

1. UNIT THEME (What is the overall “big” question or inquiry?): (one phrase)

UNIT PLAN TEMPLATE

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1. NAME(S)

Hannah, Riley, Kailee

2. UNIT THEME (What is the overall “big” question or inquiry?) – please provide a title plus a descriptive phrase

3. GRADE/S – specific grade or range of grades for which this unit would apply

Indigenous Art.
Getting students to connect with the culture in a respectful way.

4-6 (intermediate)

4. BRIEF DESCRIPTION OF EACH LESSON (title/one phrase) and indication of relevant LEARNING OUTCOMES


#	LESSON TITLE + ONE SENTENCE DESCRIPTION (add or subtract # of lessons depending on how many are in your unit plan)	CONTENT (Skills; strategies; techniques)	COMPETENCIES (Creative Processes)	BIG IDEAS (this may be the same for each lesson)	Resources (videos, posters, books, field trip etc)	Interdisciplinary Connections (Subject)

<p>1. Patterns and the Metis Sash</p> <p>-students will learn about Metis sashes and important patterns used in the sashes. They will then be given grids to make up patterns given to them. Using materials from around the classroom (pompom, ribbon, paper, etc..) students will create the patterns given to them to try. Students will then design a Sash pattern by colouring.</p> <p>OR</p> <p>Have a Metis Elder come in to do a sash weaving demonstration.</p> <p>Learning Outcomes:</p> <p>-Students will understand patterns and techniques.</p> <p>-students will understand and obtain knowledge about the Metis culture.</p>	<ul style="list-style-type: none"> - Visual arts: elements of design: line, shaoe, space, texture, Colour. - Processes, materials, technologies, tools and techniques to support creative works - Symbolism and metaphor to explore ideas and perspective - Traditional and contemporary Aboriginal art and arts-making processes. - A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places. 	<ul style="list-style-type: none"> - - Express, feelings, ideas, and experiences through the arts - - Explore connections to identity, place, culture, and belonging through creative expression E - Explore a range of cultures, and the relationships among cultures, societies, and the arts 	<p>Works of art influence and are influenced by the world around us.</p>	<p>http://www.mnbc.ca/pdfs/order_of_the_sash.pdf</p> <p>https://www.louisrielinstitute.com/the-sash/</p> <p>https://cdn.we.org/wp-content/uploads/2015/08/INDIGENOUS_Guide_20161018_FINAL_V4_Nov_15_WEB.pdf?_ga=2.251501446.1614365090.1510773933-449789498.1510773933</p>	<p>Social Studies and Math.</p>
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<p>2.</p>	<p>Artist Inquiry</p> <p>-As a class we will research a local Indigenous artist and observe their work. Students will then do some art projects that reflect that artist's techniques/ strategies.</p> <p>Learning outcomes:</p> <p>-students will create their own works of art using guidance found from research on the Indigenous artists techniques and strategies.</p> <p>-students will be able to describe what they did in their art and how and why they chose to do what they did.</p>	<ul style="list-style-type: none"> - Image development strategies. - Visual arts: elements of design: line, shape, space, texture, colour. - Processes, materials, technologies, tools and techniques to support creative works. - Traditional and contemporary Aboriginal arts and arts-making processes 	<p>-Describe and respond to works of art and explore artists' intent</p> <p>- intentionally select artistic elements, processes, material, movements, technologies, tools, techniques, and environments to express meaning in their work.</p> <p>-Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p>	<p>-Artists experiment in a variety of ways to discover new possibilities and perspectives.</p> <p>-Visual arts is a unique language for creating and communicating</p>	<p>Andy Everson: https://spiritsofthewestcoast.com/collections/andy-everson</p>	<p>English Language Arts</p>
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<p>3.</p>	<p>Medicine Wheel Print making</p> <p>Students will begin learning about the Medicine Wheel and what each of the four sections represent. They will focus on picking out 4 important sections to students lives that resonate with the Medicine Wheel (body, mind, spirit, emotion). Next, they will create their own print of one of the images using ink, plexiglass, foam board, and a brayer. The learning outcomes of the students will be understanding the Medicine Wheel, the 4 sections, and what they represent while also understanding the process of printmaking.</p>	<ul style="list-style-type: none"> - Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment. - Visual Arts: elements of design: line, shape, soace, texture, colour, - Processes, materials, technologies, tools ad techniques to support creative works. - Image Development strategies - Symbolism and metaphor to explore ideas and perspective 	<p>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <ul style="list-style-type: none"> - Explore connections to identity, place, culture, and belonging through creative expression - Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations 	<p>-Engaging in creative expression and experiences expands people’s sense of identity and belonging.</p> <p>-Works of art influence and are influenced by the world around us.</p>	<p>Understanding the Medicine Wheel:</p> <p>https://saymag.com/the-seven-lessons-of-the-medicine-wheel/</p> <p>Book: ALL CREATION REPRESENTED: A CHILD'S GUIDE TO THE MEDICINE WHEEL by Joyce Perreault</p> <p>https://www.chapters.indigo.ca/en-ca/books/all-creation-represented-a-childs/9780995012714-item.html</p>	<p>Social studies or English Language Arts</p>
