



AECE – Arts Education Classroom Experience 2021-22



Funded by the Ontario Arts Council and the London arts Council



In partnership with the Thames Valley District School Board and the London District Catholic School Board

Drawing – 7 Grandfather Teachings with Brenda Collins – Teachers Document

Suite includes: Teachers document, Video 1 Introduction: 15:38, Video 2 The Beaver – Wisdom: 30:57, Video 3 The Eagle – Love: 12:59, Video 4 The Buffalo – Respect: 16:04, Video 5 The Bear – Courage: 19:27, Video 6 The Sabe –Honesty: 21:50, Video 7 The Wolf – Humility: 13:31, Video 8 The Turtle – Truth: 19:45

Focus: Drawing

Grade(s): 4-8

Overall Expectations: D1. Creating and Presenting
D2. Reflecting, Responding and Analysing
D3. Exploring Forms and Cultural Contexts

Elements: Line

Shape and Form

Space

Texture

Value

Brenda Collins, five times great-granddaughter of Chief Jean Baptist Assiginack, the keeper and great orator of the 1764 covenant chain wampum belt, is an Indigenous artist living in London, Ontario. Brenda was born in Blind River. Her mother is a band member of the Sheshegwaning First Nation located on Manitoulin Island. Brenda identifies as Métis but also shares the knowledge of her mother's heritage.

Brenda has travelled throughout Southwestern Ontario guiding others in the creation of various mosaics but in particular The Medicine Wheel/Healing Circle mosaic. The latest Medicine Wheel mosaic is the 100th one on the exterior walls of the London Tourism Centre on Wellington Road. Others are located at Sheshegwaning First Nation Reserve, the Atlohsa Family Healing Services in London, London Public Library, Hassan Law Office, Oakville Community Centre, and countless schools.

Brenda enjoys sharing her knowledge, and her Anishinaabe heritage, of the Seven Grandfather Teachings especially when employing the arts. These workshops have frequently taken place at Museum London as well as within multiple secondary and elementary schools where entire school populations have participated. Brenda also spreads the Indigenous word through wampum belt workshops and Land Acknowledgements.

Video 1: Introduction

00:30 Brenda shares her heritage

01:30 Brenda shares a land acknowledgment

03:51 Brenda talks about her art

06:03 Brenda talks about the sacred medicines

08:02 Brenda talks about the meaning of each of the 7 Grandfather Teachings

The Beaver – Wisdom

The Eagle – Love

The Buffalo – Respect

The Bear – Courage

The Sabe – Honesty

The Wolf – Humility

The Turtle – Truth

11:34 Brenda shows some examples of Indigenous art and illustrations (simple lines)

Video 2: The Beaver – Wisdom

02:00 **Guided Activity:** Students follow along with Brenda to draw a beaver.

07:23 **Guided Activity:** Students follow along with Brenda to draw a tree.

09:28 **Guided Activity:** Students follow along with Brenda to draw different leaves.

15:00 **Guided Activity:** Students follow along with Brenda as she fills in the drawings with various types of lines.

30:04 A reminder of what wisdom means

Video 3: The Eagle – Love

0:27 **Guided Activity:** Students follow along with Brenda to draw an eagle.

04:37 **Guided Activity:** Students follow along with Brenda to draw people.

05:40 **Guided Activity:** Students follow along with Brenda as she fills in the drawings with various types of lines.

10:03 Talk about the emotions you felt in drawing the various types of lines.

12:00 A reminder of what love means.

Video 4: The Buffalo - Respect

0:30 **Guided Activity:** Students follow along with Brenda to draw a buffalo.

4:26 **Guided Activity:** Students follow along with Brenda as she draws various shapes.

8:15 **Guided Activity:** Students follow along with Brenda as she fills in the shapes with different types of lines.

14:56 A review of what respect means.

Video 5: The Bear – Courage

0:55 **Guided Activity:** Students follow along with Brenda to draw a bear.

6:10 **Guided Activity:** Students follow along with Brenda as she draws symbols that relate to courage. Can you create your own symbols that relate to courage?

