

**Subject/Grade: Grade 7/8 Arts Education
Decolonization**

**Lesson Title: Art and
Teacher: Morganne Connick**

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CH8.2: Analyze the influence of social issues on the work of contemporary First Nations, Metis and Inuit artists, and share results.

- a) Research First Nations, Metis and Inuit artists who use their artwork to explore and comment on social issues (e.g., Susan Aglukark, Edward Poitras).
- b) Identify social factors that influence First Nations, Metis and Inuit artists, their work and careers (E.g., typecasting of actors, limited access to venues and markets).
- c) Investigate the work of an artist that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism and marginalization.

Treaty Outcomes:

SI8: Assess the impact residential schools have on First Nations Communities:

- Examine how First Nations and communities continue to deal with and heal from abuses experienced by First Nation people in Residential Schools

Key Understandings: ('I Can' statements)

- I can use research skills to discover information about Indigenous artists in Canada,
- I can understand the importance of studying Indigenous forms of art that move towards Reconciliation and Decolonization,
- I can identify historical and modern issues faced by Indigenous people in Canada.

Essential or Key Questions:

- Why is it important to expand one's knowledge of Indigenous art?
- In what ways can Canada be Decolonized through the use of art, film and music?

Prerequisite Learning:

Formative Assessment: Think Pair Share strategy.

Summative Assessment:

- Be familiar with the effects of Colonialism on Indigenous peoples in Canada,
- Grasp the concept of Residential schools in Canada,

- Understand and execute research and preparing a presentation.

Instructional Strategy(ies)

- The lesson will switch between lecture and information presented by film,
- Students will brainstorm in their groups with a discussion component.

Stage 2: Determine Evidence for Assessing Learning

Formative assessment: Exit Slip

The end product of these lesson will end in a presentation that will assess student learnings including:

- How well they followed instructions,
- The research they carried out,
- Their presentation component

Stage 3: Build Learning Plan

Set (Engagement):
5 minutes

Students will end the class with two video segments representing Inuit art in Canada. The first will be a short 5 minute film on Cape Dorset and Inuit art. The second is an example of Inuit throat singing.

Length of Time:

Instructional Strategies:

- Lecture,
- Group work,
- Independent research.

Materials/Resources:

- Powerpoint Slide,
- Videos,
- Recipe cards

Development:
40 minutes

The lecture portion of the class will include a slideshow breaking down what the rubric will look like for the upcoming presentation. In addition, it will include a sample presentation I have made for students to follow and consider as they work on their research presentation. The rest of the class will be given to students to work on their research presentations with their partner.

Length of Time:

**Possible Adaptations/
Differentiation:**

- Students will be urged to share their responses however, it is not mandatory,
- When it comes time to complete the presentation component arrangements can be made to present directly to the educator with their partner.

Learning Closure:
Time: 9 minutes

Students will be handed an exit slip to fill out with the prompt: "Why is it important to explore all forms of Indigenous art

Length of

Management Strategies:

including Inuit even though it is not something we are used to seeing in Southwest Saskatchewan?"

- When students are working in their pods they will be brought back to a group discussion with a give me 5,

Safety Considerations:

- Covid Protocol will be followed when students work in their pods and this will be considered when working with students.
- Because of the sensitive subject around Residential Schools, intergenerational trauma and the effects of Colonization on Indigenous peoples in Canada. It is important that this content is approached in a respectful manner.

Stage 4: Reflection

What went well?

What could have gone better?

Were the students engaged throughout the lesson?

Was the exit slip question effective?

Professional Development Plan

Topic: Arts Ed

Date: March 11, 2021

Teacher: Morganne Connick

Observer:

<p>Professional Target: Maintaining student interest and ensuring they understand the content</p> <p>Specific Target(s):</p>	Comments
<p>How to Achieve Target:</p> <ol style="list-style-type: none">1. Use different types of media to engage students,2. The slides appeared to guide students in understanding of the rubric and presentation.3. Did I do frequent checks with my students to make sure they understood what was being asked of them.	
<p>Data Collection:</p> <ol style="list-style-type: none">1. Did the media I used appear to interest students? ___yes ___no2. Did the slides I had present enough information for students to understand the rubric.	

<p style="text-align: center;">___yes ___no</p> <p>3. Did I ask questions to ensure all of the students understood what was being asked of them?</p> <p style="text-align: center;">___yes ___no</p>	
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3. Instructions to observer (be specific):

Was the rubric clear and concise? Does it mesh well with what students are working towards? Did I ensure I walked around the class to check with students 1 on 1 to see if they understood the rubric slides.

4. Data Collection: