

## Spirit Animal & Legends

### Art Lesson introducing Canadian Indigenous Art



Teacher: Jean-Marc Duchesne (French-Algonquin-Innu heritage)

Grade level: Cycle 1 & 2 (grades: 2, 3 & 4)

Time frame: 3 periods x 60 minutes = 180 minutes

(Each 180 min. lesson covers a specific Canadian Indigenous art style)

### **Objective**

This art lesson plan and the three derivatives, introduce students to Inuit, West Coast and Woodland art genres, and transition into an art making project. Students will be introduced to Canadian indigenous art and how significantly lifestyle, tradition, culture, language, non-physical spirit realm, animals and land all shape indigenous culture into a designated indigenous art style.

Each lesson plan applies the QEP (Quebec Education Plan) objectives of learning to create, interpret and appreciate an artistic production through the study of various artistic techniques, expression and content, in the style of three major indigenous art traditions (Inuit, West Coast and Woodland) in Canada.

By applying variations of sophistication in accordance to the abilities of students and of their respective grade levels, students will be able to meet criteria of assessment, acquisition of knowledge by gaining valuable insight into indigenous artistic expression and tradition. Furthermore, the legends introduced through each unique culture will demonstrate the importance of community, solidarity and of an individual's purpose for well-being and belonging.

Students will be exposed to concepts of the visual arts curriculum through six formal approaches: SYMBOLISM, COLOUR, LINE, BALANCE, SPACE & FORM.

Each lesson will incorporate four QEP cross-curricular competencies:

1- **Information**: Gathering and selecting knowledge about from referenced sources, and how to apply elements in one of the three art styles.

2- **Creativity**: Translating and expressing their creation in the fashion of the conditions that make each artistic tradition uniquely identifiable. Crafting an art piece that applies the five themes of symbolism, colour, line, space and form.

3- **Identity**: Constructing an artwork that considers moral and ethical values, and projects the student's inner voice through a chosen medium(s).

4- **Communication**: Able to translate and express one's ideas and appreciation of a Master artist's work. To critique using an art appreciation methodology in a manner that is appropriate, respectful and engaging.

### **Adaptation**

None of the students have physical limitations. Although there appears to be students in each of the groups that demonstrate behavioural and psychological issues. Yet the regular art teacher, Mélanie B., and myself don't have access to any of the profiles to confirm these observations. As a result, the students which seem to demonstrate signs of having profiles, will be paired with students that have been supportive throughout the school year. I have noted, thus far, that projects incorporating elements of collaboration and cooperation are beneficial to students that show signs of difficulties and promotes a good class flow.

**DAY 1**

INUIT ART: (Grade 2, cycle 1)

WOODLAND ART: (Grade 3, cycle 2)

WEST COAST ART: (Grade 4, cycle 2)

### Objective

Introduce students to each of the three main genres of Indigenous art. During this first stage of three, students will receive a broad-based overview of the CULTURE, LANGUAGE, the LEGEND that typically shape each art style, and get an understanding into the ANIMALS and PERSONS that inhabit each region and how these elements translate into the respective ART styles.

Keywords: INDIGENOUS, NATION, CULTURE.

### INTRODUCTION

- **5 min**— An Interactive Resource: Introduction into Canada’s First People, (Goldi Productions, 2007). Web link: <http://firstpeoplesofcanada.com/>

In Canada, there are three distinct groups of aboriginal peoples:

1. First Nations—630 First Nation communities (Canada): 50 Indigenous languages.
2. Inuit—In Inuktitut it means “the people” of the Arctic.
3. Métis—Mixed blood people.

- 2 million people in Canada identify themselves as Indigenous
- Fastest growing population in Canada (42% growth)
- Half under the age of 25
- Each group have unique histories, languages, cultural practices and spiritual beliefs.

Source: Indigenous and Northern Affairs Canada (2016)

## INDIGENOUS ART

- **10 min**— Introduction, appreciation and discussion into Indigenous art

*What is indigenous art?* (Accompanied by a slide show of examples)

Source: National Gallery of Canada (2018)

1. Traditionally— artistic practices outside of established western style of making art
2. Contemporary— indigenous artists draw on their ancestral connections and combine approaches with their knowledge and engagement of contemporary international art
3. Discussion, inquiry and appreciation with examples of Canadian Indigenous Art.



Image: Google search:  
Indigenous Art (2018).



Image: Senate of Canada (2018).  
Map @ 2006: Indigenous Art in Canada.

- **10 min**— CULTURE & TRADITIONS

—**INUIT ART: (Grade 2, cycle 1)**

The Inuit Part 1 (4min)

link: <https://www.youtube.com/watch?v=hcvPIRn5Ado>

Nunavut: Land of the Inuit and traditions (2:30min)

link: <https://www.youtube.com/watch?v=x0dpmJQhQ2I>

—**WOODLAND ART: (Grade 3, cycle 2)**

Canadian Aboriginal History: Origins (7min)

link: <https://www.youtube.com/watch?v=ULyRPpYHxdo>

—**WEST COAST ART: (Grade 4, cycle 2)**

Kwakiutl (3min)

link: <https://www.youtube.com/watch?v=1DWFB7ODmEg>

Inside the Collections: Pacific Northwest Coast Peoples (4 min)

link: [https://www.youtube.com/watch?v=Mz9OkG\\_BIRM](https://www.youtube.com/watch?v=Mz9OkG_BIRM)

- **30 minutes**— ART MAKING

Q: *What is something that I've learned about from the culture that I am learning about?*

Individually, draw one thing about what was learned today about the culture, land, people, etc.

Materials: sketchbook, markers, coloured pencils.



Image: "First People, First Story" (Graham, 2013)

- **5 min**— CLEAN-UP

**DAY 2**

INUIT ART: (Grade 2, cycle 1)

WOODLAND ART: (Grade 3, cycle 2)

WEST COAST ART: (Grade 4, cycle 2)

### Objective

Students will communicate what they've retained from the first day's art project. During this second stage of three, students will now be introduced to the notion of LEGEND. How each story is often shaped by SYMBOLISM and ANIMALS for each of the art styles reviewed, and how these elements translate into ART through the application of COLOUR, LINE, SPACE & FORM.

Keywords: LEGEND, TRADITION, COMMUNITY, SYMBOLISM.

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• **7 min**— COMMUNICATION

Students will share their artwork from the previous class to review and express the knowledge they have acquired on a given Indigenous group and art.

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• **8 min**— LEGEND

**Q:** *What is a legend?*

Source: Chen, E. (2016).

- How narratives feature human actions perceived both by teller and listener.
- Animals demonstrating human values, and qualities that give the tale realism.
- How legends operate within the realm of uncertainty yet believable.
- Legends explain our world and the community to which we belong to.

- **10 min**— LEGEND: VIDEO SOURCES

—**INUIT ART: (Grade 2, cycle 1)**

Tuurngait (2013, 6:30) An Inuit child wanders away from his village, fascinated by a wild bird. Link: <https://www.youtube.com/watch?v=XaI-nEN2DRE>

—**WOODLAND ART: (Grade 3, cycle 2)**

Coyote Dream (2010, 8:00), Raven and Coyote: How they collaborated to create the earth, their eventual disagreements over life and death, and the birth of man and woman. This is the timeless tale of mortality, revenge, and rebirth. Link: <https://www.youtube.com/watch?v=Zmg7EWZ-hY4>

—**WEST COAST ART: (Grade 4, cycle 2)**

Raven Steals the Light (2016, 9:30), Raven, the trickster, wants to give people the gift of light.

But can he find out where Sky Chief keeps it?

Link: <https://www.youtube.com/watch?v=74Y38Oy4AM4>

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- **5 min**— ANIMALS & LEGENDS (Discussion)

**Q:** *Why do most legends contain animals?*

- Stories grow out of the lives and imaginations of the people.
- Possess abilities beyond those of humans.
- Explain the unexplainable.

