

Bachelor of Education (Elementary) Unit Plan Template ECTL 4100

Unit Title: Indigenous Arts **Number of Lessons:** 10 **Days:** 10
Your Name: Samantha N. Sipos (Miss S.) **Subject(s):** Music, Art, Dance, PHE **Grade:** K/1

Rationale

The goal of this unit is to introduce Indigenous influence in the arts to students through music, dance, and art. This unit is important for students to learn, as Indigenous knowledge is equally important in our education. As well, we live on Indigenous land, and it is important to respect, honour, and learn customs and culture of the local people and territory.

Overview

This unit will be covering physical activity in rhythmic activities, exploration of body and space, beat, pulse, rhythm, traditional and contemporary Aboriginal arts, and local artists. All focusing on interweaving Indigenous content and concepts. Students will partake in dance activities created by Indigenous artists that embody dramatic dance play. Students will listen to local Secwepemc songs, as well as a few other Indigenous songs, to focus on rhythm, beat, pulse, as well as drumming and singing techniques. Students will also look at local animal and landscape photography to create paintings.

Indigenous Connections/ First Peoples Principles of Learning

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors* → students will be making connections to the community and the land around them through artistic expression.
- *Learning involves generational roles and responsibilities* → students will be exposed to music and dance from Indigenous elders and artists who have taken on their role and responsibility for sharing and passing on knowledge. From learning and watching these experiences, students will be exposed to what it means to uphold these roles and responsibilities.
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)* → students will use different forms of art to learn and connect to the culture of the land and people around them. Learning and exploring the Indigenous culture of the land around them/in which they live on will contribute to their connectedness to community and the land.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> ● Communicating <i>Connecting and engaging with others:</i> This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media. → students build connections with one another as they communicate through dance and song → students communicate with one another through personal interpretation and expression in painting ● Collaborating <i>Supporting group interactions:</i> Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. → students collectively learn dances and support one another throughout the learning process → students encourage others when exploring and expressing themselves 	<ul style="list-style-type: none"> ● Critical thinking ● Creative thinking <i>Generating and incubating:</i> Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions → exposing students to different types of music and art can spark new ideas of how they look at the world around them, how they create their own art, or spark interest in learning new instruments 	<ul style="list-style-type: none"> ● Personal awareness and responsibility ● Positive personal and cultural identity <i>Understanding relationships and cultural contexts:</i> Students understand that their relationships and cultural contexts help to shape who they are. → by connecting to the Indigenous culture of the area students live in, they are influencing and shaping their sense of self → exposing students to different cultures and practices at a young age help foster the mentality of growing up appreciating and inquiring about different cultures ● Social awareness and responsibility <i>Valuing diversity:</i> Students value diversity, defend human rights, advocate for issues, and interact ethically with others. → teaching students about different cultures at a young age helps to instil the mentality of valuing diversity rather than fearing it → students who learn to value differences will learn to practice and use positive skills such as empathy

BIG IDEAS

Subject Name: Arts Education	Subject Name: Physical Health Education	Subject Name: Indigenous Knowledge
<ul style="list-style-type: none"> • Dance, drama, music, and visual arts express meaning in unique ways. • Engagement in the arts creates opportunities for inquiry through purposeful play. 	<ul style="list-style-type: none"> • Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. 	<ul style="list-style-type: none"> • People create art to express who they are as individuals and community. • People connect to others and share ideas through the arts. • Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. • Good health comprises physical, mental, and emotional well-being.

LEARNING STANDARDS & ASSESSMENT

Curricular Competencies	Content	Assessment
<p>AE</p> <ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques <p>PHE</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Participate daily in physical activity at moderate to vigorous intensity levels • Develop and demonstrate respectful behaviour when participating in activities with others 	<p>AE</p> <ul style="list-style-type: none"> • Elements in the arts, including but not limited to: <ul style="list-style-type: none"> – dance: body, space, dynamics, time, relationships, form – drama: character, time, place, plot – music: beat/pulse, rhythm, tempo, pitch, dynamics, form – visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition • traditional and contemporary Aboriginal arts and arts-making processes • a variety of local works of art and artistic traditions from diverse cultures and communities 	<p>Varying rating scales depending on the activity. Each scale is in the assessment for the lesson.</p>

	<ul style="list-style-type: none"> • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment <p>PHE</p> <ul style="list-style-type: none"> • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games 	
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Prerequisite Concepts and Skills

Students will be expected to understand spatial awareness when partaking in physical activity lessons to ensure that they are not bumping into others and causing others potential harm.

Students may not have used an instrument before, therefore they will be expected only to be able to handle them respectfully meaning that they are not being rough with the instruments or damaging them.

Students have had practice at using paints and brushes in other activities, therefore they will be expected to know how to meaningfully use the materials and keep them tidy.

Teacher Preparation Required

Lesson 1	Access to Dance P13y resource (either paying or logging in for free preview) https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951233-follow-along-video-we-are-circling Projector/screen/speaker Open space for movement (move tables and chairs aside if no access to gym)
Lesson 2	Access to Dance P13y resource (either paying or logging in for free preview) https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us Projector/screen/speaker Open space for movement (move tables and chairs aside if no access to gym)
Lesson 3	YouTube channel 'How to Pow Wow Dance' video "Pow Wow for KIDS" https://www.youtube.com/watch?v=eI2gnTZh0-I&ab_channel=HowToPowwowDance Projector/screen/speaker Open space for movement

Lesson 4	<p>YouTube Secwepemc Welcome Song video https://www.google.com/search?q=secwepemc+welcome+song&oq=secwepemc+we&aqs=chrome.1.69i57j0i512j69i60l3.14341j0j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:ce8ce73a,vid:Vqf7IPuj7gw,st:0 Speaker (if possible projector and screen as well) Set of drums (preferably 17, if not, students will rotate)</p>
Lesson 5	<p>First Voices website - Secwepemc songs https://www.firstvoices.com/explore/FV/Workspaces/Data/Secwepemc/Secwepemetsin/Secwepemc/learn/songs Speaker Set of drums</p>
Lesson 6	<p>YouTube Secwepemc Salmon Song https://www.youtube.com/watch?v=KXEkbRmB9CQ&ab_channel=RobertGoss Speaker Drums</p>
Lesson 7	<p>Song for Swimmers song https://naccnaca-education.s3.amazonaws.com/artsalive/music_alive/Song_for_the_Swimmers.mp3 Drums, rattles/shakers</p>
Lesson 8	<p>Personal photo of scenery from Kamloops / Shuswap area Projector Large pieces of white paper for each student Paint, brushes, water jars, placemats or newspaper or tablecloths</p>
Lesson 9	<p>Photo or instagram page of Secwepemc beadwork https://www.instagram.com/beading_by_jewelz/ Projector White paper Pastels</p>
Lesson 10	<p>Copy of final art on Pg 82 OR personal example http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf Black construction paper/card stock and white paper Pencils, scissors, qtips, paint, glue</p>

Cross-Curricular Connections

Throughout this unit Indigenous concepts and content are intertwined into music, drama, dance, visual art, and physical education.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – *I provide for multiple means of representation in this unit in the following ways: using audio/video/photo examples along with oral instruction.*
2. MULTIPLE MEANS OF ACTION AND EXPRESSION – *I provide multiple means of action and expression in this unit in the following ways: students participate in all of the activities non-verbally expressing themselves through instrument, painting, movement etc.*
3. MULTIPLE MEANS OF ENGAGEMENT – *I provide multiple means of engagement in this unit in the following ways: flexible pacing for students who may need more time or those that need a break, playing soft relaxing music in the background while working to create a calm environment, ability to move around with music/drama activities.*

Differentiated Instruction (DI)

Student with autism who does not enjoy loud sounds will be encouraged to participate in activities with noise cancelling headphones.

Students who do not like using pastels can use blocks/beads to create patterns and designs on their table.

