

EDCP 331

Grade: 1,2,3

Title: Building our identity
through music and art while
recognizing indigenous identity

Plan Project

A Design for Inquiry_Grade 1,2,3

Class Description:

The two grades are 1,2,3 Montessori classrooms. One class has 22 children, 11 boys and 11 girls; the other class has 24 children, 12 boys and 12 girls. Each classroom is multicultural; there are children from several countries and cultures and there are some ESL students in each classroom. In one classroom, there is one student from the Sikh religion; others are from China, Hong Kong, Chile and Brazil. The rest were born in Canada, but some of them have parents from other countries. Three students have special needs; some of them suffer from anxiety and they just start to cry without being able to communicate their feelings. In the other classroom, some children had behavioral problems and I noticed that it was difficult for them to concentrate on a task. I had to call their attention in two lessons about what to do, but they did what I told them to after calling them twice. The rest of the children were very attentive and they enjoyed my enactivism's lessons.

Rationale:

I developed this unit based on the advice of one of the teachers. She told us to work on identity and connecting with her last topic about First Nations Peoples.

I thought this was a great topic to work with small kids because children need to build their identity from a young age to foster self-esteem, respect for themselves and for other children's self-identity, and mainly because it helps them build what makes them unique. Also, building identity is important for children to be able to develop a positive sense of who they are, and feel that they are valued and respected as part of a family and community. I encouraged the students to include aspects of their culture that, along with their likes and aspects that they feel identified with, make them unique.

Creating this understanding of themselves, their family, likes and culture was so important for self-care and respect for other children's ideas, beliefs and behaviors. Moreover, to connect this topic of building identity with the indigenous peoples of BC, I decided to include some of the First Peoples Principles of Learning, including Learning recognizes the role of indigenous knowledge, and Learning requires exploration of one's identity. Then, I decided that the way that children could explore their identity and, at the same time, recognize First Nations knowledge and identity through an enactivism process and inclusiveness was through music and art.

Because of this, I designed a unit plan with three lessons where children could create a song that we called "Heart Song" where each child sang an important word that they felt described them while playing a drum, which is an important part of First Nations identity and culture. We explored as well the importance of the drum for one of the aboriginal peoples of BC, the Coast Salish Nations. Then, I taught them about self-portrait and I showed them the artwork of a Metis artist called George Littlechild to inspire children to make their own portrait and the importance of including the elements we talked about in class in the background of their portrait. I taught them how to make the oval, and strategies of painting following the artist's style and purpose.

I believe that with these enactivism and inclusiveness lessons that I taught, where I connected with other curricula subjects, children were able to learn better the concepts and importance of building their identity, as well as their knowledge in First Nations peoples culture, respecting their identity and the importance of their role in keeping our heritage alive.

Objective:

To build our identity through music and art while recognizing indigenous identity and knowledge.

Resource Critique:

I think that this practicum was a great opportunity for getting more practice teaching and creating more strategies for adaptations and extentions with some kids, as well for learning the Montesori method and values. Also, this practicum let me develop enactivsm and inclusiveness lessons' environment. However, I think that my topic required more instruction time because the students in grade 1,2,3 require more time for the enactivism process. Moreover, all the materials used in the classrooms, including the drum, were at the school. Neither the students nor I required to buy anything else.

Social Studies Lesson Plan	
Title: Building our Identity through Music	Teacher:
Grade: 1,2,3	Date: Feb 20, 2017
Subject: Social Studies and Music	Time: 50 min
Objective: The importance of knowing words that represent our identity and a way that we can use them in the "Heart Song."	
Curriculum	
Big Idea(s) (What students will UNDERSTAND - Key Concepts/Essential Understandings)	
<ul style="list-style-type: none"> • Dance, drama, music, and visual arts express meaning in unique ways. (1) • Creative expression develops our unique identity and voice. (2) • The arts connect our experiences to the experiences of others. (3) 	
Curricular Competencies (What students will DO – Important skills and processes) SWBAT :	
<ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts. • Reflect on creative processes and make connections to personal experiences. • Express feelings, ideas, and experiences in creative ways. 	
Concepts and Content (What students will KNOW) <i>Students will know the following concepts and content:</i>	
<ul style="list-style-type: none"> • Music: beat/pulse, rhythm, duration, tempo, pitch, dynamics, form. • Dances, songs, stories, and objects created by Aboriginal peoples (Coast and Straits Salish Nations) for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition. 	
Rationale	
<p>I want to connect this class with the teacher's class about indigenous peoples. I will introduce the class to the indigenous people called the Coast and Straits Salish Nations, whose territory is the southern part of Vancouver Island. Music is very important for them and is part of their identity. Salish First Nations own traditional songs and pass them down through inheritance. Songs are played for many reasons and in different occasions. The drum is an important instrument for them. Some Indigenous people believe that the sound of the drum is like the heartbeat of a nation, so the drum is treated in the same way than an</p>	

honoured relative is, by keeping it stored in a warm, good and safe place. Indigenous Education, Faculty of Education, University of Victoria.

