Introduction to Salish Art

Using shape pieces

Big Idea:

* People create art to express who they are as individuals and community (FA)

FA Content

* visual arts: elements of design: [line](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [shape](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [texture](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), colour; [principles of design](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;): [pattern](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [repetition](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;)

FA Curricular compentencies

* Explore [elements](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core), processes, materials, movements, technologies, tools, and techniques of the arts

Cross curricular connections

* To math – exploring shapes, patterns, symmetry, non-standard units of measure
* ELA – Everyone has a unique [story](https://curriculum.gov.bc.ca/curriculum/english-language-arts/1/core) to share.

Materials:

* First Nations Shape kit
* Template of foot
* Copy of The Sasquatch, the Fire and the Cedar Basket

Lesson:

Let’s explore the shapes. You should have 5 bags of shapes (you have one of your own). Divide your class into groups.

Students will put all the shapes onto a table. Give them some time to touch and feel them. Ask them to talk about what they notice. ***Notice and name*** the geometric shapes they see. Ask if there are some new shapes they’ve never seen before. Get them to describe the shape (likely ovoid shape and maybe trigon). Some students will likely start sorting the shapes. Notice and name the attributes they are using. Some students will start making pictures using the shapes. Again, notice and name this.

Ask them to sort the shapes. Let them set the criteria for sorting. Talk about how they made these decisions. Ask them what they notice about the similarities of the shapes (they might notice the positive and negative shapes come together to make a whole shape.

Have them sit down for a moment. Explain that today we are going to learn about Salish art. Talk about who the Salish people are and where they live. Mention the Katzie First Nation, Semiahmoo First Nation and Kwantlen FN. Mention that these are the three First Nation communities in which Surrey School District resides. Ask if students have seen any First Nation art in the community. Show the photos from Bear Creek Park. Mention that Katzie, Semiahmoo and Kwantlen First Nation are Salish peoples. Their art is very unique and that we are going to be exploring some of their art using these shapes.

Salish art uses 3 prominent shapes. Show the shapes power point.

Ask students to go back to their shapes and sort out all the pieces that are found in Salish Art. Keep the slide show of the Salish shapes up on the screen. Once they have sorted, ask them what they think the other shapes represent? Mention that those shapes represent a different form of First Nation art and these shapes are found in Northwest Coast FN art.

Read the story, the Sasquatch, the Fire and the Cedar Baskets. Ask them to notice on shapes on the Sasquatch. Ask them to name them. Emphasize the Sasquatches feet.

Activity:

Students will make their own Sasquatch footprint (see template). Then they will use the FN Salish shapes to create a Salish style foot print.

Get them to practice tracing first. Model how to do this. Maybe allow them to do it with a buddy so the buddy holds down the shape so it doesn’t slide, while the other student traces.

Get them to place the shapes first on the footprint template and then trace them. They may colour in the shapes using colours that are meaningful to them. Use felts, paint or pastels to colour in the shapes.

Optional activity:

Play ‘guess the shape’. Player one closes their eyes. Player to passes the shape to their partner and player one feels the shape and tries to guess the name of it. Switch.

Play ‘mirror game’. Player one makes a design using the Salish shapes (circles, trigons, crescants). Player two has to duplicate the shape. Switch.

Measurement Activity: The Sasquatch says his foot is five times the size of a normal person’s foot. Trace your foot five times and cut your foot prints out. Put them together in one straight line. Measure how long five of your footprints would be. Do you think that everyone’s foot would be the same size? Ask your teacher to make five of her footprints. Would the teacher’s footprint be longer/shorter than yours?

Assessment

* Can students identify and name the three shapes found in Salish art?
* Did they use these three shapes in their own Sasquatch foot print?