

SELF-PORTRAIT

SEVEN GRANDFATHER TEACHINGS



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 one of the Grandfather teachings;
- demonstrate technical accomplishment and creativity.

Prepare

1. Download images from the Internet, or find images in books or magazines of animals connected to the seven Grandfather teachings, such as, **Buffalo Bear Eagle Beaver Turtle Wolf Sabe**
2. Download images from the Internet, or find images in books or magazines of Arthur Shilling's portraits. **Arthur Shilling**. 'The Ojibway Dream', by Arthur Shilling, 1999, is a beautiful book containing 21 portrait paintings by the artist.
3. Preview the Art Gallery of Ontario video, **Close Looking: Arthur Shilling Self-Portrait** for a guided, close look at a self-portrait painted by Arthur Shilling and a brief biography outlining his life and importance.
4. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.

Supplies

- Crayola Oil Pastels
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Pencils
- Erasers

Vocabulary

contrast self-portrait
cool colours shape
warm colours space
emphasis

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:

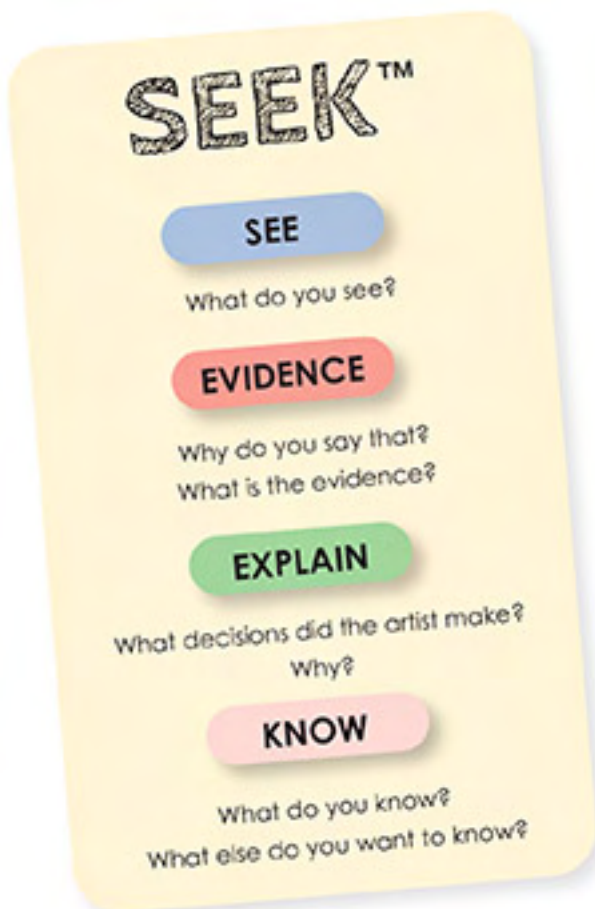
- used words and images to communicate the meaning of one of the Grandfather teachings;
- created a self-portrait with correct proportions;
- used warm in the face and cool colours in the background;
- created my own unique design;
- demonstrated technical accomplishment.

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, Arthur Shilling, an Ojibwa artist from the Rama Reserve on Lake Couchiching, Ontario. Have students look at a variety of Arthur Shilling's paintings. Explore his use of colour, especially paintings where he has used warm colours on the faces and cooler colours in the background. Choose one self-portrait, **Arthur Shilling** to discuss in depth.

1. Display the image so everyone can see it.
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 seven Grandfather teachings.

1. Introduce each of the seven teachings with an image of the animal that represents it. Discuss the main ideas of each of the teachings.
2. Ask students to share examples from their own life in which they have made connections to one of the Grandfather teachings.

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. Choose one of the 7 Grandfather teachings that connects to a personal life experience and write about it.
2. Follow the steps involved in drawing the human face to draw a self-portrait.
3. Draw with oil pastels using warm colours on your face, and cooler colours in the background.
4. Use contrasting colours to bring out your facial features.
5. Use the element of line to draw the image of an animal connected to the Grandfather teaching your self-portrait exemplifies.
6. Combine the drawing of your face with the writing of your life experience to create a mixed media artwork.
7. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

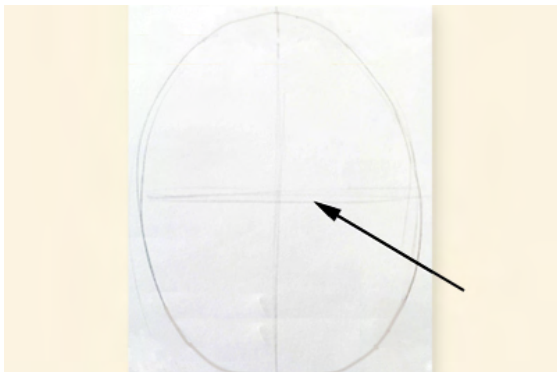
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6. Reflect on how your life is connected to the Grandfather teaching you chose.
7. Share your reflections with a partner.

