



Board/Authority Authorized Course: **Indigenous Carving 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number: SD79 Cowichan Valley
Developed by: Carol Borrett	Date Developed: April 30, 2018 (updated January 2019)
School Name: Frances Kelsey Secondary School	Principal's Name: Jeff Rowan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Indigenous Carving Grade 11	Grade Level of Courses: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours
Course Category: Area and Ethnic Studies	Course Code: YAES-1A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Artistic Specialist is strongly recommended. Instructor will need to have experience in two and three-dimensional carving.

Course Synopsis and Assessment:

Course Synopsis:

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculptures. Using wood as a primary medium, students will be encouraged to explore and create carvings reflecting the enduring values and beliefs of Indigenous cultures. The teachings will reflect the balance of physical, emotional, mental, and spiritual values that exist in the material world of stories, as seen in

Indigenous wood carvings.

The students will use and maintain the integrity of a variety of tools.

With each progressive year (Grade 10, 11 and 12 Indigenous Carving courses), students will be expected to evolve and transform their skill and knowledge of Indigenous Carving, all with the goal of tolerance and understanding of cultures different from their own.

Assessment:

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following Principles of Quality Assessment will also be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Each student will have a final conversation about their final product and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher will use this information to make a final assessment on the three components of the curriculum model – knowing, doing, understanding and will determine if the student demonstrates a **partial understanding** of the concepts and competencies relevant to the expected learning of Grade 11 Indigenous Carving.

Final Grading will be based on the following:

Product: Students will complete 10 carvings (4 different animals) and 3 carvings of original design.

Observations and Conversations: Will be ongoing throughout the course to offer feedback and to assess to what extent the student has developed the Curricular Competencies.

Goals and Rationale:

“A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. The arts connect students with history, culture, and community, fostering an understanding of the diverse values and perspectives of global, Indigenous,

and Canadian societies. Arts education also stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers" (Goals and Rationale - Arts Education – BC's New Curriculum).

Indigenous Worldviews and Perspectives:

Learning involves patience and time: The structure of the course is centered on a collaborative learning environment. This will require students to make connections and organize their knowledge. Reflection on their own performance will be encouraged in order to further their own learning.

Learning requires exploration of one's identity: Through the carving process students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: This principle will be supported by providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

BIG IDEAS

Artists communicate ideas, emotions, and perspectives through form.

Traditions, perspectives worldviews, emotions and stories can be shared through visual arts.

Growth as an artist requires time, patience, and reflection.

The creation of visual art relies on the interplay of the mind and body.

Indigenous Art offers a unique way of exploring one’s identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Create artistic works using sensory inspiration, imagination, and inquiry • Explore artistic possibilities and take creative risks • Create artistic works with an audience in mind • Express meaning, intent, and emotion through visual art • Develop and refine artistic skills in a variety of styles and movements • Continue to demonstrate safe and responsible use of materials, tools, and work space <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze how artists use materials, technologies, and processes in art making. • Recognize and evaluate design choices in artistic creations • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of carving material on artistic works <p>Communicate and Document</p> <ul style="list-style-type: none"> • Document, share, and appreciate works of art in a variety of contexts • Demonstrate respect for self, others, and place • Communicate ideas through art making 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • principles of design • image development strategies • materials, techniques, and technologies • creative processes • use of symbols and metaphors to represent ideas and perspectives • role of the artist and audience • influence of visual culture on self-perception and identity • traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts • contributions of traditional, innovative, and inter-cultural artists • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Materials:

The spectrum of materials available to artists is open-ended and constantly evolving.

Aesthetic Experiences:

Emotional, cognitive, or sensory responses to works of art.

Curricular Competencies – Elaborations

Visual culture: aspects of culture that rely on visual representation

Intercultural: pertaining to work that engages in the context of two or more cultures

Cultural appropriation: use of a cultural motif, theme, "voice", image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Content – Elaborations

Principles of design: balance, contrast, harmony, emphasis and unity

Image Development Strategies are processes that transform ideas into visual images. The students will learn the following strategies: thumbnail sketches, transferring images, modifying images, differentiating between cultural shapes and forms, and differentiating and choosing different cultural shapes and forms

Technologies will include the use of paint brush, pencil, designs, transfer paper, jig saw, power sander, carving knives

Creative Processes: The means by which an artistic work is made; includes exploration, selection, refinement, reflecting, connections.

Visual Culture: Templates provided based on their Indigenous cultures.

Recommended Instructional Components: Core Competencies

Communication

- **Connect and Engage with others (to share and develop ideas)**
 - I ask and respond to simple, direct questions.
 - I can consult with instructor as necessary in class

Thinking: Creative Thinking

- **Generate Ideas**
 - I build on others ideas and add new ideas of my own or combine with people's ideas in new ways to create new things or solve straightforward problems.
- **Develop Ideas**
 - I can persevere over years if necessary to develop my ideas.

Thinking: Critical Thinking

- **Analyze and Critique**
 - I can show if I like something or not.
- **Question and Investigate**
 - I can explore materials and actions.
- **Develop and Design**
 - I can experiment with different ways of doing things
 - I can monitor my progress and adjust my actions to make sure I achieve what I want.

Learning Resources: (will include, but not be limited to)

Books:

Learning by Designing - Volume 1,2, and 3 - Jim Gilbert Kain Clark

Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library