11:57 **Guided Activity:** Students follow along with Brenda as she draws things and objects that relate to motion.

18:29 A reminder of what courage means.

Video 6: The Sabe – Honesty

0:40 **Guided Activity:** Students follow along with Brenda to draw the Sabe.

6:00 **Guided Activity:** Students follow along with Brenda to create symbols that relate to honesty.

8:20 **Guided Activity:** Students follow along with Brenda as she fills in the symbol drawings with various kinds of lines.

19:40 Connect the types of lines to the symbols.

21:04 A review of what honesty means.

Video 7: The Wolf – Humility

0:46 **Guided Activity:** Students follow along with Brenda to draw a wolf.

5:00 **Guided Activity:** Students follow along with Brenda to draw division lines around the wolf. Fill each space with different kinds of hatching and cross hatching lines. Learn how to draw implied lines.

12:18 A reminder of what humility means.

Video 8: The Turtle – Truth

2:15 **Guided Activity:** Students follow along with Brenda to draw a sea turtle.

7:22 **Guided Activity:** Students follow along with Brenda to draw the water.

9:00 **Guided Activity:** Students follow along with Brenda to create symbols that relate to truth.

14:59 **Guided Activity:** Students follow along with Brenda to draw dots on the turtle and lines in the water.

17:43 A reminder of what truth means.

From Ontario's Equity and Inclusive Education Strategy 2009:

DIVERSITY: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

EQUITY: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

ONTARIO ARTS COUNCIL ARTISTS IN EDUCATION DIVERSITY STATEMENT

Since its inception, the Ontario Arts Council has supported classroom-based, sequential hands-on learning for students led by professional artists. This endeavour supports and expands curriculum outcomes by creating dynamic learning experiences for students and teachers.

What is AECE? <https://www.londonarts.ca/aece>

The **Arts Education Classroom Experience** program gives London-based teachers and professional artists the opportunity to collaboratively develop and co-deliver arts projects in elementary schools in the London region. AECE focuses on student exploration and practice of the creative and critical process as outlined in the Ontario Arts Curriculum.

Through AECE, **teachers and artists work collaboratively to bring the student an experience** that is rich, dynamic, and integrated with core curriculum. This collaboration in arts education provides professional development opportunities not only for artists but for teachers. Artists bring new arts experiences, a creative energy and a unique perspective, thus modeling the creative and critical process for generalist teachers in an experiential way.

Arts experiences can be a catalyst for student learning and can bring out hidden strengths IN ADDITION to traditional teaching methods. The ability to use the creative and critical process effectively and independently, enhances skills and expression not only in the arts but also—as research has shown—in other academic subjects that require critical analysis, problem-solving, planning & organization, perseverance, and divergent thinking.

The AECE program has changed due to COVID-19.

The Artist will therefore:

- ☐ Provide a written summary of their AECE video(s), including overall disciplinary specific curriculum expectations and their elements.

The Teacher will therefore:

- ☐ Carefully examine the artist's written summary (which will accompany the selected AECE video(s)) before the class experiences or views them. The London Arts Council will provide the technical means for the teacher to access their selected AECE video suite.
- ☐ Complete a post-AECE experience survey through this link:

<https://www.emailmeform.com/builder/form/p4ADsMy5211032766R4KJa>

Evaluation of student achievement for report cards is the responsibility of the teacher. Artists will not provide comments or marks.

The London Arts Council administration will therefore:

- ☐ Provide the technical means for the teacher to access the video(s) and their accompanying written summary that they have selected.
- ☐ Answer questions or address concerns that the teacher may have regarding specific or encompassing aspects of the AECE program.
- ☐ Acknowledge the artist and AECE partners in promotional materials.
- ☐ Ensure that the artist receives access to provincial curriculum documents.
- ☐ Oversee the teachers completion of the post-AECE experience survey. Results will be made available to the offices of the TVDSB's Learning Coordinator: The Arts, K-12, and the LDCSB's School-Based Facilitator – The Arts and Healthy Schools. Data will be utilized by the LAC fundraising initiatives and program promotion.
- ☐ Liaise or collaborate with the aforementioned offices on current and future programming

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