

# Spindle Whorl Cutouts

Grade 5/6

## Purpose:

This lesson is intended to introduce students to the different variations of shapes and how they are arranged and spaced to create pattern in Coast Salish art. Students will be introduced to the works of art created by modern Coast Salish artists through the Salish Weave Collection. They will analyze how the use of patterns and shapes form images that have meaning. Students will create patterns on paper outlines of spindle whorls using variations of shapes, cutout from a provided handout.



Santana Higgins

## Curriculum Content:

*Students are expected to know the following:*

- Purposeful application of elements and principles to create meaning in art, elements of design: shape and space, principles of design: pattern
- Traditional and contemporary Aboriginal arts and arts-making processes

## Curricular Competencies

*Students will be able to use creative processes to:*

- Explore connections to identity, place, culture, and belonging through creative expression

## Materials

- Salish Weave Website - <http://salishweave.com>
- Salish Weave Images
  - Four Serpents, 2007, lessLIE – Box Set I
  - Salish Community, 2007, lessLIE – Box Set I
  - Middle Point, 2008, lessLIE – Box Set II
  - The Moon and The Pond, 2011, Dylan Thomas – Box Set III (view on the website)
  - CommuniTIES, 2010, lessLIE – Box Set III (view on the website)
- Laptop and projector for video
- Outline of a spindle whorl handout
- Variations of shapes handout
- Scissors and glue
- Pencil crayons or felts
- Construction paper

## Procedure

1. Show the students the prints from the Salish Weave Collection. Ask the students what shapes do they see in the prints? They should pick out, circle, crescent and trigon.
2. Have students look at the variations of the shapes, how many different variations of the shapes can they see in each of the prints?

3. View the video Coast Salish 2.0 Design Elements, found in the Resource Library on the Salish Weave website, to show the students some of the history and design elements found in Coast Salish art. Stop at section on the spindle whorl and talk to the students about its uses and significance.
4. Go back to the prints and talk about the patterns they can see in the images. Why is the use of patterns important? What do the patterns and arrangement of the shapes create? Are there any designs or animals in the images? Why would the images be important to the Coast Salish? Talk about the animals and human faces in the images and the connection to community. Use the artist/curatorial statement for some of the prints to help describe the meaning behind the images in the prints.
5. Ask the students about why space is important in the images. How does the spacing of the different shapes create the images found in the prints?
6. Show and explain the criteria to the students.
7. Give each student a paper spindle whorl and the variations of shapes handout to cut out. Let the students cut out the shapes they want to use.
8. Encourage students to arrange the shapes in different patterns before they decide on one that they like, then glue them down.
9. Students can colour the shapes after they are done gluing.
10. When the shapes are coloured the students will cut circles out of coloured construction paper to glue to the back of the spindle whorl. This is to create a frame around the spindle whorl and to give it more strength.
11. When the students are finished they can compare the different patterns and shape variations they used on their spindle whorls.
12. Before handing in their work the students can use the criteria to do self-evaluation.

Criteria

- Shapes are arranged in a pattern
- There are at least 5 different variations of the shapes
- Space has been used well in the spindle whorl
- Shapes have been coloured in.

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Chelsea Hill-Fellows



Mackenna Howes

Spindle Whorl

