

Seven Sacred Teachings Project

NAC10

TASK: For this assignment, you will create a mixed-media art project inspired by the Seven Sacred (Grandfather) Teachings.

OVERVIEW: Each student will be assigned a Sacred Teaching to explore for their work. The teaching is associated with an animal/entity that will become the main focus of your composition. You will also need to research the **environment** that this animal thrives in, as it will be reflected inside your contour drawing. Each animal will be completed in an **outside contour** drawing first, and the environment or landscape will fill the positive space inside your drawing.

More than one student will have the same teaching and animal, so you will need to collaborate with your peers to ensure that you are not using the same pose, season and landscape within your work. (ie: one student may choose to explore a lakeside, autumn theme while another may choose a summer mountainscape).

Your work must also include the teaching and the Anishinaabe translation of that teaching ((ie: Respect // Mnaadendmowin)

PROCESS:

1. Research your assigned Teaching and animal; record the Anishinaabe translation in your sketchbook for future reference.
2. Find an image online as a reference image OR come up with your own contour drawing of your animal in your sketchbook. Use thumbnails to plan your composition: Loosley block in your contour drawing, explore landscape ideas, time of day and the season; try different fonts for your teaching.
3. Decide on the final composition and draw a good copy version of your contour line animal in your sketchbook. Use the light table to lightly trace your image onto your good copy paper.
4. Give yourself some time to experiment with the various art media available before applying your media to your good copy.
5. Fill in the positive space inside your contour line animal to reflect the environment and season you have chosen. *BE CAREFUL: keep the negative space clean and your edges crisp!
6. Include your teaching in both English and Anishinaabe.
7. Mount your good copy onto a bristol board background to create a thin.
8. Complete your reflection and submit your project with your rubric.

Media Combination Options: Aquarelle, chalk pastel, oil pastel, coloured pencil, marker...



REFERENCES:

Need some inspiration? Take a look at the work of Norwegian artist, Andreas Lie. This artist uses double exposure film/photography: <https://www.andreaslie.com/>

Google Image References:



Seven Sacred Teachings Project Analysis

ANALYSIS: *Answer the following questions in the space provided.*

1. Which of the Fundamental World Views does your artwork reflect? How so?

2. Which Sacred (Grandfather) Teaching did you explore? Briefly describe what that teaching means.

3. Explain which Element(s) of Art you focused on for your project, and why it is important to your work.

4. Explain how you have incorporated one Principle of Composition in your work.

5. Which aspect of your work is most successful? Explain why you think so.

6. Describe one aspect of your work which you feel needs improvement and explain what you might do differently to improve it.

Seven Sacred Teachings Project Rubric

Artistic Expression and FNMI World Views	4	3	2	1	R
A1. Demonstrate an understanding of the spiritual interconnectedness of people, the land, and the natural world in First Nations, Métis, and Inuit world views, analysing how spiritual and personal connections to the land are expressed through various art forms and arts disciplines (Sacred Teachings, distinct cultural groups, land & nature, etc.);					
Creating & Presenting					
B1. Apply the creative process individually and/or collaboratively to create art works, including integrated art works/productions, that draw on their exploration of First Nations, Métis, and Inuit perspectives (researching, planning, etc.);					
B2. Apply key elements and principles from various arts disciplines, as reflected in First Nations, Métis, and Inuit art forms, when creating, modifying, and presenting art works (space, line, shape, colour, dominance, unity, etc.);					
B3. Materials, Tools, Techniques, and Technologies: use a variety of traditional and contemporary materials, tools, techniques, and technologies to create art works;					
Foundations					
C1. Demonstrate an understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines, as reflected in First Nations, Métis, and Inuit art forms (analysis complete and reflects an understanding of both art theory and the relationship among Indigenous people and their environment)					
Teacher's Notes:					