

Salish Weave lesson plan

**Topic: Using Coast Salish elements to develop images of animals**

**First People’s Principles of Learning:**

- Learning is embedded in memory, history and story
- Learning involves patience and time

**Big Ideas:**

- Creative expression develops our unique identity and voice (Arts)
- Dance, drama, music, and visual arts are each unique languages for creating and communicating (Arts)
- Language and story can be a source of creativity and joy (English Language Arts)
- Everyone has a unique story to share (English Language Arts)

**Total time required: 40 minutes**

<p><b>Learning Intention(s)</b> The students will be able to;</p> <ul style="list-style-type: none"><li>- Interpret symbolism and how it can be used to express meaning through the arts (Arts)</li><li>- Express feelings, ideas, stories, observations, and experiences through creative works (Arts)</li><li>- Describe and respond to works of art (Arts)</li><li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Arts)</li><li>- <b>Exchange ideas and perspectives</b> to build shared understanding (English Language Arts)</li><li>- Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community (English Language Arts)</li></ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"><li>- Salishweave.com</li><li>- First Peoples Principles of Learning</li><li>- BC Arts and English Language Arts curriculum</li><li>- “Wuhus” /Maynard Johnny Jr. from Salish Weave box set 2</li><li>- Pieces of paper with a large traced circle, crayons, markers or pencil crayons, Salish shape stencils and scissors</li></ul>
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<ul style="list-style-type: none"> <li>- Explore <b>oral storytelling processes</b> (English Language Arts)</li> </ul> <p>The students will use</p> <ul style="list-style-type: none"> <li>- Salish shapes and purposeful colours to create emphasis (elements and principles of design)</li> <li>- Magnification, minification and/or personification (image development strategies)</li> </ul>	
<p><b>Teacher Activity (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Have the students sit in a circle on the carpet and show the students Wuhus by Maynard Johnny Jr. and ask them to discuss what they notice with the person beside them.</li> <li>2. Encourage visual thinking strategies by asking “What is going on in this picture?”, “What makes you say that?”, and “What else can we find?”.</li> <li>3. Lead into the explanation of the activity by reviewing the Salish shapes (circle, crescent, extended crescent, oval, and trigon).</li> <li>4. Give examples of common ways to arrange Salish shapes together to create animal structures such as eyes, tail, wing etc.</li> <li>5. Show an example that you have made and encourage students to make theirs unique and to think of a story that relates to their image (what the animal is doing, how they are feeling and where they are).</li> <li>6. Regroup as a whole class and sit in a circle on the carpet again and ask students to show their artwork and share the stories associated with their art.</li> </ol>	<p><b>Student Activity (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Describe and interpret Maynard Johnny Jr’s Wuhus with a partner.</li> <li>2. Share thoughts and ideas with the whole class and listen to other interpretations of the image.</li> <li>3. Create an image of an animal or part of an animal using at least three different Salish shapes as elements of design.</li> <li>4. Choose any type of colouring medium provided and use meaningful colours to create emphasis on a certain part of the drawing.</li> <li>5. Give the animal a name and create a short story about the animal to develop meaning behind the image.</li> <li>6. Share your story orally with the class and respectfully listen to others’ stories.</li> </ol>

### **My reflection**

- A clear reminder should be mentioned about Indigenous storytelling and active listening to show respect to those sharing stories would have prevented some side conversations.
- A talking stick may be helpful as a symbol to show who is supposed to be speaking and who to listen to.
- One of my students asked if they could draw outside of the circle. I replied saying that they could and that it was up to them to choose how they wanted to depict their animal. I am glad I allowed this because their creativity grew stronger with the more choice and freedom I gave them. I then gave my students the option to cut out their outline or leave the paper as a whole.
- Some of the stories shared were connections with their chosen animal. One student said, "Whenever I need Alvin, he is always there for me". Another student mentioned that they drew their spirit animal. They went on to explain that they can spot the animal everywhere they go before others notice.
- One student was having difficulties coming up with a story for their animal so they decided to share a song that they knew about the animal and encouraged their classmates to join in. I thought this was a nice alternative to sharing a story and it allowed them to still participate.

### **Next Steps (possible extensions)**

- In another lesson, there could be a focus on the spirit of Indigenous animals and what values and character traits they are related with and possess.
- Students can choose to add another animal into their image
- Students can research character traits and values of their animal
- Students can research stories associated with their animal
- Students can look at other Salish Weave pieces in the box set and think of the possible stories behind the images

**Sources:**

British Columbia Ministry of Education. (2016). *Arts Education*. Retrieved from BC's

New Curriculum <https://curriculum.gov.bc.ca/curriculum/arts-education/2>

British Columbia Ministry of Education. (2016). *English Language Arts*. Retrieved from BC's New Curriculum

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/2>

*Salish Weave*, [salishweave.com/sw2017/gallery/maynard-jr-johnny/wufus](http://salishweave.com/sw2017/gallery/maynard-jr-johnny/wufus).

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