Overview of Lessons:

Lesson 1

Lesson Name & Time (Minutes Allotted):	“We Are Circling” - 15 minutes (PHE/DANCE)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Observe and share how artists use processes, materials, movements, technologies, tools, and techniques • Participate daily in physical activity at moderate to vigorous intensity levels • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • elements in the arts, including but not limited to → dance: body, space, dynamics, time, relationships, form • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives (SWBAT...):	SWBAT follow the dance movements in a respectful manner i.e. personal space/boundaries, taking the movements seriously and not mocking or making fun
Assessment:	<p><i>Participation scale 1 to 3 →</i></p> <p>The student is participating fully in the dance (3)</p>

	<p>The student is somewhat participating but can be distracted or talking (2)</p> <p>The student is silent/still or just talking (1)</p> <p><i>Conduct scale 1 to 3 →</i></p> <p>The student is replicating the dance moves (3)</p> <p>The student is not distracting other students but is not fully engaged in the activity or is using different moves (2)</p> <p>The student is verbally/physically making fun of the activity (1)</p>
Teaching Strategies:	<p>Teacher will be participating in the dance activity along with students, setting an example of participation and conduct</p> <p>Teacher will relocate to parts of the room during the activity to ensure that all students are participating</p> <p>Teacher will relocate near students who may be distracted/distracting others</p> <p>Students who normally cannot sit/work together will be separated</p>
Materials:	<p>Access to Dance Pl3y resource (either paying or logging in for free preview)</p> <p>https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951233-follow-along-video-we-are-circling</p> <p>Projector/screen/speaker</p> <p>Open space for movement (move tables and chairs aside if no access to gym)</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p>The song is to represent the four seasons</p> <p>Learn the Secwepemc names for 4 animals (bear will be a repeat for them)</p> <p>Bear/kenkekem, Fox/xgwélemc, Deer/ts'i7, and Grasshopper/skelkléts</p> <p>Have students practice saying the Secwepemc names out loud</p> <p>Act out each animal:</p> <p>Bear → scoop, scoop, dab, dab,</p> <p>Fox → run, run, jump, land</p> <p>Deer → tap chest twice, hands up twice, tap chest twice, hands to the side twice</p> <p>Grasshopper → hop, hands crossing behind back</p>
Body:	<p>Project the song/dance and have students follow along</p> <p>Repeat song without video and give students verbals cues for changing the animals</p>
Closure:	<p>Have students act out their favourite animal</p>

Lesson 2

Lesson Name & Time (Minutes Allotted):	“Important to Us ” - 15 minutes (PHE/DANCE)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Observe and share how artists use processes, materials, movements, technologies, tools, and techniques • Participate daily in physical activity at moderate to vigorous intensity levels • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • Elements in the arts, including but not limited to → dance: body, space, dynamics, time, relationships, form • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives (SWBAT...):	SWBAT follow the dance movements in a respectful manner i.e. personal space/boundaries, taking the movements seriously and not mocking or making fun
Assessment:	<p><i>Participation scale 1 to 3 →</i></p> <p>The student is participating fully in the dance (3)</p> <p>The student is somewhat participating but can be distracted or talking (2)</p> <p>The student is silent/still or just talking (1)</p> <p><i>Conduct scale 1 to 3 →</i></p> <p>The student is replicating the dance moves (3)</p> <p>The student is not distracting other students but is not fully engaged in the activity or is using different moves (2)</p> <p>The student is verbally/physically making fun of the activity (1)</p>
Teaching Strategies:	<p>Teacher will be participating in the dance activity along with students, setting an example of participation and conduct</p> <p>Teacher will relocate to parts of the room during the activity to ensure that all students are participating</p> <p>Teacher will relocate near students who may be distracted/distracting others</p> <p>Students who normally cannot sit/work together will be separated</p>
Materials:	<p>Access to Dance P13y resource (either paying or logging in for free preview)</p> <p>https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us</p>

	Projector/screen/speaker Open space for movement (move tables and chairs aside if no access to gym)
LESSON ACTIVITIES	
Introduction/Hook:	Watch the tutorial to learn moves: eagle movement, welcome hand movement, salmon hands, big hand sweep with stomp, heart hands etc.
Body:	Project the song/dance and have students follow along Repeat with just the audio and giving students verbal cues
Closure:	Have students share something that is important to them about the area that we live in, the seasons, our school, our class etc.

