

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Visual Art (Indigenous Art)</u>	Number of Lessons <u>6</u>	Time (in weeks): _____
Name: <u>Mr. Jackson</u>	Subject(s): <u>Visual Art</u>	Grade(s): <u>6/7</u>

Rationale

Students will focus on visual arts (drawing and painting), with a direct focus on Indigenous (Canadian) art/artists. They will be looking at and analyzing a variety of styles and methods to creating art from an Indigenous perspective. Students benefit from visual arts as it is a critical component in our experience of the world. Students will experience Indigenous culture and history, where they will analyze contemporary artistry, as well as influential artists and their work.

Overview:

This unit incorporates lessons that focus on basic methods, where students learn how to create aspects of the artist's art (curves, lines, coloring, shading, drawing, and painting). Then students will directly follow work and create their own interpretation of artwork using a specific style that was taught to them. By the end students should have studied various artists and their art (style, design, and inspiration). Students will then have a choice to choose the artist they found most influential and inspiring and create a piece of art that follows that artist's methods.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>Focusing on intent and purpose: Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences.</p> <p>Acquiring and presenting information: Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information.</p>	<ul style="list-style-type: none"> ● Critical thinking <p>Analyzing and critiquing: Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions.</p> <p>Questioning and investigating: Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret,</p>	<ul style="list-style-type: none"> ● Positive personal and cultural identity <p>Understanding relationships and cultural context: Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs.</p> <p>Identifying personal strengths and abilities: Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand</p>

	<p>and synthesize information and evidence; and reflect to draw reasoned conclusions.</p> <p>Designing and developing: Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs.</p> <ul style="list-style-type: none"> • Creative thinking <p>Creating and Innovating: Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new.</p>	<p>that they are unique and are a part of larger, and often multiple, communities.</p> <ul style="list-style-type: none"> • Personal awareness and responsibility <p>Well-being: Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves.</p> <ul style="list-style-type: none"> • Social responsibility <p>Building relationships: Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways.</p>
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BIG IDEAS

<ul style="list-style-type: none"> • Through art making, one's sense of identity and community continually evolves. • Experiencing art challenges our point of view and expands our understanding of others.
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LEARNING STANDARDS

Curricular Competencies	Content
<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p>	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

<p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>	
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Prerequisite Concepts and Skills:

Students are expected to be familiar with visual art through drawing and painting, while utilizing the proper tools for each method. Students are also expected to know classroom expectations and work expectations (i.e., do it nice or do it twice), as well as the helpful or hindering aspects of behavior.

Teacher Preparation Required: (8 ½" x 11" paper, pencils, artist examples, and erasers req for every lesson)

Lesson 1	Benjamin Chee Chee
Lesson 2	Norval Morrisseau - Woodland style of Indigenous art*
Lesson 3	Daphne Odjig
Lesson 4	Jackson Beardy
Lesson 5	Alex Janvier
Lesson 6	Gallery Walk - Student chooses the art - Finished products will be displayed and discussed

Cross-Curricular Connections:

This unit integrates Indigenous culture, history, and art so students are learning social aspects during this unit related to Social Studies. Students are learning about Canadian Indigenous artists, where they are from and why they are relevant to us today.

Indigenous Connections / First Peoples Principles of Learning:

Throughout this unit students are working in a community based learning environment, where they will be supporting each other and their process of creating. This is exactly how the First Peoples learn best, this is how they communicate and teach their lessons to their families and friends. So making the classroom a learning environment where students are working together to gather and pass information is how the First People's principles of learning are weaved into this unit. This will be mentioned when students are learning from each other to ensure the connection is made, and remember learning takes patience and time. Students also need to remember that learning takes patience and time, specifically with art, students need to understand that art may take us longer to create and imagine, patience is our greatest ally during this unit and students should be aware that learning takes time.

Universal Design for Learning (UDL):

Students will be given the opportunity to have a choice regarding the final lesson/project. Students will have a choice on artist and method (painting or drawing). Students will have all information and resources provided for them, which will assist them in creating their artwork. Students will have access to this information through Google classroom, as well as printed handouts, which they will place in their binders. Students will primarily create their own pieces of art but will have the opportunity to work with others as long as they are working productively. The lessons will also offer a step-by-step process which will analyze specific methods and techniques to creating art. Students will have to follow and re-create specific pieces of art, when they are done, or if they finish early, they will have the choice to create their own design using the same style/technique as the artist being observed.

