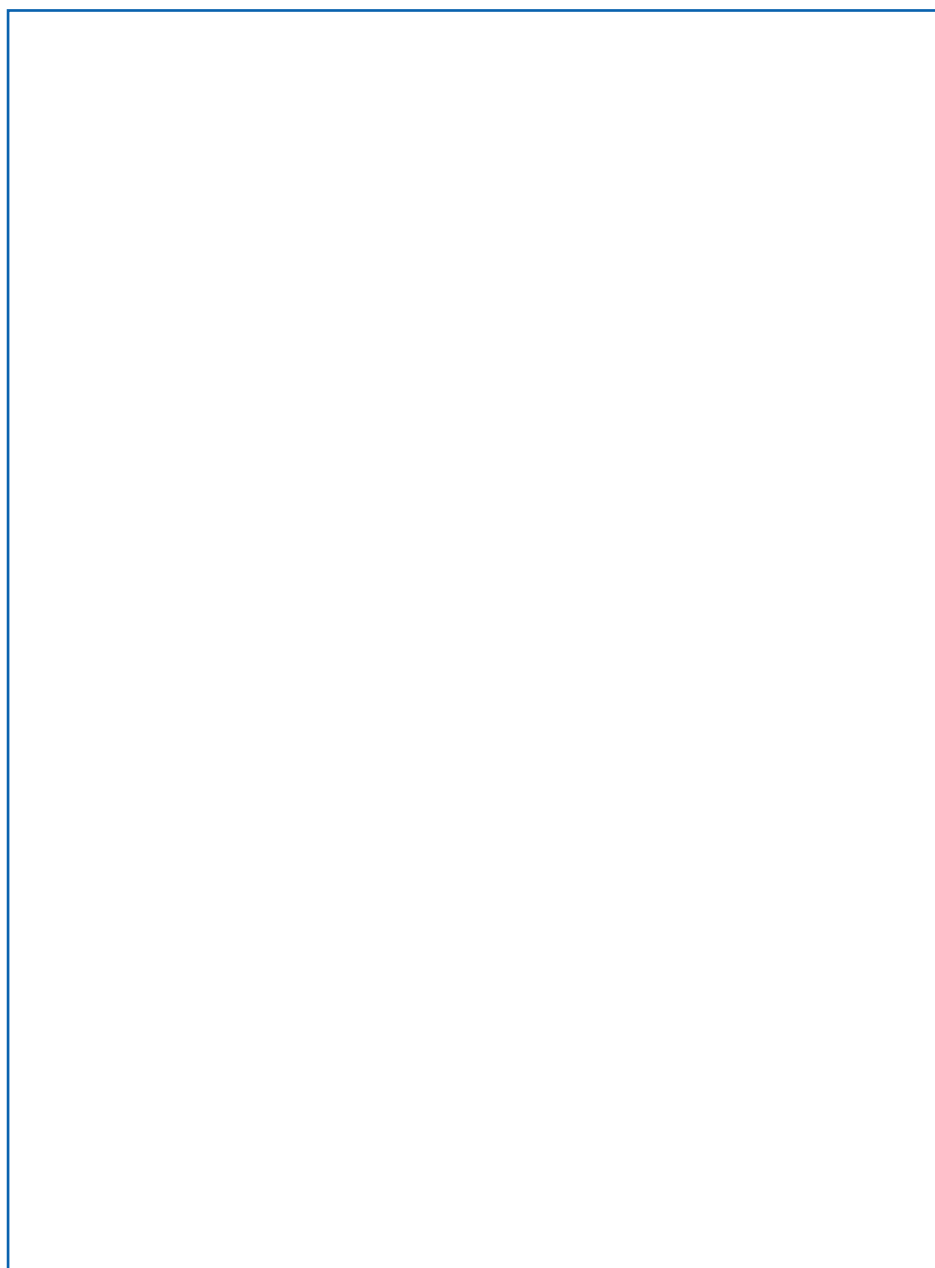
Miyuki Tanobe's paintings often show Quebec traditions. One fun tradition takes place in early spring when maple syrup season begins. In the forest, where maple trees grow, people collect sap from the maple trees. They take the sap to a **sugar shack** cabane à sucre, a small wooden house where they make it into maple syrup! They boil the sap in big pots to make sweet maple syrup. Families and friends visit the sugar shack to eat maple treats like pancakes, syrup, and maple taffy.

View the video [My Floating World: Miyuki Tanobe - National Film Board](#) to learn more about Miyuki Tanobe.

# Miyuki Tanobe – 'Inside the Sugar Shack'

Click on the link to view the painting [Inside the Sugar Shack](#) by Miyuki Tanobe.

Make a sketch of one of the people in the painting in the space below. Include lots of details.



# Miyuki Tanobe - 'Inside the Sugar Shack'

1. View the picture **Inside the Sugar Shack** by Miyuki Tanobe.  
What's happening in this picture?

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2. What do you see that makes you say that?

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3. What would you hear if you were inside this painting?

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4. What would it smell like if you were inside this painting?

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5. How does this scene make you feel? Why?

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6. What do you think the man is thinking?

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7. If you could walk into this scene, where would you go? Why?

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# Indigenous Peoples Shared Knowledge

A long time ago, before Europeans came to Canada, Indigenous peoples discovered how to make maple syrup. According to one legend, they saw squirrels licking maple tree sap and realized it was sweet. They collected the sap from maple trees and boiled it over a fire to make syrup and sugar. They passed this knowledge down for generations.

## SO HOW DID THEY DO IT



In early spring, they made V-shaped cuts in maple tree trunks.

They placed wooden or birchbark containers under the cuts to catch the sap dripping from the tree.



Left Image: By Jason Zhang, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=66225888>

Right Image: By Reed, Roland - This image is available from the United States Library of Congress's Prints and Photographs division under the digital ID cph.3c05740.

# Indigenous Peoples Shared Knowledge



**2** They poured the sap into hollowed-out logs or clay pots.

They placed hot rocks in the sap to boil and thicken it.



**3** After boiling the sap for a long time it turned into sweet syrup or thick maple sugar.

They stored the maple sugar in a **mokuk**, a birchbark container, for later use.

Learn more about the Indigenous peoples at the following links:

[Canadian Gold: Maple Syrup Then and Now | CBC Life](#)

[Gathering maple sugar the traditional Anishinaabe way | CBC News](#)

[Ziizibaakwadgummig - The Sugar Bush](#)

Top Image: By Dave Pape - Own work, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=2502514>

Bottom Image: By Unknown author - Minnesota Historical Center, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=2935847>



# Making Maple Syrup the Modern Way

Modern maple syrup making uses **old traditions** and **new technology** to make the process faster and better for the environment.

## SO HOW DO THEY DO IT NOW



### TAPPING THE TREES

In early spring, farmers drill a small hole in a maple tree and put in a little **spile**.



The tree's **sap**, a watery liquid, drips out into a tube or bucket.



### COLLECTING THE SAP

Some farms use plastic tubes to carry the sap straight to a big tank.

Some farmers still use buckets and pour the sap into large containers.