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<p>4.</p>	<p>Tile making for Commemoration to Residential schools</p> <p>-Students will learn about Residential Schools and then create a class mosaic using small tiles and sharpies to show commemoration for Residential Schools.</p> <p>-Students will be able to create their own tile using their creativity and feelings</p> <p>-Students will be able to create a collage using their and their peers tiles.</p> <p>-Students will be able to understand the importance of why they are taught the history of Residential schools and how it affected Indigenous Peoples of Canada</p>	<ul style="list-style-type: none"> - A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times,, and places - - Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment. - - Symbolism and metaphor to explore ideas and perspectives. - Image development strategies 	<ul style="list-style-type: none"> - Interpret and communicate ideas using symbols - Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art - Examine relationships between the arts and the wider world 	<p>Artists experiment in a variety of ways to discover new possibilities and perspectives</p> <p>Works of art influence and are influenced by the world around us.</p>	<p>https://projectofheart.ca/</p>	<p>Social Studies</p>
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<p>5.</p>	<p>Drum making through bringing in an Elder.</p> <p>Teacher will bring in an Elder to show how drums are used in ceremonies incorporating singing and dancing. Students will then create their own drums using wood supplies. If time Elder will have the students join in song and dance with their drums they have made.</p> <p>-Students will be able to understand the sacredness of the drums</p> <p>-Students will be able to create their own drum using materials provided</p> <p>-Students will be able to use what they have learned from the Elder to play the drum they have created.</p>	<p>- Music: beat/pulse</p> <p>-Visual arts: elements of design.</p> <p>-Processes, materials, technologies, tools and techniques to support creative work.</p> <p>-Traditional and contemporary Aboriginal arts and art-making processes.</p>	<p>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Explore connections to identity, place, culture, and belonging through creative expression</p> <p>Explore a range of cultures, and the relationships among cultures, societies, and the arts</p> <p>-Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</p>	<p>Works of art influence and are influenced by the world around us.</p> <p>Dance, drama, music and visual arts are each unique languages for creating and communicating.</p> <p>Engaging in creative expression and experiences expands people's sense of identity and belonging.</p>	<p>Message from the Drum: (to be read with class)</p> <p>http://www.northernnc.on.ca/indigenous/the-drum/</p> <p>Picture of a drum:</p> 	<p>Social Studies and music</p>
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<p>6.</p>	<p>Inspiration quote in local First Nation Language – Letter making</p> <p>Students will begin learning about what Indigenous land they are on and then find the language of that Indigenous community. As a class they will collectively come up with a saying or inspirational quote in the language. Each student will get a letter from the sentence and they will create that letter onto a piece of paper in a medium and style of their choosing. The learning outcomes of the students will be knowing what Indigenous land they are on and what languages are spoken and understanding what to do when given creative freedom for a project.</p>	<p>-Visual arts: elements of design: line, shape, space, texture, colour.</p> <p>-Symbolism and metaphor to explore ideas and perspectives.</p> <p>-Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.</p>	<p>-Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art</p>	<p>-Artists experiment in a variety of ways to discover new possibilities and perspectives.</p> <p>-Engaging in creative expression and experiences expands people’s sense of identity and belonging.</p>	<p>Map to see what Indigenous land you are on:</p> <p>https://native-land.ca/</p> <p>Exploring Indigenous languages:</p> <p>https://www.firstvoices.com/explore/FV/sections/Data/</p> <p>Example on page 30 of PDF:</p> <p>https://www.nscrd.com/uploads/document/files/activities-handbook-en.pdf</p>	<p>English Language Arts</p>
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