



Date: _____

Elements of Art - Textures in Our Environment

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the Mi'kmaq people and the traditional territory of Ktaqamkuk from which this lesson plan originates. We also recognize Sara Leah Hindy, a Mi'kmaq educator from the Qalipu Mi'kmaq First Nation, as the creator of this lesson plan.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts; [GCO 1; SCOs 1-6]
2. demonstrate critical awareness of, and the value for the role of, the arts in creating and reflecting culture; [GCO 3; SCOs 12-15]
3. respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. [GCO 4; SCOs 17-21]

LIST OF ACTIVITIES

1. Elements of Art in Our Environment

MATERIALS

- Supplies: three items, natural and made, to introduce texture to the class
- Supplies: examples of 3D art
- Supplies: paints and paintbrushes
- Document: Art Rubrics and Worksheets
- Art Rubrics and Worksheets



Art

Origin

Qalipu Mi'kmaq First Nation
Newfoundland and Labrador

Learning Level / Grade

4

Also: 5, 6



240 mins

Related Subjects

English Language Arts, Social
Studies, Indigenous Ways of
Knowing & Being, Science,
Archaeology, Family and
Parenting, History, Civics

DESCRIPTION

Through the sharing of stories and ceremony, this lesson plan teaches texture as an element of art through hands-on learning in the outdoor environment.

The lesson explores the connection between art and life. It links Indigenous values, such as our connection to the water and our protection of Mother Earth, to artistic representation and to ceremony.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

TEACHERS' GUIDE

Background/Foundational Information

- This lesson explores the connection between art and life. It links Indigenous values, such as our connection to the water and our protection of Mother Earth, to artistic representation and to ceremony. Prior to beginning this lesson, seek the advice and help of a local Indigenous artist, an Elder, or Knowledge Holder regarding these elements of the lesson; ensure that the format and methodology of the lesson appropriately incorporate traditional knowledge held within the community, and work towards developing the connection between artistic expression and cultural identity. It is important to be familiar with the guest artist's work and with the significance of a water ceremony prior to beginning this lesson to ensure a level of comfort with the content.
- Please note, when asking an Elder or Knowledge Holder for help it is important to do so in the most respectful way. In the Mi'kmaq culture, it is appropriate to offer a tobacco tie before asking for guidance or help from an Elder or Knowledge Holder.
- This lesson is heavily based in hands-on experiential learning in the outdoors. Please consider medical needs, accessibility, supports, and consents prior to delivering outdoor experiences.

ACTIVITIES

1 - Elements of Art in Our Environment**Purpose**

The purpose of this activity is to provide students the opportunity to create art, think critically about elements of art, and connect art to local and global contexts. Through collaborative work, independent work, dialogue, and reflection, students learn about art in relation to themselves and the world around them.

Time: 240 mins

Activity Instructions**Activation**

The teacher will introduce texture as an element of art by selecting three items, natural and made, such as metal, wood, plastic, or stone. Students will be seated in a circle and as each object is passed around, they will have an opportunity to describe the object by its texture and how the texture makes them feel.

The teacher can provide students with the definition of texture, explaining that it is one of the seven elements of art. Texture appeals to our sense of touch and can evoke feelings of pleasure, discomfort, or familiarity. In three-dimensional art, the texture of the material selected adds to the story of the art.

Next, the teacher may guide the class on a 'Exploring Textures' walk around the outside of the school to identify various textures in the nearby environment. Using the 'Exploring Textures' worksheet provided with this lesson plan, students stop at five locations, identify an object at each location, and record the name of the object, adjectives to describe its texture, and any feelings associated with it. Students will return to class and share their findings in a group discussion.

Using an interactive whiteboard, the teacher may share some examples of 3D art with the class and discuss how the types of materials used to create texture in an art piece evoke feelings.

The teacher will explain that they will be going to the beach (or other water source) to create their own 3D art using natural and/or made materials found in that environment. In this activity, students will become artists, the teacher will become an art curator, and the beach will become a gallery. In pairs, or in small groups, students will create art pieces for the gallery that incorporates texture into the story of the art. After they have created their pieces, the class will come together and take on the role of guests. The teacher/curator will guide the students/guests through the exhibits and, at each display, the student who created the art piece will step into the role of artist to describe their piece before returning to the group as guests ready to observe the other pieces.

The objective of this activity is to provide students with an opportunity to draw connections between materials and textures that exist in our natural environment and to use these things to create art that tells a story or sends a message. It is a learning experience that is self-guided and reflective as students are encouraged to consider the significance of the materials they select and the message the materials relay. It is anticipated that this activity will provide ample opportunity to discuss the topics of pollution and sustainability.

At the end of the activity, students will be asked to remove all of the unnatural (i.e. made) materials such as plastics and waste from their art pieces and the surrounding beach (i.e. outdoor) area. They will also be asked to carefully select a rock to take with them back to the school. It will become their canvas and provide the texture of the art piece they will create in the following class. In the following class, they will delve deeper into considerations of natural and unnatural objects, textures, and stories told through 3D art pieces. If possible, a Mi'kmaq artist will be invited to visit the class to discuss the significance of rocks, their connection to Mother Earth, and the stories we tell through our art.

Connection

The guest artist may share a few pieces of their own art and explain the connection between the materials they selected and the stories or messages they depicted through their art. For instance, their art may incorporate the double curve motif found in Mi'kmaq petroglyphs. If so, the artist may share what this motif signifies and how the rock itself, as a canvas, is an important consideration in creating petroglyph inspired art since petroglyphs were originally carved into rock by the Mi'kmaq people to depict their history, stories, and values.

Students are provided with paints and paint brushes to create their own petroglyph inspired art on the rock they selected at the beach or water source. It is important to provide students with some time to reflect upon what they

have learned about materials, textures, and motifs as they decide what they would like to express in their own art.

It is also important to draw connections between the outdoor art exercise and the rock painting exercise:

- Provide opportunities to discuss how natural and unnatural materials can convey different messages.
- Explore the importance of protecting our natural environment.
- Discuss connections between the history and cultural values carried in petroglyphs and the values we express through our art.
- Develop links between nature, natural materials, values, and expressions.
- Explore themes of sustainability and protection of Mother Earth.
- Encourage students to continue the conversation at home.

After the rocks have been painted, students will return to the original water source visited in this lesson (e.g. beach, river, stream, pond) for a Water Ceremony, led by an Elder or Knowledge Holder, to honour our relationship with the water. Students may choose to bring their rock art pieces back to the water source and replace the original art pieces that contained waste with these new, entirely natural, pieces that belong in that space.

In this exercise, it is important to acknowledge that our water, and the life within it, has been harmed by pollution. The waste used in the original art piece is indicative of the negative impact of pollution, but the new art pieces represent hope for our future. Parents/guardians/family may be invited to share in this experience as school, community, and family come together to honour the water through art and ceremony.

Extension

Using the 'Thinking About My Art' worksheet (found in the 'Art Rubrics and Worksheet' document included with this lesson plan), students reflect on one or both of the art pieces they created, focusing on the materials they selected, the textures they incorporated, and the messages they conveyed. Students reflect on how artists convey values, stories, and calls to action through their art and they will express how art has given shape to their own ideas and messages.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

- Spiritual - Students integrate intuition and lived experience into the art pieces they create.
- Emotional - Students connect to art through exploring how materials, textures, and images relate to thoughts and feelings.
- Physical - Students create three dimensional art on the beach (or other water source) by manipulating existing materials.
- Intellectual - Students consider the connections between texture and feeling, human and nature, art and life.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: three items, natural and made, to introduce texture to the class	Supplies 
The teacher will need to select three items, natural and made, such as wood, metal, plastic or stone.	
Supplies: examples of 3D art	Supplies 

Resource Title	Type
The teacher will need to gather examples of 3D art to share with the class. These can be photographs, pictures, and/or powerpoint slides.	
Supplies: paints and paintbrushes	Supplies 
These supplies are needed for when the students paint their rocks.	
Document: Art Rubrics and Worksheets	File (Art Rubrics and Worksheets.pdf) 
<p>This document contains all the worksheets and rubrics needed for this lesson, including:</p> <ul style="list-style-type: none"> - Exploring Textures (worksheet) - Thinking About My Art (reflection worksheet) - Art Production Rating Scale 1 (summative assessment option 1) - Art Production Rating Scale 2 (summative assessment option 2) - Observation (teacher's rubric) 	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Sharing circles are a great way to assess what students know about a topic, what they are interested in learning, and how they connect. Observing student activity, encouraging dialogue, and providing space for reflection are also important aspects of student assessment from an Indigenous perspective.

Assessment materials included with this lesson plan are (see document 'Art Rubrics and Worksheets'):

- Exploring Textures (worksheet)
- Thinking About My Art (reflection worksheet)
- Art Production Rating Scale 1 (summative assessment option 1)
- Art Production Rating Scale 2 (summative assessment option 2)
- Observation (teacher's rubric)

Resource Title	Type
Art Rubrics and Worksheets	File (Art Rubrics and Worksheets.pdf) 
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ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
Kejimkujik National Historic Site of Canada	Link 
The petroglyphs of Kejimkujik National Park, Nova Scotia: a fresh perspective on their physical and cultural contexts	Link 
Indigenous Petroglyphs Found for 1st Time in Newfoundland	Link 
Mi'kmaw History - Kejimkujik: The Petroglyphs	Link 
Marcus Gosse, Newfoundland Mi'kmaq Artist	Link 
The Elements of Art	Link 
Element of Design: Texture	Link 
Elements of Art: Texture	Link 
Water Song: Indigenous Women and Water	Link 

Resource Title	Type
Mi'kmaki Water Symposium Final Report 2016	Link 
Outdoor Education	Link 
Video: Elements of Art - Textures in Our Environment	Link 
This video was created to illustrate the activity in this lesson plan - creating art with materials found out on-the-land.	

HOLISM AND ALL OUR RELATIONS

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Relationship with the land
This lesson includes the outdoor activity described in detail under 'Activity 1', which connects the content learned inside the classroom with nature while the student is on-the-land.
Participatory and experiential learning activities
Language and Culture
Language and culture are present in the Mi'kmaq art portion of the lesson and in the Water Ceremony at the end of the lesson. The Mi'kmaq art portion is led by a Mi'kmaq artist who may integrate history and language into descriptions of their art and the materials and techniques used. The Water Ceremony is led by an Elder or Knowledge Holder who may share traditional knowledge, language, stories, and songs.
Relationship with family, ancestors
Family and community are included throughout this lesson. Students learn about art from a local Mi'kmaq artist and join, with family, in a Water Ceremony led by a community Elder or Knowledge Holder.
Connections are made with everyday life
This lesson connects the content with the students' everyday lives as they associate with different art forms in their environment and talk about art in relation to culture, history, and everyday life.
Intergenerational learning with Elders/Knowledge Holders
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
Care - demonstrated in working together to create art and in valuing everyone's contributions. Respect - demonstrated in acknowledging and appreciating various perspectives, values, and artistic expressions. Truthfulness and Trust - embodied in the relationship between school, community, and family. Integrity - demonstrated through our respect for each other and for the environment.
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
Students are encouraged to reflect on their identity through the art they create in this lesson.

Personal reflection time (connecting with thoughts and feelings)

Students are encouraged to reflect personally throughout this lesson and incorporate what they learn into their art pieces.

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Newfoundland and Labrador Yes

Unit Plan Title: Elements of Art

RELATED LESSON PLANS

- Cultural, Environmental Photo Scavenger Hunt
- Explorer le passé
- Le ciel nocturne comme enseignement
- Lessons from the Night Sky
- Exploring the Past

CONTRIBUTORS

Name	Role/Job Title	Place
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QUESTIONS/MORE DETAILS

For Questions contact: Sylvia Moore (sylvia.moore@mun.ca) for more information.