The theme of Identity and Belonging is about children developing a positive sense of who they are, and feeling that they are valued and respected as part of a family and community.

Relationships with family members, other adults and children, friends and members of their community play a key role in building their identities. Children's sense of who they are is shaped by their characteristics, their behaviour, and their understanding of themselves, their family and others. Belonging is about having a secure relationship with or a connection with a particular group of people. When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This creates an important foundation for their learning and development.

Giving children messages of respect, love, approval, and encouragement enables them to develop a positive sense of who they are and a feeling that they have an important contribution to make wherever they are.

Positive messages about their families, backgrounds, cultures, beliefs, and languages help children to develop pride in who they are. These messages also give them confidence to voice their views and opinions, to make choices, and to help shape their own learning.

Source: Aistear: The Early Childhood Curriculum Framework_Identity and Belonging

How I Will Teach This

Materials and Technology:

Students will use the following materials, tools, equipment:

- Smartboard with access to YouTube
- A drum and a drum stick.
- A big paper and some markers.
- Paper flashcards and pencils.

Pre-class Preparation:

The teacher will need to make the following preparations prior to the class.

- The teacher could help me have some of the materials ready in the classroom prior to the class (pencils).
- I will bring the flashcards for both groups
- I will pick up the drum before the class start at the school

Resources and References:

BC New Curriculum: <https://curriculum.gov.bc.ca/curriculum/arts-education/3/2/1>

The Coast Salish Welcome Song: <https://www.youtube.com/watch?v=Zp3m7DFUSWc>

<https://www.uvic.ca/education/assets/docs/Earthsongs-Curriculum-Guide-Students.pdf>

http://www.ncca.biz/Aistear/pdfs/PrinciplesThemes_ENG/ID&Belonging_ENG.pdf

STEPS FOR LESSON

Intro: I will show a YouTube video of Salish's people

<https://www.youtube.com/watch?v=Zp3m7DFUSWc>

for **2:30 mins** follow by a small Introduction to Coast and Straits Salish Nations people.

1 min

Brainstorm ideas about identity and belonging. Creating the concepts. **5 mins**
 Recognizing First Peoples Principles of Learning including, Learning recognizes the role of indigenous knowledge, and Learning requires exploration of one’s identity.

Part A: Funds of Knowledge Board: I lead the class on the carpet in forming a list of what students know about music and identity. **10 mins**

Part B: Students go off to work individually on their “Heart Word Flashcard” to use during the class song at the end of class. The Heart Word Flashcard is something that is in their heart, something they love or like and that is part of them; it could be something about their family or their culture. Grade 1s will make 1 flashcard. Grade 2s and 3s will use 2 words per flashcard. **15 mins**

Part C: Students will gather in a circle on the carpet to learn the “Heart Song” and how to put their word(s) into the song. I will do a **Demo** leading the group in singing their “Heart Song” using student Heart Words one by one. I will start and repeat twice checking for understanding. **2 mins**

Student will choose one of the two sentences like: I love ” _____”, or I like “ _____ _____”, then all the group repeats the last word(s) saying for example, playing basketball is in my heart. We all follow the rhythm using the drum. **15 mins**

Evidence of Learning (assessment)	Adaptations/Modifications
<ul style="list-style-type: none"> • I will check for understanding of music and identity concepts. • Using a checklist, I will assess rhythm, tempo in the children. All children should use at least one word that identifies them. The checklist will show me how children performance and follow the song using words of their identity. • Students that cannot do all the parts to meet the objectives of the lesson can receive some help from the teacher. • I will have eye contact with all children following that all of them sing the song. 	<ul style="list-style-type: none"> • Students with special needs can work with the help of another classmate or the teacher can provide some help if they have trouble choosing the word. • I will repeat twice the song using my word and their word to help them to sing the song with rhythm.

How is Learning Enacted? (enactivism)

Students will create their own song playing and feeling the music through the drum. They will learn about their identity, and also they will learn and experience music by playing and singing it.

