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| Fine ARts (ART) | Grade 7 | 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; Residential School |
| **Program of Studies Outcomes: Art**DRAWINGSArticulate and Evaluate: Students will learn to use the basic vocabulary of art criticism in descriptions of their work.1. The skill of describing materials and techniques used in creating an image is part of learning to talk about art.
2. The skill of identifying design elements used in creating an image is part of learning to talk about art.
3. Identifying and discussing one’s problems in drawing and composing images is part of learning to talk about art.
4. Discussing one’s responses to one’s own drawings and images is part of learning to talk about art.

ENCOUNTERS Sources of Images: Students will identify similarities and differences in expressions of selected cultural groups.1. Symbolic meanings are expressed in different ways by different cultural groups.
2. Different cultural groups use different materials to create images or artifacts.

Impact of Images: Students will search for contemporary evidence relating to themes studied.1. Authority, power or politics in contemporary society may be described in image form.
2. The ways people generate visual works can be influenced by a number of factors.

**Resource[[1]](#endnote-1)**Online artwork, “Returning Home,” by Aaron Paquette ([aaronpaquette.deviantart.com/art/Returning-Home-194546431](http://aaronpaquette.deviantart.com/art/Returning-Home-194546431))**Purpose**In this lesson students examine Aaron Paquette’s art piece titled“Returning Home” to interpret the meaning behind his work. After an analysis of the technique and message depicted in Paquette’s work, students will create their own artwork that demonstrates their understanding of identity and culture. **Introduction**Have students review the information provided online about Aaron Paquette’s art piece titled“Returning Home*.*” They will examine his purpose for the painting and his reasons for the gift. Have students consider the following questions:* Why do you think this art piece is titled “Returning Home”?
* What aspects of culture and identity is the artist demonstrating? Describe what you see.
* What are the dominant colours and shapes in the artwork?
* What themes do you think are being shared?
* What feature or features about the art piece inspires you?
* How does this make you feel?
* What symbols are evident? What do they mean?
* In what ways does the artwork represent the survivors of the residential school experience?

**Activity/Experience**After students examine Aaron’s artwork, have them think about the concepts discussed and how they can be represented through their own artwork that depicts the theme of “a return to tradition.”Students will create artwork to depict their own cultural identity.**Conclusion**Have students set up a gallery walk/art show and share their artwork with their peers. Have students describe their artwork:* My artwork represents belonging by . . . (mental, physical, spiritual, and emotional)
* My artwork makes me feel . . . because . . . (emotional)
* My artwork represents the environment around me by . . . (physical)
* The themes I shared are . . . (mental)
* My artwork inspired me by . . . (spiritual)

**Extension**Have students look at artwork by Alex Janvier of Cold Lake First Nation. As a member of the “Indian Group of Seven,” how has Alex Janvier influenced many First Nations, Métis, and Inuit artists, such as Aaron Paquette? Paintings from both artists reflect the challenges of residential school and a celebration of culture, identity, and traditions. **Assessment for Student Learning**Consider multiple ways students can demonstrate their understandings through their artwork by these four holistic questions:* What do you see? (physical)
* What is the artist (student) trying to communicate? (mental)
* How does the artwork express emotions? (emotional)
* How does this artwork inspire others? (spiritual)
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| Keywords: belonging; resiliency; home; shapes; artwork; Indigenous art; evokedThemes: belonging; perspectives; emotional; mental; physical; spiritual |
| **Teacher Background**[[2]](#endnote-2)**Alex Janvier** * ([www.alexjanvier.com/](http://www.alexjanvier.com/))

**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Symbolism and Traditions – Observing Practice: Infusion Through Art ([www.learnalberta.ca/content/aswt/#/symbolism\_and\_traditions/observing\_practice/infusion\_through\_art](http://www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/observing_practice/infusion_through_art))

([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)