



## Socially-based Curriculum Unit: PRIDE – *Exploring Aboriginal Identity Through Art*

**Unit Title:** PRIDE – *Exploring Aboriginal Identity Through Art*

**Time Frame:** 8-10, 75 minute periods (about 2 weeks)

**Unit Developer(s):** John R. Macdonald

**Developed for Course Name and Course Code:** Expressing Aboriginal Culture / NAC10

### **Strand(s) and Curriculum Learning Expectations Addressed:**

#### **Identity Strand**

**GLV.01** – describe the elements of culture reflected in various art forms

**GL1.01** – describe the specific characteristics that define cultural identity (e.g., types of housing, language)

**GL1.06** – identify symbols found in the traditional and contemporary art forms of specific Aboriginal groups

**GL1.07** – explain how symbols represents specific Aboriginal cultures

**GLV.02** – demonstrate understanding of how Aboriginal art forms reflect cultural identity

**GL2.02** – produce sketches of symbols and images used in traditional art forms

**GLV.03** – produce Aboriginal forms that portray Aboriginal culture

**GL3.02** – identify various reasons for the creation of Aboriginal art (e.g., functional, moral/ spiritual, social/political, decorative/aesthetic)

#### **Relationships Strand**

**REV.01** – demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms

**RE1.01** – describe aspects of traditional and contemporary Aboriginal relationships, including the relationships of Aboriginal peoples among themselves, to their communities and nations, to Canada, and to the natural environment

**REV.03** – produce art forms that demonstrate Aboriginal relationships

**RE3.06** – describe how the relationships between various Aboriginal art forms reflect particular regions and different cultural groups

#### **Sovereignty Strand**

**SOV.03** – demonstrate how Aboriginal art affirms Aboriginal cultures

**SO3.03** – explain how Aboriginal art forms can be a means of self-expression and collective identity that reestablish sovereign relationships



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### **Challenges Strand**

**CHV.03** – demonstrate understanding of issues related to the production of Aboriginal art forms

**CH3.02** – describe images that represent various Aboriginal cultures

### **Desired Results**

#### **Unit Description:**

For this assignment, students create a collaborative art piece that expresses Aboriginal identity in a variety of areas. The collaborative art piece consists of many individual pieces of art that form together to form the word “pride.” Each letter has a group assigned to it, and each letter is assigned a theme/idea (ie. clanship, land claims, traditional teachings, community activities, etc) that is researched and then expressed in the artwork of each letter and presented to the class.

#### **Enduring Understandings / Learning:**

Students are provided with an opportunity to discover why Aboriginal peoples identify and are concerned with certain social and political issues. They are also given the opportunity to research an assigned topic, express themselves creatively, work in a group setting, discuss salient issues, and present to their peers. The project also fosters a sense of classroom unity via large group collaboration.

### **Assessment Tasks**

#### **Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:**

- Individual art assignment that constitutes their section of their group's letter
- Group produces information poster (with references and research) that explains the significance of their group's theme/idea
- Oral presentation so that the students can share what they learned about their assigned topic.



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### **Assessment Criteria:**

- Information Poster rubric
- Visual Art rubric

### **Unit Planning Notes**

#### **Prior Learning Necessary:**

- Students need to know how to produce visual art pieces (process, general sketch technique, etc).
- Students need to know how to produce an information poster, determine reliable online resources, and how to cite online resources.
- Students need to know how to do an oral presentation based on researched findings.
- Students need to have basic knowledge of internet navigation.

#### **Preparation Notes:**

In order to complete this unit, the teacher must have or have access to the following resources and supplies:

- Access to a class computer lab for at least 90 minutes
- 14 pieces of white Bristol board, 8 pieces of red Bristol board (or another type of paper that will suit the needs of the assignment)
- One black fine tip permanent marker per student and permanent markers of various colours (or other appropriate art materials that suit the needs of the teacher's selected artistic medium – i.e. Oil pastels, pencil crayons, markers etc.)
- Poster construction materials: scissors, glue, rulers, paper
- Photocopies of attached resources
- Overhead projector



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### Learning Plan

#### **Lesson 1 – Unit Introduction (25-40 minutes)**

- As a class, create an idea web that explores words and concepts associated with the word “pride.” Include a reading of a definition of the word in your discussion. Make sure you discuss how pride can be individual or group based.
- Form a community circle and allow the students the opportunity to share things that they are proud of.
- Name a few cultures (of your selection) and discuss things that they, as a group, may be proud of (finish with discussion of things that Aboriginal peoples may be proud of).