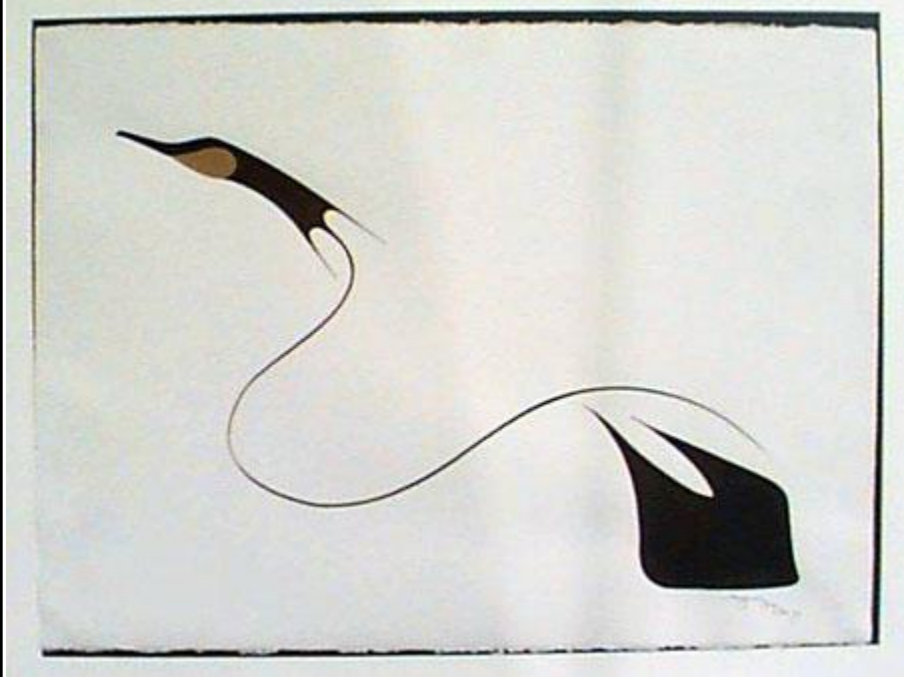
Differentiate Instruction (DI):

Students will learn how to follow instruction and create art through visualization. Students should understand that art is reflective and that each individual experiences/creates art in a way that makes sense to them. There is no right or wrong way to create or display art. However, students should understand that art has an underlying meaning through its representation. Students will be able to create art through various methods by critically analyzing Indigenous artistry. The lessons will go over the artist and their style, before creating a piece we will look at methods and techniques before we create a final piece. Students should know that art requires patience, practice, and that many attempts can be made before we get the correct product. I will encourage students to try their best, they will however still need to meet the requirements/criteria intended for the specific lesson. They will also have a choice which will benefit their artistic styles (painting/drawing), although we will focus on an individual method as a class so that one group does not finish before the other.

Overview of Lessons:

Lesson 1


Name & Time (Minutes Allotted):	Benjamin Chee Chee
Learning Standards: Curricular Competencies	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p>

	AE3CC5: Describe, interpret and respond to works of art
Learning Standards: Content	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>
Instructional Objectives	TSWBAT: Recognize and interpret Mr. Chee Chee's style of art and re-create it following his methods and techniques. Students will be able to draw animals using minimalistic techniques (lightly curved lines that are large in design). They will also be able to design a piece of work that similarly represents Benjamin's goose design he is most famous for.
Assessment:	Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately recreate artwork related to Benjamin Chee Chee. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist.
Teaching Strategies:	I will utilize the smart board, white board, and Google classroom for the students' benefit. I will display and handout images of Benjamin's art so that students can easily observe the artist's work and analyze the design/methods as best as possible.
Materials:	<p>Paper, pencil, pencil crayons, eraser</p>  <p>Example of Benjamin's work</p>
Lesson Activities:	
Introduction/Hook:	I will start the class by acknowledging the Secwepemc territory, I will then introduce our unit stating that we will be focusing on Indigenous artists from Canada. Our first artist will be Benjamin Chee Chee. I will give a brief backstory regarding his art and explore some of his artwork.

	Then I will get the students to practice drawing thin curved lines that come to a sharp point.
Body:	This lesson may take 2 lessons, the first lesson will be an introduction and exploration of artists, while re-creating/designing their highlighted features (style/techniques). Then I will give the students a chance to mimic a drawing (of their choice - there will be 3 or 4 options). Students will then create a piece of art resembling the specific artist of this lesson. If they can display a proficient - extending understanding and if they finish early, they can choose to create something original following the style and technique of the artist for this lesson.
Closure:	We will close this lesson by doing a quick clean up, students will organize the materials they have, put anything they borrowed away and hand in their work.

