



Teaching and Learning in Art Education 2nd Ed

Cultivating Students' Potential from Pre-K through High School

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Ecology, Community, Language, Identity, Place, Spiritual, Experiential: AN INDIGENOUS PEDAGOGY ART LESSON

by ©Dr. Lori Santos and Dr. Mara Pierce

Be **reciprocal** with **communities** through engaging in authentic experiences. Be **responsible** for learning the stories, histories, and **language**. Be **relevant** in honoring **Indigenous identities**. Be **respectful** of how Indigenous cultural and **spiritual** traditions connect to **place and ecology**.

TITLE: Honoring Stories: Past, Present, Future

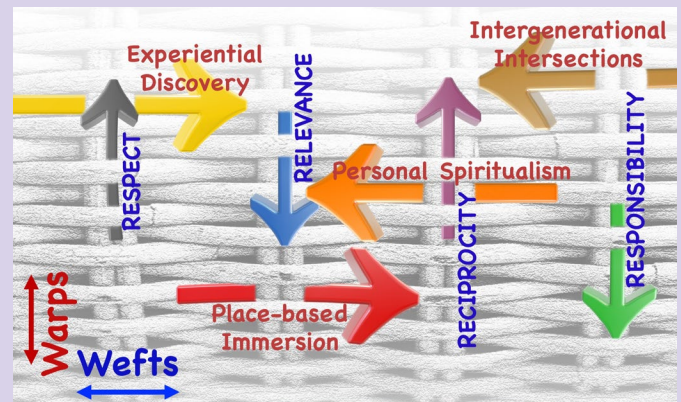
GRADE LEVEL: Secondary **TIMEFRAME:** 60 minutes in class,
30 - 60 minutes homework

PROJECT SUMMARY: After gathering and discussing family photos and family stories, and exploring and discussing featured Indigenous Pedagogy (IP) artists (see below), students will create a mixed media artwork that retells a meaningful moment in their life.

MATERIALS: Variable per student choice

CLIPS: Community, Language, Identity, Place, Spiritual

- **Communities** tell stories to support relationships and teach life lessons.
- Art is a visual **language**, a form of storytelling,
- Stories are more than words; they build our **identity** tell our history and connection to a **place** and honor **spiritual** relationships and ways of knowing.



RESPECT

Students will demonstrate how their respect for a family story has changed through looking at and discussing family photos/stories.

RELEVANCE

Students will demonstrate how their family stories are relevant to their own life, learning, and artmaking.

RESPONSIBILITY

Students will demonstrate why their responsibility for carrying on their family traditions is important.

RECIPROCITY

Students will demonstrate how the family story they examined connects them to the act of giving back to their family or community.

Personal Spiritualism

Students will demonstrate how their family story and artmaking support them as human beings in society or their community.

Experiential Discovery

Students will explore family stories and photos to demonstrate the discovery of a family story.

Place-Based Immersion

Students will demonstrate how their family's place is exhibited in the photos and why it is important now.

Intergenerational Intersections

Students will demonstrate why their elder family members bear much of the family cultural stories and how that may be seen in their family photos.

ACT-E LESSON PLAN INSTRUCTIONAL SEQUENCE and Supported Standards

AWARENESS -

- Research family stories and photos to learn how various individuals remember events.

CONNECTING:
VA:Cn10.1.IIa

CRITICAL CONVERSATIONS -

- Discuss how stories hold various meanings and how images can tell multiple stories, including featured artists as examples.

RESPONDING:
VA:Re7.2.IIa

TRANSFORMATION -

- Create a mixed media artwork to retell a story about a family event.

CREATING:
VA:Cr2.1.III

EMPOWERMENT -

- Display your art and share your story through a written or oral presentation.

PRESENTING:
VA:Pr4.1.II

FEATURED INDIGENOUS PEDAGOGY ARTISTS

Norman Akers (Osage) *Two Places*, 2019

Access Artwork Images at
<https://vollandfoundation.org/norman-akers-two-places-isaiah-stewart/>

Wendy Red Star (Apsaalooke)
Peelatchiwaaxpáash / Medicine Crow (Raven), 2014

Access Artwork Images at
<https://www.wendyredstar.com>

RESOURCES & REFERENCES

Indigenous Pedagogy includes theory and practice informed by multiple concepts and ways of knowing within many First Nations. See the following website for an introduction - <https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/topic-indigenous-epistemologies-and-pedagogies/>

The National Museum of the American Indian provides for us 10 Essential Understandings that can aid our growth toward decolonizing and Indigenizing our curriculum. See the following website for an introduction - <https://americanindian.si.edu/nk360/about/understandings#eublock1>

Example of lesson supporting NMAI Essential Understanding 1:

Essential Understanding (EU) 1 -

American Indian individual development and identity is tied to culture and the forces that have influenced and changed culture over time. Unique social structures, such as clan systems, rites of passage, and protocols for nurturing and developing individual roles in tribal society, characterize each American Indian culture.

American Indian cultures have always been dynamic and adaptive in response to interactions with others.

<https://americanindian.si.edu/nk360/about/understandings#eublock1>

Supporting the EU – in this lesson students will be:

- Listening to multiple voices and using visual vocabulary to tell a story.
- Conversing on the cultural relevance and personal meanings behind the stories we tell.
- Decoding multiple meanings behind images we create, including how these meanings are assigned and understood across times and places.