Top Image - Left: By Tammy Friesen - Sap, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=54822044><https://commons.wikimedia.org/w/index.php?curid=48417827>

Top Image - Right: By Michel Rathwell from Cornwall, Canada - Maple Sap Water Pails, CC BY 2.0,

Bottom Image: By Michel Rathwell from Cornwall, Canada - Sand Road Maple Sugar Farm Sap Trailer, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=48417813>

# 3

## BOILING THE SAP

Sap is mostly water, so it needs to be boiled to make it sweet.

The sap is boiled in a big pan until it turns into thick, sweet syrup.

It takes **40 litres** of sap to make just **1 litre** of syrup!



# 4

## FILTERING AND BOTTLING

The syrup is cleaned to remove tiny bits of sugar crystals.

Then it is poured into containers and ready to eat!



# 5

## TAKING CARE OF TREES

Farmers don't take too much sap so trees stay healthy.

They only tap big trees and use new holes each year.



Top Image: By Genevieve martineau - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=121329135>

Centre Image: By LBM1948 - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=72182630>

Bottom Image: By Michel Rathwell from Cornwall, Canada - Sand Road Maple Sugar Farm Boiler Shack, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=48417791>



# Shopping for Maple Syrup



Image: By JJ Georges - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=64517842>

# Canada's Maple Syrup Industry

Canada has **lots** of maple trees! So it's no surprise that Canada is famous for its delicious maple syrup! People all over the world love it. Some people call it 'liquid gold' because it is so valuable. The maple syrup industry adds about 1 billion dollars to Canada's economy! The biggest maple syrup producers in Canada are Quebec, Ontario, New Brunswick, and Nova Scotia. Quebec makes about 70% of the world's maple syrup!

## Canada is the biggest producer of maple syrup in the world! But how did it grow into such a large industry?

Indigenous peoples live in harmony with the land. They observe and learn from nature. They discovered how to collect sap from maple trees and turn it into syrup and sugar. Maple sugar was easier to store and carry than syrup, so they made that the most. They used it to sweeten food and as an energy source on long journeys. Voyageurs (fur traders) carried maple sugar as they travelled across Canada. It was light, lasted a long time, and gave them energy during long canoe trips.

European settlers **loved** maple sugar. Indigenous peoples traded maple sugar for metal tools, blankets, beads, and other goods. Over time settlers learned how to tap trees and boil sap from their Indigenous neighbours and they started making their own syrup and sugar. Farmers started tapping more trees and making more syrup.

In the past, sap was boiled in open fires. Today, we use modern machines that work faster. Tubing systems now collect sap without needing buckets. Factories can filter, bottle, and ship syrup all over the world! In 1966, farmers formed a group to protect and grow the industry. To make sure syrup is always available, Canada stores extra syrup in a giant warehouse. If a bad season happens, they use the reserve to keep selling syrup.

# Take the Quiz – Canada's Maple Syrup Industry

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Why is Canada famous for maple syrup?
- a Canada has lots of maple trees
  - b Maple syrup is the only food in Canada
  - c Canada sells the most pancakes
  - d Canada has the biggest sugar factory



2. What is another name for maple syrup?
- a Tree Juice
  - b Golden Syrup
  - c Liquid Gold
  - d Sweet Water



3. How much money does the maple syrup industry add to Canada's economy?
- a 1 million dollars
  - b 500 million dollars
  - c 1 billion dollars
  - d 10 billion dollars



4. Which province makes the most maple syrup?
- a Ontario
  - b Quebec
  - c New Brunswick
  - d Nova Scotia



5. Who first discovered how to collect sap from maple trees?
- a European Settlers
  - b Farmers
  - c Indigenous Peoples
  - d Scientists



6. What did voyageurs use maple sugar for?

- a Making jewellery.
- b Sweetening their food and giving them energy.
- c Cleaning their canoes.
- d Building houses.



7. What did Indigenous peoples trade maple sugar for?

- a More maple trees
- b Metal tools, blankets and beads
- c Pancakes and syrup
- d Horses and cows



8. How has maple syrup production changed over time?

- a It is now made with machines and tubing systems
- b People still use only open fires
- c It is made from a different type of tree
- d Maple syrup grows in bottles now



9. Why does Canada store extra maple syrup in a giant warehouse?

- a To give it to animals in the forest
- b To make sure they always have syrup to sell in case of a bad season
- c To keep people from eating too much
- d To turn it into sugar cubes



10. Why is maple syrup important to Canada? (Choose all that apply)

- a It helps the economy
- b It's part of Canadian culture
- c It tastes delicious and is used in lots of Canadian recipes.
- d It helps trees grow



Bonus Question

What is your favourite way to eat maple syrup?

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# Take the Quiz – Canada's Maple Syrup Industry

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Why is Canada famous for maple syrup?

- a Canada has lots of maple trees
- b Maple syrup is the only food in Canada
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a

2. What is another name for maple syrup?

- a Tree Juice
- b Golden Syrup
- c Liquid Gold
- d Sweet Water

c

3. How much money does the maple syrup industry add to Canada's economy?

- a 1 million dollars
- b 500 million dollars
- c 1 billion dollars
- d 10 billion dollars

c

4. Which province makes the most maple syrup?

- a Ontario
- b Quebec
- c New Brunswick
- d Nova Scotia

b

5. Who first discovered how to collect sap from maple trees?

- a European Settlers
- b Farmers
- c Indigenous Peoples
- d Scientists

c

6. What did voyageurs use maple sugar for?
- a Making jewellery.
  - b Sweetening their food and giving them energy.
  - c Cleaning their canoes.
  - d Building houses.

**b**

7. What did Indigenous peoples trade maple sugar for?
- a More maple trees
  - b Metal tools, blankets and beads
  - c Pancakes and syrup
  - d Horses and cows

**b**

8. How has maple syrup production changed over time?
- a It is now made with machines and tubing systems
  - b People still use only open fires
  - c It is made from a different type of tree
  - d Maple syrup grows in bottles now

**a**

9. Why does Canada store extra maple syrup in a giant warehouse?
- a To give it to animals in the forest
  - b To make sure they always have syrup to sell in case of a bad season
  - c To keep people from eating too much
  - d To turn it into sugar cubes

**b**

10. Why is maple syrup important to Canada? (Choose all that apply)
- a It helps the economy
  - b It's part of Canadian culture
  - c It tastes delicious and is used in lots of Canadian recipes.
  - d It helps trees grow

**a** **b**

**c**

#### Bonus Question

What is your favourite way to eat maple syrup?

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# Maple Syrup Containers So Many Choices!



1



2

Left Side Image: By Susan Slater - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=46479446>

Right Side Image: By Willis Lam - Archer Farms Maple Syrup, CC BY-SA 2.0,

# Maple Syrup Containers So Many Choices!



3



4

Left Side Image: By Jan Smith from Brisbane, Australia - Maple syrup from Canada, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=137153197>

Right Side Image: By User:Miguel Andrade - Own work, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=708106>



# Maple Syrup Containers So Many Choices!



5

Image: By LBM1948 - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=72182630>

# Maple Syrup Containers



What do you see?

Work with a partner. **LOOK CLOSELY AND COMPARE WHAT YOU SEE**

**What do you notice?** Fill in the chart.

- **Shape:** Is it round, square, or some other shape?
- **Material:** Glass, plastic, metal, or another material?
- **Size:** Small, medium, or large?
- **Lid:** How does it open?

TYPE	MATERIAL	SHAPE	LID TYPE
1			
2			
3			
4			
5			

Which one do you like the best? Why?