Lesson 2


Name & Time (Minutes Allotted):	Norval Morrisseau - Introduction to Woodland style art
Learning Standards: Curricular Competencies	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>
Learning Standards: Content	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

<p>Instructional Objectives</p>	<p>TSWBAT: Recognize and interpret Mr. Morrisseau's style of art and re-create it following his methods and techniques. Students will be able to draw animals, flowers/plants, and people using bright colors, thick lines and abstract shapes. They will also be able to design a piece of work that similarly represents Norval's, as well as recognize and understand the Woodland Art style, which Norval founded/created that has become so inspiring to today's artist.</p>
<p>Assessment:</p>	<p>Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately recreate artwork related to Norval Morrisseau. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist.</p>
<p>Teaching Strategies:</p>	<p>I will utilize the smart board, white board, and Google classroom for the students benefit. I will display and handout images of Benjamin's art so that students can easily observe the artist's work and analyze the design/methods as best as possible.</p>
<p>Materials:</p>	<p>Paper, pencil, eraser, paint, paint brushes, canvas</p>  <p>Example of Norval Morrisseau's art</p>
<p>Lesson Activities:</p>	
<p>Introduction/Hook:</p>	<p>I will start the class by acknowledging the Secwepemc territory, I will then introduce the artist we will be focusing on for this lesson. Our second artist will be Norval Morrisseau. I will give a brief backstory regarding his art and explore some of his artwork. I will then explore his style of art (Woodland style of art), I will explain that this style of art has become most popular among Indigenous artists. Then I will get the</p>

	students to practice drawing intricate shapes that are thick and full of color.
Body:	This lesson may take 2 lessons, the first lesson will be an introduction and exploration of artists, while re-creating/designing their highlighted features (style/techniques). Then I will give the students a chance to mimic a drawing (of their choice - there will be 3 or 4 options). Students will then create a piece of art resembling the specific artist of this lesson. If they can display a proficient - extending understanding and if they finish early, they can choose to create something original following the style and technique of the artist for this lesson.
Closure:	We will close this lesson by doing a quick clean up, students will organize the materials they have, put anything they borrowed away and hand in their work. Students can showcase their work if willing.

Lesson 3


Name & Time (Minutes Allotted):	Daphne Odjig
Learning Standards: Curricular Competencies	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>
Learning Standards: Content	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> ● Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>

Instructional Objectives	TSWBAT: Recognize and interpret Daphne's style of art and re-create it following her methods and techniques. Students will be able to draw animals or people using techniques similar to both Norval's and Benjamins (bright colors, thin curved lines that come to a point, thick lines, blank faces, and abstract shapes). They will also be able to design a piece of work that similarly represents Daphne's, as well as recognize and understand the Woodland Art style.
Assessment:	Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately recreate artwork related to Daphne Odjig. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist.
Teaching Strategies:	I will utilize the smart board, white board, and Google classroom for the students benefit. I will display and handout images of Daphne's art so that students can easily observe the artist's work and analyze the design/methods as best as possible.
Materials:	Paper, pencil, eraser, paint, paint brushes, canvas  Example of Daphne's art
Lesson Activities:	
Introduction/Hook:	I will start the class by acknowledging the Secwepemc territory, I will then introduce the artist we will be focusing on for this lesson. Our third artist will be Daphne Odjig. I will give a brief backstory regarding her and her art and explore some of her artwork. I will then explore her style of art (Woodland style of art), I will explain that this style of art is similar to Norval Morrisseau's. Then I will get the students to practice drawing intricate shapes that are thick and full of color, while drawing faces similar to the ones above.
Body:	This lesson may take 2 lessons, the first lesson will be an introduction and exploration of artists, while re-creating/designing their highlighted features (style/techniques). Then I will give the students a chance to mimic a drawing (of their choice - there will be 3 or 4 options). Students will then create a piece of art resembling the specific artist of this lesson. If they can display a proficient - extending understanding and if

	they finish early, they can choose to create something original following the style and technique of the artist for this lesson.
Closure:	We will close this lesson by doing a quick clean up, students will organize the materials they have, put anything they borrowed away and hand in their work. Students can showcase their work if willing.

