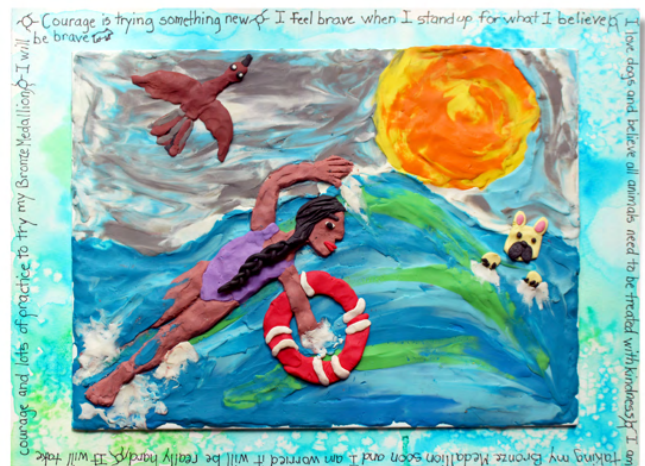


The SEVEN GRANDFATHER TEACHINGS

Bundle Two



GRADES 3 – 8

Creative activities to foster an understanding of the teachings that are universal to most First Nation peoples.

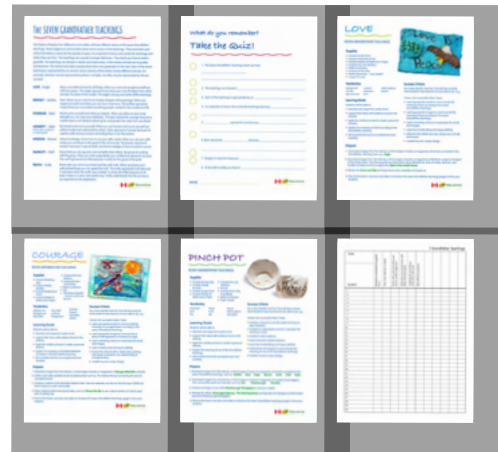


LOVE RESPECT COURAGE HONESTY WISDOM HUMILITY TRUTH

SEVEN GRANDFATHER TEACHINGS BUNDLE

1. Understanding the Seven Grandfather Teachings - Social Studies, Visual Arts, Language Arts

- The Seven Grandfather Teachings - Read for understanding.
- Check For Understanding - Quiz
- The Grandfather Teaching, Humility - Paint and Model Magic
- The Grandfather Teaching, Respect - Paint
- Seven Grandfather Teachings - Oil Pastel
- Tracking Sheet Master



LEARNING STANDARDS

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Understand significant characteristics of Indigenous nations in Canada.
- Develop a sense of personal identity.

SCIENCE

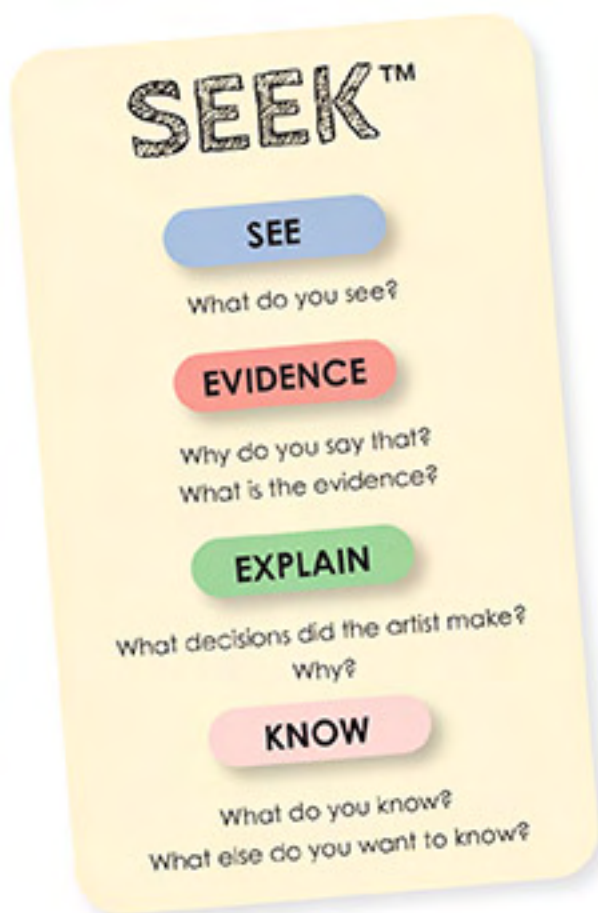
- Demonstrate curiosity about the natural world.
- Explore how living things interact with each other.

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?

THE SEVEN GRANDFATHER TEACHINGS

First Nation Peoples from different communities will have different views on the seven Grandfather teachings. Most indigenous communities share some version of the teachings. They have been part of the First Nations culture for thousands of years. It is important to know who wrote the teachings and where they are from. The teachings are a guide to proper behaviour. They teach you how to lead a good life. The teachings are shared in stories and ceremonies. In the stories animals act as guides and teachers. The stories have been passed down from one generation to the next. Each of the seven teachings is represented by an animal. Some versions of the stories involve different animals. For example, Honesty may be represented by Raven not Sabe. Humility may be represented by Mouse not Wolf.

LOVE – Eagle	Have unconditional love for all things. When you love and accept yourself you will have peace. The eagle represents love because it can fly higher than other animals. It is closer to the Creator. The eagle is strong and carries all the teachings.
RESPECT – Buffalo	Treat others as you want to be treated. Respect all living things. When you respect yourself and others you live in harmony. The buffalo represents respect because it provided everything people needed to live a balanced life.
COURAGE – Bear	Stand up for yourself and what you believe. When you draw on your inner strength you can overcome obstacles. The bear represents courage because a mother bear is not afraid to stand up for and protect her cubs from any threat.
HONESTY – Sabe (Kitche-Sabe or Big-Foot a mythical giant)	Be honest and true to yourself. When you are honest and true to yourself you will be trusted and welcomed by others. Sabe represents honesty because he used to walk among humans reminding them to be themselves.
WISDOM – Beaver	Value knowledge. Know how to use your gifts wisely. When you use your gifts wisely you contribute to the good of the community. The beaver represents wisdom because it uses its teeth and the knowledge of how to build to survive.
HUMILITY – Wolf	Know that you are equal to, but not better than others. Be proud of working with the group. When you work cooperatively you contribute to everyone's success. The wolf represents humility because it works for the good of the pack.
TRUTH – Turtle	Know who you are in your heart and live with truth. When you know your cultural teachings you can speak the truth. The turtle represents truth because it was here when the earth was created. It carries all of life's lessons on its back. It lives in a slow and careful way. Turtle understands that the journey is as important as the destination.

What do you remember?

Take the Quiz!



1. The Seven Grandfather Teachings teach you how _____.



2. The teachings are shared in _____.



3. Each of the teachings is represented by an _____.



4. It is important to know who wrote the teachings because _____.



5. _____ represents Love because _____.



6. Bear represents _____ because _____.



7. Respect is important because _____.



8. To live with humility you have to _____.

NAME: _____



Education

FILL IN THE BOX

The Grandfather teachings are shared in stories. Animals act as teachers in the stories. There are different versions of the stories. Some versions involve different animals. Some versions of the stories involve these animals.

1. Name the Grandfather teaching.
2. Write something important about the teaching.

LOVE

RESPECT

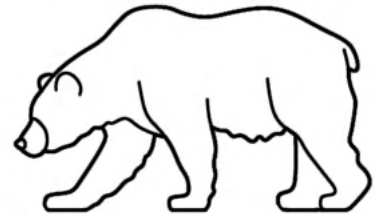
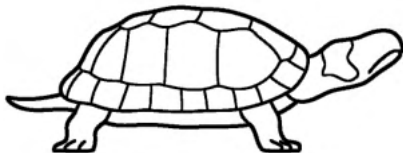
COURAGE

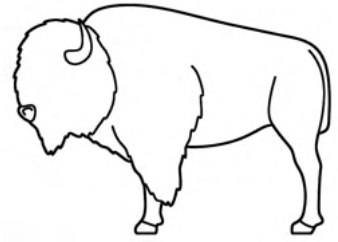
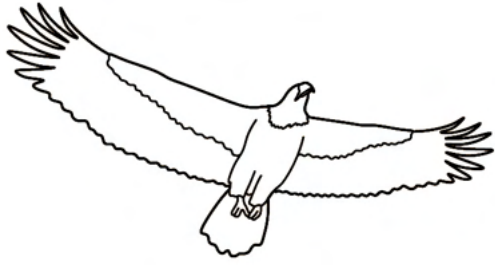
HONESTY

WISDOM

HUMILITY

TRUTH





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 (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 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.



Education

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.



Education

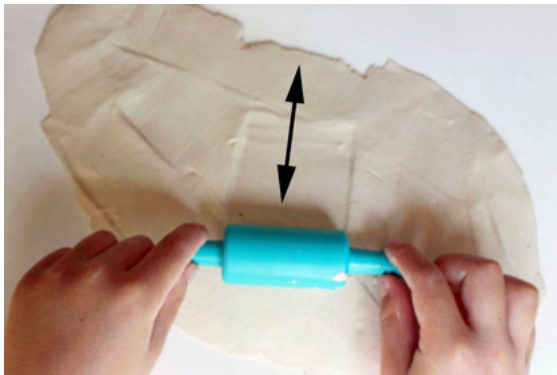
FOLLOW THE STEPS

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.

