

COURAGE

SEVEN GRANDFATHER TEACHINGS

Supplies

- Crayola Modeling Clay
- Crayola Variety Brushes
- Crayola Watercolour Paints
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Crayola No-Run School Glue
- Water Containers
- Salt
- Flat Canvas Boards - 15.2 cm x 20.3 cm (6"x 8")

Vocabulary

abstract art	low relief	primary colours
background	contrast	secondary colours
bas relief	foreground	colours

Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of COURAGE/BRAVERY according to the Grandfather teaching;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of **George Littlechild's** artworks.
2. Gather and make available books by Barbara Reid such as, *The Subway Mouse* (connecting the story to courage/bravery).
3. Introduce students to the illustrator Barbara Reid. View her artworks and discuss her technique. Reflect on what makes her work memorable.
4. View a Barbara Reid instructional video, such as, **Picture the Sky** to see a demonstration of how to work with modeling clay.
5. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.



Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

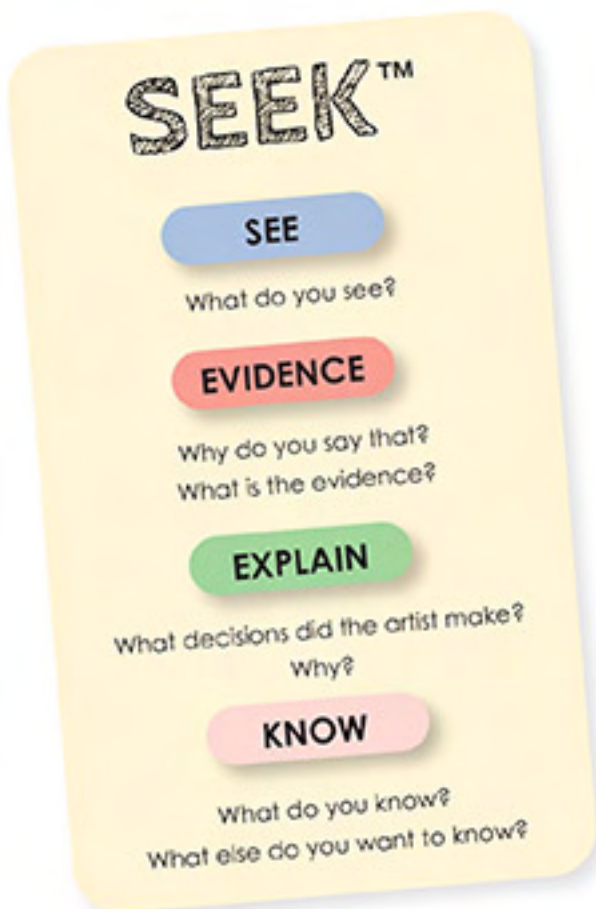
- used appropriate words to communicate the meaning of courage/bravery according to the seven Grandfather teachings;
- used appropriate images to communicate a personal life experience of bravery/courage;
- used contrasting colours to emphasize the words and images;
- used modeling clay techniques skillfully;
- framed the artwork with a watercolour painting and words connected to my understanding of courage/bravery;
- created my own unique design.

INTERNET RESOURCES

Use story and video to introduce the Seven Grandfather Teachings to your students.

Make sure students understand who wrote the teachings and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the teachings.

1. Download the **Traditional Teachings Handbook** in pdf form, from the Native Women's Centre. This booklet provides background information for the teacher on the seven Grandfather teachings from the perspective of the authors.
2. Read the book, 'Seven Sacred Teachings, Niizhwaaswi Gagiikwewin', by David Bouchard & Dr. Joseph Martin, paintings by Kristy Cameron, and/or watch the **video** of David Bouchard reading the book. This book and/or video will give you background knowledge about the Seven Grandfather Teachings from the perspective of the writers.
3. Download 'The Seven Grandfather Teachings', by **Rabbit and Bear Paws**. The teachings by Rabbit and Bear Paws can be shared and reflected on daily (one teaching each day) with your students.



LOOKING AT ART

Each lesson in this bundle introduces students to an Indigenous artist and their work.

Use **SEEK™** to help students organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

Make sure everyone can see the image.