Lesson 3

Lesson Name & Time (Minutes Allotted):	“Pow Wow Dance” - 15 minutes (PHE/DANCE)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Observe and share how artists use processes, materials, movements, technologies, tools, and techniques • Participate daily in physical activity at moderate to vigorous intensity levels • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • Elements in the arts, including but not limited to → dance: body, space, dynamics, time, relationships, form • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives (SWBAT...):	SWBAT follow the dance movements in a respectful manner i.e. personal space/boundaries, taking the movements seriously and not mocking or making fun
Assessment:	<p><i>Participation scale 1 to 3 →</i></p> <p>The student is participating fully in the dance (3)</p> <p>The student is somewhat participating but can be distracted or talking (2)</p> <p>The student is silent/still or just talking (1)</p> <p><i>Conduct scale 1 to 3 →</i></p> <p>The student is replicating the dance moves (3)</p> <p>The student is not distracting other students but is not fully engaged in the activity or is using different moves (2)</p>

	The student is verbally/physically making fun of the activity (1)
Teaching Strategies:	Teacher will be participating in the dance activity along with students, setting an example of participation and conduct Teacher will relocate to parts of the room during the activity to ensure that all students are participating Teacher will relocate near students who may be distracted/distracting others Students who normally cannot sit/work together will be separated
Materials:	YouTube channel ‘How to Pow Wow Dance’ video “Pow Wow for KIDS” https://www.youtube.com/watch?v=eI2gnTZh0-I&ab_channel=HowToPowwowDance Projector/screen/speaker Open space for movement
LESSON ACTIVITIES	
Introduction/Hook:	Show students a video of Pow Wow dancing Secwepemc Pow Wow Dancing
Body:	Learn step by step some of the dance moves in Pow Wow dancing Practice them and repeat parts of the dance video one or two times!
Closure:	Have students show their favourite step!

Lesson 4

Lesson Name & Time (Minutes Allotted):	“Drums” - 15 minutes (MUSIC)
Learning Standards: Curricular Competencies	• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
Learning Standards: Content	• A variety of local works of art and artistic traditions from diverse cultures and communities • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment • Elements in the arts, including but not limited to → music: beat/pulse, rhythm, tempo, pitch, dynamics, form
Instructional Objectives (SWBAT...):	SWBAT identify the beat within the song and follow it
Assessment:	Rating scale: 1. Developing → rarely keeps a steady beat 2. Emerging → occasionally keeps a steady beat

	3. Proficient → keeps a steady beat almost all of the time. 4. Exceeding → consistently keeps a steady beat
Teaching Strategies:	Teacher will explain beat before lesson Teacher asks for students to contribute to discussion on drum protocol / how to respectfully use instruments Teacher will keep beat with students for students to reference
Materials:	First Voices website - Secwepemc songs https://www.firstvoices.com/explore/FV/Workspaces/Data/Secwepemc/Secwepemcts/n/Secwepemc/learn/songs OR different drum beat examples: heart beat, straight single beat, fast single beat Bernice Jensen ensemble of Secwepemc Drum songs video Speaker Set of drums
LESSON ACTIVITIES	
Introduction/Hook:	Bernice Jensen ensemble of Secwepemc Drum songs video
Body:	Practice different beats on their drums Follow along to one of the songs with Bernice OR First Voices and keep the beat
Closure:	What is your favourite beat? Can you play it for me?

Lesson 5

Lesson Name & Time (Minutes Allotted):	“Welcome Song” - 15 minutes (MUSIC)
Learning Standards: Curricular Competencies	• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
Learning Standards: Content	• A variety of local works of art and artistic traditions from diverse cultures and communities • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment • Elements in the arts, including but not limited to → music: beat/pulse, rhythm, tempo, pitch, dynamics, form
Instructional Objectives (SWBAT...):	SWBAT identify the beat within the song and follow it
Assessment:	Rating scale: 1. <i>Developing</i> → rarely keeps a steady beat 2. <i>Emerging</i> → occasionally keeps a steady beat