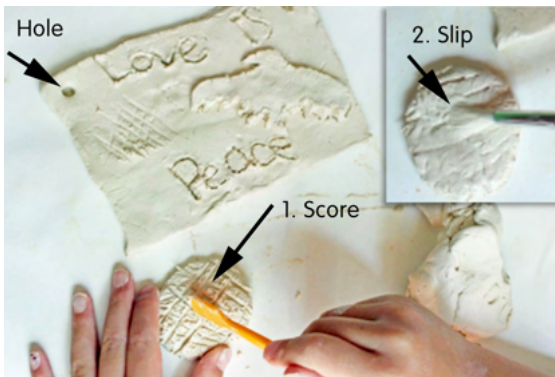
FOLLOW THE STEPS

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?

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
background
bas relief

low relief
contrast
foreground

primary
colours
secondary
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.

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.



Education

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.



Education



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?

PINCH POT

SEVEN GRANDFATHER TEACHINGS

Supplies

- Crayola Air-Dry Clay
- Crayola Variety Brushes
- Crayola Acrylic Paint
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Pencils
- Carving Tools (only if available)
- Water Containers
- Paper Towels

Vocabulary

emphasis	shape	texture
form	score	relief sculpture
line	slip	petroglyph

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 a variety of petroglyphs from around the world and Canada, such as, **Iran Peterborough Namibia**
3. Choose an image of one of the **Peterborough Petroglyphs** to discuss in depth.
4. Preview the article, **Kinomagewapkong - The Teaching Rocks**, by Pegi Evers for background information about the Peterborough Petroglyphs.
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:

- created a clay pinch pot with walls that have an even thickness;
- sculpted an appropriate animal to represent the teaching I chose;
- created a relief sculpture;
- used contrast to create emphasis;
- used clay handbuilding techniques skillfully;
- used words and images to communicate the meaning of one of the Grandfather teachings;
- created my own unique design;

INTRODUCTION



PART 1

Introduce students to petroglyphs from around the world. Discuss possible meanings of various images and why people might have created them. Describe the Peterborough Petroglyph heritage site and view one of the **Peterborough Petroglyphs** images.

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 image.
4. Use **SEEK™** to help students organize their thinking.
5. Once students have discussed the image share some background knowledge about it.

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?

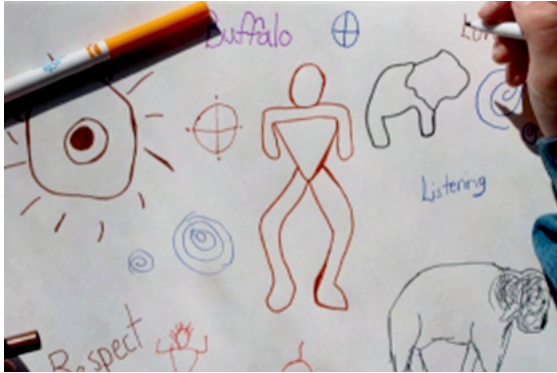
THE CHALLENGE



1. Choose one of the seven Grandfather teachings that you feel most connection to.
2. Create a clay pinch pot with walls that have an even thickness.
3. Sculpt the form of the animal representing the teaching on the inside of the clay pot.
4. Carve words and images that are connected to your personal life experiences with the teaching you have chosen into the outside wall of the pot.
5. Use acrylic paint to emphasize the textures you have created.
6. Demonstrate technical accomplishment and creativity.

FOLLOW THE STEPS

1



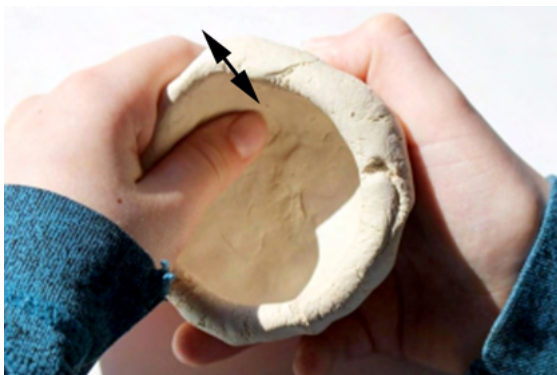
1. Choose one of the 7 Grandfather teachings.
2. Brainstorm words and images that you identify with the Grandfather teaching you have chosen.
 - Close your eyes and remember the ancient petroglyphs that were introduced earlier, and are located throughout the world.
 - Think about the animals that represent each of the teachings, remembering that the First Nations peoples living in different geographical locations, may have different animals that symbolize each teaching.

