

NAC10: Expressions of First Nations, Métis and Inuit Cultures

MALVERN C.I.

COURSE OUTLINE

2021-22

INTRODUCTION

“This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.” -- The Ontario Curriculum, Revised, 2018

Expressing Aboriginal Cultures is a Visual Arts course, newly introduced to the TDSB course selection for 2013-2014.

It offers an exciting and refreshingly new approach to Visual Arts, where students explore styles, techniques, history and subject matter characteristic of Canadian Indigenous cultures.

This course qualifies as a compulsory arts credit towards the OSSD. More importantly, it qualifies as an equivalent to the Grade 9 Art credit, AVI10 and, as such, can act as a prerequisite for Grade 10 or Grade 11 Visual Arts at Malvern.

COURSE STRANDS

- A. ARTISTIC EXPRESSION AND FIRST NATIONS, MÉTIS, AND INUIT WORLD VIEWS
- B. CREATING AND PRESENTING
- C. FOUNDATIONS
- D. ART AND SOCIETY

COURSE ACHIEVEMENT CATEGORIES

At the same time, the Curriculum for NAC10 also uses achievement categories that are similar to those in the Visual Arts (AVI10) course – *Knowledge/Understanding, Thinking/Inquiry, Communication and Application*. These are basically what will generate the outcome objectives and, hence, the evaluation criteria for the various assignments and projects we will do throughout the year. It is with these categories in mind that the Achievement Charts (rubrics) are generally (but not exclusively) developed:

Knowledge/Understanding. Includes knowledge of facts, understanding of concepts and relationships between concepts.

Thinking/Inquiry. Includes critical and creative thinking skills and inquiry skills (e.g., formulating questions, research and interpretation of information as well as metacognition [effective questioning about their own learning])

Communication. Includes communicating ideas or information, using language, symbols and visual images, as well as understanding audience and the purpose of communicating.

Application. Includes applying ideas and skills in both familiar and new contexts, applying procedures, mediums and technology, and making connections (between their own experiences and various aspects of the course as well as between aspects of the course and the world outside the school).

Basic Units/Projects (these projects are typically what we do in the course, though there is always the possibility they may not occur in this order or they may be replaced by a different assignment)

- 1) We will start the year with an introduction to Indigenous storytelling and look at the idea of Guardian Spirits in Indigenous cultures. Introduction to colour pencil and acrylic painting will form the basis of studio work here.
- 2) We will look at Relationships in terms of how we relate to the people around us. In this unit we will also look at how Indigenous cultures see animals and the special place they hold both in terms of the balance of nature and in terms of representing spirits, people and clans. The major studio project here will involve illustrating animals using colour pencil.
- 3) We will also spend some time listening to and reading various Indigenous stories to learn the value of storytelling in Indigenous cultures. The major studio project here will involve collograph printing in order to illustrate a moment from a selected story.
- 4) Then we will begin to take a closer and harder look at issues and challenges faced by Indigenous cultures in Canada both in the past and present. Students will make a vinyl block print expressing their chosen concern. This project with its associated write up has typically made up 15% of the culminating activity mark
- 5) Students will then spend some time immersed in watercolour painting techniques after which each student will do a painting based on any aspect of the course already studied. This painting with its associated write up typically makes up the other 15% of the culminating activity mark.
- 6) If time allows, we may be able to do a couple of smaller projects. One would involve learning about the history and significance of tattoo art in some Indigenous cultures. Then students will learn how to draw a self-portrait in pencil and then illustrate it with tattoo designs using fine markers. Another small project involves learning about the importance of “winter counts” and other forms of pictographic record-keeping used by Indigenous cultures. Students will create their own “Pictographic Story” based on an important event in their own life using marker on manila craft paper.