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| Fine ARts (Music/Drama) | Grade 5 | 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: Residential Schools |
| **Program of Studies Outcomes****Music****Moving*** Use planned body movements to illustrate rhythmic and/or melodic patterns.
* Move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas).

**Drama****Dramatic Movement** * discover how to use the body as a vehicle for expressing and interpreting feelings and ideas

**Resource[[1]](#endnote-1)**Burton, Wilfred and Anne Patton. *Dancing in My Bones*. Gabriel Dumont Institute, 2009. **Illustrator:** Sherry Farrell Racette **Translator:** Norman Fleury **ISBN:** 978 -0-920915-89-9 **Languages:** English and Michif. **Summary**: This book is part of a trilogy that follows Nolin and his discovery of his Métis heritage. Includes a CD-Rom with English and Michif narrations and three dance songs (“Red River Jig,” “Isbister Jig,” and “Emma’s Memorial Waltz”).The other books in this trilogy include *Call of the Fiddle* and *Fiddle Dancer*. **Purpose**This lesson provides students with opportunities to appreciate Métis culture, music, and traditions. **Introduction**Ask students to generate a list of dances they know (e.g., hip hop, dances within powwow, salsa). What knowledge do they have of the Métis Red River jig? You may want to show a video or a Prezi online presentation that provides background about the history and significance of fiddling and jigging for Métis people. You could read or listen to the story *Dancing in My Bones* (CD of story and song). Discuss how Métis culture is reflected in music and dance. **Activity/Experience**Introduce students to the basic steps of the Red River jig. Show students a video (one is provided in Teacher Background). Identify the pattern of repetition and elements of the jig dance. Arrange students in a circle so they can all see each other. First without music, demonstrate the steps slowly. Get students to follow. Then, add in the music. Fiddle music for Métis jigging is available on the Internet or on the CD with *Dancing in My Bones.* Once students have mastered the basic steps, introduce more complex kicks. The rhythm can be kept by tapping spoons or toe tapping*.* Depending on interest, there are a number of different Métis dances or adaptations to the traditional dances that students can learn.**Conclusion**Discuss how Métis dancing is reflective of the blend of the European and First Nations influences. Discuss what students learned about Métis culture, dance, music, and traditions. Why does Canada benefit from Métis dance and music?**Extension**Research names of famous Métis dancers and fiddlers, both local and beyond. Identify adaptations from traditional Métis dance and music that can be found in the mainstream culture. Contact your local Métis organization and request a dance instructor to come to your class to help teach various Métis dances. Choreograph a Métis dance composition for a school function.**Assessment for Student Learning**Consider multiple ways students can demonstrate their understandings of how dance reflects cultures and tradition. |
| Keywords: Métis; fiddle; jigging; danceThemes: identity; kinship; culture |
| **Teacher Background**[[2]](#endnote-2)**Supplementary Resources*** Steps in Time II: Métis Dance & Instruction ([gdins.org/product/steps-in-time-ii-metis-dance-instruction/](https://gdins.org/product/steps-in-time-ii-metis-dance-instruction/))
* Métis Dances for Instruction ([canadianaboriginalresources.wikispaces.com/file/view/Metis+Dances+for+Instruction+collected+by+Marilyn+Richardson+Oct.+2%2C+2011.pdf](https://canadianaboriginalresources.wikispaces.com/file/view/Metis%2BDances%2Bfor%2BInstruction%2Bcollected%2Bby%2BMarilyn%2BRichardson%2BOct.%2B2%2C%2B2011.pdf))
* Basic Steps ([www.youtube.com/watch?v=L47Qk1\_U6TI&feature=related](http://www.youtube.com/watch?v=L47Qk1_U6TI&feature=related))

**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Symbolism and Traditions – Exploring Connections – Videos: Caslan Dancers ([www.learnalberta.ca/content/aswt/#/symbolism\_and\_traditions/exploring\_connections/videos/caslan\_dancers](http://www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/exploring_connections/videos/caslan_dancers))

([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))
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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)