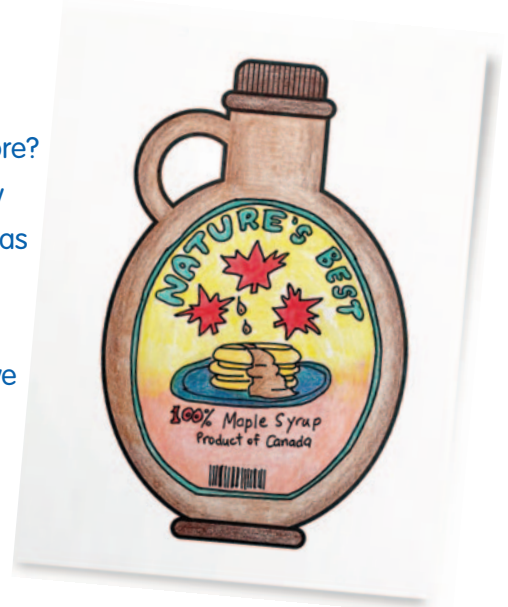
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# Design a Maple Syrup Container Label

Have you ever wondered how you know what's inside a package at the store? Labels help us! They tell us the name of the product, who made it, and how much is inside. A good label catches your attention. It is easy to read and has colours or pictures to make it stand out. Without labels, it would be hard to know which syrup is real maple syrup or what's in your favourite snacks. That's why labels are important – they help us make smart choices when we shop! Remember, a good maple syrup label should tell you **what** it is, **who** made it, where it is from, and **how** much it contains. Other things a label might have are a **slogan**, a **barcode** and a **fun fact**.



**CREATE** a label for a container of maple syrup. Think about the message you want to communicate to your customers. Use bright, warm colours that match the product, e.g., gold, brown, red for maple syrup, and include pictures or logos to make it stand out. Design a label that makes people choose **your** maple syrup and not the others!



**PRESENT** your label drawing to the class. Hold it up so everyone can see it. Speak with a clear voice and look at your classmates. Introduce the drawing and explain your choices. For example, how you chose the name, why you chose the colours and how your drawings communicate your message – fun, delicious, exciting, etc. Share why you think your label works.



**RESPOND** to your peer's design. Share how you feel as you view the work. Comment on the overall design and the strength of the message it sends. Give positive feedback, e.g., the drawing is very creative, the label is easy to read and the colours really make it stand out. Ask questions you might have, and make positive suggestions.



**CONNECT** designing a label and your own experiences when you've seen or used labels before. Have you ever picked a product because the label looked interesting? What do you notice about the labels on your favourite foods? What colours or pictures on a label make you want to try something? How does a label help you decide between different brands? Why do you think companies spend time designing good labels? If you were selling your syrup in a store, how would your label help customers pick it?

# Design a Maple Syrup Container Label

## You will need:

- Crayola Coloured Pencils
- Crayola Fine Line Markers
- Crayola Crayons
- Crayola Marker & Watercolour paper, 22.9 cm x 30.5 cm (9" x 12")
- Pencils, Erasers & Rulers

1



1. View the labels on the maple syrup bottles on page X.

2. Choose a bottle shape - draw your own, or use one of the templates.

3. Make several sketches of ideas. Experiment with colours, pictures and fonts.



2



1. Be sure to include important information such as:

- What's inside - 100% Pure Maple Syrup
- Size - 500 ml
- Brand Name -
- Where it is made - Made in Canada

2. Lightly draw the details on your container.

3



1. Outline your design in fine line marker.

2. Use crayons, markers or coloured pencils to colour your design.

# What's in a Maple Syrup Label?

1

## CHOOSE A SHAPE

- Labels can be round, oval, or rectangular make it fit the shape of the container.
- Draw your label shape on the outline of a container.



2

## ADD A NAME

- Make up a fun syrup brand.



3

## DRAW A PICTURE

- Think of Ideas to include, such as:
  - A maple tree with a bucket
  - Syrup being poured on pancakes
  - A maple leaf



