

BAA “Art of Indigenous People 10”

District Name: Kamloops/Thompson

District Number: 73

Developed by: Rose McArthur, Deb Draney, Beverly Ruberg

School Name: Twin Rivers Education Centre

Principal’s Name: Beverly Ruberg

Date Developed: April 2007

Course Name: Art of Indigenous People 10

Course Code:

Category: Other

Grade Level: 10

Number of Course Credits: 4

Number of Hours of Instruction: 110

Prerequisite(s): None

TRAINING, FACILITIES & EQUIPMENT REQUIRED

- **Knowledge of First Nations Art Forms and Traditions**
- **Art Education Background**
- **Art Classroom (Dry and Wet Media)**
- **TV and VCR**
- **Art Materials and Tools**
- **Resource library(ies)**
- **Internet**

Course Synopsis:

- This course has been developed to explore the art of the Secwepemc of the Interior Salish cultural group.
- Students will become familiar with the Medicine Wheel in relation to the Four Seasons and traditional teachings.
- Students will be exposed to the Arts of Indigenous People in the Interior of British Columbia as influenced through the four seasons.
- Students will become familiar with the basic characteristics of the art of the Secwepemc by researching the fundamental designs through research, museum visits and by studying the work of a variety of local artists.
- Students will research their cultural nation(s) to discover their roots, and examine how culture has changed overtime and influenced their art.
- Students will create their own art projects using traditional and non traditional media including painting, printmaking, basket weaving, beadwork and carving.
- Students will be exposed to a variety of image development techniques to produce their own original artwork.
- Students will develop critical thinking skills and research skills through analysis of the arts, investigation of cultures and through self and peer assessments.
- Whenever possible, elders and practicing First Nations artists knowledgeable of the traditional and contemporary art forms of the Secwepemc people will be invited to the class to share knowledge through storytelling, discussion and demonstration.

Learning Resources:

- Elders and advisors
- Local Artists
- Storytellers
- Henry Grube Education Centre Library
- Kamloops Art Gallery
- Kamloops Museum
- SFU – Archaeology program
- SCES – videos, materials
- Secwepemc Museum
- Internet

Bibliography:

- *Arnette, Chris Daly, Richard, York, Annie. They Write Their Dreams on the Rocks Forever*
- *Draney, Charlie. Shuswap Stories*
- *McMillan, Alan D. Native Peoples and Cultures of Canada. An Anthropological Overview. Vancouver: Douglas and McIntyre 1988.*
- *Siska, Heather Smith. We Are the Shuswap. Kamloops Secwepemc Cultural Education Society. 1988.*

- *Teit, James Alexander. The Shuswap. Vol. 2 of the Jesup North Pacific Expedition, ed Franz Boaz 1909, New York. AMS Press. 1975.*

RATIONALE:

This course is designed to empower students with knowledge of the art and culture of Indigenous People in Interior British Columbia while taking a journey of discovery through ceremony, research, language and creativity. They will work with design elements to create personal imagery and demonstrate an informed appreciation on how traditional arts are influenced over time. Students will look at the balance of physical, emotional, mental and spiritual values in developing a balance of tolerance, understanding and appreciation of cultures both similar and different from their own.

Students will appreciate the richness of the Secwepemc culture and realize that there was no separate time and place for art; rather that art was and is an integral and functional aspect of Secwepemc life.

**CURRICULUM ORGANIZATION AND LEARNING OUTCOMES:
(Percentage of Time)**

1. The Medicine Wheel (20%):

It is expected that the student will:

- Research the meaning of the medicine wheel
- Know the aspects of “four” surrounding the medicine wheel
- Relay the teachings of the medicine wheel
- Create a medicine wheel for themselves to use on this journey
- Investigate the symbolism of the medicine wheel
- Compare the symbolism of the “circle” in other cultures
- Begin a journal to report on the journey they take in this course.

2. Fall (20%):

It is expected that the student will:

- Become familiar with the customs surrounding the season and theme of “Preparing for Winter”
- Gather information as to what groups make up the Secwepemc
- Research the variety of activities in preparing food for the winter

- Preserve food in both traditional and current methods
- Investigate ceremonies related to the season and the connection to arts
- Investigate how tanning is done and why it was important
- Listen to stories about preparing for winter from elders
- Practice beadwork that would be used on moccasins, medicine pouches etc
- Create artwork using a variety of materials to illustrate “preparing for winter”
- Create images in pictures and in words in journals of what has been learned
- Add spokes to their Medicine Wheel on what they have discovered in this unit

3. Winter (20%):

It is expected that the student will:

- Become familiar with the customs surrounding the season and the theme of “Reflection, Relaxation and Rejuvenation”
- Listen to stories about the winter season
- Investigate the teachings of tool and weapon making, making dolls, pine boxes and baskets
- Research the meaning of making and giving gifts
- Create art projects using the materials that would have been available to ancestors
- Investigate the ceremonies related to the season and the connection to arts
- Create illustrated stories about the winter season using traditional and non traditional media
- Compare and contrast the Secwepemc groups and the art forms used as influenced by environmental conditions
- Become familiar with safety, tool use, technique and terminology common to carving
- Practise carving with white pine board
- Choose simple figures, draw them and begin carving on a piece of wood
- Continue journal entries in words and pictures
- Reflect on how the season influences who we are and what we do
- Add spokes to their Medicine Wheel on what they have experienced in this unit

4. Spring (20%):

It is expected that the student will:

- Become familiar with the customs surrounding the season and the theme of “Cleansing and Renewal”
- Research the ceremonies surrounding the season
- Reflect on “Cleansing and Renewal” orally and in journals
- Investigate the spiritualism and symbolism involved in a “Sweat”

- Research the use of birchbark by ancestors
- Listen to stories of rebirth
- Create artwork using a variety of media that would be used in the spring
- Continue journal entries
- Add spokes to their Medicine Wheel on what they have experienced in this unit

5. Summer (20%):

It is expected that the student will:

- Become familiar with the customs surrounding the season and the theme of “Gathering”
- Listen to stories about gatherings
- Make gifts that could be given to elders, visitors or special guests
- Discuss the importance of feasts and social gatherings
- Research what games were played at gatherings
- Explain the games and their significance to each other
- Make paints from berries, the earth etc and create an art piece
- Create jewelry with berry pits, porcupine quills, animal fur etc
- Compare the various Secwepemc groups and their customs in the summer
- Investigate the importance of hunting and fishing in the past and today
- Continue to make journal entries to reflect on what they learn on their journey
- Add more spokes to their Medicine Wheel
- Prepare a oral presentation using their journal, artwork and medicine wheel to showcase what the journey they have taken in this course

INSTRUCTIONAL COMPONENTS:

The teacher may use:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- brainstorming
- group work
- guest speakers

EVALUATION:

Assessment methods could include:

- teacher observation based on established rubrics / rating scales
- student self evaluation
- rubrics
- oral presentations
- written assignments
- student conferences
- group work assessment
- performance assessment
- progress checks (eg. Binders, daily planner, assignments)
- checklists
- peer evaluation
- student log
- rating scales
- tests, quizzes

Weighting:

Formative Assessment: 75%

Summative Assessment: 25%