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| Fine ARts (ART) | Grade 4 | LESSON PLAN |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools’ experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Fine Arts.  Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:   * diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being; * understandings of the spirit and intent of treaties; or * residential schools’ experiences and resiliency.   Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca. |
| Education for Reconciliation: Perspective – Values |
| **Program of Studies Outcomes: Art**  REFLECTION  Component 3: Appreciation: Students will interpret artworks by examining their context and less visible characteristics.   1. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative. 2. Art serves societal as well as personal needs.   EXPRESSION  Purpose 3: Students will decorate items personally created.   1. Details, patterns or textures can be added to two-dimensional works. 2. Details, patterns or textures can be added to the surface of three-dimensional works.   **Purpose 4**: Students will express a feeling or a message.   1. Feelings and moods can be interpreted visually. 2. Specific messages, beliefs and interests can be interpreted visually, or symbolized.   **Resources[[1]](#endnote-1)**  Churchill, Jane. *I Can Make Art ... Like Ron Noganosh* National Film Board of Canada (© 2005). **Languages:** English and French (<https://www.nfb.ca/film/i_can_make_art_like_ron_noganosh/>)  **Summary:** The 15-minute video demonstrates how sculptor Ron Noganosh transforms used items, such as hubcaps, into works of art.  Ron Noganosh. Aboriginal Curatorial Collective/Collectif des commissaires autochtones  **Summary:** This web page provides a biography about Ojibwe artist Ron Noganosh.  ([www.acc-cca.com/acc-gallery/gallery-archive/ron-noganosh-online-exhibition-and-biography/](http://www.acc-cca.com/acc-gallery/gallery-archive/ron-noganosh-online-exhibition-and-biography/))  **Purpose**  This lesson provides students with opportunities to appreciate and create an installation from recycled materials. From the analysis of the works of Ron Noganosh, an Ojibwe artist, students will gain a deeper understanding of how art can be used to communicate First Nations, Métis, and Inuit cultural and social issues.  **Introduction**  Have a discussion surrounding recycled art.   * What is recycled art? * How does this type of art affect and reflect perspectives on the environment?   View the short video *I Can Make Art . . . Like Ron Noganosh.* Discuss Ron’s object sculptures, how he transforms items, and what inspires his work. Ask students:   * How are installations different from traditional art? * How does Ron Noganosh reflect First Nations’ culture in his art? * What are some of the social issues Noganosh addresses through his art? * How have you been inspired by his art?   **Activity/Experience**  Students work together in small groups to plan what their recycled art projects will be like.   * What materials are needed? * What social issue or topic will be addressed? * How can the project incorporate culture?   Have students collect items from their community to create a piece of work that reflects a social issue or topic that is important to the group. Offer technical assistance according to the needs of each group.  **Conclusion**  Have students write about their art project. Include facts about:   * What was your inspiration? * What is the project about? * Why did the group choose the topic? * Describe the process used to create the installation.   **Extension**  Create an exhibit. Students can invite family and community members for a classroom or school viewing of the installation. This could be combined with a special event in the school.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of how artwork can reflect a culture and social issues. |
| Keywords: Ojibway; art forms  Themes: identity; kinship; culture |
| **Teacher Background**[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Traditional Environmental Knowledge – Respecting Wisdom – Mary Wells ([www.learnalberta.ca/content/aswt/#/traditional\_environmental\_knowledge/respecting\_wisdom/mary\_wells\_elizabeth\_metis\_settlement](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/mary_wells_elizabeth_metis_settlement))   ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))  **Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)**   * Relationships ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html)) |

1. Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit. [↑](#endnote-ref-1)
2. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)