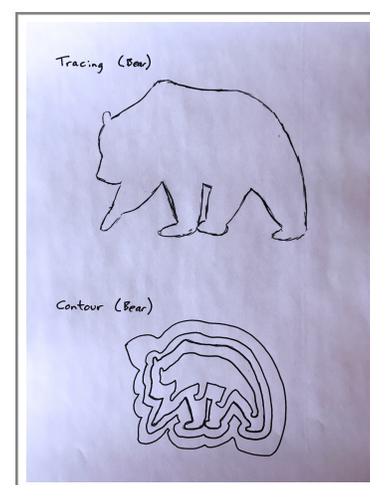


Bear Fish, by Vasiliy Mushyk, Ukraine. In the Woodland tradition as taught by Norris Morrisseau, a Canadian aboriginal (Anishnaabe) artist.

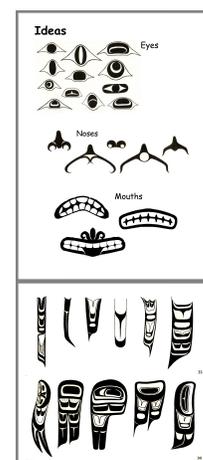
- **25 min**— ART MAKING: Students will be paired, according to the ability of each individual students according to their regular art teacher (Mélania B.). By working in pairs, COLLABORATION & COOPERATION will be promoted and assessed.

Materials: Animals silhouette templates (annex), white low bond paper for tracing, pencil, scissors, tape.

- **All three groups:** choose 2 animals from the supplied template (see annex): one outer shell and one spirit form.
- Trace each animal onto a blank low bond white sheet of paper (8 x 11), use tape to affix both pieces, one on top of the other, before tracing.
- **INUIT ART: (Grade 2, cycle 1) & WOODLAND ART: (Grade 3, cycle 2)** will create contouring bands around and within the animal.
- Draw 2 contour lines around each animal.
- Cut along each contour line.
- For the outer shell animal retrace the white paper template onto black construction paper, and cut it out.
- Conserve the cut pieces for the next day's art project.
- **WEST COAST ART: (Grade 4, cycle 2)** will trace and cut out two identical animals. The larger version will cover a surface area of 12 x 10 inches, and a second smaller version of the same animal will cover a surface for an 3 x 3 inch area.
- Draw the inner spirit of the larger animal by using forms from the Northwest Tribal Art Forms template (annex).
- Conserve the cut piece for the next day's art project.
- **5 min**— CLEAN-UP



Bear traced and radiating contour lines



Lundgren (2018).  
Northwest Tribal Art Forms

### DAY 3

INUIT ART: (Grade 2, cycle 1)

WOODLAND ART: (Grade 3, cycle 2)

WEST COAST ART: (Grade 4, cycle 2)

#### Objective

During this final stage of three, each group of paired students will create their own LEGEND inspired from the cultural group that they've learned about. Through COLOUR, LINE, SPACE & FORM, and the BALANCE between SYMBOLISM and ANIMAL, students will translate their own story through their specified artistic style (Inuit, West Coast and Woodland).

Keywords: BALANCE, COLOUR, LINE, SPACE, FORM.

- **55 min**— ART MAKING (COLOUR, LINE, SPACE & FORM)

Materials: Multi coloured construction paper, 11 x 14 white bristol paper, white heavy bond paper for painting, Bentbox template paper, markers, crayons, coloured pencils, scissors, glue.

- Choosing the ANIMALS that are:
  - 1- the outer shell.
  - 2- the inner spiritual form.
- Decide how and where the animal will be placed onto an imagined background.
- **BACKGROUND**: consider how COLOUR will best transmit emotion and feelings of cold or heat, and how complementary colours guide our attention to certain areas in our art piece.
- How will the BALANCE between SPACE, FORM and connecting LINEs convey your message to a viewer.



Rainbow Bear. Shorty, R. (2012)  
Northwest Tribal Art

- **INUIT ART: (Grade 2, cycle 1)** will create a background for their legend on a white heavy bond paper for painting (16 x 20), using paints but may also apply soft mediums (markers, coloured pencil) to create a mix media piece.
- Once the background is complete, glue the animal and spirit form in the scene.
- Use connecting or accent lines to emphasize and harmonize the scene and message desired.
  