	<p>3. <i>Proficient</i> → keeps a steady beat almost all of the time.</p> <p>4. <i>Exceeding</i> → consistently keeps a steady beat</p>
Teaching Strategies:	<p>Teacher will review beat before lesson</p> <p>Teacher reviews drum protocol / how to respectfully use instruments</p> <p>Teacher will keep beat with students for students to reference</p>
Materials:	<p>YouTube Secwepemc Welcome Song video</p> <p>Speaker (if possible projector and screen as well)</p> <p>Set of drums (preferably 17, if not, students will rotate)</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p>Show Bernice Jensen ‘Welcome Song’ video</p> <p>Review ‘beat’</p>
Body:	<p>Hand out drums to students</p> <p>Play ‘Welcome Song’ audio and students practice drumming and keeping the beat</p> <p>Repeat the song 2 times</p>
Closure:	<p>Ask students:</p> <ul style="list-style-type: none"> - is beat fast? is beat slow? (yes, it can be as long as it stays the same) - how do we know if it is a beat? (it stays the same throughout the song)

Lesson 6

Lesson Name & Time (Minutes Allotted):	“Salmon Song” - 15 minutes (DRAMA/MUSIC)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • Elements in the arts, including but not limited to: <ul style="list-style-type: none"> – dance: body, space, dynamics, time, relationships, form – drama: character, time, place, plot – music: beat/pulse, rhythm, tempo, pitch, dynamics, form • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives (SWBAT...):	<p>SWBAT identify the beat within the song and follow it</p> <p>SWBAT explain and express the movements of a salmon through role-play</p>
Assessment:	Rating scale:

	<p>1. <i>Developing</i> → rarely keeps a steady beat / does not stay in character / uses movements and actions that do not represent accurately / does not use movements</p> <p>2. <i>Emerging</i> → occasionally keeps a steady beat / occasionally stays in character / uses some movements that accurately portray</p> <p>3. <i>Proficient</i> → keeps a steady beat almost all of the time / stays in character / uses movements and gestures to accurately portray</p> <p>4. <i>Exceeding</i> → consistently keeps a steady beat / always in character / uses multiple different movements and gestures for accurate portrayal</p>
Teaching Strategies:	<p>Set example for beat in the song</p> <p>Give example of appropriate acting portrayal of salmon</p> <p>Review how we respectfully participate in group activities i.e. personal space</p>
Materials:	<p>YouTube Secwepemc Salmon song</p> <p>Speaker</p> <p>Drums</p>
LESSON ACTIVITIES	
Introduction/Hook:	Play Secwepemc Salmon song on YouTube
Body:	<p>Half of the students will drum and keep the beat to the song while the other half of the students are in the middle of the circle swimming like salmon</p> <p>Repeat song & SWITCH → students who were salmon now get to use the drums and keep the beat, students who were drumming now get to be salmon</p>
Closure:	<p>What do you think they are singing to the salmon?</p> <p>Why are salmon important in Indigenous culture?</p>

Lesson 7

Lesson Name & Time (Minutes Allotted):	“Swimmers” - 15 minutes (MUSIC)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	• Elements in the arts, including but not limited to → music: beat/pulse, rhythm, tempo, pitch, dynamics, form
Instructional Objectives (SWBAT...):	SWBAT identify the beat and maintain it with their instrument
Assessment:	Rating scale:

	<ol style="list-style-type: none"> 1. <i>Developing</i> → rarely keeps a steady beat 2. <i>Emerging</i> → occasionally keeps a steady beat 3. <i>Proficient</i> → keeps a steady beat almost all of the time. 4. <i>Exceeding</i> → consistently keeps a steady beat
Teaching Strategies:	<p>Teacher will review beat before lesson</p> <p>Teacher reviews drum protocol / how to respectfully use instruments</p> <p>Teacher will keep beat with students for students to reference</p>
Materials:	<p>Song for Swimmers song</p> <p>Drums, rattles/shakers</p>
LESSON ACTIVITIES	
Introduction/Hook:	Introduce shakers to students!
Body:	<p>Play the Swimmers song for students to identify the beat and rhythm</p> <p>Focus on the shaker AND the drum</p> <p>Half students have shakers and half have drums, while listening to the song, keeping the beat of their specific instrument</p> <p>Repeat the song & SWITCH → students with drums get shakers, students with shakers get drums</p>
Closure:	<p>Can you keep the beat with more than one instrument? (Yes!)</p> <p>Which instrument is your favourite that we've learned?</p>