SEE – Look closely at the image for about a minute.
What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent?
What else do you want to know?

INTRODUCTION



PART 1

Introduce students to the artist George Littlechild, an artist of Cree and Scottish ancestry. View a variety of George Littlechild's artworks, and focus on one to discuss. Draw attention to his use of colour, shape and line. Explore his use of symbols and storytelling.

1. Display an image such as, **My Relation Sam Saddleback**.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the painting.
4. Use **SEEK™** to help students organize their thinking.

PART 2

Review the purpose of the Grandfather Teachings.

1. Have a class discussion about the Grandfather teaching COURAGE/BRAVERY:
 - stand up for yourself;
 - stand up for your beliefs about what is right;
 - draw on your inner strength to overcome obstacles;
 - do the right thing even if the consequences might be painful;
 - bear represents courage/bravery because a mother bear is not afraid to face any threat to her cubs.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching courage/bravery.

Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

THE CHALLENGE



1. Use modeling clay to create a low relief sculpture that communicates a time in your life when you showed courage/bravery.
2. Use watercolour paints to make an abstract painting of an element in your low relief sculpture.
3. Use words and images to communicate personal life experiences connected to the Grandfather teaching courage/bravery.
4. Use contrast to create a foreground and background in your low relief sculpture.
5. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

1



1. Make a mind map using words and images.
2. Begin with the words courage/ bravery in the centre of your mind map.
3. Describe and draw a life experience you have had where you needed to have courage and be brave.
4. Explain the meaning of courage/ bravery.
5. Remember a time when you stood up for something you believed in, how did you feel?

2



1. Close your eyes and think about a time in life when you have been courageous.
 - Where were you?
 - What were you doing?
 - Look around, what is the environment like?
 - What colour is the sky
 - What is the land like?
2. Form a picture of the event in your mind's eye.
3. Create a background on the flat canvas board using colours and shapes that represent the setting.
4. Mix colours together to make new colours.

3



1. Reflect on why you needed to have courage and be brave.
2. Create your self-portrait from modelling clay that contrasts against your background.
3. Mix white, yellow, red, and blue together to make skin colours.
4. Experiment with different colour combinations.
5. Begin your self-portrait with larger shapes.

FOLLOW THE STEPS

4



1. Add detail to your face by using different colours and a variety of sculpture tools such as toothpicks, rollers, and combs.

5



1. Attach larger shapes onto your background by smoothing the edges together.

6



1. Add other animals, people, or plants to your background to create a story about a time in your life when you were brave and showed courage.
2. Continue to add detail to your artwork.
3. When it is complete reflect on the story you have told through your low relief sculpture.

FOLLOW THE STEPS

7



1. Create a mat to frame your artwork.
2. Begin your mat by painting watercolour paper with clear water.
3. Brush watercolour paints in colours similar to an area in your low relief sculpture that is important to your story into the wet paper.
4. Allow the paints to flow into each other naturally and fill the space.

8



1. Add salt to your painting while the paint is still wet to change the way the paints appear.

9



1. When your watercolour painting is dry attach your low relief sculpture to it using tape or glue.
2. Reflect again on your story of courage/ bravery.
3. Use your mind map, thoughts and feelings to write about your life experience, making connections to the Grandfather teaching courage/ bravery.
4. Use a fine tip marker to write your ideas around the outer edge of the mat.



Once all the artworks are complete ask student to bring them into a large sharing circle. Invite each student to share their low relief sculpture. During the circle discussion include references to colours, contrast, texture and space. Have students share their personal stories of courage/bravery.



Have students connect their personal experiences of courage/bravery with the Grandfather teaching, courage/bravery. Discuss what they have learned about themselves by experiencing courage/bravery. Ask them to think about someone in their life who demonstrates courage/bravery. Have them think about how difficult it is to be brave, especially when the consequences are painful. How do they overcome that fear? What does the Grandfather teaching, courage/bravery mean to them?

ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
 - What worked well in your artwork?
 - What do you see that makes you say that?
 - What would you change or do differently next time?
 - What does the Grandfather teaching courage/bravery mean to you?

