

# LOVE

## SEVEN GRANDFATHER TEACHINGS

### Supplies

- Crayola Acrylic Paint
- Crayola Variety Brush Set
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Water Containers
- Crayola Air-Dry Clay
- Plastic Placemats - 1 per student
- Paper Towels

### Vocabulary

background	contrast	relief sculpture
clay tile	emphasis	texture
slip and score	form	

### 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 LOVE 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 animals connected to the Grandfather teaching, love, e.g., **Eagle**
2. Download images from the Internet, or find images in books or magazines of Bill Reid's sculpture the Spirit of the Haida Gwaii. The following link has information about Bill Reid (an artist of Haida, German, and Scottish ancestry) and his sculpture the **Spirit of the Haida Gwaii**
3. Review the **Score and Slip** technique lesson plan available at Crayola.ca.
4. Prior to this lesson use story and video to introduce the seven Grandfather teachings 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:

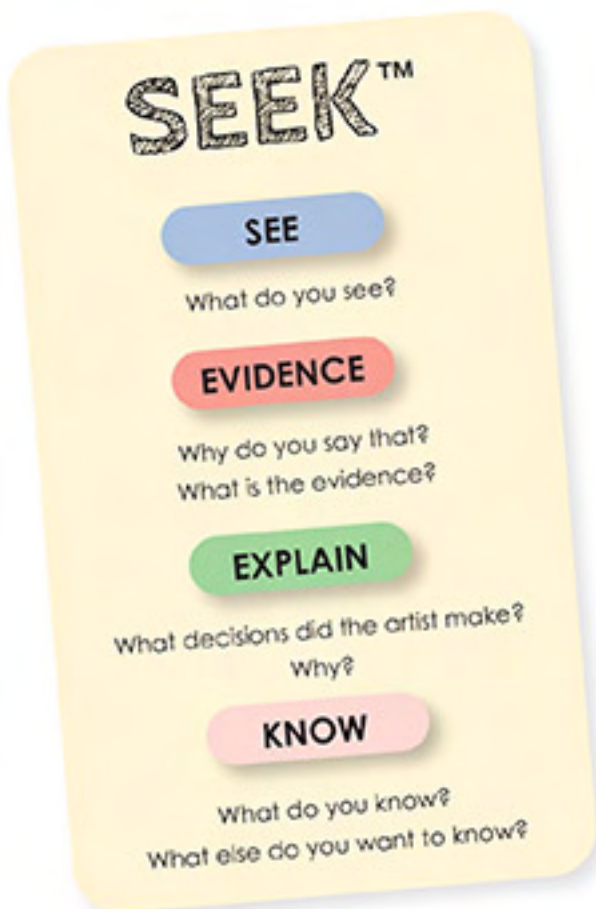
- used appropriate words to communicate the meaning of love according to the seven Grandfather teachings;
- used appropriate images to communicate the meaning of love according to the seven Grandfather teachings;
- used contrasting colours to emphasize the words and images;
- used clay handbuilding techniques skillfully;
- attached clay details securely using score and slip techniques;
- 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

View and discuss a variety of Bill Reid's artworks, focusing on his use of relief carving to add detail to his sculptures. Explore his use of texture, form, and line.

1. Display an image of the **Spirit of the Haida Gwaii**
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 sculpture.
4. Use **SEEK™** to help students organize their thinking.

## PART 2

Review the Grandfather teachings.

1. View and discuss an image of an **Eagle** and have a class discussion about the Grandfather teaching, LOVE:
  - have unconditional love for all things;
  - when you give love freely it comes back to you;
  - when you love and accept yourself you will be at peace with yourself;
  - love is part of all the teachings;
  - eagle represents love because it can fly higher than other animals;
  - eagle is closer to the Creator;
  - eagle is strong and carries all the teachings.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching, love.

### 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. Create a relief sculpture tile using air-dry clay and acrylic paint.
2. Use words and images to communicate the meaning of love according to the Grandfather teachings.
3. Include the animal that represents love as part of your design.
4. Use a variety of contrasting colours to emphasize the words and images.
5. Demonstrate technical accomplishment and creativity.

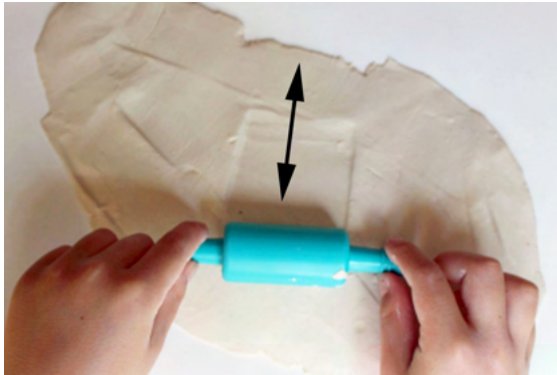
# FOLLOW THE STEPS

1



1. Make a mind map.
2. Begin with the word love in the centre of your mind map.
3. Reflect on personal life experiences that are connected to and exemplify the Grandfather teaching of love.
4. Close your eyes and think about the word love, how would you best express love through colour, pictures, and words?

2



1. Use air-dry clay to make your tile.
2. Take a handful of clay and flatten it by rolling the clay, pressing it with your hands, and lightly lifting it off a flat table and dropping it on the surface.
3. Create a smooth, flat surface on the clay.
4. Make sure your clay tile is about 1 cm (.25") thick.

3



1. Use a flat edged clay tool or ruler to cut a rectangular tile out of the clay.

4



1. Use a pointed clay tool or pencil to write the words you chose that describe how you understand love.
2. Carve the words into the surface of the clay.
3. Make sure you do not cut through your clay tile.



# FOLLOW THE STEPS

5



1. Make 2 small holes on the top corners of the clay tile to allow you to hang your tile when it is complete.
2. Create a relief sculpture by cutting images that best express the Grandfather teaching love from your leftover clay.
3. To attach the images to the flattened tile, score the surface of the tile where the carved shape will attach, then score the back of the shape you will be attaching.

6



1. Paint each surface with **slip**, which is a mixture of water and clay.
2. Slip acts like a glue that will hold 2 pieces of clay together.
3. Paint the back of the shape and the area of the tile you want to attach it to with slip.
4. Press the clay pieces together.

7



1. Use your clay tools (pencils, rulers, etc.) to add detail to your relief sculpture.
2. Make sure the words and images are clear.
3. Allow your clay tile to dry for several days.
4. Use black acrylic paint, a fine tipped paint brush, and water to paint the words. This will emphasize them, contrasting them with the background of the clay tile.

8



1. Use acrylic paint to paint the sculptural forms made on the clay tile.
2. Choose a colour for your background.
3. Add white to the background colour if you need to contrast it with the colour of your sculpted forms.

# SHARE



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, emphasis, texture, and form.



Have students connect their personal experiences of love with the Grandfather teaching, love. Discuss what they have learned about themselves by experiencing love. Ask them to think about someone in their life who demonstrates unconditional love. Some people feel that love is the most difficult teaching to demonstrate. Ask them what they think about this idea. Have students write about their personal meaning of the Grandfather teaching, love.

# 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, love mean to you?

