

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

Appendix A

NAC10 Visual Art Group Assignment Project Overview

PRIDE: Exploring Aboriginal Identity Through Art

For this assignment, you will be creating a collaborative art piece that expresses Aboriginal identity in a variety of areas. The collaborative art piece will consist of many individual pieces of art that will join together to form the word “pride.” Each letter will have a group assigned to it, and each letter will be assigned a theme that will be expressed in the artwork of each letter.

Groups (list student names under each letter):

“P”

“R”

“I”

“D”

“E”

Assignment Process

A. Get into your group and position your desks so that all group members are visible. Next, nominate a recorder, and come up with a name for your group and a group motto. (Try to be creative while you are doing this and try to make the motto of your group reflect your characteristics.)

B. As a group, rank the following six topics in the space provided (one being most interesting to your group and six being least interesting to your group).

Aboriginal Land Claims
Traditional Aboriginal Teachings
Aboriginal Community Events (ie. socials, pow-wows)

Aboriginals and Sports/Hunting
Aboriginal Clans
Aboriginal Flags

(Most interesting)

1. _____

2. _____

3. _____

4. _____

5. _____

(Least Interesting)

6. _____

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

C. Your teacher will have a lottery to determine what order the groups will be selecting their topics. Once your group gets a chance to select its topic, write it in the space provided:

Group Topic: _____

D. Next, as a group, use the internet to research your topic using the resources provided by your teacher. Next, create an information poster on your topic and prepare an oral presentation to share your knowledge with the class.

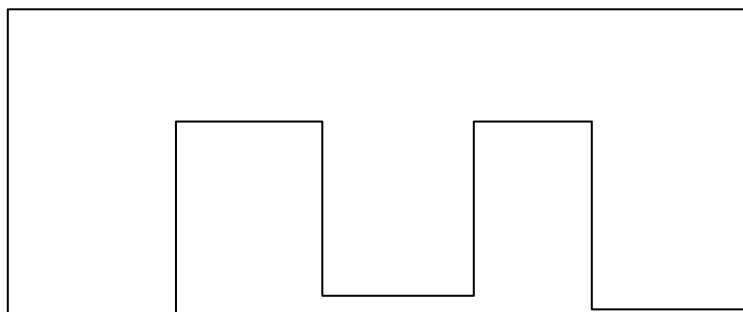
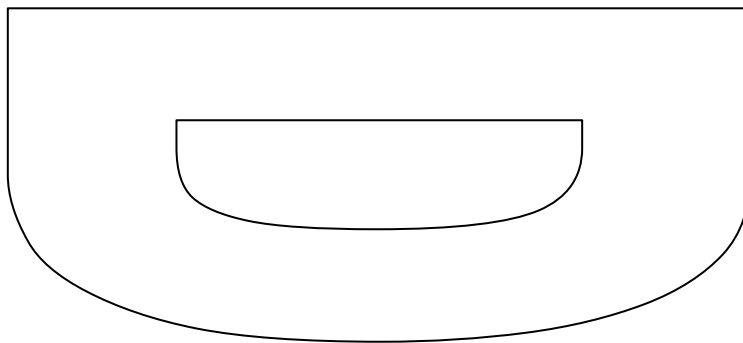
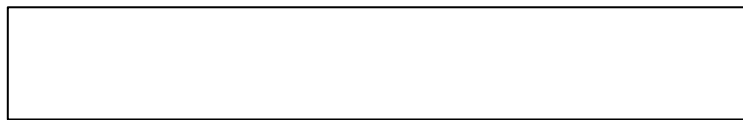
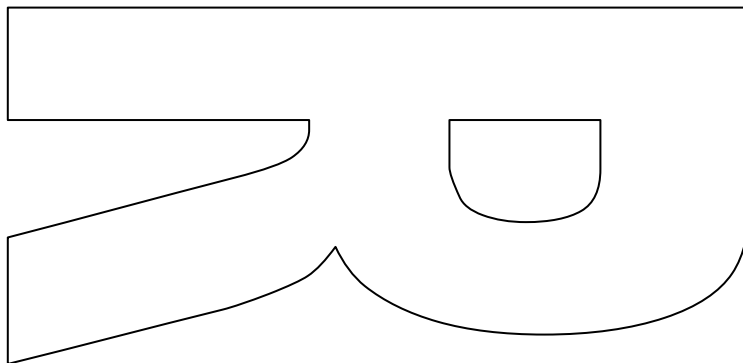
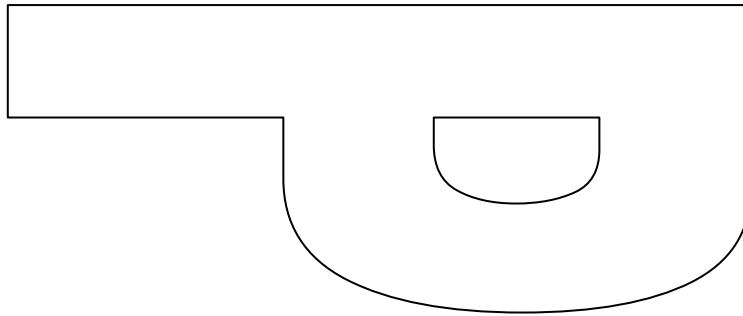
E. In your group, use what you learned while making your poster to help you come up with ideas as to what your group can draw in your letter based on your topic. Try to make your group's pieces relate to each other artistically as well as thematically.

F. Use the space provided to either list some of the things you can draw or draw some rough sketches. Once you've decided what you want to draw, discuss your plan with your group members and your teacher.

Rough Work

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

Appendix B



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

Appendix C

Online Resources for PRIDE: *Exploring Aboriginal Identity Through Art*

Aboriginal Canada Portal - www.aboriginalcanada.gc.ca

Alberta Online Encyclopedia – Elders’ Voices Section
www.abheritage.ca/eldersvoices/index.html

Bill’s Aboriginal Links - www.bloorstreet.com/300block/aborcan.htm

Canadian Aboriginal Festival - www.canab.com/mainpages/events/powwow.html

CBC Aboriginal - www.cbc.ca/aboriginal

Chiefs and Champions - www.chiefsandchampions.ca

Civilisation.ca, First Peoples’ Section - www.civilisations.ca/aborig/aborige.asp

Flags of the World, Canada: First Nations Section
www.fotw.net/flags/ca-fnat.html

Totem Spirit Animals: Discovering Animal Totems, Dictionaries, Feathers
www.starstuffs.com/animal_totems/index.htm

The Virtual Museum of Canada, Aboriginal Section -
www.virtualmuseum.ca/AboriginalArtCultureandTraditions.html

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

Appendix D

Information Poster Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge Understanding and Knowledge of assigned topic	- demonstrates limited understanding / knowledge of topic	- demonstrates some understanding / knowledge of topic	- demonstrates considerable understanding / knowledge of topic	- demonstrates a high degree of understanding / knowledge of topic
Inquiry Inquiry skills (online research of assigned topic)	- applies few skills involved in the research process	- applies some of the skills involved in the research process	- applies most of the skills involved in the research process	- applies all or almost all skills involved in the research process
Communication Communication of information and ideas relating to assigned topic	- communicates relevant information and ideas with limited clarity	- communicates relevant information and ideas with some clarity	- communicates relevant information and ideas with clarity	- communicates relevant information and ideas with clarity and insight
Application Use of procedures, equipment, and technology (e.g., use of pictures, headings)	- uses procedures, equipment and technology with limited effectiveness	- uses procedures, equipment and technology with some effectiveness	- uses procedures, equipment and technology with considerable effectiveness	- uses procedures, equipment and technology with a high degree of effectiveness

Comments

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

Appendix E

Rubric for Native Studies Visual Art “PRIDE” Unit

<u>Category</u>	<u>Level 1 (50-59%)</u>	<u>Level 2 (60-69%)</u>	<u>Level 3 (70-79%)</u>	<u>Level 4 (80-100%)</u>
Knowledge – understanding of assigned topic	– demonstrates limited understanding of concepts	–demonstrates some understanding of concepts	– demonstrates considerable understanding of concepts	– demonstrates thorough and insightful understanding of concepts
Thinking/Inquiry – critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	–uses critical and creative thinking skills with moderate effectiveness	–uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
Communication – use of language, symbols, and visual images	– uses language, symbols, and visual images with limited accuracy and effectiveness	– uses language, symbols, and visual images with some accuracy and effectiveness	– uses language, symbols, and visual images with considerable accuracy and effectiveness	– uses language, symbols, and visual images with a high degree of accuracy and effectiveness
– use of visual art Medium	– demonstrates limited command of visual art medium	– demonstrates moderate command of visual art medium	– demonstrates considerable command of visual art medium	– demonstrates extensive command of the visual art medium
Application – making connections (e.g., between Native studies and personal experiences/other subjects/outside world)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness
– application of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the correct and safe use of procedures, equipment, and technology

Overall Impression:

See reverse for additional comments