Social Studies Lesson Plan

Title: Building our Identity through Self-Portrait

Teacher:

Grade: 1,2,3

Date: February 28, 2017

Subject: Social Studies and Art

Time: 50 mins

Curriculum

Big Idea(s) (What students will UNDERSTAND - Key Concepts/Essential Understandings)

- People create art to express who they are as individuals and community.
- People connect to others and share ideas through the arts.
- The mind and body work together when creating works of art.
- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

Curricular Competencies (What students will DO – Important skills and processes) SWBAT :

Students will learn about perspective by:

- Expressing feelings, ideas, and experiences in creative ways.
- Reflecting on creative processes and make connections to other experiences.
- Expressing feelings, ideas, stories, observations, and experiences through creative works.
- Exploring different perspectives on people, places, issues, or events in their lives.

Concepts and Content (What students will KNOW) *Students will know the following concepts and content:*

- Processes, materials, technologies, tools, and techniques to support arts activities.
- Some indigenous art portrays the cultures, backgrounds, and perspectives within our local community and other communities.
- Symbolism as a way of creating and representing meaning.
- Traditional and contemporary Aboriginal arts and arts-making processes.

Rationale:

Teaching this topic of building self-identity is very important for kids for knowing, respecting and valuing themselves as well as other people's ideas. Also, this topic is important because it include some of the First People Principles of Learning, like Learning recognizes the role of indigenous knowledge, and Learning requires exploration of one's identity.

How I Will Teach This

Materials and Technology:

Students will use the following materials, tools, equipment:

- Construction paper, pencils, erasers per student.
- A ruler
- A computer and a projector.
- The book of George Littlechild *This land is my land*.
- Optional: students can have a printed picture of themselves.

Pre-class Preparation:

The teacher will need to make the following preparations prior to the class.

- Construction paper, pencils, and erasers
- Optional: students can have printed picture of themselves.
- A computer and a projector for the power point presentation to show the artist's artwork.
- All materials for demonstration and student's artwork will be laid out in an organized manner (Construction paper, markers, pencils and colours).

--	--

Resources and References:

- Littlechild, George, and Ryan Rice. *George Littlechild the Spirit Giggles within*. Heritage House Publishing, 06/30/2014. Web. 28 Feb. 2017.
- Littlechild, George. *This land is my land*. Published Emeryville, California. Children's Book Press, 1993.
- His web site: <http://georgelittlechild.com/about-george/>

STEPS FOR LESSON

- **Hook:** A Power Point presentation.
- To continue connecting with the topic of aboriginal peoples in Canada and for creating the concept of identity, I will show the students a presentation of the artist’s artwork with some portraits to help them get ideas of how to make their own portrait and to connect and respect indigenous identity.
- During the presentation, I will talk about the connections to the last lesson and how a self-portrait relates/ or is a reflection on our identity. The pictures of the artist are showing self-identity.
- I will talk about the colour choice of the artist, the combination of colours, and the importance of making contrast.
- Students will be introduced to the expressionist portrait project where they will be asked to use the methods and techniques presented by the artist (the use of colour to express mood, and the uses of symbols in the background as a part of the identity of every picture or ourselves.)
- I will show them the book of George Littlechild called “This land is my land” with more pictures.
- Students can include small symbols in the background of their artwork that are part of themselves or from their own culture.
- **Demo:** I will give them some instruction on how to draw/create a self-portrait. For instance, I will show them how to make a big oval shape for the face, where to locate the nose and how to make eyes and others features.
 - I will take the construction paper and using a ruler I will draw a cross in the middle as a guide and I will start doing the lines around to form the oval, then I will draw the face features.
 - I will make two samples, one with a girl features and one with a boy features.
- In this lesson, students are not expected to finish their artwork. It would be done in the next class.
- Following this, students will clean up their tables and put all the materials back in their place.

Evidence of Learning (assessment)	Adaptations/Modifications
<ul style="list-style-type: none"> • I will be doing observations during their activity, as well as of their engagement in the topic. • The students will be doing their own portrait and they will include as well some symbols that are part of them, of their culture or that they feel they are connected to. 	<ul style="list-style-type: none"> • Students with disabilities or students that cannot draw or paint can use a photo of themselves and paste it in a piece of construction paper, so they will not be required to paint realistically, but they will have to paint the background and draw their own symbols in the background. <p style="text-align: center;">If the student didn’t bring a photo, he or she</p>

<ul style="list-style-type: none"> • Students will include different shapes in their background. • Students that cannot do all the parts to meet the objectives of the lesson, can receive some help from other students or from the teacher, as long as they use their own ideas in the artwork. 	<p>can work in the background and then when she or he brings the photo they can glue it and paste it in the middle of their artwork.</p> <ul style="list-style-type: none"> • All students are responsible for taking the materials and returning them to the boxes • First Peoples Principles of Learning – The FPPL incorporated into this self-portrait project is that “Learning requires exploration of one’s identity.”
---	---

How is Learning Enacted? (enactivism)

The way of learning identity through a self-portrait is by drawing their own portrait, including elements or symbols that represent or are part of themselves or their culture to help them construct the meaning of identity.

