

## Topic: Coast Salish Design Elements and Number Sense

(Lesson by Kayla Mousseau, SD79 Cowichan)

### Lesson Plan Objectives:

Students will be able to identify and name the Coast Salish Design Elements (Trigon, Crescent, Extended Crescent, Circle, Oval) and create an image using these while working on their number sense and creativity.

### Salish Weave Collection Print: Spa Eth

Artist: Maynard Johnny Jr.

### First Peoples Principles and Perspectives

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

Learning is embedded in memory, history, and story

Learning involves patience and time

**Big Ideas:** Where are we going?  
What will we understand? What will  
be remembered?

- One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers (Math).
- People create art to express who they are as individuals and community. (Arts Education)
- Stories and traditions about ourselves and our families reflect who we are and where we are from. (Social Studies)

### Curricular Competencies

### Content

#### Arts Education

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.

#### Social Studies

- Explain the significance of personal or local events, objects, people or places.

#### Math

- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Arts Education

- Traditional and contemporary Aboriginal arts and arts making processes.

#### Social Studies

- Personal and family history and traditions.

#### Math

- number concepts to 10

## Lesson Activities

### Lessons

- Have children form a circle around the outside of the carpet.
- Show children the framed print “Spa Eth” and explain that this was created by a local Indigenous artist, Maynard Johnny Jr. (Background: Maynard Johnny Jr. is from Penelakut and was raised in the Cowichan Valley) (Interesting fact: Hul’q’umi’num’ word for Bear is SpaEth)
- Ask children what they notice about the print. Are there any patterns or shapes that they recognize in the artwork? Discuss
- Introduce Coast Salish Design Elements one at a time, naming and passing the play dough cutters around the circle. The elements included are: Trigons, Crescents, Extended Crescents, Circles, Ovals. Explain that Coast Salish artists use these shapes to create beautiful images. When the pieces make it around the whole circle, place back in bin.
- Introduce the play dough mats that accompany the shapes.
- Show children how they can create the shapes with the play dough cutters in the play dough to make their own artwork on the mat.
- Read from the accompanying picture books.
- Flip over the map to show the children the other side.
- Explain that the bear is hungry and that we have to roll the dice to see how many berries we need to make for him to eat. Remind children to write down the number using the marker in the square on the mat.
- Demonstrate rolling dice, counting the dots, writing the number, then creating the play dough berries.
- Ask for volunteers to come up and demonstrate using that side of the mat.
- Place the mats on a table and encourage children to interact with them.

### SCAFFOLDING CONSIDERATIONS:

Provide image cards with examples of combinations of the shapes and how they can be used. For example: a “Trigon/Circle/Trigon” creates an eye. These cards can be shown during the lesson and also provided as a provocation during independent sensory bin play.

## Resources and Materials

- Salish Weave Collection (Print "Spa Eth" by Maynard Johnny Jr.)
- Books: Are You Hungry Little Bear? By Donna Klockars and Jamie Scarrow (PC); Little Bear's Vision Quest by Diane Silvey and Joe Silvey (ill.); Mayuk the Grizzly Bear by the Sechelt Nation and Charlie Craigan (ill.).
- Bin with : 4 play dough mats, 4 dry erase markers, 4 dice, recipe for play dough, Coast Salish shape play dough cutters

## Assessment

- Observations and anecdotal notes.