Lesson 8

Lesson Name & Time (Minutes Allotted):	"The Land Around Us" - 15 minutes (VISUAL ART - paint)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
Learning Standards: Content	<ul style="list-style-type: none"> • Elements in the arts, including but not limited to → visual arts: elements of design: <u>line, shape, texture, colour</u>; principles of design: <u>pattern, repetition</u>
Instructional Objectives (SWBAT...):	SWBAT create a personalized version of the painting
Assessment:	<ol style="list-style-type: none"> 1. <i>Developing</i> → only uses one colour, does not use details, paints items not relevant to image, completes as fast as possible 2. <i>Emerging</i> → uses one or two colours, uses some details, painting has some resemblance to the original photo

	<p>3. <i>Proficient</i> → uses multiple colours, has background and main details, painting resembles the original photo</p> <p>4. <i>Exceeding</i> → uses multiple colours, has background and other details, painting resembles the original photo, adds extra details that are relevant</p>
Teaching Strategies:	<p>Review how to use paints respectfully</p> <p>Step by step instruction for all students</p> <p>Relaxing music in the background for work time</p>
Materials:	<p>Photo of scenery from Kamloops / Shuswap area</p> <p>Projector</p> <p>Large pieces of white paper for each student</p> <p>Paint, brushes, water jars, placemats or newspaper or tablecloths</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p>Review how to respectfully use paints</p> <p>Show students a photo of the land</p>
Body:	<p>Ask students what they see in the picture - students respond</p> <p>Have students focus on parts of the picture i.e. the colour of the background, the sky, the water, the mountains etc.</p> <p>Bring their attention to each of these pieces one at a time i.e. we are going to paint the sky first, what colours do you see etc. after a few minutes, then draw their attention to another element of the photo and have them assess the colours and paint that etc.</p> <p>Students work on their paintings</p>
Closure:	What do you like about the land we live on?

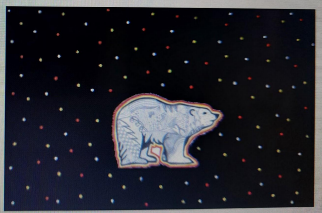
Lesson 9

Lesson Name & Time (Minutes Allotted):	“Beadwork” - 15 minutes (VISUAL ART - pastels)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
Learning Standards: Content	• Elements in the arts, including but not limited to → visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition
Instructional Objectives (SWBAT...):	<p>SWBAT recognize the different colours and basic patterns in the beadwork</p> <p>SWBAT create/design a picture of their favourite beadwork/pattern</p>

Assessment:	<p>1. <i>Developing</i> → only uses one colour, drawing is not related or relevant, does not draw anything</p> <p>2. <i>Emerging</i> → uses one colour or two, drawing somewhat resembles a photo of the beadwork, completes fast without attention to detail</p> <p>3. <i>Proficient</i> → uses multiple colours to create a pattern/design/replica, drawing resembles a photo of beadwork, takes time and care in work</p> <p>4. <i>Exceeding</i> → uses multiple colours to create a pattern/design/replica, drawing resembles a photo of beadwork, takes time and care in work, creates multiple</p>
Teaching Strategies:	<p>Separates students who cannot work at same table together</p> <p>Drawing student attention to different colours and patterns in the bead work</p> <p>Relaxing music in the background for work time</p>
Materials:	<p>Instagram page of bead work on projector @beading_by_jewelz</p> <p>Indigenous music on speaker</p> <p>White paper, pastels</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p>Shows Instagram page of different beadwork patterns</p> <p>Discuss the different colours and patterns that we see</p>
Body:	<p>Each student will get time to choose their favourite piece of beadwork and create a pastel picture replicating the colours, the patterns, or designs</p>
Closure:	<p>Students can stand up and share their work to the class to see what everyone created!</p>

Lesson 10

Lesson Name & Time (Minutes Allotted):	“Starry Night Animals” - 20 minutes (VISUAL ART - draw + paint)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
Learning Standards: Content	<ul style="list-style-type: none"> • Elements in the arts, including but not limited to → visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition
Instructional Objectives (SWBAT...):	<p>SWBAT design an animal of their choosing</p> <p>SWBAT explain why they chose this animal and what we learn from this animal</p>
Assessment:	<p>1. <i>Developing</i> → does not follow all of the steps / completed as fast as possible</p>

	<p>2. <i>Emerging</i> → follows almost all of the steps (missed one or made a mistake) / put in enough effort to finish on time</p> <p>3. <i>Proficient</i> → followed all of the steps / working hard to complete with care</p> <p>4. <i>Exceeding</i> → followed all of the steps / working hard to complete with care / finishes and helps others with difficult steps</p>
Teaching Strategies:	<p>Teacher will show step by step process for the art</p> <p>Teacher will show a final copy of the art</p> <p>Teacher will have animal tracers available</p>
Materials:	<p>Copy of final art on Pg 82 OR personal example</p> <p>http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf</p>  <p>Black construction paper/card stock and white paper</p> <p>Pencils, scissors, Qtips, paint, glue</p>
LESSON ACTIVITIES	
Introduction/Hook:	<p>Show example on projector</p> <p>Review the spirit buddies / explain Indigenous art incorporates a lot of nature and starry nights are very popular in Indigenous art / we are going to create a spirit buddy painting to express the animal we connect with</p>
Body:	<p>Students trace spirit buddy on white paper and cut out</p> <p>Students take black paper and cover with Qtip dots in paint</p> <p>Glue animal on top to give the effect of the animal in the starry night sky</p>
Closure:	<p>Students explain WHY they connect to the spirit buddy that they chose (students have learned about the 4 spirit buddies and how they help us with our core competencies)</p>

Resources

Lesson 1: Dance Play

<https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951233-follow-along-video-we-are-circling>

Lesson 2: Dance Play

<https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951225-follow-along-video-important-to-us>

Lesson 3: Pow Wow

https://www.youtube.com/watch?v=eI2gnTZh0-I&t=2s&ab_channel=HowToPowwowDance

Lesson 4: Welcome Song Drumming

<https://www.google.com/search?q=secwepemc+welcome+song&oq=secwepemc+we&aqs=chrome.1.69i57j0i512j69i60l3.14341j0j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:ce8ce73a,vid:Vqf7IPuj7gw,st:0>

Lesson 5: Secwepemc Drumming

<https://www.firstvoices.com/explore/FV/Workspaces/Data/Secwepemc/Secwepemctsln/Secwepemc/learn/songs>

Lesson 6: Salmon Song Acting

https://www.youtube.com/watch?v=KXEkbRmB9CQ&ab_channel=RobertGoss

Lesson 7: Song for Swimmers Rattle, Drumming, and Dance

https://naccnaca-education.s3.amazonaws.com/artsalive/music_alive/Song_for_the_Swimmers.mp3

http://naccna-assets.s3.amazonaws.com/celebrating_canadas_indig_people_-_teacher_guide_eng_final.pdf

Lesson 9: Instagram page https://www.instagram.com/beading_by_jewelz/

Lesson 10: Starry Night Animal Picture P.82

<http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUB-LFP-K-3-In-our-Own-Words-for-Web.pdf>

Extensions to Unit

This unit is such a brief introduction for students into Indigenized arts! There are so many resources out there for creating an entire Indigenized dance unit, painting unit, beading unit, drama unit etc.

An idea for furthering this unit along would be to have students work on creating a mini music/dance/drama production of the change of the seasons. They could incorporate the work they have done on learning about the core competencies through Spirit Buddies to tell short oral tellings, use the drums and shakers to keep the beat, create small dances representing the seasons, and use Secwepemc words to express the seasons, animals, and colours of the medicine wheel.

Reflections

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