4

## INCLUDE IMPORTANT WORDS

Brand Name

Made in Canada

100% Maple Syrup

5

## USE WARM COLOURS



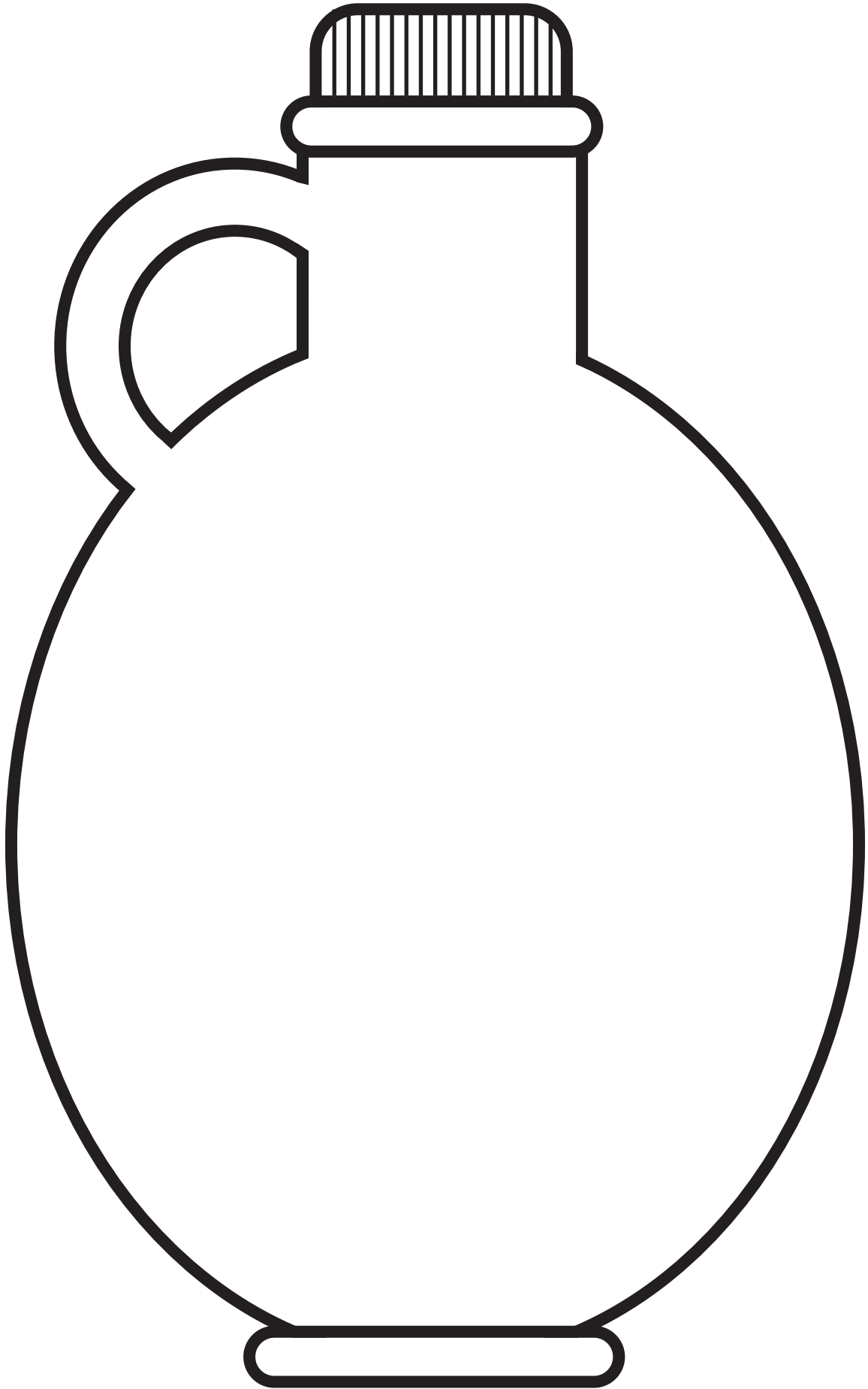
6

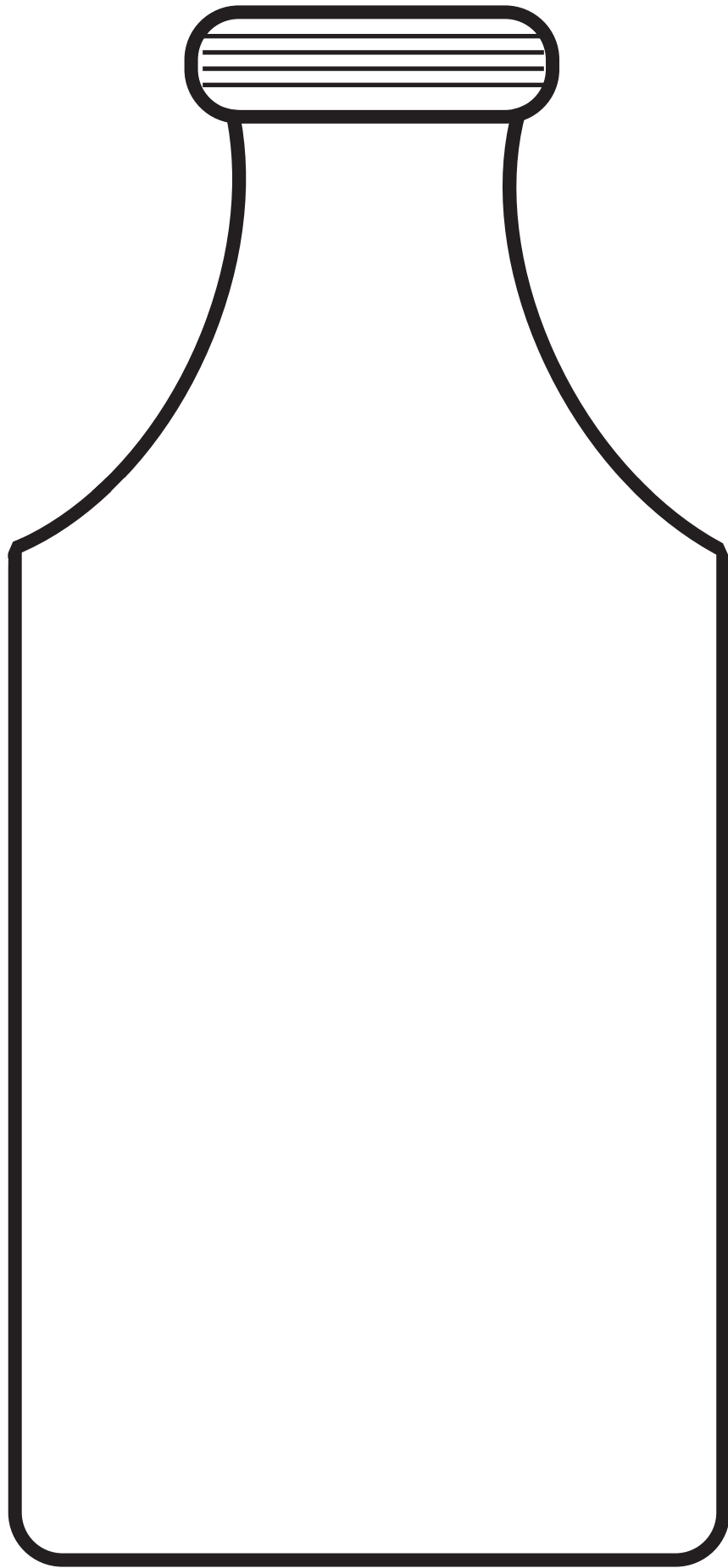
## ADD FUN EXTRAS

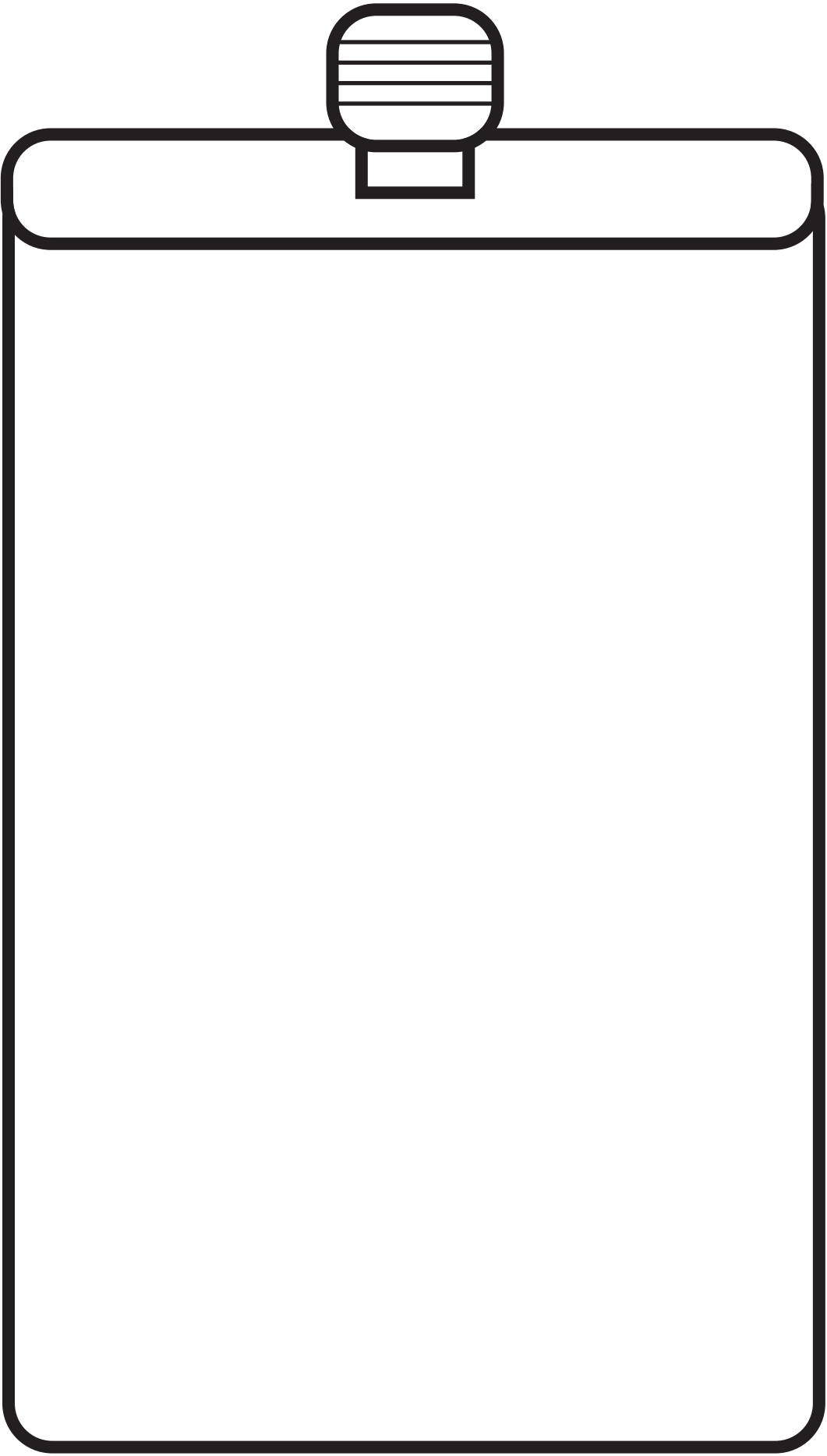
A BARCODE



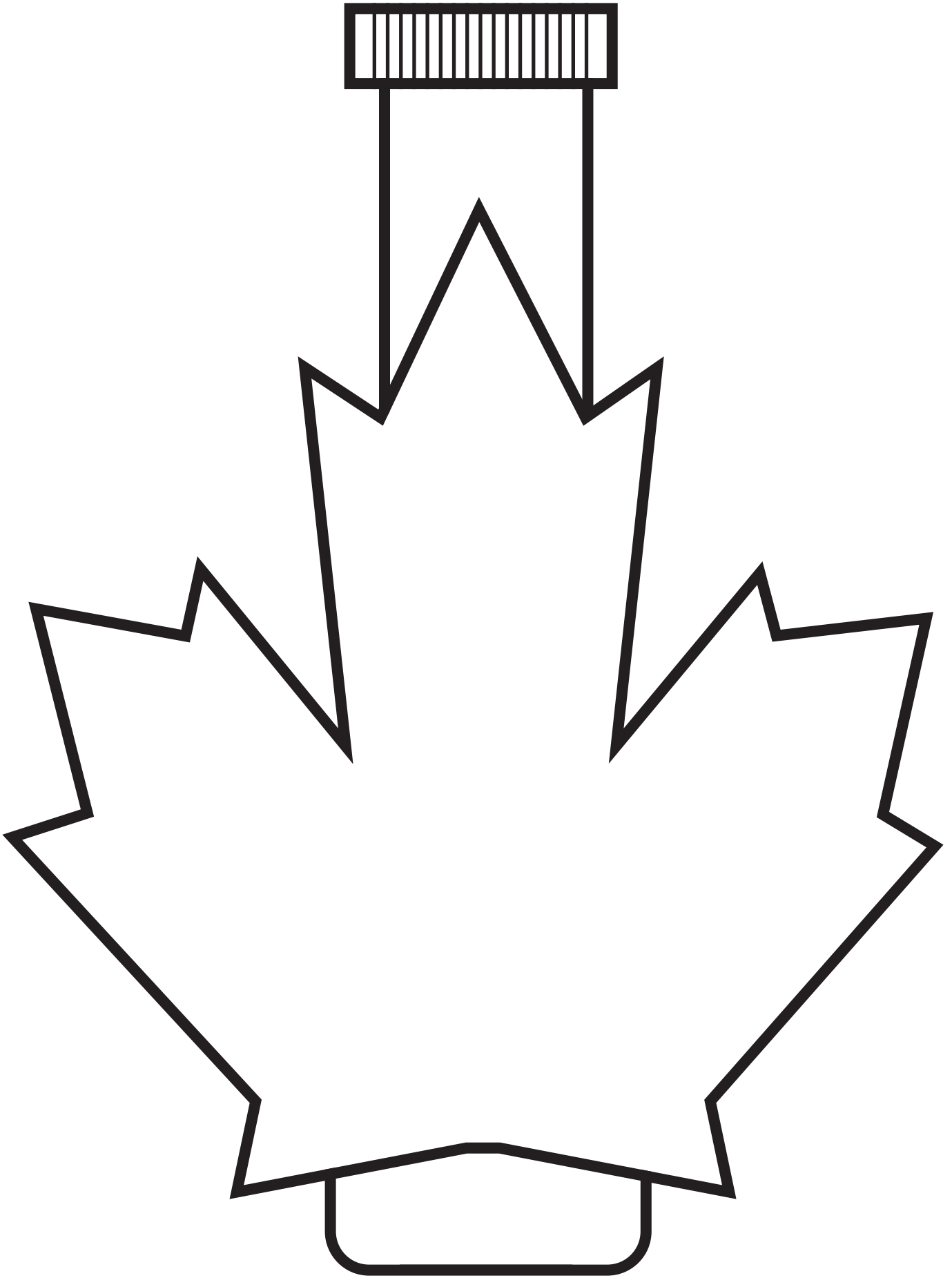
A SLOGAN - Nature's Sweetest Treat!











# Maple Syrup

## Past and Present

Have you ever tasted sweet, golden maple syrup on pancakes? Indigenous Peoples in Canada were the first to discover how to collect sap from maple trees and turn it into syrup. They taught European settlers this skill, and today, Canada is famous for its maple syrup, especially in provinces like Quebec and Ontario. Every spring, people tap trees to collect sap and boil it into the delicious syrup we enjoy! This is a story worth telling!



**CREATE** 2 triaramas to tell a story about maple syrup in Canada. Work with a partner. Create one triarama to show the past with details of how Indigenous Peoples made maple syrup. Create one triarama to show the present with details that show how things have changed. Begin by creating the setting using crayons and markers. Use Model Magic to create props and characters for your story.



**PRESENT** your work to a small group of students. Speak clearly, and look at your audience. Take turns explaining the past and present of maple syrup production in Canada. Compare the past and present using your display to help show what has changed, and what has stayed the same. Talk about why maple syrup is important in Canada today.



**RESPOND** to your classmates' triaramas and presentation. Describe the details in the triaramas that you think are especially well done and explain why. Talk about the craftsmanship demonstrated by many details and overall construction. Ask questions and comment on how specific details help to get your ideas across. Share what you like best about the work.



**CONNECT** your making your triarama to other experiences you have had. Does it remind you of something in your own life? Does this remind you of something we've read, watched, or studied? How does this connect to the world around us? What surprised you about maple syrup's history? Why is it important to learn about how maple syrup was made in the past? Do you think people in the future will make maple syrup differently?

