

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	First Nations, Métis, Inuit Studies
Ministry of Education Course Title: Expressions of First Nations, Métis, and Inuit Cultures	
Grade Level: 9	
Ministry Course Code: NAC10	

Teacher's Name: Cathy Rodger

Developed by: Cathy Rodger Date: September 2021

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2019). *The Ontario curriculum, grades 9 to 12, First Nations, Métis, and Inuit Studies* Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2022

## ***Course Description/Rationale***

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

## ***Overall Curriculum Expectations***

### **Artistic Expression and First Nations, Métis, and Inuit World Views**

- **The People and the Land:** demonstrate an understanding of the spiritual interconnectedness of people, the land, and the natural world in First Nations, Métis, and Inuit world views, analysing how spiritual and personal connections to the land are expressed through various art forms and arts disciplines;
- **Identities:** demonstrate an understanding of the role of spiritual, individual, gender, and collective identities in First Nations, Métis, and Inuit world views, analysing how identity is expressed through various art forms and arts disciplines;
- **Self-Determination and Nationhood:** demonstrate an understanding of the role of sovereignty, self-governance, and nationhood in First Nations, Métis, and Inuit world views, analysing how self-determination is expressed through various art forms and arts disciplines.

### **Creating and Presenting**

- **The Creative Process:** apply the creative process individually and/or collaboratively to create art works, including integrated art works/productions, that draw on their exploration of First Nations, Métis, and Inuit perspectives to express their own personal world views, histories, or cultures;
- **Elements and Principles:** apply key elements and principles from various arts disciplines, as reflected in First Nations, Métis, and Inuit art forms, when creating, modifying, and presenting art works, including integrated art works/productions;
- **Materials, Tools, Techniques, and Technologies:** use a variety of traditional and contemporary materials, tools, techniques, and technologies to create art works, including integrated art works/ productions, that demonstrate creativity;
- **Presentation and Promotion:** present and promote art works, including integrated art works/ productions, for a variety of purposes, respecting First Nations, Métis, and Inuit cultural protocols and using appropriate technologies and conventions.

### **Foundations**

- **Terminology:** demonstrate an understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines, as reflected in First Nations, Métis, and Inuit art forms;
- **Themes and Influences:** demonstrate an understanding of past and present themes and influences associated with First Nations, Métis, and Inuit art making, as reflected in a variety of art works/ productions;
- **Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and with art making within First Nations, Métis, and Inuit cultures, and apply these practices when experiencing, analysing, creating, and presenting art works/productions;
- **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by applying it to the study of art works/productions from various arts disciplines, including their own works, the works of their peers, and works by First Nations, Métis, and Inuit artists.

### **Art and Society**

- Art Forms and Society: demonstrate an understanding of how past and present First Nations, Métis, and Inuit art forms reflect the societies and periods in which they were created;
- Promoting Renewal, Healing, Reconciliation, and Dialogue: demonstrate an understanding of how art making and art works can promote renewal and healing in First Nations, Métis, and Inuit communities and reconciliation and dialogue with non-Indigenous communities;
- D3. Connections beyond the Classroom: describe the skills developed through creating, presenting, and analysing art works that explore First Nations, Métis, and Inuit perspectives, including integrated art works/productions, and identify various opportunities to pursue artistic endeavours beyond the classroom.

## Course Content

Unit	Length
1. Dance and Music	26 hours
2. Food Sovereignty / Connection to the Land	29 hours
3. Visual Arts	29 hours
4. Functional Art in Indigenous Societies	26 hours
<b>Total</b>	<b>110 hours</b>

## Unit Descriptions

### Unit 1 – Dance and Music

In this unit, students will examine and identify music and dance styles in Canadian Indigenous cultures. Students will develop an understanding and explore various styles of Indigenous music, and dances; explore Indigenous artists who have made contributions to Indigenous music; recognize various instruments connected to specific Indigenous groups; and will be able to identify significant Indigenous music and dance contributors.

### Unit 2 – Food Sovereignty / Connection to the Land

In this unit students will explore various Indigenous societies, their connection to their land and the food that is identified with specific Indigenous groups. In this unit and in the culminating activity, students will research, prepare and contribute local food recipes that will be published in a school cookbook, showcasing the unique and diverse land, food and food preparation our communities have. Students will work in individual or small groups to research, prepare and present local food, information about food sovereignty and connections to the land.

### Unit 3 – Visual Arts

Students examine and learn to distinguish between the artistic styles found in Indigenous 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. Students will identify and explore careers outside of the classroom in their local communities, more regionally as well as nationally that are related to Indigenous arts.

### Unit 4 – Functional Art in Indigenous Societies

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

## Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course

consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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

- Case studies;
- Independent research;
- 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 percent 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. 41).

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, (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); 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 Indigenous identity in contemporary art forms. Students will understand the relationship among Indigenous peoples, their environment and art forms.	12

		Students will Identify how specific art forms reflect aspects of the society that produce them. (e.g., Inuit are indigenous to using the kayak, or how certain practices were only done during certain times as a rite of passage i.e. Inuit tattooing, vision quest related to pictographs)	
	Communication	Student will explain how the traditional art forms of particular Indigenous communities were produced (e.g. how canoes were produced among the Ojibwa)	18
	Application	Students will produce art forms that portray Indigenous culture; Students will use natural material to reproduce art forms that convey aspects of Indigenous peoples' beliefs or values related to good relationships. Students will explain how natural environment affect the development of Indigenous art forms (e.g., Inuit soapstone carvings)	22
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	6
		Thinking	6
		Communication	8
		Application	10
<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/cookbook;
- Final exam;

- Final assignment;
- Digital portfolio;
- Digital storytelling projects.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

Aakuluk Music. (2020, Aug. 20). *Terry Uyarak: Inuit Nunangat* [Video]. YouTube.  
<https://www.youtube.com/watch?v=b5ZNzZEA0I0>

Aakuluk Music. (2020, Oct. 13). *Terry Uyarak: Aniqsaatuinnarit* [Video]. YouTube.  
<https://www.youtube.com/watch?v=8fTybFSTrPc>

Beyond Penguins and Polar Bears. (n.d.). *Arctic Survival Skills: Traditional Inuit Games*.  
<https://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games>

Columbo, J.R. (2017, Feb. 27). *Bannock*. The Canadian Encyclopedia.  
<https://www.thecanadianencyclopedia.ca/en/article/bannock>

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David Kilabuk. (2015, Sep. 4). *Love Song: Throat Singing* [Video]. YouTube.  
<https://www.youtube.com/watch?v=kYf2k8474x0>

Gaudry, A. (2019, Sep. 11). *Métis*. The Canadian Encyclopedia.  
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Indigenous Corporate Training Inc. (2013, June 8). *A report on Métis Identity by Senate Aboriginal Peoples Committee*. <https://www.ictinc.ca/the-M%C3%A9tis-people-a-report-on-metis-identity-by-senate-aboriginal-peoples-committee>

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- Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Ontario Ministry of Education. (2019). *The Ontario curriculum, grades 9 to 12: First Nations, Métis, and Inuit Studies*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf>
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## **Program Planning**

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.