- **WOODLAND ART: (Grade 3, cycle 2)** will create a background using only 2 to 4 different coloured pieces of construction paper, taped together onto an 11 x 14 white bristol paper.
- When the mono coloured background is complete, glue the animal (inner and outer) onto background.
- Use connecting or accent lines to emphasize and harmonize the legend as in the tradition of Woodland Art as discussed during Day 1 & 2.
  
- **WEST COAST ART: (Grade 4, cycle 2)** will create a Bentwood style box by using template form (annex). The larger outer animal with its inner illustrated spirit form will be glued to the outside of the box. The second smaller inner animal will adorn the inside lid. Once the art piece complete, students will cut out their box and assemble it.
  
- **5 min**— Clean-up

#### **DAY 4 (TBD)**

The CT (Mélanie B.) may or may not use the students' artwork for a critique and appreciation class on the following week. The CT is yet uncertain if she will combine this suggestion with another art assignment. To be determined.

COMPLETED PROJECTS



INUIT ART: (Grade 2, cycle 1)



WOODLAND ART: (Grade 3, cycle 2)

## COMPLETED PROJECTS con't



WEST COAST ART: (Grade 4, cycle 2)

## Art Assessment

<b>Engagement &amp; Perseverance</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to work through problems, to develop focus and perseverance at art tasks.	<p>Goes beyond expectations</p> <p>Shows consistent self-control</p> <p>Responds to and learns from feedback; self-reflects without reminders</p>	<p>Meets criteria</p> <p>Self-control apparent with little help</p> <p>Sets target towards finishing the artwork</p>	<p>Meets partial criteria</p> <p>Shows some self-control but with help</p> <p>Often needs assistance to complete a piece</p>	<p>Rarely attempts to meet criteria</p> <p>Off task, easily distracted</p> <p>Little self-control or persistence shown, or with much help</p>

**Student says:**

The hardest part for me was...

I really focused on...

<b>Envision</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to imagine, improvise and work with what cannot be planned ahead.	<p>Self-motivated to know about objects, events, and people</p> <p>Seeks out ways to make her artwork personable, original</p>	<p>Openly demonstrates interest towards new ideas</p> <p>With some help, motivates herself in selected topics of interest</p>	<p>Shows some interest in new situations or ideas, but is not motivated to explore those ideas or situations on her own</p> <p>Needs help to develop and maintain interest in some topics.</p>	<p>Uninterested in new topics and avoids becoming involved in new experiences</p> <p>Cannot develop and maintain one idea even with scaffolding</p>

**Student says:**

I imagined that if I...

First, I imagined...

<b>Communication</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to create works that have an idea, a feeling, or personal meaning.	Clearly conveys ideas or feelings through required criteria.  Makes relatable connections to referenced artwork  Goes beyond the required criteria	Conveys ideas, feeling, or personal meaning in such a way that makes it difficult to make connections to referenced artwork  Meets required criteria	Partially conveys an idea, feeling or personal meaning but has no connection to referenced artwork  Partially met required criteria	Does not convey ideas, feelings, or personal meaning  Minimal criteria met  No connections are made to referenced artwork

**Student says:**

I wanted to show that...

This piece is important to me because...

<b>Observation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to see more closely than ordinary “looking” and learning to see things that otherwise might not be apparent.	Attentive to detail and uses reasoning to interpret intention or mood	Attentive to detail	Can identify subject matter in some detail	Cannot identify details

**Student says:**

I never noticed before that...

I practiced looking closely by...

<b>Exploration</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to reach beyond one's capacities, to explore playfully without a plan, and to learn from mistakes	<p>Develops original ideas</p> <p>Sees mistakes as learning opportunities</p> <p>Willing to try unusual ideas</p> <p>Willing to tackle difficult problems that don't have easy solutions</p>	<p>Develops ideas in unique ways with some support</p> <p>Sees that mistakes are not personal failures</p> <p>With little help, takes on difficult work</p>	<p>Develops ideas in somewhat unique ways, but only with help and encouragement</p> <p>Understands that mistakes are learning opportunities, but emotionally still views them as personal failures</p>	<p>Materials and ideas developed from everyday ways</p> <p>Often gets ideas from the work of others</p> <p>Does not see mistakes as learning opportunities</p> <p>Not willing to take risks that might result in mistakes</p>

**Student says:**

I made a mistake when I ...

I tried something new when I ...

<b>Reflection</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to think, talk about, and evaluate works of art	Evaluates choices within the work and describes how these support idea(s) of the piece	Evaluates work mostly on personal taste but with some evidence from the referenced or critiqued artwork	Evaluates work mostly on personal taste with few qualifiers	Evaluates work only based upon personal taste in simple terms with no qualifiers

**Student says:**

I like that \_\_\_\_\_ because...

What I would do differently next time is \_\_\_\_\_ because...

<b>Learning &amp; Knowledge</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning about art, approach & practice.	Understands principals of colour, line, space, form and balance and how it connects with the world and the style studied	Transfers information from other artworks into own practice through colour, line, space, form and balance	Shows a basic understanding of artistic principals of colour, line, space, form and balance	Has no concept of art studied  Does not engage or relate to the principals of colour, line, space, form and balance

**Student says:**

The artwork influenced me to...

I learned about...

<b>Collaboration &amp; Cooperation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Learning to interact with classmates	Collaborates and cooperates well with others and understands the difference	Collaborates and cooperates well with others but does not distinguish the difference	Works well but prefers to remain outside any group work	Works poorly with others.  Demands attention and must often be isolated from group work

**Student says:**

I worked well with others when I ...

## ASSESSMENT CUE CARD

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

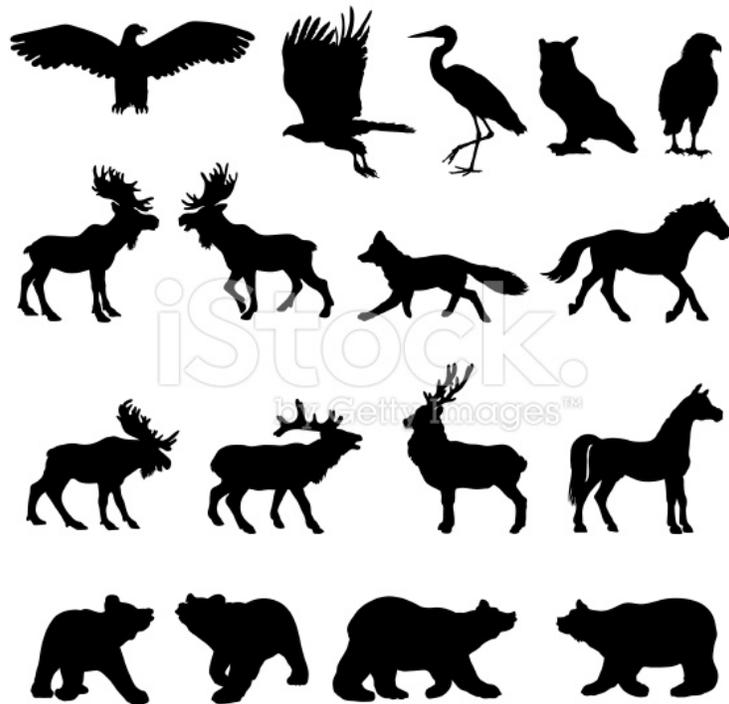
<p><b>Engagement &amp; Perseverance</b> The hardest part for me was... I really focused on...</p>	4 3 2 1
<p><b>Envision</b> I imagined that if I... First, I imagined...</p>	4 3 2 1
<p><b>Communication</b> I wanted to show that... This piece is important to me because...</p>	4 3 2 1
<p><b>Observation</b> I never noticed before that... I practiced looking closely by...</p>	4 3 2 1
<p><b>Exploration</b> I made a mistake when I... I tried something new when I ...</p>	4 3 2 1
<p><b>Reflection</b> I like that _____ because... What I would do differently next time is _____ because...</p>	4 3 2 1
<p><b>Learning &amp; Knowledge</b> The artwork influenced me to... I learned about...</p>	4 3 2 1
<p><b>Collaboration &amp; Cooperation</b> I worked well with others when I ...</p>	4 3 2 1

