

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: *Native Studies*

Ministry of Education Course Title: *Expressing Aboriginal Cultures*

Grade Level: 9

Ministry Course Code: NAC10

Teacher's Name: Cathy Rodger

Developed by: Linda Johnson

Date: September 2009

Revision Date: September 2018

Developed from: Ontario Ministry of Education. (1999). *The Ontario curriculum, grades 9 and 10, Native Studies*. Toronto ON: Queen's Printer for Ontario.

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)

Approval Date: September 6, 2018

# ***Course Description/Rationale***

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

## ***Overall Curriculum Expectations***

### **Identity**

- describe the elements of culture reflected in various art forms;
- demonstrate understanding of how Aboriginal art forms reflect cultural identity;
- produce Aboriginal art forms that portray Aboriginal culture;
- demonstrate understanding of traditional Aboriginal forms of expression and their influence on the portrayal of Aboriginal identity in contemporary art forms.

### **Relationships**

- demonstrate understanding of the relationships among Aboriginal peoples, their environments, and art forms;
- identify how specific Aboriginal art forms reflect aspects of the society that produced them;
- produce art forms that demonstrate Aboriginal relationships.

### **Sovereignty**

- explain how art forms can be an expression of sovereignty;
- identify different interpretations of sovereignty exemplified in various art forms;
- demonstrate how Aboriginal art affirms Aboriginal cultures.

### **Challenges**

- demonstrate understanding of the impact of Aboriginal art forms on society;
- explain how art forms are a means for promoting dialogue and healing in Aboriginal communities;
- demonstrate understanding of issues related to the production of Aboriginal art forms;
- identify how new and evolving art forms reclaim, revive, and sustain Aboriginal cultures.

# Course Content

<b>Unit</b>	<b>Length</b>
<b>Oracy: Aboriginal Story Telling</b>	26 hours
<b>Visual Arts</b>	29 hours
<b>Functional Arts and Aboriginal Cultures</b>	26 hours
<b>Dance and Music</b>	14 hours
<b>Celebrations of Aboriginal Culture</b>	15 hours
<b>Total</b>	110 hours

## Unit Descriptions

### Unit 1 - Oracy: Aboriginal Stories

In this unit students listen, visualize, adapt, collaborate, imagine and create through the medium of the story. From the beginning of time, Aboriginal peoples have made meaning from the environment and then transmitted this meaning to the next generation through storytelling.

Students convey in visual digital storytelling, drawings, writing, drama and oral communication the importance of Aboriginal stories. They make meaningful connections between Aboriginal stories and events in their own lives.

### Unit 2 - Visual Arts

Students examine and learn to distinguish between the artistic styles found in Canadian Aboriginal painting, photography, and multimedia presentations. Students interpret the meanings of these art forms in the context of the cultural group and create art that speaks to issues of personal and contemporary significance.

### Unit 3 - Functional Arts and Aboriginal Cultures

In this unit students examine the diversity of Aboriginal functional art within the traditional and contemporary context, including; canoe and water craft design, clothing, and architecture. The significance of women's work to Aboriginal art and culture is an important theme in this unit as is the relationship between the natural environments, Aboriginal culture, and the products of that culture.

### Unit 4 - Music and Dance

In this unit, students examine and identify music and dance styles in the Canadian Aboriginal experience. Students interpret meanings of chants, songs, and dances; identify the instruments required to create Aboriginal music; recognize the materials necessary to make Aboriginal instruments and dance costumes; and are able to identify significant Aboriginal music and regalia contributors.

### Unit 5 - Celebrations of Aboriginal Culture

In this culminating unit students develop a presentation that forms part of the "Celebration of Aboriginal Culture." Individual or small group presentations use themes, skills and knowledge developed by the students over the preceding four units in this course.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Direct instruction
- Online inquiry
- Video lessons
- Hands on learning through multimedia art projects
- Research outside of the classroom will also be done by interviewing elders and community members

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/Understanding	Students will identify various art forms, (e.g., storytelling, songs); explain and make art forms as an expression of sovereignty. (e.g. originality of art work); compare art forms of various Aboriginal cultures, (e.g., Inuit art, West Coast art, Eastern Woodland Art);  Students will explain what artisans might have been trying to express through their artwork, (e.g., Creating pictographs, or form an artist's painting)	18%
	Thinking	Students will understand traditional forms of expression and their influence on Aboriginal identity in contemporary art forms. Students will understand the relationship among Aboriginal peoples, their environment and art forms. Students will Identify how specific art forms reflect aspects of the society that produce them. (e.g., Inuit are indigenous to using soapstone, or how certain stories were only told during certain times of the year)	12%
	Communication	Student will explain how the traditional art forms of particular Aboriginal communities were produced (e.g. how canoes were produced among the Ojibwa)	18%
	Application	Students will produce art forms that portray Aboriginal culture;  Students will use natural material to reproduce art forms that convey aspects of Aboriginal peoples' beliefs or values related to good relationships. Students will explain how natural environment affect the development of Aboriginal art forms (e.g., Inuit soapstone carvings)	22%
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	4%
		Thinking	4%
		Communication	5%
		Application	7%
		Knowledge/Understanding	2%
		Thinking	2%
		Communication	3%
		Application	3%
		<b>TOTAL</b>	<b>100</b>

# Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback, including descriptive feedback on students' preliminary version of their "traditional stories" and numerous art pieces.
- Conversations between student/teacher on a regular basis (synchronous and asynchronous)
- Conversations with mentor, including discussions about proposed interview questions, stories and art works.
- Self-assessment through compare and contrast exercises
- Self-assessed applications to community life

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students about opinion on their different cultures and communities
- Observation of student's art styles and story creations
- Unit quizzes and assignments
- Culminating art projects
- Final exam
- Final assignment
- Digital portfolio
- Digital storytelling projects

## Resources

Bouchard, D., Jones, J., Martin, J., Cameron, K., S., & Jones, N. (2015). *The seven sacred teachings of White Buffalo Calf Woman = Niizhwaaswi aanikeiniwendiwini: waabishiki mashkode bizhikiins ikwe*. North Vancouver, B.C.: More Than Words.

Maple, J. (n.d.). *Menu*. Retrieved September 11, 2017, from <http://natedance.ca/>

*Ohwejagehka: Ha`degaenage: - Iroquois Language Songs*. (n.d.). Retrieved September 11, 2017, from <http://www.ohwejagehka.com/>

*Ojibwe: Art, Culture and History*. (n.d.). Retrieved September 11, 2017, from <http://www.nativetech.org/shinob/index.html>

Ontario Ministry of Education. (2010). *Growing success assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

STRATO. (n.d.). Retrieved September 11, 2017, from <http://www.tipitales.com/>

[http://www.native-art-in-canada.com/first\\_nations\\_art.html](http://www.native-art-in-canada.com/first_nations_art.html)

<https://www.thecanadianencyclopedia.ca/en/article/first-peoples-music/>

<http://native-dance.ca/en/home/>

[www.abegweithealth](http://www.abegweithealth.com)

<http://www.fourdirectionsteachings.com/>

[http://firstpeoplesofcanada.com/fp\\_groups/fp\\_inuit1.html](http://firstpeoplesofcanada.com/fp_groups/fp_inuit1.html)

[http://digital.scaa.sk.ca/ourlegacy/exhibit\\_metisculture](http://digital.scaa.sk.ca/ourlegacy/exhibit_metisculture)

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.