2



1. Roll a round ball of clay in your hand.
2. Make sure you do not have too much clay, just enough to fit in the palm of your hand.
3. Press your thumb into the centre of the clay ball.
4. Squeeze the clay between your thumb (inside the clay ball) and your fingers (outside the clay ball) until the wall of the clay pot feels about 1cm thick.

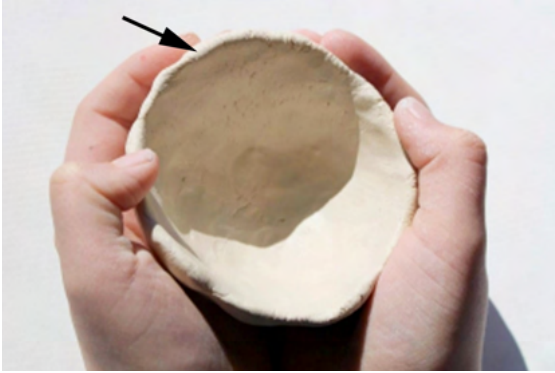
3



1. Move the clay in a circular pattern as you slowly begin squeezing the clay from the bottom of your pot to the rim of your pot.
2. Try to create a uniform thickness along the walls of the pot (1cm).

FOLLOW THE STEPS

4



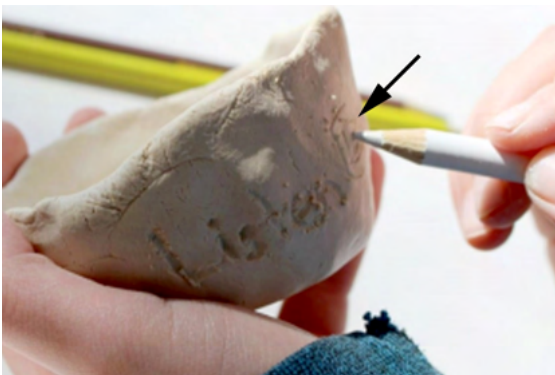
1. Take your time and move slowly to create an even thickness.
2. Remember to carve your initials into the base of your pinch pot.

5



1. Use a small piece of clay to create the animal that represents the Grandfather teaching you have chosen.
2. Flatten the clay in your hands so it is about 0.5 cm thick.
3. Carve the animal from the clay using a pencil.
4. Score (draw lines into the clay with a pencil) the back of the animal and the clay you are attaching the animal to.
5. Paint each scored surface with slip (mixture of clay and water in the consistency of a heavy cream), and press together.
6. Use the pencil to clarify and define the edges of the animal (relief sculpture).

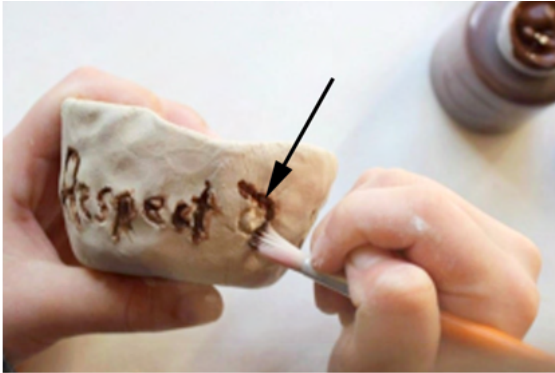
6



1. Carve the Grandfather teaching you have chosen into the outside wall of the pinch pot.
2. Add other words that have a similar meaning.
3. Separate each word by carving an image that helps you understand the Grandfather teaching you have chosen.
4. The carved words and images create texture.
5. Let your clay pot dry before painting it (about 2 days).

FOLLOW THE STEPS

7



1. Choose a colour of acrylic paint to brush into the carved words and images.
2. Use a small paint brush.
3. This painting technique will emphasize the texture on the walls of the pinch pot.

8



1. Dampen a small piece of paper towel with water, and use it to lightly rub the painted, textured surface.

9



1. Decide whether you want to add more colours to your pot with acrylic paint, or leave it in its natural form.
2. The animal representing the Grandfather teaching is a **relief** sculpture.
3. The words and images carved on the outside of the pot create a textured surface.

SHARE



Once all the artworks are complete ask students to bring their artworks into a large circle. Invite each student to share how their clay pinch pot represents one of the seven Grandfather teachings. During the circle discussion include references to emphasis, texture, form, shape, and line. Share ideas of how the seven Grandfather teachings could become part of the class community.



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?