ANNEX  
INUIT ART: (Grade 2, cycle 1)



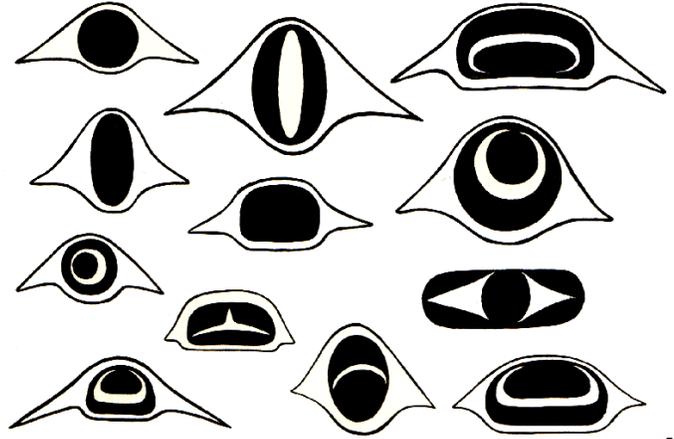
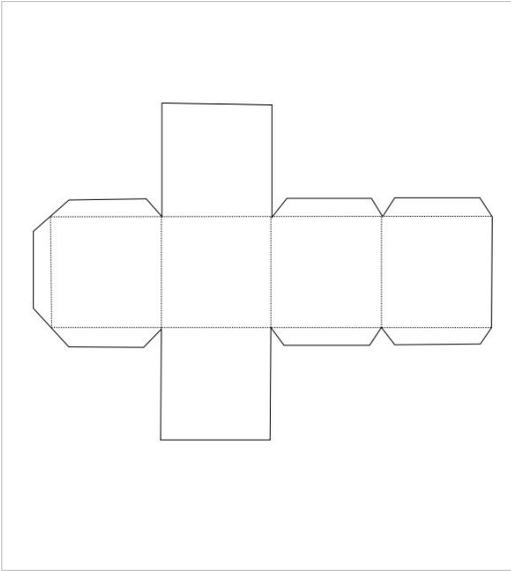
ANNEX

WOODLAND ART: (Grade 3, cycle 2)

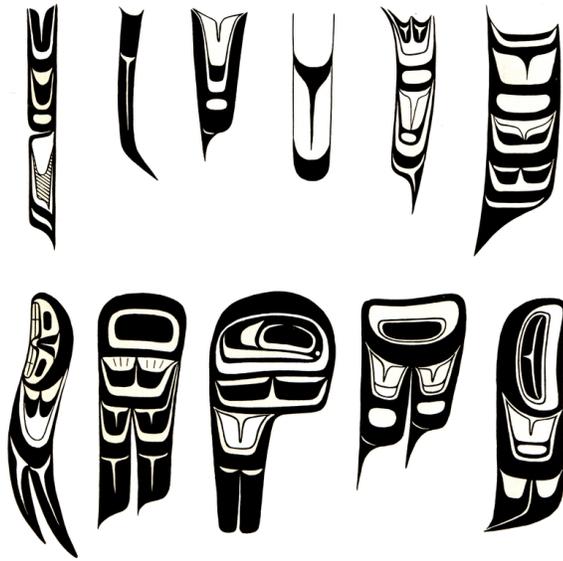


ANNEX

WEST COAST ART: (Grade 4, cycle 2)

