

STUDY GUIDE

DISCIPLINE:
VISUAL ARTS

ARTIST:
INDIGENOUS EXPERIENCES

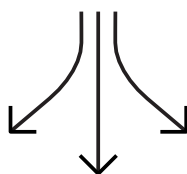


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

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STUDY GUIDE: VISUAL ARTS

PIECES OF CREATION

Program Overview

Artist Name: Indigenous Experiences

Artist Bio: Indigenous Experiences offers authentic programs sharing the rich culture, teachings, and history of Canada's Indigenous Peoples from a First Nation perspective. Representing diverse native nations, the team highlights Indigenous cultures' evolution. Students engage in traditional activities and games, gaining meaningful insight into both historical and contemporary Indigenous life.

Program Description: Learn about the story of Skywoman falls to the Earth, or follow up an in-school performance. Through creative imagination students will translate their version of the story, through native woodland style of art, using character stencils and acrylic paints. The students will gain a better understanding of the characters significance in First Nation's culture.

Artistic Discipline: Visual Arts

Recommended Grade Levels: 1 - 6

Session Logistics: Online only

Cultural Context: 2SLGBTQIA+, Culturally Diverse, Indigenous, Men+, Person of Colour, Women+



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



PIECES OF CREATION

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-6)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 1-6)
- Cross Curricular Connections
 - History – Heritage and Identity

PIECES OF CREATION

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 1-3

Pre

- Have you ever heard a story that explains how the world began?
- Why do you think stories are important to different communities?
- What do you know about First Nations people in Canada?

During

- What did you notice about the Skywoman story? Was anything surprising or new?
- What do you think each character in the story represents?
- How do the colours and symbols in woodland art help tell a story?

Post

- What part of the story was your favourite and why?
- How did it feel to create your own version of the Skywoman story?
- What did you learn about First Nations culture that you didn't know before?

GRADES
4-6

Pre

- What do you already know about Indigenous origin stories or oral traditions?
- Why might a story like Skywoman be important to the culture that tells it?
- How can art help us remember or understand a story?

During

- What connections can you make between Skywoman's story and our relationship to the Earth?
- Why do you think the woodland style uses bold outlines and strong colours?
- What choices are you making in your art to show part of the story or your own interpretation?

Post

- What new perspective did you gain about First Nations beliefs or values?
- How does creating art help you connect with different cultures?
- How might you share what you learned today with someone else?

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:

- **Skywoman:** A key figure in some First Nations origin stories who fell from the sky.
- **Origin Story:** A story that explains how the world or a people began.
- **Culture:** The beliefs, customs, art, and stories of a group of people.
- **Woodland Style:** A traditional Indigenous art style using bold lines and bright colours.
- **Acrylic Paint:** A fast-drying paint used in many types of art.
- **Stencil:** A shape or pattern you trace or paint around.
- **Symbol:** A picture or object that represents an idea or story.
- **Tradition:** Something that people pass down through generations.
- **Respect:** Treating people, stories, and cultures with care and understanding.

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