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| Fine ARts (Music) | Grade 6 | 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 – Traditions |
| Program of Studies Outcomes: Music  Through the elementary music program, students will develop:   * awareness and appreciation of a variety of music, including music of the many cultures represented in Canada.   **Expression**  3. Music may express our feelings.  6. Music reflects our feelings about holidays, season, our country and cultural heritage.  Listening  14. Identify differences in tempo, timbre (tone colour) and dynamics.  21. Recognize music and some composers of other times, places and cultures.  **Resource[[1]](#endnote-1)**  Bouchard, David and Shelly Willier. *The Drum Calls Softly****.***Red Deer Press, 2008. **Illustrator:** Jim Poitras **ISBN:** 978-0-88995-421-2.  **Summary:** David Bouchard and Shelley Willier recount the beauty of traditional round dances and their renewing of friendships, values, and celebration. The story is enhanced by the colourful paintings of Jim Poitras.  **Purpose**  In this lesson, students examine the significance of the drum in the Cree culture—a way to connect to self and others.  **Introduction**  Introduce students to the ways in which drums are sacred to Cree culture. Drums are   * a signal for calling people together * a cultural connection * a personal connection to Mother Earth * a common pulse and a reminder of your heartbeat * unique, much like the material each drum is made from * used in powwows and other special events   **Activity/Experience**  Share the book *The Drum Calls Softly* with students. Play the audio book that accompanies the book. Ask students to listen to the story, and have them focus on the drumbeat. You may want to listen to the story a couple of times. Discuss the following questions:   * How does the drumbeat make you feel? * How does the drumbeat change over the course of the story? * How does the author lead you through the cycles and seasons of life? * How does the drumbeat convey the mood of the text? * How does the story depict the significance of the round dance in both historical and contemporary times?   **Conclusion**  Ask students to discuss as a class:   * What stories are the drums telling? * What symbolic meanings does the drum play in the Cree culture? What does it mean to other First nation cultures?   **Extension**  Investigate how the drum is significant in powwows. A powwow is a celebration where First Nations communities gather to join in dancing, singing, and visiting with friends. This is a celebration for renewing culture and highlighting a rich heritage.  Research powwow drum music (see link in Teacher Background). Have students choose one of the dances performed in a powwow. Have students share their choice with the class and explain:   * How does the dance reflect the beat of the drum? * What is the message of the dance?   **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of how drums play a significant role in the Cree culture. |
| Keywords: drum; powwow; dance; round dance  Themes: music; drumming; instruments; traditions |
| Teacher Background[[2]](#endnote-2)  **Information About Powwows**   * ([www.powwows.com/](http://www.powwows.com/))   **Information About Round Dance**   * ([www.native-dance.ca/index.php/Renewal/Round\_Dances?tp=z](http://www.native-dance.ca/index.php/Renewal/Round_Dances?tp=z))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Symbolism and Traditions – Exploring Traditions – Documents: Ceremonies ([www.learnalberta.ca/content/aswt/documents/symbolism\_and\_traditions/ceremonies.pdf](http://www.learnalberta.ca/content/aswt/documents/symbolism_and_traditions/ceremonies.pdf))   ([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)**   * ([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)