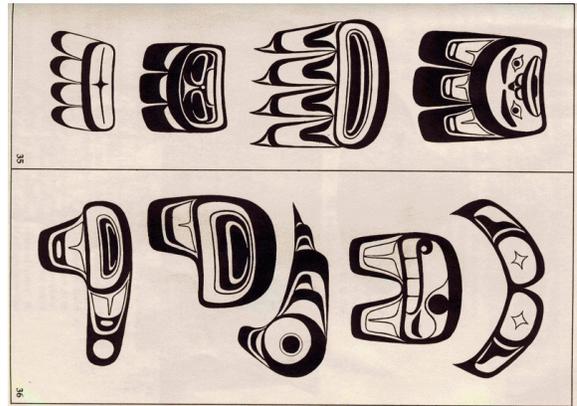


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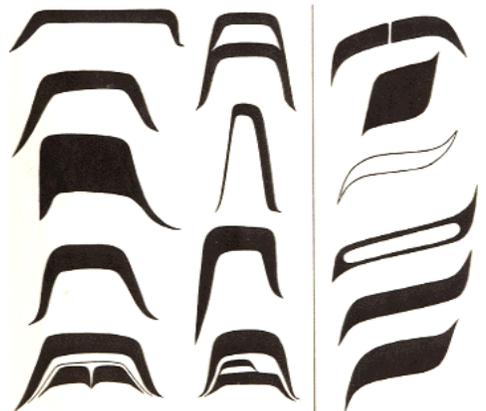
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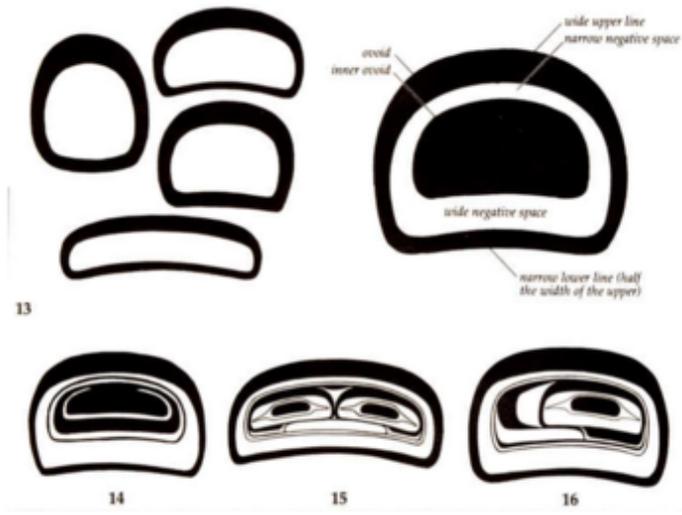
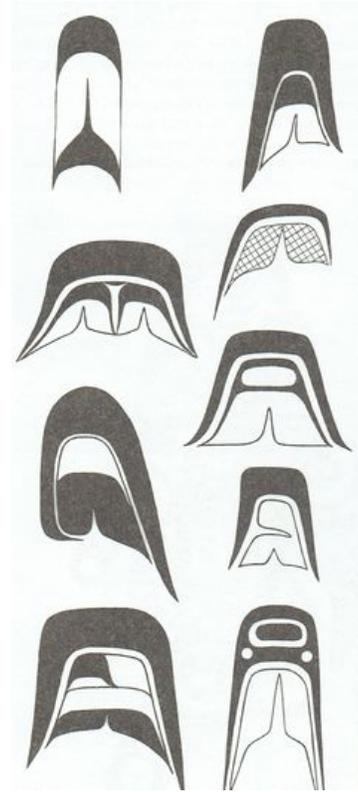
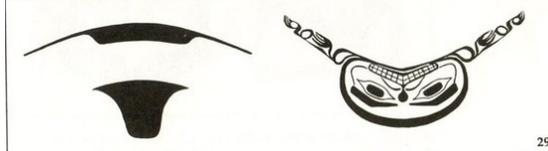
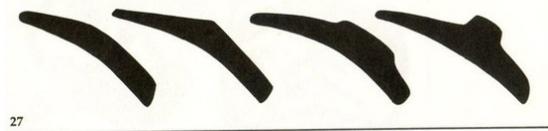
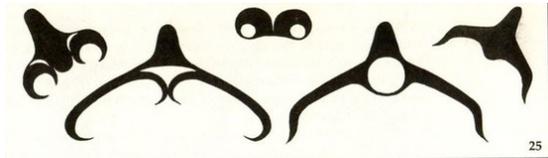
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WEST COAST ART: (Grade 4, cycle 2) CON'T



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