

Title of Lesson or Unit:

“THUNDERBIRD AND KILLERWHALE” by lessLIE
 “THUNDERBIRD AND KILLERWHALE” by Luke Marston
 “ANSWER TO THE CALL” by Maynard Johnny Jr.

Gr. 3-7

Type: Primary Intermediate Graduation Media

Big Idea(s): select one or two of the Big Ideas from the curriculum.

required

- *The arts connect our experiences to the experiences of others.
- *Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

optional

- *Dance, drama, music, and visual arts are each unique languages for creating & communicating.

What students will UNDERSTAND

Visit <https://curriculum.gov.bc.ca> to view the most recently published Arts Education drafts.

Curricular Competencies: What students will DO	Concepts & Content: What students will KNOW
<p><i>Students will be able to use the following creative process(es) to create and respond to art:</i></p> <ul style="list-style-type: none"> • Connect and engage with others to share and develop ideas (Communication) • Analyze and critique (Critical Thinking) • Relationships and cultural contexts (PPCI) • Contributing to community and caring for the environment (SR) • Learning involves recognizing the consequences of one’s actions (FPPL) <p>*Apply learned skills, understandings, and processes in new contexts *Interpret and communicate ideas using symbolism in the arts *Express feelings, ideas, and experiences in creative ways *Describe and respond to visual art pieces and provide constructive feedback</p>	<p><i>Students will know the following concepts and content:</i></p> <ul style="list-style-type: none"> • Elements in the visual arts, including traditional Coast Salish design motifs (circle, oval, crescent, trigon) • Technologies and techniques to support arts activities • Image development strategies • Symbolism as ways of creating and representing meaning <p>*Traditional & contemporary Aboriginal arts and arts-making processes *A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places *Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p>

Materials & Technologies

Students will use the following materials, tools, equipment:

- Worksheets, templates
- Pencils, pencil crayons
- Red/black tag paper, scissors
- Red/black paint, brushes, jars of water for rinsing

Pre-Class Preparation

The teacher will need to make the following preparations prior to the class(es)

- Review Visual Thinking Strategies videos
- Photocopy sets of worksheets for students
- Have copies of legend/ artist’s statements available
- Gather art materials

Make templates/tracers of design elements
 Set up and check TV, projector, laptop
 Display prints

Resources & References

- -prints: sign out from your DRC or online at <http://www.salishweave.com>
- -Thunderbird and Killerwhale legend: <http://www.joejack.com/thunderbirdandorca.html>
- -Visual Thinking Strategies: <http://uvac.uvic.ca/gallery/salishcurriculum/artwork-for-discussion/visual-thinking-strategies-2/>
- -Design Element Templates: <http://uvac.uvic.ca/gallery/salishcurriculum/art-project/coast-salish-design-elements-templates/>
- -Thunderbird/ Killer Whale Templates: <http://abed.sd79.bc.ca/curriculum-resourcess/coast-salish-image-library/>
- -NGC Assessment Guide: http://cybermuse.gallery.ca/cybermuse/teachers/plans/activity_assessment_e.jsp?lessonid=44&actpid=160
- -VENN DIAGRAM BLM from Reading Instruction That Makes Sense by Mary Tarasoff

LESSON (*Teacher Action/Student Action*)

- Review Coast Salish Design Elements (circle, oval, crescent, extended crescent, trigon).
- Display print, “Thunderbird and Killerwhale” by lessLIE (<http://www.salishweave.com/gallery/lesslie/thunderbird-and-killerwhale>). Allow learners time to observe quietly. Begin leading them through Visual Thinking Strategies (VTS): What do you see? Why do you say that? What else do you see? (15 mins.). Validate observations and connections by paraphrasing. Do not guide learners with teacher comments or observations (yet). Also wait for students to ask about the title or the artist. Do not reveal that information (yet). Allow students to “record” thoughts/ conversation using MIND MAP 1 sheet.
- Display next print, “Thunderbird and Killerwhale” by Luke Marston (<http://www.salishweave.com/gallery/luke-marston/thunderbird-and-killerwhale>). Allow learners time to observe. Begin guiding students again through VTS while filling in second MIND MAP 2.
- Display final print, “Answer to the Call” by Maynard Johnny Jr. (<http://www.salishweave.com/gallery/maynard-jr-johnny/answer-call-0>). Learners observe. Use VTS, and record thoughts on the final MIND MAP 3 sheet for this print. **Note the different perspective on this print: from the front instead of from the side like the other two prints.

Read aloud the legend of Thunderbird and Killerwhale, as told by Coast Salish artist, Joe Jack (<http://www.joejack.com/thunderbirdandorca.html>). Also read the artist’s statements accompanying each print.

Return to the VTS discussion, as students may have more to add at this point. Suggested points of discussion could include the title of the pieces, name and biographies of the artists, colour choices, connections to personal learning or experiences. Add more to Mind Maps as discussion wraps up. Label each mind map with print title and artist.

On the VENN DIAGRAM sheet, learners will compare and contrast how each of the artists portrayed the key plot points/ symbolism/ themes of the Cowichan legend in their printed works. Learners may also spend some time writing or drawing the most interesting points about the class discussion. Consider setting a time limit or number of ideas limit for writing in order to allow for the processing of new learning, but not discourage any child who may not embrace writing.

Learners will create their own Thunderbird and/or Killerwhale art work, incorporating Coast Salish design elements. Depending on individual abilities, the teacher may wish to prepare some of the materials ahead of time. Learners may trace or freehand the outline of the creature of their choice on large red or black paper as the background form. Using tracers for the design elements (or not), learners will “fill” their creature with shapes to create their form. The teacher may also review how body forms are created by partnering shapes together to create eye forms, body joints, feathers, talons, fins, etc. Design elements will then be painted according to teacher/student ideas. The completed creature can then be cut and glued onto a background paper, or be added to a bigger display.

Materials:

Creature templates for tracers (included; increase size if necessary)
Design elements template for tracers (included; increase if necessary)
Large white and black paper
Pencil, scissors, paint, paint brushes

Learners may want to respond further about the art process, either in discussion or journal format.

Assessment/Evaluation

- Assessment Rubric adapted from National Gallery of Canada (included)
- BC Performance Standards, Writing
- Self-evaluation at end of unit
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Adaptations/Modifications

- Allow students to draw their learning instead of writing.
- Audio record student learning as a discussion with teacher
- Precut student materials ahead of time, allow tracers
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EXTENSIONS/POSSIBLE CROSS-CURRICULAR CONNECTIONS

- Science: reflect on salmon’s place in the food chain, and the negative impacts pollution can have on salmon environment/ecology.
- Math: geometry, symmetry
- Language Arts: The Art of Storytelling... Why are stories so important in different cultures around the world? What makes a good story? Have students learn a family story, or a story of choice, and present it to the class.
- Printmaking: How do artists make prints? What materials are used for printing? Sample video: <https://vimeo.com/171644819>
- * Social Studies: Renewable vs non-renewable resources; fisheries management; stewardship opportunities; food security.