#### **Lesson 2 – Assignment Introduction (35-50 minutes)**

- Introduce assignment by reading overview sheet (Appendix A) with students. Use professional judgment to determine how groups of 6 will be formed. Explain process and answer any questions they may have.

NOTE: Teachers may choose to have the students subdivide their letters into smaller pieces or collaborate by drawing a unifying art piece together. Teachers also may opt to use different mediums for their art piece based on their preference – i.e. oil pastels, pencil crayons, etc. (This will depend on paper materials available). Originally, this project was completed in black and white only with the students using black permanent markers on white Bristol board. The student pieces were glued onto the red Bristol board which acted as a boarder in the shape of each letter.

- Place students in their groups and instruct them to rank the topics and come up with a group name and motto. (Teachers may change topic of each letter to suit interests of regional Aboriginal peoples).
- Allow students the opportunity to share their group name and motto with the class.
- Hold class lottery for topic selection as outlined in Appendix A. Use group’s selected name during lottery.

#### **Lesson 3 – Information Poster and Presentations (250-300 minutes)**

- Give groups time activate prior knowledge by discussing what they know about their assigned Aboriginal topic.

- Go to computer lab and have students use online resources (Appendix C) to research topics.

NOTE: As students research topics, create the letters for the art pieces. Use the pride letters from Appendix B to make an overhead transparency. Using a projector, use the transparency to trace one letter at a time (resized accordingly) onto each piece of white Bristol board. After each letter is sized and traced, cut out each letter. Now, if you’d like, cut the letters (so they fit together like a puzzle) into



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enough pieces for each group member to be assigned one “piece” for their drawing. (Make sure you keep each letter together so they don’t get mixed up.) It is also a good idea to map out your cuts on a photocopy of Appendix B so you can see the orientation of each piece (which way is up) and figure out how the pieces fit together. You should also consider drawing a “This way up” arrow on the back of each piece so that the students know which side to draw on and which way is up. It is also a good idea to have the students trace their pieces so that they can make a rough sketch of their drawing before they proceed with permanent markers. Be prepared to make additional pieces of Bristol board for those students who make errors and want to restart.

- Circulate and help students determine which resources would be most useful to them, and what kind of information they should be looking for. Students may narrow their research to cover characteristics of local Aboriginal peoples. Students should also decide what topics their information posters should include and divide work amongst group members accordingly.
- Once information is gathered, have students complete their posters in class and prepare an oral presentation on their topic.
- Students present their findings and their posters to the class in 10-15 minute presentations. Teacher evaluates poster (with rough work) and presentation using Appendix D.

### **Lesson 4 – Collaborative Art Creation (150-180 minutes)**

- In groups, students revisit overview sheet (Appendix A) and discuss what symbols and concepts from their assigned topics they would like to include on their letter (and potential unifying artistic/thematic concepts).
- Teacher distributes letter pieces to groups so they can discuss the shape of their letters or pieces.
- Teacher circulates and helps student draw parallels between research and potential visual art ideas. Students record ideas on rough space provided on overview sheet.
- Students then trace their letter shapes on blank paper provided by teacher so they can begin to create a rough sketch of their drawing.
- Once rough sketches are completed, students put pieces together to form their letter and make necessary changes with the help of the teacher.
- Once teacher and students are happy with their plan, students begin to draw their good copies of their letter pieces with art materials provided by teacher.



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### **Lesson 5 – Combination of Letters and Display (30 minutes)**

- When all groups are completed their art pieces, teacher combines pieces.
- Students view collaborative piece as glue dries.
- Form community circle and discuss the challenges and the advantages of completing a “jigsaw” activity.
- Teacher evaluates student work with Appendix E and posts “PRIDE” project in a visible area of the school.

### **Attachments**

- Appendix A: NAC10 Visual Art Group Assignment Project Overview
- Appendix B: “PRIDE” overhead master
- Appendix C: Online Resources
- Appendix D: Information Poster Rubric
- Appendix E: Rubric for Native Studies Visual Art “PRIDE” Unit