

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
AMANDA FOX

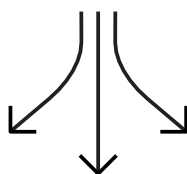


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

TABLE OF CONTENTS

STUDY GUIDE: VISUAL ARTS 4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts) 7

VISUAL ARTS OVERVIEW 9

APPENDIX 10

 Vocabulary bank/glossary: 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: VISUAL ARTS

INDIGENOUS BEADING

Program Overview

Artist Name: Amanda Fox

Artist Bio: Amanda Fox, an Ojibwe from Wiikwemkoong Unceded Territory, is a cultural advocate with 30+ years of Pow Wow dance experience. She created Pow Wow Workout, blending dance, storytelling, and fitness to promote holistic wellness and celebrate Indigenous traditions. Through workshops and outreach across Canada, Amanda empowers others with cultural knowledge while fostering respect, wellness, and community connection.

Program Description: Embark on a creative journey where participants will learn the art of beading and create a unique beaded pin carefully designed to be a wearable piece of art for all. In this hands-on workshop, Amanda will share her cultural insights, storytelling, and the significance of beading in Ojibwe traditions. Participants will explore the rich history and symbolism behind Indigenous beadwork, gaining a deeper understanding of its cultural importance.

Artistic Discipline: Visual Arts, Dance

Recommended Grade Levels: 6 - 12

Session Logistics: In person only

Cultural Context: Indigenous Cultures



Vocab bank/glossary: [Click here](#)



INDIGENOUS BEADING

Curriculum Connections

Learning Themes:

- Strand A: Creating and Presenting (Grades 6–8)
 - Apply the creative process to produce art works in three-dimensional forms, that communicates feels, ideas, and understandings, using elements, principles, and techniques of visual arts.
- Strand C: Exploring Forms and Cultural Contexts (Grades 6-8)
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.
- Strand A: Creating, Presenting and Performing (Grades 9–12)
 - Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages
 - Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques
- Strand B: Reflecting, Responding, and Analyzing (Grades 11-12)
 - Art, Society, and Values: Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values.

INDIGENOUS BEADING

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
6-8

Pre

- What comes to mind when you hear “beadwork”?
- What do you already know about Indigenous cultures or Ojibwe traditions?
- Why do you think art (like beading) is important to cultures?

During

- How do the colours or shapes in your beads make you think of? What are they symbolizing?
- How does Amanada’s story help you understand the meaning behind the art of beading?
- What emotions or messages do you think your design might express?

Post

- What is one symbol or story from today that spoke out to you? Why?
- What are some similarities or differences between your traditions and the ones Amanda shared?
- What did you learn about Ojibwe culture or beading that surprised you?

GRADES
9-12

Pre

- Can you think of ways art helps us understand community values?
- What do you already know about Ojibwe or other Indigenous cultural practices in art or dance?
- What responsibilities do artists have when engaging with cultural traditions outside of their own?

During

- What elements and principles of design are present in your beadwork?
- How are design choices (colour, form, balance) used to communicate cultural values?
- How does Amanda's storytelling and role as a cultural advocate influence the way you view her art?

Post

- How did this session challenge or deepen your understanding of Indigenous art?
- What might it mean to decolonize how we learn and talk about art in school?
- How do cultural art forms like beadwork serve as both resistance and celebration?

VISUAL ARTS OVERVIEW

Visual Arts empower students to explore their identity, culture, and societal issues through creative expression. It supports cognitive, emotional, social, and creative growth while building empathy, communication, and critical thinking skills. These abilities not only enhance academic performance but also contribute to students' confidence, emotional intelligence, and overall well-being.

The creative and critical analysis process guides students in imagining, planning, interpreting, and reflecting on artistic work, complementing artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Visual arts connect seamlessly with other subjects across the curriculum. They enhance communication in the language arts, explore culture and history in social studies, and reveal patterns and concepts in math and science. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Beadwork:** The art or craft of sewing or weaving small beads together to create decorative patterns. Often used in Indigenous cultures to tell stories, show identity, or honour traditions.
- **Symbolism:** Using images, shapes, or colours to represent ideas or meanings beyond their literal form.
- **Cultural context:** The beliefs, traditions, history, and environment that shape how people create and understand art.
- **Elements of design:** The basic building blocks of visual art: line, shape, colour, texture, space, form, and value.
- **Storytelling:** The act of sharing stories, often passed down orally through generations, to teach, entertain, or explain.
- **Tradition:** A practice, belief, or custom passed down over time within a group or culture.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning