

Life and Times in Victorian Canada

Artists like Tom Thomson, Emily Carr and the Group of Seven had been especially frustrated by the Canadian art community's imitative and conservative approach to painting (adopted from European schools and focused mostly on accurately portraying a subject). Many new Canadian artists wished to reflect a new Canadian landscape style, based on the artist's feelings about the magnificent nature surrounding them.

In this assignment you will familiarize yourself with some of this newly-styled Canadian art.


Search for an example of art from one of the following: Tom Thomson, Emily Carr, or one of the Group of Seven painters. For your chosen artist, include a brief biography, an example piece of work (or at least a link to the image), your thoughts on each piece, and responses to the following questions:

1. What themes or subjects are portrayed in this painting?
2. What makes the art uniquely Canadian in style?
3. How do these art pieces reflect a new sense of Canadian identity and nationalism, as compared to Canadian artwork previously?

Choose a medium/format that allows for visual material to respond to this assignment, such as a Microsoft PowerPoint presentation or Microsoft Word document with images.

Each question should take a page or a slide to answer: this assignment should be approximately **three (3)** pages long, plus references where applicable.

Expectations

- Students will research a Canadian artist that emerged after Confederation.
 - Students will analyze the artwork with respect to theme, style and Canadian uniqueness.
 - Students will clearly communicate their choices and opinions in an informative and attractive way, using both text and images.
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Criteria

	Meets Expectations	Exceeds Expectations
<p>Knowledge/ Understanding</p> <p>Student work demonstrates a basic understanding of the themes, styles and “Canadian-ness” of the chosen artwork.</p> <p>Student work demonstrates a plausible, basic use of facts, examples and historical evidence to support reasonable arguments.</p> <p>Student work expresses the importance of the artwork with respect to the newly-developing Canadian identity and nationalism at this time in our history.</p> <p>66%</p>	<p>6–8</p>	<p>Student work is insightful and demonstrates a thorough understanding of the themes, styles and “Canadian-ness” of the chosen artwork.</p> <p>Precise use of relevant facts, examples and historical evidence supports compelling arguments.</p> <p>Student work amply reflects the significance of the artwork with respect to the newly-developing Canadian identity and nationalism at this time in our history.</p> <p>9–10</p>
<p>Presentation and Communicating Information</p> <p>Word choice and writing are thoughtful and grammatically correct; the information provided is clear and on topic.</p> <p>The student uses grade-appropriate writing conventions.</p> <p>The presentation of visual material is effective; appropriate images are included.</p> <p>Images and text combine to deliver the message with each reinforcing one another.</p> <p>All information sources are credible; most are cited correctly.</p> <p>33%</p>	<p>3–4</p>	<p>The student uses writing conventions with a high degree of accuracy.</p> <p>Word choice is powerful and effectively describes the impacts on society at large; the information is dramatically, clearly and powerfully presented, and leaves a lasting impression.</p> <p>The presentation of visual material is attractive as well as effective; it demonstrates originality and inventiveness.</p> <p>The combination of images and text take communication to a superior level with excellent use of multimedia elements and technical skills.</p> <p>All information sources are credible and cited correctly.</p> <p>5</p>