Lesson 4

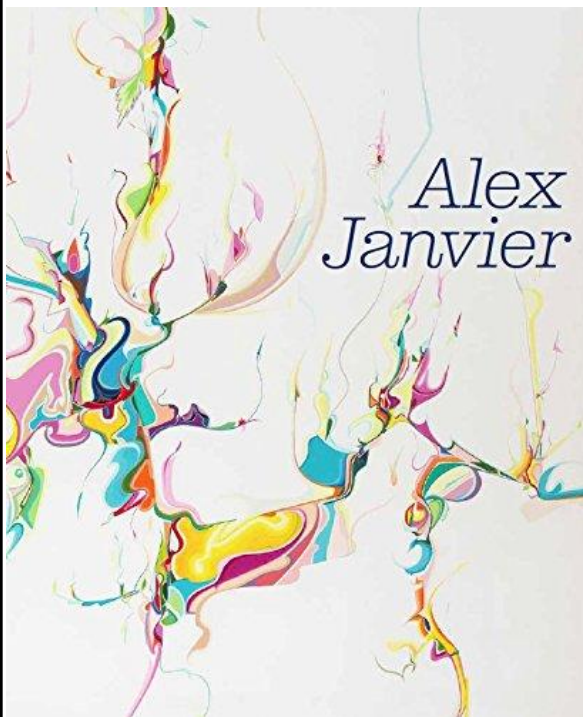
Name & Time (Minutes Allotted):	Jackson Beardy
Learning Standards: Curricular Competencies	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>
Learning Standards: Content	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> ● Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>
Instructional Objectives	TSWBAT: Recognize and interpret Jackson's style of art and re-create it following his methods and techniques. Students will be able to draw animals using techniques similar to both Norval's and Benjamins (bright colors, thin curved lines that come to a point, thick lines, and abstract shapes). They will also be able to design a piece of work that similarly represents Jackson's, as well as recognize and understand the Woodland Art style.
Assessment:	Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately

	recreate artwork related to Jackson Beardy. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist.
Teaching Strategies:	I will utilize the smart board, white board, and Google classroom for the students benefit. I will display and handout images of Jackson's art so that students can easily observe the artist's work and analyze the design/methods as best as possible.
Materials:	Paper, pencil, pencil crayons, eraser 
	Example of Jackson Beardy's art
Lesson Activities:	
Introduction/Hook:	I will start the class by acknowledging the Secwepemc territory, I will then introduce the artist we will be focusing on for this lesson. Our fourth artist will be Jackson Beardy. I will give a brief backstory regarding him and his art and explore some of his artwork. I will then explore his style of art (Woodland style of art/minimalist). Then I will get the students to practice drawing thick wavy lines that extend across the page, while coloring them in 3 different colors (rainbow).
Body:	This lesson may take 2 lessons, the first lesson will be an introduction and exploration of artists, while re-creating/designing their highlighted features (style/techniques). Then I will give the students a chance to mimic a drawing (of their choice - there will be 3 or 4 options). Students will then create a piece of art resembling the specific artist of this lesson. If they can display a proficient - extending understanding and if they finish early, they can choose to create something original following the style and technique of the artist for this lesson.
Closure:	We will close this lesson by doing a quick clean up, students will organize the materials they have, put anything they borrowed away and hand in their work. Students can showcase their work if willing.

Lesson 5

Name & Time (Minutes Allotted):	Alex Janvier
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<p>Learning Standards: Curricular Competencies</p>	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>
<p>Learning Standards: Content</p>	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> ● Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p> <p>Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</p>
<p>Instructional Objectives</p>	<p>TSWBAT: Recognize and interpret Mr. Janvier’s style of art and re-create it following his methods and techniques. Students will be able to draw animals using techniques that will be different from other artists, (thin curved lines that can branch off and go in any direction). They will also be able to design a piece of work that similarly represents Alex’s, as well as recognize and understand his specific style of art</p>
<p>Assessment:</p>	<p>Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately recreate artwork related to Alex Janvier’s. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist.</p>
<p>Teaching Strategies:</p>	<p>I will utilize the smart board, white board, and Google classroom for the students benefit. I will display and handout images of Alex’s art so that students can accessibly observe the artist’s work and analyze the design/methods as best as possible.</p>
<p>Materials:</p>	<p>Students will have a choice if they want to draw or paint for this style of art</p>



Examples of Alex Janvier's art

Lesson Activities:

Introduction/Hook:

I will start the class by acknowledging the Secwepemc territory, I will then introduce the artist we will be focusing on for this lesson. Our fifth and final artist will be Alex Janvier. I will give a brief backstory regarding him and his art and explore some of his artwork. I will then explore his

	style of art (Abstract and wild). Then I will get the students to practice drawing thick and thin wavy lines that extend across the page, while coloring them in various colors, while utilizing empty spaces to their advantage.
Body:	This lesson may take 2 lessons, the first lesson will be an introduction and exploration of artists, while re-creating/designing their highlighted features (style/techniques). Then I will give the students a chance to mimic a drawing (of their choice - there will be 3 or 4 options). Students will then create a piece of art resembling the specific artist of this lesson. If they can display a proficient - extending understanding and if they finish early, they can choose to create something original following the style and technique of the artist for this lesson.
Closure:	We will close this lesson by doing a quick clean up, students will organize the materials they have, put anything they borrowed away and hand in their work. Students can showcase their work if willing.

Lesson 6

Name & Time (Minutes Allotted):	Gallery Walk
Learning Standards: Curricular Competencies	<p>AECC1: Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</p> <p>AECC2: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>AECC3: Explore relationships between identity, place, culture, society, and belonging through the arts</p> <p>AECC4: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</p> <p>AE2CC4: Interpret works of art using knowledge and skills from various areas of learning</p> <p>AE2CC5: Examine relationships between the arts and the wider world</p> <p>AE3CC1: Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> <p>AE3CC3: Take creative risks to express feelings, ideas, and experiences</p> <p>AE3CC4: Express, feelings, ideas, and experiences through the arts</p> <p>AE3CC5: Describe, interpret and respond to works of art</p>
Learning Standards: Content	<p>Manipulation of elements and principles to create meaning in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual Art - elements of design <p>Traditional and contemporary Aboriginal arts and arts-making processes.</p>

	Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
Instructional Objectives	TSWBAT: Recognize and interpret any of the art styles studied in this unit and re-create it following the artists methods and techniques. Students will be able to re-create and design an original piece that follows a specific artist's work.
Assessment:	Students will be assessed on their ability to follow instruction/criteria. Students will also be assessed based on their ability to accurately recreate artwork related to the artist observed. Students will be able to demonstrate an understanding of design, techniques, and similarity to the original artist. As well, students will be assessed on their ability to explain and familiarize themselves with the artist they chose.
Teaching Strategies:	I will utilize the smart board, white board, and Google classroom for the students' benefit. I will create a google doc in Google classroom, where students can put down their name and the artist they want to follow for the gallery walk. This way I can keep track of the students and their work
Materials:	Students will have a choice if they want to draw or paint for this lesson.
Lesson Activities:	
Introduction/Hook:	I will start this lesson by acknowledging the Secwepemc territory. I will begin the class by explaining our gallery walk, which should take us to just about the end of my time for my practicum. I will explain that they will have to create a piece of art that is inspired by the artists we observed and explain why they chose that artist.
Body:	Students will work individually to create an original piece of artwork that they chose so that they can display it for a gallery walk where the students observe each other's work. Students who chose artwork by Benjamin Chee Chee and Jackson Beardy have to demonstrate proficiency in extending skills due to the negative space utilized for their art (because this art is more simplistic and minimalistic).
Closure:	The due date will be set accordingly so that a gallery walk can be set up. Students will display their art and create a half page - full page write up on why they chose this style and who it was inspired by (which artist they chose and why).

Resources:

<https://sa-cinn.com/benjamin-chee-chee-artcards-prints/> - Benjamin Chee Chee

<https://mackenzie.art/jackson-beardy/>
<https://www.thecanadianencyclopedia.ca/en/article/jackson-beardy> - Jackson Beardy

<https://www.officialmorrissette.com/> - Norval Morrissette

<https://www.redlakemuseum.com/woodland-art.html> - Woodland Art

<https://www.thecanadianencyclopedia.ca/en/article/daphne-odjig>
<https://bearclawgallery.com/artists/daphne-odjig-prints/> - Daphne Odjig

<https://www.alexjanvier.com/> - Alex Janvier

Extensions to Unit:

This unit could be extended into writing and journaling where students research a Canadian Indigenous artist, create an artwork based on that artist's styles and techniques and create a powerpoint or poster describing them and their work. This could be extended into a greater more developed gallery walk.

Reflections and Revisions