

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: October 2008

Revision Date: January 2010

Developed from: The Ontario Curriculum, Grades 9 and 10, Native Studies 2000

Profile Name: Expressing Aboriginal Cultures

Text: Aboriginal Peoples, Building for the Futures

Prerequisite: none

Credits: 1

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date

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

<i>Unit</i>	<i>Length</i>
Oracy: Aboriginal Story Telling	26 hours
Visual Arts	30 hours
Functional Arts and Aboriginal Cultures	26 hours
Dance and Music	14 hours
Celebrations of Aboriginal Culture	15 hours
Total	111 hours

Unit Descriptions

Unit 1 - Oracy: Aboriginal Stories (26 hours)

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 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 (29 hours)

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 (26 hours)

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 (14 hours)

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 regalis contributors.

Unit 5 - Celebrations of Aboriginal Culture (15 hours)

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

There is no single correct way to teach or to learn. The nature of the social science and humanities curriculum calls for a variety of strategies for learning. Teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of the knowledge and skills described in the expectations, and in meeting the needs of students.

The social science and humanities curriculum is designed both to engage students in reflective

learning and to help them develop practical skills. Where appropriate, the program provides opportunities for students to gain hands-on experience. For students taking certain family studies courses, work-experience programs are recommended. In all courses, students are expected to learn and apply the inquiry skills and research methods particular to the discipline, and to conduct research and analysis using both traditional and technological resources.

Evaluation

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Types of Assessment	Category	Details		Weighting (%)
Formative (70%)	Knowledge/ Understanding	Students will identify various art forms, (eg., storytelling, songs); explain and make art forms as an expression of sovereignty. (eg. originality of art work); compare art forms of various Aboriginal cultures, (eg., Inuit art, West Coast art, Eastern Woodland Art); explain what artisans might have been trying to express through their artwork, (eg. Creating pictographs, or form an artists painting)		10%
	Thinking/ Inquiry	Students will understand traditional forms of expression and their influence on Aboriginal identity in contemporary art forms. (eg., oral tradition of storytelling as retold in paintings); understand the relationship among Aboriginal peoples, their environment and art forms. (eg., moccasins come from hide, West Coast Aboriginal use huge trees to make totem poles); identify how specific art forms reflect aspects of the society that produce them. (eg., Inuit are indigenous to using soapstone, or how certain stories were only told during certain times of the year)		20%
	Communication	Student will be assigned a literacy mark (10%) based on spelling, punctuation, grammar and complete sentences; will explain how the traditional art forms of particular Aboriginal communities were produced (e.g. how canoes were produced among the Ojibwa's); compare the importance of Aboriginal art forms to different Aboriginal groups; describe how selected arts and their works represent		20%
	Application	Students will produce art forms that portray Aboriginal culture; 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 (eg. Inuit soapstone carvings)		20%
Summative (30%)	Culminating Activity	Slide show presentation titled "Celebrating Aboriginal Cultures" to demonstrate the arts, crafts and diversity of Aboriginal Cultures	4% - Knowledge/ Understanding	20%
			3% - Thinking/ Inquiry	
			5% - Communication	
			7% - Application	
	Exam	Final Examination	2% - Knowledge/ Understanding	10%
			2% - Thinking/ Inquiry	
3% - Communication				
3% - Application				
TOTAL				100%

Assessment/Evaluation Strategies

The following list indicates the manner in which students will have opportunity to respond and manifest understanding, insight and ability to apply concepts and techniques.

- Making specific arts and crafts projects
- Digital portfolios
- Digital Storytelling Projects
- Response to questions
- Application of ideas to community life
- Quizzes, final exam and special project
- Tests
- Slide Presentations
- Writing paragraphs
- Comprehension exercises
- Researching
- Vocabulary building related to course content sentence
- Completion of charts
- Comparison/contrast in writing
- Description
- Reflective response to articles

Resources

Aboriginal Peoples, Building for the Future 1999

Websites:

<http://www.carnegiemnh.org/exhibits/north-south-east-west/>

<http://natedance.ca/index.php/Introduction>

<http://www.nativetech.org/shinob/index.html>

<http://www.turtletrack.org/index.html>

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

Program Planning

Students will receive 1000 minutes of instruction/activity per week via the internet. The students and the instructor will have communication via the internet, while a classroom mentor will assist the students in completing tasks in a timely manner and provide tutoring as required.

This course is presented online to students in a number of communities. Understanding how to use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.