Social Studies Lesson Plan

Title: Building our identity through Self-portrait-
Second Part

Teacher:

Grade: 1,2,3

Date: March 7, 2017

Subject: Social Studies and Art

Time: 50 mins

Curriculum

Big Idea(s) (What students will UNDERSTAND - Key Concepts/Essential Understandings)

- People create art to express who they are as individuals and community.
- People connect to others and share ideas through the arts.
- The mind and body work together when creating works of art.
- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

Curricular Competencies (What students will DO – Important skills and processes) SWBAT :

Students will learn about perspective by:

- Expressing feelings, ideas, and experiences in creative ways.
- Reflecting on creative processes and make connections to other experiences.
- Expressing feelings, ideas, stories, observations, and experiences through creative works.
- Exploring different perspectives on people, places, issues, or events in their lives.

Concepts and Content (What students will KNOW) Students will know the following concepts and content:

- Processes, materials, technologies, tools, and techniques to support arts activities.
- Some indigenous art portrays the cultures, backgrounds, and perspectives within our local community and other communities.
- Symbolism as a way of creating and representing meaning.
- Traditional and contemporary Aboriginal arts and arts-making processes.

Rationale:

Teaching this topic of building self-identity is very important for kids for knowing, respecting and valuing themselves as well as other people's ideas. Also, this topic is important because it include some of the First People Principles of Learning, like Learning recognizes the role of indigenous knowledge, and Learning requires exploration of one's identity.

How I Will Teach This

Materials and Technology:

Students will use the following materials, tools, equipment:

- Construction paper, pencils, colour oil pastels, and markers per student.
- A ruler.
- The book of George Littlechild *This land is my land*.
- Optional: students can have a printed picture of themselves.

Pre-class Preparation:

The teacher will need to make the following preparations prior to the class.

- Construction paper, pencils, oil pastels, markers and colours.
- A sample finished.
- Optional: students can have printed picture of themselves.
- All materials for demonstration and student's artwork will be laid out in an organized manner (Construction paper, markers, pencils and colours).

Resources and References:

Littlechild, George. *This land is my land*. Published Emeryville, California. Children's Book Press, 1993.

STEPS FOR LESSON

- **Hook:** I will show students again the book of George Littlechild called “This land is my land” to inspire them to do their self-portrait.
- To continue connecting with the last topic of self-identity, I will emphasize the importance of this artwork where they will express who they are. Also, I will tell them again that it doesn’t matter what the portrait looks like, the most important thing is that it is their artwork, it is their portrait and it was made by them!
- Before starting working in their portraits, I will show them a finished sample that I drew in the classroom when explaining how to make the oval and features of the face. I will explain them the steps that I did for painting this portrait, the colours that I used, and the symbols in the background.
- I will talk again about the colour choice, the combination of colours, and the importance of making contrast, as well as the techniques that I used from the artist George Littlechild.
- When their self-portrait is done, students will explain the symbols that they used in their artwork’s background and why those elements are important for them and how they relate to their own identity.
- Following this, students will clean up their tables and put all the materials back in their place.
- **Closure:** I will thank the teacher for the opportunity of letting do this practicum in her classroom, for all the support and advice and to the students for their enthusiasm and interest and learning.
- Finally, the teacher can display the students’ self-portrait inside or outside the classroom.

Evidence of Learning (assessment)

- I will be doing observations during their activity, as well as of their engagement in the topic.
- The students will continue working in their own portrait and they will include as well some symbols that are part of them, of their culture or that they feel they are connected to in the background. They can use different shapes for it.
- They will paint and include colours that reflect their mood, following the rules of contrast.
- Students will use oil pastels and colours.
- Students will outline their self-portrait with a black marker.
- Students will be able to explain what they did and why they chose the symbols and colours to represent their identity.

Adaptations/Modifications

- Students who didn’t draw their portrait the last class or who want to draw it again will have more construction paper and pencils to do it.
- All students are responsible for taking the materials and returning them to the boxes.
- First Peoples Principles of Learning – The FPPL incorporated into this self-portrait project is that “Learning requires exploration of one’s identity.”

How is Learning Enacted? (enactivism)

The way of learning identity through a self-portrait is by painting their own portrait, including elements or symbols that represent or are part of them or their culture to help them construct the meaning of identity.