LIVE Arts

TEACHER GUIDE

MÉTIS FELTING

With: Melanie Monique Rose
Date: Nov 22nd 2023
Grade: 3/4
Artistic Discipline: Visual Arts

OVERVIEW

Join Melanie as she takes your classes through a workshop on Metis Felting. She will walk your classes through a brief introduction to Metis cultural symbols and then take your students through an exploration of their own identity and cultural symbols through felting.

ARTIST BIOGRAPHY

Melanie Monique Rose is a Metis/Ukrainian visual artist from Regina, Saskatchewan Treaty 4 Territory, a citizen of the Metis Nation of Saskatchewan, and a long-time contributing member of Sâkêwêwak Artists' Collective Inc. Rose's work centres on kinship and relationships between the land, ourselves and each other. Through plants and flowers Rose invites transmissions of ancestral knowledge and teachings while also imagining and creating a de-colonial future through the lens of Metis worldviews.

MATERIALS

- See Materials List on LIVE Arts website

CLASSROOM SETUP

Have your students sit in small groups/pods

Curriculum Outcomes & Indicators

GRADE 3

CREATIVE PRODUCTIVE	CRITICAL RESPONSIVE	CULTURAL HISTORICAL
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). h. Identify formal and informal patterns in own surroundings and art works.	CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration. d. Create an arts expression in response to, or in the same style as, a professional artist and identify connections to the original work.	CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions. f. Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land and environment.

GRADE 4

CREATIVE PRODUCTIVE	CREATIVE PRODUCTIVE	CULTURAL HISTORICAL
CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. d. Discuss how artists are often influenced by cultural and artistic traditions, and consider incorporating heritage or artistic conventions in own work.	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). f. Investigate the use and effects of formal and informal patterns, and create patterns through techniques such as repetition.	CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. 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.

Workshop Vocabulary

Traditional
A way of doing things that has been happening for a very long time and is done over and over again.

Floral
Something that is ‘floral’ is something that has to do with flowers.

Repetition
When you do something over and over again.

Ancestor
Someone that is related to you from a very long time ago.

Inspiration
Something that makes your brain so excited that you want to create something new.

Historical
An event or object that happened or existed a long time ago, or at least before right now.

Pre-Workshop Activity

Name: An Introduction to Metis Designs

Duration:	Materials:
45 Minutes	• Projector • Whiteboard • Coloring Sheets

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

EXERCISE 2 - Metis Designs

• Show your students the pictures in the following links:
https://indigenouspeoplesatlasofcanada.ca/article/material-culture/
https://www.historymuseum.ca/teachers-zone/history-box/colonial-canada/metis-floral-design/

• Ask your students what similarities they see in the different Metis Designs.

• Print out the following sheets and have your students color them in.
https://albertametis.com/app/uploads/2021/08/Metis-Floral-Beadwork-Colouring-Sheet_v2.pdf
https://www.rupertsland.org/wp-content/uploads/2022/07/Connie-Kulhavy-Coloring-Page-PDF.pdf

EXERCISE 3 - 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 gaurdians 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. 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.

Broadcast Program

00:00 - 00:05:
• Artist Bio Video + Introduction

00:05 - 00:15:
• Personal Introduction
• Introduction to her work
• Brief Online Student Introduction
• Talk about Identity

00:15 - 00:20:
• Bring some books with cultural patterns (patterns from where you're from)
• Open space for kids to ask questions

00:20 - 00:45:
• Teach Metis Felting
• Have students choose patterns that relate to identity

00:45 - 00:50:
• Show them a few ways to finish their design

00:50 - 00:55:
• Artist Q & A

Post-Workshop Activity

Name: Finishing Your Felting

Duration:	Materials:
2 Hour	• Finished Felting Design & Chosen Finishing Materials • Paper • Glue • Scissors

EXERCISE 1

• Use the following images as inspiration for ways that your students can 'finish' their tapestry:

METHOD 1: *https://pin.it/wmaUuuV - https://pin.it/1aKe1QW - https://pin.it/7KZ9TjG - https://pin.it/5LetqPP*

METHOD 2: *https://pin.it/DlAtQVR - https://pin.it/2d4Qluy - https://pin.it/3KLjvyf*

METHOD 3: *https://pin.it/46Gbqzg - https://pin.it/1uXggZd - https://pin.it/65JRxrL*

EXERCISE 2

• As your students reflect on what they created, have each to student write a small 2-3 sentence description of their felting design as well as how the image on their design correlates with their identity.

• Ask them the following questions:

-What is the object(s) on your felting design?

-Why did you choose to felt those objects?

-How do those objects tell people about who you are?

EXERCISE 3

• If your students are still interested in the art of felting and would like to know what some next step projects are feel free to show them the following video:

https://www.youtube.com/watch?v=fU6tihDWHhQ

• Use Pinterest to show them some other, more complicated felting projects to inspire their designs:

https://www.pinterest.ca/pin/112590678100142 98

EXERCISE 4

• 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.

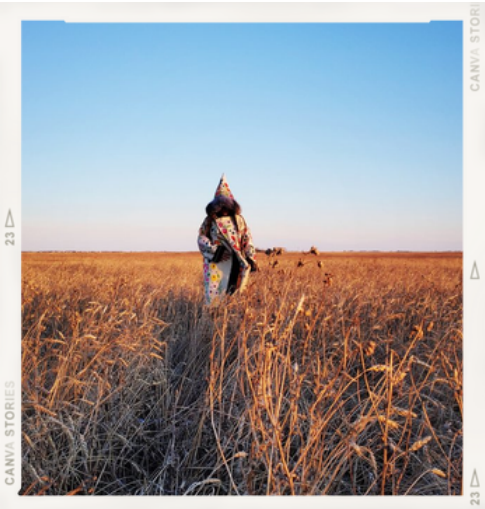
• Have the students sketch one of the shapes that they saw on the walk (ie: the curve of a tree, the repeated lines of monkey bars, the shape of a leaf, the squares of windows).

• 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

Jan 24-26 - Angela Christie - Theatre/Movement (French & English Program)
Feb 28-29 - Shawn Cuthand - Stand Up Comedy/Storytelling
March 26-28 - Hailey Weber - Painting (French & English Program)
April 10-11 - Greg Orrē - Music
April 24-25 - Katherine Lawrence - Page Poetry

More Art By The Artist

To find out more about our artist check out:
https://melaniemoniquerose.com/work-1/project-one-5gf9t