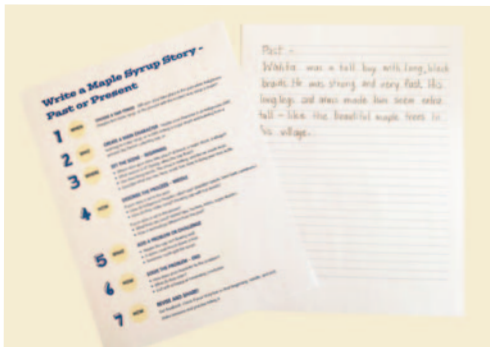
# Maple Syrup

## Past and Present

### You will need:

- Crayola Model Magic
  - Assorted Colours
- Crayola Crayons
- Crayola Markers
- Crayola Scissors
- Crayola Glue Sticks
- Bristol Board
  - 30.5 cm x 30.5 cm
  - (12" x 12") - 1 per student

1



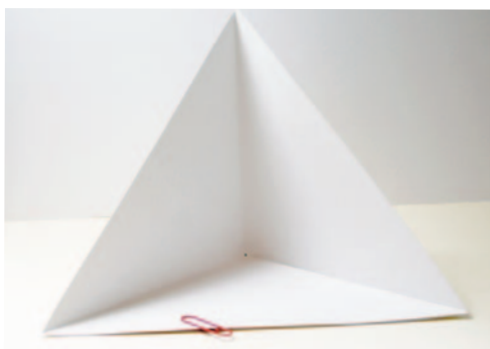
1. Follow the steps in the worksheet to write a narrative about the story of maple syrup Past or Present.
2. This story will provide the details for your triarama.

2



1. Begin with a square of Bristol board 30 cm x 30 cm (12" x 12").
2. Fold the Bristol board in half diagonally from one corner to the other. Make a firm crease.
4. Open the Bristol board and fold it diagonally in the opposite direction. Make a firm crease.
6. Make a dot in the centre of the Bristol board where the two folds meet.
7. Cut along one of the folds and stop at the dot.

3



1. Mark an 'X' on one of the flaps - this side will be tucked under the other.
2. Fold the Bristol board up and place one triangle over the one with the 'X'.
3. Notice what will be the background of your setting – the two vertical sides, and what will be the ground – the flat horizontal part .
4. Open the Bristol board up and do your drawing on it while

# Maple Syrup

## Past and Present

4



1. Use crayon and marker to colour the details of your setting.

5



1. Use Model Magic to create props and characters – it will air-dry overnight.

6



1. Use paper clips to attach the 2 triaramas together.
2. Make sure they are in the correct order – Past on the left and present on the right.
3. Practice telling the details of your part of the story.
4. Use the props to help you remember important details.

# Write a Maple Syrup Story - Past or Present

1

WHEN

**CHOOSE A TIME PERIOD** - Will your story take place in the past when Indigenous Peoples first made syrup, or the present with the modern way syrup is made?

2

WHO

**CREATE A MAIN CHARACTER** - Describe him or her – maybe your character is an Indigenous child learning to make syrup, or a child visiting a sugar shack and learning from a present-day farmer collecting sap, or . . .

3

WHERE

**SET THE SCENE – BEGINNING – HOOK YOUR READER!**

- Where does your story take place? (A forest, a sugar shack, a village?)
- What season is it? (Spring, when the sap flows!)
- Use describing words: The snow is melting, and the air smells fresh.
- Describe what you see, hear, smell, feel, taste to bring your story to life.

4

HOW

**DESCRIBE THE PROCESS – MIDDLE**

If your story is set in the past:

- How do Indigenous Peoples collect sap? (Wooden spouts, birch bark containers.)
- How do they make syrup? (Heating sap with hot stones.)

If your story is set in the present:

- What tools are used? (Metal taps, buckets, tubes, sugar shacks.)
- How is technology different from the past?

5

WHAT

**ADD A PROBLEM OR CHALLENGE**

- Maybe the sap isn't flowing well.
- A storm could knock down a tree.
- Someone could spill the syrup!

6

HOW

**SOLVE THE PROBLEM – END**

- How does your character fix the problem?
- What do they learn?
- End with a happy or interesting conclusion.

7

PLOT

**REVISE AND SHARE!**

Get feedback. Check if your story has a clear beginning, middle, and end.

Make revisions and practise telling it.



# Maple Tree Silhouette

Have you ever seen the dark shape of a maple tree standing tall against a colourful sunset or a bright blue sky? That dark shape is called a **silhouette**! In the winter, when the leaves have fallen, the tree's bare branches stretch out like fingers, creating a beautiful pattern in the sky. Even

without leaves, you can still recognize a maple tree by its strong trunk and spreading branches. In the spring, these trees come to life again, and their sap begins to flow. This sap is collected and boiled to make the delicious maple syrup we enjoy on pancakes and waffles. A maple tree's silhouette is not just a pretty sight, it's also a symbol of nature's sweet gifts!



**CREATE** a silhouette painting of a magnificent maple tree with sap buckets. Mix 3 secondary colours – orange, green and violet from the primary colours – red, yellow and blue. Paint warm and cool colours so they blend together to make a dramatic background. Draw a maple tree with distinctive branches and sap buckets attached. Colour the maple tree with black oil pastel to create the strong contrast of a dark shape against a colourful sunset. Give your painting a name.



**PRESENT** your painting to a small group of your peers. Speak clearly and make eye contact. Explain what inspired you to draw the tree as you did. Share what you think makes your tree unique. Talk about anything that you found tricky to do, or something you feel really proud of. Explain how you came up with the name for your painting and why you think it works.



**RESPOND** to your classmate's painting. Take a moment to look at the painting quietly. Share what stands out to you and explain why. Give a specific positive comment about the painting, e.g., tell why you like something, not just that you like it. Talk about how the painting reminds you of something or ask a question. Explain how the painting makes you feel.



**CONNECT** your experiences of trees in general and your painting. Why are trees important to you? Think about a time when you felt peaceful or strong, like a tree standing tall. Does your painting give you that kind of feeling? When have you seen a sunset that made you happy? How did that memory influence your painting? What does your tree remind you of? Does your painting tell you something about yourself? How might you use what you learned?



# Maple Tree Silhouette

## You will need:

- Crayola Oil Pastels - Black
- Crayola Marker & Watercolour Paper 22.9 cm x 30.5 cm (9" x 12")
- Crayola Tempera Paint
- Crayola Paintbrushes
- Crayola Marker & Watercolour Paper
- Pencils
- paper Plates for Palettes
- Water Containers
- Paper Towels

1



1. Make several sketches of maple trees.
2. Choose the one you like the best to use for your painting.

2



1. Put a small amount of the primary colours - yellow, red and blue paint on a paper plate.
2. Follow the colour wheel to mix each of the secondary colours.

3



1. Start painting at the bottom of the paper.
2. Make a band of a cool colour such as blue or green.

# Maple Tree Silhouette

4



1. Gradually change colours of paint moving from cool to warm.
2. Overlap the edges of each band of colour so they blend together as you add new colours.
3. Fill the page with colour.
4. Place the painting in a safe place to dry.

5



1. Use a black oil pastel to draw your tree on top of your painted background.
2. Have your tree sketch beside you and let it guide you as you draw.

