

TEACHER GUIDE



Metis Sash Paintings

With: Aleksi Ann

Grade: 3/4

Date: April 15th

Artistic Discipline: Visual Art (Oil Pastel)

OVERVIEW

Join Aleksi as she takes you through the meanings behind the meaning and history of the colors on a Metis sash. Learn how to create sash fabric patterns using paint or oil pastels and craft your own combination of colors to match your own story.

MATERIALS

- Oil Pastels (make sure to have the following colors: Black, White, Red, Yellow, Green, Blue and optionally Orange & Purple)
- Paper (bristleboard/construction paper, sturdier and textured) If you're able to buy colored paper, buy them in the colors listed above

CLASSROOM SETUP

However you'd like as long the students can see the broadcast clearly and have a desk in front of them to work on.

ARTIST BIOGRAPHY

Alexi Ann is a 27-year-old queer, Métis artist currently based in North Battleford, SK. Her work pulls inspiration from her culturally mixed background, the flora, fauna, backdrop, and history of Saskatchewan, queer culture, and pop culture. She is inspired by impressionism and expressionism, experimental with materials and utilizing bold, imaginative colour to explore emotions, identity, filtering the world through a unique lens. Ann is primarily an acrylic painter, but also enjoys working in other mediums and incorporating mixed media application into her paintings.



Curriculum Outcomes & Indicators



Grade Three

CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).	<i>h. Identify formal and informal patterns in own surroundings and art works.</i>
CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.	<i>d. Create an arts expression in response to, or in the same style as, a professional artist and identify connections to the original work.</i>
CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.	<i>f. Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land and environment.</i>

Grade Four

CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects).	<i>f. Investigate the use and effects of formal and informal patterns, and create patterns through techniques such as repetition.</i>
CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.	<i>i. Discuss how own art works express ideas about self and Saskatchewan in unique ways, and describe how problem solving and personal reflection are important parts of the creative process.</i>
CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.	<i>b. Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.</i>

Workshop Vocabulary

Metis

An Indigenous people group whose ancestors were both Indigenous and European and met around the 1700's/1800's

Hatching

A way of making art where we use lines that are all right close to each other to create a pattern.

Sash

A piece of fabric that hangs over our shoulders. In Metis culture, the sash is an important symbol of their culture.

Pattern

Something that repeats

Symbol

A mark or sign or object that tells us about something else. Like a red light on a street tells us to stop. Colors have all kinds of symbolic meanings

Pre Workshop Exercises



EXERCISE 1 - Who Are the Metis?

- Ask your students what they know about the Metis. Make a 'Spider Chart' on the board of what they already know.
- Watch the video in the link below to learn more about the Metis with your class:
<https://www.youtube.com/watch?v=7akCot015JQ>
- Ask your students what else they learned about the Metis from the video and add it onto your spider chart.
- There are also a number of great children's books about the Metis. One that is recommended by our artist is 'My Metis Sash' by Leah Marie Dorion.
- Ask your students why the sash might be important to the Metis people.

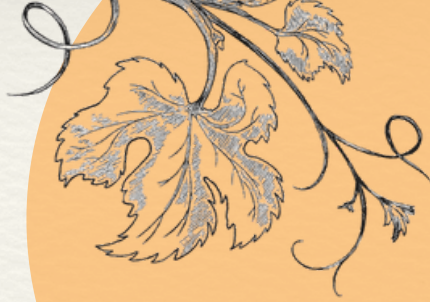
EXERCISE 2 - Metis Designs

- Show your students the pictures in the following links:
<https://indigenouspeoplesatlasofcanada.ca/article/material-culture/>
<https://ca.pinterest.com/ckulhavy/metis-sash/>
[https://metistradingpost.shop/collections/sashes?
srsltid=AfmBOoojzm4u_RZcYSUadmHTnQEpnT9LRPqZDtaBuU4eeUf5umqX__L](https://metistradingpost.shop/collections/sashes?srsltid=AfmBOoojzm4u_RZcYSUadmHTnQEpnT9LRPqZDtaBuU4eeUf5umqX__L)
- Ask your students what similarities they see in the different Metis sashes
- Print out the following sheets and have your students color them in.
[https://www.rupertsland.org/wp-content/uploads/2022/07/Connie-Kulhavy-Coloring-Page-
PDF.pdf](https://www.rupertsland.org/wp-content/uploads/2022/07/Connie-Kulhavy-Coloring-Page-PDF.pdf)
- Talk to your students about what a symbol is (refer to vocab page above). Ask your students what symbols they see in the coloring page and what those symbols might have to do with the Metis.

