LIVE Arts

TEACHER GUIDE

MÉTIS FELTING

With: Melanie Monique Rose
Date: Nov 23rd 2023
Grade: 5/6
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 5

CREATIVE PRODUCTIVE	CRITICAL RESPONSIVE	CULTURAL HISTORICAL
CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint). f. Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects.	CR5.2 Respond critically and creatively to a variety of pop culture expressions. a. Research contemporary popular Canadian artists and arts expressions and create own work in response.	CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts. b. Identify several contemporary Canadian First Nations, Métis, and Inuit artists and discuss cultural traditions and ideas reflected in their work.

GRADE 6

CREATIVE PRODUCTIVE	CRITICAL RESPONSIVE	CULTURAL HISTORICAL
CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). f. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art.	CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music). b. Recognize that cultural background and experiences affect responses to arts expressions and the understanding of symbols and meanings.	CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work. c. Analyze and discuss how artists reflect cultural identity in their work.

Workshop Vocabulary

Cultural
Something that has to do with a way of doing life that we do over and over again with people that share our culture/way of doing things.

Heritage
Something that we receive/get because of who our relatives/ancestors are.

Curvilinear
An object that has curved lines in it.

Beadwork
Decorative work made of beads. Many different Indigenous and Metis cultures use beadwork,

Rug-Hooking
A craft where you pull loops of yarn through stiff fabric to create designs.

Embroidery
A crafting technique where very specific, small designs are woven into a fabric using thread.

Pre-Workshop Activity

Name: An Introduction to Metis Designs

Duration:	Materials:
1 Hour	• White Board • Projector • Laptops for Students to Research

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. The video is geared towards younger children but gives a quick overview:

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 next video in order for them to start learning a bit about Metis culture and design.

https://www.youtube.com/watch?v=CHEvER2W3Lg

• 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.

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?

Pre-Workshop Activity

• 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.

EXERCISE 4 - Introduction to Felting
• Have your students do some research and learn a little bit more about the art of felting.
• Ask your students to look on Google, Pinterest and Instagram for felting artists.
• Have them each choose 3 different felting creations from different felting artists.
• Partner up your students and have them present the felting creations that they found to their partner, explaining why those creations caught their eye.

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 short paragraph 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.

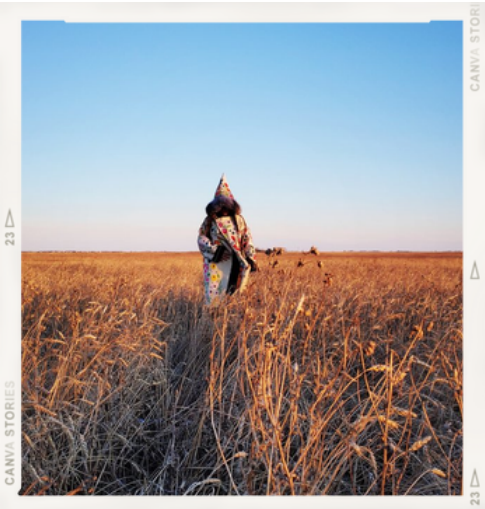
• Have the students sketch one of the shapes that they saw on the walk (ie: the curve of a tree, the repeated lines of monkey bars, the shape of a leaf, the squares of windows).

• 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