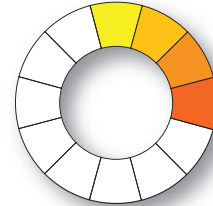
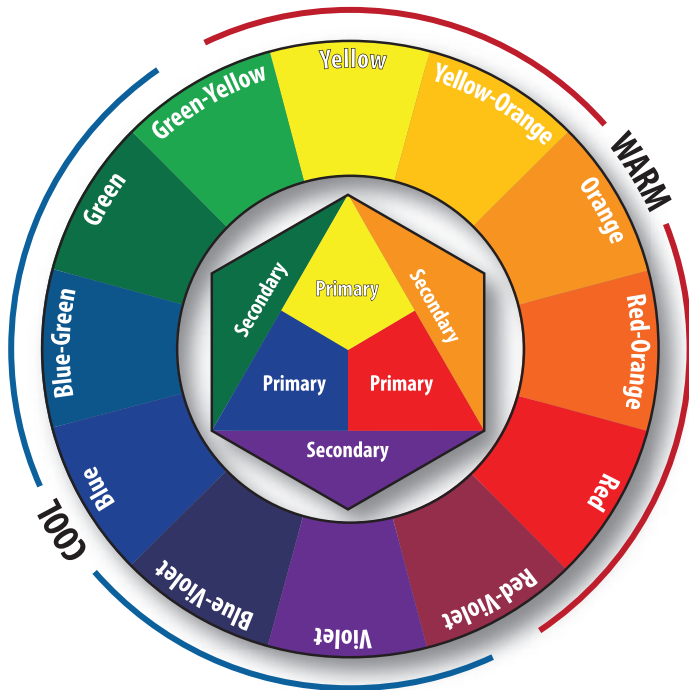
6



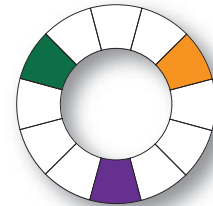
1. Fill the page with your tree and its branches.
2. From time to time view your work from a distance to see it with fresh eyes.
3. Add details until you are satisfied with how it looks.

# COLOUR

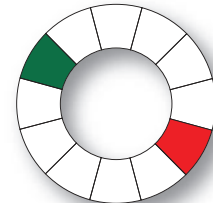
*A wavelength of light seen by the eye when it bounces off a surface*



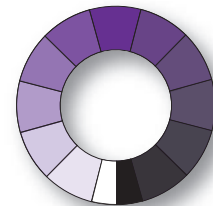
**ANALOGOUS COLOURS**



**TRIAD COLOURS**



**COMPLEMENTARY COLOURS**



**TINT SHADE**  
 Colour + White    Colour + Black

- HUE**                      The name given to a colour, e.g., red, blue.
- VALUE**                    The lightness or darkness of a colour.
- INTENSITY**              The brightness or dullness of a colour.
- PRIMARY**                Red, yellow, blue - these colours cannot be mixed from other colours. All other colours are mixed from them.
- SECONDARY**            Violet, orange, green - they are created by mixing equal amounts of two primary colours.
- TERTIARY**              Created by mixing secondary and primary colours together, e.g., red-violet, blue-green.



# Sugar Bush Scene with Haiku

Have you ever visited a sugar bush in the spring? As you walk through the maple trees, you might see metal buckets or plastic tubes collecting sap. You can watch steam rise from the sugar shack as the sap is boiled into sweet maple syrup. Birds chirp in the trees, and the air smells like warm syrup. A visit to the sugar bush is a fun and tasty adventure!

Haiku poetry is a great way to capture small, beautiful moments in nature – just like the ones you experience during a visit to the sugar bush. A haiku helps you freeze these moments in words, making them come alive for others.



**CREATE** a modeling clay picture of a visit to the sugar bush. Make your picture inside an empty CD case. Make sure you add lots of details to your scene. Once it is finished write a haiku to go with your scene. Decorate the paper and insert it into the other half of the CD case.



**PRESENT** your work to the class. Speak clearly and look at your audience. Describe what your scene is about. Use your finger to point to key areas. Share why you chose to create your scene and how your haiku relates to the sugar bush experience. Haiku are short, but they have deep meaning. Read each line carefully and pause between them to let the words sink in.



**RESPOND** to the your peer's work with enthusiasm. Look at the it carefully and find something you like. Give a positive comment about the creativity and craftsmanship. Notice details and describe what you like about them. Ask questions about the words used in the haiku. If you have a good idea, share it in a positive way. Show appreciation for their hard work.



**CONNECT** your sugar bush project with other experiences you have had. What did it remind you of? Where did you get the ideas for how you used texture? What details did you add that were from your imagination? Why did you add them? How do both the haiku and the artwork make you feel about the sugar bush? How does the artwork match the feeling of the haiku? What did you learn about yourself by making the scene and the haiku?

# Sugar Bush Scene with Haiku

## You will need:

- Crayola Modeling Clay
- Crayola Fine Line Markers
- Crayola Marker & Watercolour Paper
- Pencils
- A Variety of Texture Making Tools
- Empty CD Case - 1 per student

1



1. Create a gouging tool by taping a paper clip to the end of a pencil.
2. Create a pin tool by taping an open paper clip to the end of a pencil.
3. Gather some other texture making tools such as a garlic press, skewers, and combs.
4. View a **Barbara Reid** video available at this link.
5. Look at some of Barbara Reid's illustrations.

2



1. Begin by flattening a small piece of modeling clay on a plastic placemat.
2. Use the various tools to make different textures on this piece of modeling clay.
3. When you have finished the clay think about how you might use these textures in your scene.
4. Roll the modeling clay into a ball so you can use it again.

3

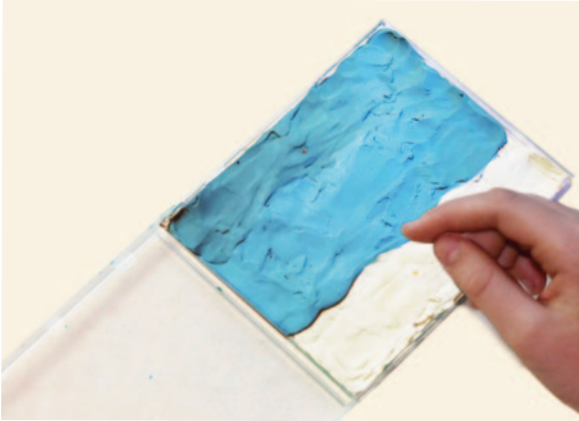


1. Divide a piece of paper into 4 sections.
2. Think about how you want to compose your scene.
3. Make 4 different drawings.
4. Explore different ways of composing your picture.



# Sugar Bush Scene with Haiku

4



1. Choose the sketch you like the best.
2. Refer to it as you work with the modeling clay.
3. You might decide to add some details from several sketches in your final scene.
4. Begin by spreading a thin layer of modeling clay in the right hand side of the empty CD case for the background.
5. Try mixing different colours to show depth.
6. Add lots of details and textures to add interest to your scene.

5



1. Write a haiku to go with your scene.
2. Decorate the paper and insert it into the left hand side of the CD case.
3. View your completed work to see if you need to add any other details.

## HAIKU - Tiny Poems, Big Moments

Haiku started in Japan over 400 years ago! Poets wanted to capture small, beautiful moments in nature using very few words. A haiku has three lines with a special pattern: 5 syllables, 7 syllables, 5 syllables. These poems often talk about the seasons, weather, or animals.

A famous haiku poet named Matsuo Bashō wrote about things like frogs jumping into ponds and quiet autumn nights. Today, people all over the world write haiku to share little moments of beauty!

Have fun writing your sugar bush haiku!

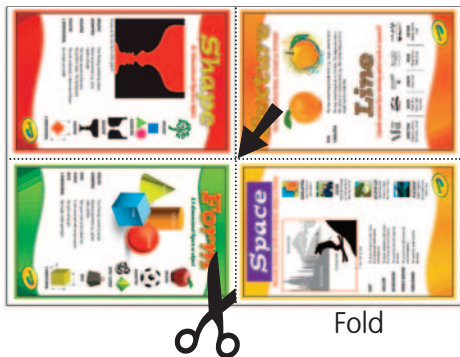
# Elements of Art Booklet

Trim the paper along the lines at the outer edges. This will ensure the pages of the booklet line up properly.



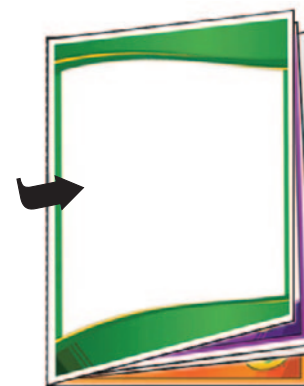
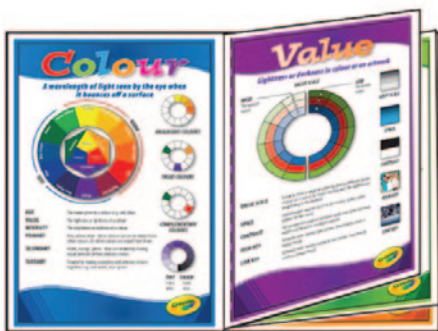
1. Fold the paper in half and in half again, short end to short end. Open it up and fold it in half long end to long end. Open the paper. There should be 8 boxes.

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 booklet. Design a cover for your booklet.



# Colour

*A wavelength of light seen by the eye when it bounces off a surface*

**HUE**  
The name given to colours, e.g., red, blue.

**VALUE**  
The brightness or darkness of a colour.

**INTENSITY**  
The amount of colour in a mixture.

**PRIMARY**  
Red, yellow, blue. These colours are mixed from these other colours. All other colours are mixed from these.

**SECONDARY**  
Makes, orange, green, they are made by mixing equal amounts of two primary colours.

**TERTIARY**  
Created by mixing secondary and primary colours together, e.g., and violet, blue-green.

**ANALOGOUS COLOURS**  
Colours that are next to each other on the color wheel.

**TRIAD COLOURS**  
Three colors that are evenly spaced around the color wheel.

**COMPLEMENTARY COLOURS**  
Two colors that are opposite each other on the color wheel.

**TINT** SHADE  
Lighter  
Darker

# Value

*Lightness or darkness in colour or an artwork*

**VALUE SCALE**  
A scale to show a range of values by placing different shades of grey, for a colour, to range starting with the lightest and progressing to the darkest.

**SPACE**  
The greater the contrast between light and dark, the more appear to the artist.

**CONTRAST**  
A mix of light and dark colours or light and dark shapes.

**HIGH KEY**  
A mix of light and dark colours or light and dark shapes.

**LOW KEY**  
A mix of light and dark colours or light and dark shapes.

**GRAY SCALE**  
A scale of grey from white to black.

**SPACE**  
A range of values from white to black.

**CONTRAST**  
A range of values from white to black.

**HIGH KEY**  
A mix of light and dark colours or light and dark shapes.

**LOW KEY**  
A mix of light and dark colours or light and dark shapes.

# Shape

*A 2-dimensional figure or object*

**ORGANIC**  
Free-forming, created by nature. Based on asymmetry, e.g., circles, squares, triangles.

**GEOMETRIC**  
The shapes around or between the positive shape - the background.

**NEGATIVE**  
The self-contained, 2-dimensional figure.

**POSITIVE**  
Has height and width.

**2-DIMENSIONAL**  
Has height and width.

Do you see the two faces in the goblet?

# Form

*A 3-dimensional figure or object*

**ORGANIC**  
Free-forming, created by nature. Based on asymmetry, e.g., spheres, cubes, cylinders.

**GEOMETRIC**  
Has space that can be isolated itself. Is self-contained with no open spaces. Has both width and depth.

**OPEN / CLOSED**  
Has height, width and depth.

**MASS**  
Has height, width and depth.

**3-DIMENSIONAL**  
Has height, width and depth.

# Line

*A path created by a moving pencil stroke on a pencil*

**REAL**  
The way something actually feels, e.g., rough, smooth, hard.

**SIMULATED**  
The way something looks as if it feels. The impression that a rough, dark line is really flat.

**DIRECTION**  
Depends on the way the line is drawn.

**WIDTH**  
Thick, thin, light, dark, heavy, light.

**LENGTH**  
Long, short.

**ROCKS**  
Sharp, smooth, heavy, light.

**TEXTURE**  
Bumpy, smooth, rough.

# Space

*The area around, inside or between shapes or forms*

**ORGANIZING**  
The way the artist organizes the space around the subject.

**COLOUR**  
Organizing the space around the subject.

**DEPTH**  
The height of space in a drawing. The way the artist organizes the space around the subject.

**SHALLOW**  
The height of space in a drawing. The way the artist organizes the space around the subject.

**MIDDLE GROUND**  
The space between the foreground and the background.

**BACKGROUND**  
The space behind the foreground and middle ground.

**PLACEMENT**  
The way the artist organizes the space around the subject.



# CONTRAST

The juxtaposition of related and significantly different elements.

- LINE:** thick vs thin
- SHAPE:** geometric vs organic
- TEXTURE:** rough vs smooth

# PROPORTION

The spatial relationship of one object to another or to the whole.

- EXAGGERATED/INVERTED PROPORTION:** intentionally changing proportions to communicate a specific message

# REPETITION

The repeated use of similar elements.

- LIMITED:** 1 or 2 repeated elements, such as a visual echo
- NOTE:** a distinctive unit in a series, such as a specific shape
- PATTERN:** recurring motifs, predictable way

# MOVEMENT

The arrangement of elements so that they lead the eyes throughout an artwork.

- DIRECTIONAL:** lines move the eye through an artwork
- SHAPES:** dominant shapes are objects to another
- EDGES:** fuzzy edges are blurry, sharp edges are in focus

# RHYTHM

The repeated use of similar elements, but with variations, to create a sense of movement.

- RANDOM:** repetition of motif in no obvious order
- ALTERNATING:** placement of motif in a predictable way
- PROGRESSIVE:** motif has gradual change over time

# VARIETY

The use of similar and different elements in an artwork.

- OPPOSITION:** juxtapositions of objects, size, point of view, angle, strong contrast
- CHANGE:** objects' size, point of view, angle is altered
- ELABORATION:** intricate details with simplicity

# EMPHASIS

Highlighting part of an artwork to draw attention to it.

- CONVERGENCE:** elements pointing toward the focal point
- LOCATION:** elements close to the focal point
- ISOLATION:** element placed off center to create a focal point

# BALANCE

The arrangement of elements so that they seem equal in weight or importance.

- SYMMETRY:** one side is the mirror image of the other
- ASYMMETRY:** two sides are not equal, but the weight is equal
- RADIAL:** elements are evenly spaced around a central point

# UNITY

The arrangement of elements in such a way as to highlight their similarities.

- REpetition:** similar elements are repeated
- PROXIMITY:** elements placed close together, limiting the negative space
- CONTINUATION:** elements that flow without a break in line or edge

# HARMONY

The arrangement of elements so they work together as a whole.

- LINE:** helps create a sense of flow between elements
- SHAPE:** shapes work together to tell a story
- TOPE:** limited colour palette, elements to work together

# PRINCIPLES OF DESIGN