EXERCISE 3 - Mark Making

- Get your students thinking about mark making and line patterns. Use some of the patterns on the next page and have your students copy them on to a paper
- Ask your students to come up with their own repeating line pattern and add it to their list.

Pre Workshop Exercises



- Ask your students to take a blank piece of paper and explore their classroom and/or your hallways.
- Have your students draw any repeated patterns they find.
- After 15 minutes of exploring have the students come back and show off some of their patterns. If you'd like, you can have the other students guess where that pattern came from first.



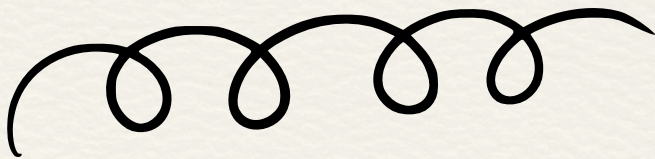
Bumpy



Wavy



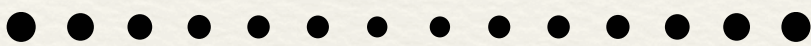
Zig Zag



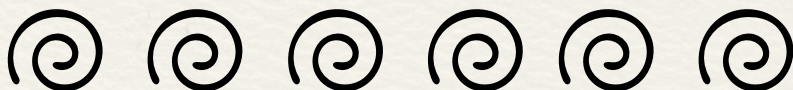
Curly



Circular



Dots



Spirals

Broadcast Program

00:00 – 00:05

- Artist Bio Video + Introduction

00:05 – 00:10

- Get our supplies ready

0:10 – 0:15

- Talking through colors and history and culture of the Metis Sash

0:15 – 0:25

- Demonstrate 1 set of stitches in 1 color & have students copy along

0:25 – 0:30

- Demonstrate 2nd set of stitches in another color & have students copy along

0:30 – 0:40

- Students go on to layer more stitches and colors in at their own speed

0:40 - 0:45

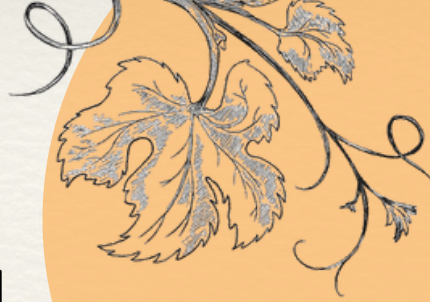
- Students show off their work

0:45-0:50

- Artist Q & A



Post Workshop Exercises



EXERCISE 1 - Cultural Designs and Identity

- Engage your students in a conversation around cultural designs and identity, ask them some of the following questions:
 - When you think of all the different cultures and people around the world, can you think of any kinds of pictures or symbols that some of them use? (ie: certain kinds of flowers, a cross, the Nazar, Arabic script, woven Celtic patterns, the Medicine Wheel etc)
 - Are there any cultural pictures or symbols you see around your house a lot?
 - Do your parents or guardians ever talk to you about your family history or the kind of culture they come from?
- Ask your students to go home and ask their parents to send them back to school with an item from their culture (ie: a book, clothing etc) that could have a design on it.
- If you have any students that don't have much access to their culture feel free to engage them in an exercise where they try to dream up what sort of designs would represent them. You can ask them to think of what kind of object they feel represents them (ie: a flower, a cacti, a Lego brick, a dog etc). Have them either do a drawing of that object or find a drawing of it online that they like and can use.

EXERCISE 2 - The Symbols around Us

- Have your students start to explore not just their own individual family's cultural designs but also the kind of cultural designs that exist in their city/town/community.
- Take your students on a walk through your playground and surrounding neighborhood. Ask them to observe what sort of shapes and repeating images they might see.
- Have the students sketch one of the shapes that they saw on the walk (ie: the curve of a tree, the repeated lines of monkey bars, the shape of a leaf, the squares of windows, the logo of a restaurant).
- Cut out and glue all of the students shapes/designs to make a collage of the student's impressions of the neighborhood.

Additional Information

Upcoming Workshops

(French/English)

May 5-7

Gabrielle Dufresne – Theatre (Puppetry)

If you want to learn more about Aleksi check out her website:
<https://www.aleksiann.com/>