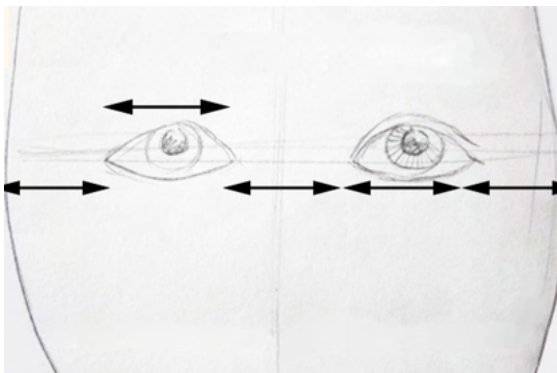
1. Make a mind map.
2. Begin with the 7 Grandfather teachings in the centre of your mind map.
3. Brainstorm the Grandfather teachings using words, and drawings of the animals connected to each of the teachings.
4. Reflect on personal life experiences that are connected to and exemplify the Grandfather teachings.
5. Choose one life experience and use words/images to describe it.
 - What did you say?
 - How did you feel?
 - What did you do?

2



1. Begin your self-portrait by drawing a large oval about the size of your head on drawing paper.
 - lightly draw a vertical line dividing the oval in half
 - then draw a horizontal line dividing the oval into 4 equal quarters

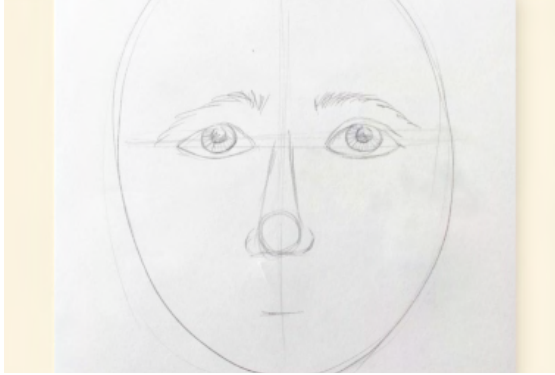
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1. Draw the eyes on the horizontal line.
2. Use the eye as a unit of measurement, imagining the length of 5 eyes fitting across the face.
 - begin the eye by drawing an almond shape, then a small black pupil inside, and a circular iris surrounding the pupil inside the eye
 - the line forming the top of the eye is echoed by another line which creates an eyelid
 - leave a space that is the length of an eye, and draw the second eye
 - the eyebrows form a frame around the eye and echo the line of the eyelid above the eyes

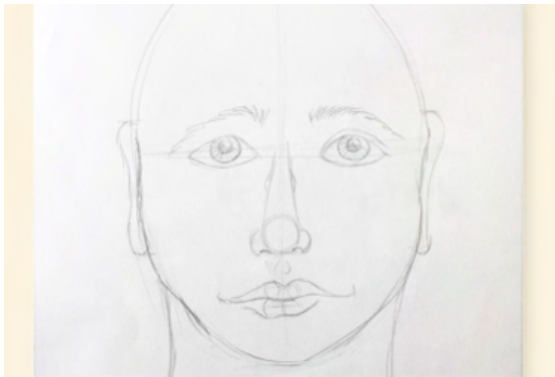
FOLLOW THE STEPS

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1. Lightly draw a small horizontal line halfway between the eyes and the chin.
2. This line crosses the vertical line marking the location for the nose.
3. Draw a second horizontal line about halfway between the nose and the chin for the mouth.
4. Create the nose by drawing a triangle shape with a ball at the end.
5. The nostrils are made by drawing 2 brackets, one on each side of the nose.
6. Keep your pencil lines light.

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1. Draw the mouth on the horizontal line between the nose and the chin.
2. Begin the mouth by drawing a bow-shaped line where the lips meet.
3. Next draw 2 small circles below the line, and 3 small circles above the line.
4. Lightly outline the outer edges of the circles forming the top and bottom lips.

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1. Draw the top of the ear at the same height as the eyebrow.
2. Draw the bottom of the ear at the same height as the bottom of the nose.
3. Draw the neck from the ears down.

FOLLOW THE STEPS

7



1. Choose a variety of cool colours to draw the background of your self portrait.
2. Bring some of your cool colours into your face to integrate your self portrait with your background.

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1. Cut a strip of drawing paper that is the same width as your self-portrait.
2. Use markers that are similar colours to the oil pastels to write about your life experience connected to the Grandfather teaching you chose.
3. Make sure your writing clearly reflects your life experience, and connects to the Grandfather teaching you chose in a meaningful way.
4. Add drawings connected to the Grandfather teaching.
5. Glue the strip of paper to the bottom of your self portrait.

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1. Add an animal image to your background that is connected to the Grandfather teaching you chose.
2. Make sure the colour you use to draw the animal shapes contrast with the background colours.
3. Stand back from your artwork and view it with fresh eyes.
 - Does your self-portrait reflect who you are?
4. Decide whether you need to add more colour or detail to connect your artwork to yourself.

SHARE



Ask students to bring their artworks into a large circle. Invite each student to share their thoughts, feelings and reflections about their artworks. During the circle discussion include references to warm and cool colours, contrast, emphasis and space. Share life stories connected to the seven Grandfather teachings.



Have students connect their day to day lives with what they have learned about the Grandfather teachings. Discuss what they have learned about themselves as they try to live by the teachings. Ask them to think about someone in their life who demonstrates one of the teachings. What do they do? How do others respond to them? How do the Grandfather teachings reflect who they are?

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 you chose mean to you?

