

TEACHER GUIDE



Metis Sash Paintings

With: Aleksí Ann

Grade: 7/8

Date: April 16th

Artistic Discipline: Visual Art (Acrylic Paint)

OVERVIEW

Join Aleksí 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

- Acrylic Paint (Tempera Paint will do if need be) prioritize getting the following colors: Black, White, Red, Yellow, Green, Blue and optionally Orange & Purple
- Mini Canvases (5 x 7 is an ideal size) - a thicker paper can be a substitute if need be
- Brushes (1 flat brush & 1 medium/small round brush per student is ideal)
- Yogurt containers with water
- Paper Towel
- Plate/Surface to put paint on

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

Aleksí 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 Seven

CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).	<i>f. Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.</i>
CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.	<i>b. Examine own and peers' work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place.</i>
CH7.2 Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, urban/rural environments).	<i>. Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.</i>

Grade Eight

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.	<i>e. Analyze and discuss how images and materials work together to express ideas in a work of art.</i>
CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.	<i>g. Use symbols and other images to develop and represent ideas.</i>
CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.	<i>c. Investigate the work of artists that reflects a concern with historical events including Treaties and the impacts of colonization such as residential schools, racism, and marginalization.</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.
- Another video resource to watch about different Metis cultural objects is the following:
<https://www.youtube.com/watch?v=CHEvER2W3Lg>
- 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
- Show your students this coloring sheet and start the conversation below:
[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 - Making Our Mark

- Start a discussion with your students about the associations we make with color.
- Use the color generator below to create random colors and ask your students what things they would associate with each color.
<https://coolers.co/>

Pre Workshop Exercises



- Show your students these 2 videos from 2 different films. Ask your students ahead of time to write down what colors they see a lot of in each one:

<https://www.youtube.com/watch?v=AVtx-2vOkI&list=PL-QpqdtSsD2geGqTUD4ZQDiVy6JtXi1TJ&index=6>

<https://www.youtube.com/watch?v=oHftZjJ40CQ&list=PL-QpqdtSsD2geGqTUD4ZQDiVy6JtXi1TJ&index=14>

- As a class discuss what sort of emotions they would attach to the colors they saw. Ask them what they think the tone of each movie would be if those colors were the most common.
- Talk about the way that color communicates to us even when we aren't aware of it.
- Have each student write down 3 unique things about themselves. Put them into pairs and have each person look at their partner's 3 unique things and try and choose a color that they think represents those things.
- Have each student write a sentence down (on their partners paper) as to why they chose that color for their partner. Then have each student write a sentence that either disagrees or agrees with their partners choice of color.
- Ask each student to come up with an object that they think would best symbolize them (you can give them parameters like it has to be an animal or an inanimate object or a character from a cartoon etc). Have them draw out this object only using one color that they think best symbolizes themselves.
- Put them into new pairings and have them show off their drawings and explain them to each other.

Broadcast Program

00:00 – 00:05

- Artist Bio Video + Introduction

00:05 – 00:15

- Ready our supplies and cover our canvas with a base layer

0:15 – 0:20

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

0:20 – 0:27

- Demonstrate 1 set of stitches in 1 color & students follow along

0:27 – 0:35

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

0:35 – 0:43

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

0:43 - 0:47

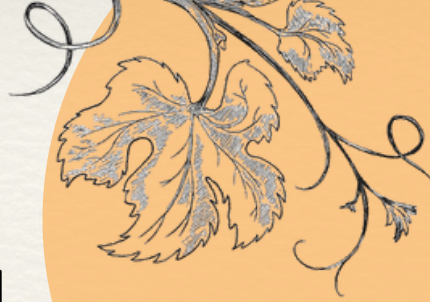
- Students show off their work

0:47-0:50

- 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/>

