

Indigenous Art in Canada

A PBLA-Aligned Learning Module

For Instructors

- Module Plan
- Goal Setting Task
- Skill-Building Activities
- Skill-Using Tasks
- Reflection Task
- Assessment Tasks
- Transcripts
- Answer Keys



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We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

[Click here to fill in the feedback form.](#)



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2026 TIES

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Introduction for Instructors




- Use the skill-building activities to help learners build the skills necessary to be successful at assessment tasks. You may not need every activity or may need to supplement to give learners more practice in certain skills. Take what you need, and adapt or add based on the learners in your class.
- You may need to use further modelling, translation, or extra support to help learners understand concepts, vocabulary, and instructions in the module.
- This module includes skill-building activities and skill-using tasks in listening, speaking, reading, and writing.
- Instructions for learners are in a grey box labelled “Instructions” on each page.
- The blue bubbles with the information symbol indicate that an instructor should read and explain this information to learners. Expand and teach as needed.
- Complete the formal assessment in a given skill when you think learners are ready to be successful.

There are two separate PDF files available for this module:

1. **Instructor Handbook:** This includes information for instructors, module plan, skill-building activities, skill-using tasks, assessment tasks, transcripts, and answer keys. Do not share this PDF with learners in any format under any circumstances.
2. **Learner Handbook:** This includes only the worksheets for learners with no assessment tasks or answer keys. The learner handbook can be shared with learners.

See **Transcripts** for transcripts to the listening activities.

See the **Answer Key** for answers to worksheets and activities.

Clicking the  symbol in the bottom-left corner of a page will bring you back to the **Table of Contents**.

THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

	Listening CLB Level: 1/2	Speaking CLB Level: 1/2	Reading CLB Level: 1/2	Writing CLB Level: 1/2
Real-World Task Goal(s)	Listen to an Indigenous artist introduce themselves	Introduce yourself at an Indigenous art workshop	Read very simple information about Indigenous visual art	Fill out a form to register for an Indigenous art workshop
Context / Background Information	Indigenous Peoples in Canada (First Nations, Métis, Inuit); Indigenous cultures in Canada; different forms of visual art			
CLB Competency Area(s) and Statements	Listening IV. Comprehending Information CLB 1 Understand very simple information about highly familiar, concrete topics. -Identifies a few obvious factual details, such as numbers, letters, times and dates. -Identifies a few key words and short expressions related to immediate needs. CLB 2 Understand simple information about familiar, concrete topics. -Identifies a few obvious factual details, such as numbers, letters, time, place, key words and expressions. -Identifies words related to personal identification information.			
	Speaking IV. Sharing Information CLB 1 Give basic personal information in response to direct questions from a supportive listener. -Answers simple questions about personal information. -Uses alphabet to spell out words, such as own name. CLB 2 Give expanded basic personal information to a supportive listener. -Answers simple questions about personal information. -Uses alphabet to spell out words, such as own name. -Expresses likes and dislikes. -Expresses basic ability or inability.			



THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

<p>CLB Competency Area(s) and Statements</p>	<p>Reading IV. Comprehending Information</p> <p>CLB 1 Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs. -Identifies numbers, letters, a few key words and short expressions.</p> <p>CLB 2 Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics. -Identifies purpose. -Identifies numbers, a few key words and short, common expressions.</p>
	<p>Writing III. Getting Things Done</p> <p>CLB 1 Complete very short, simple or simplified forms that require only basic personal identification information. [Forms contain up to about 5 personal identification items and have clear labels and areas in which to write.] -Includes the required basic information. -Writes basic personal information in appropriate sections. -Follows some conventions for addresses, telephone numbers, etc. -Writes legibly.</p> <p>CLB 2 Complete very short, simple or simplified forms that require only basic personal identification information. [Forms contain up to about 10 personal identification items and have clear labels and areas in which to write.] -Includes the required basic information. -Writes basic personal information in appropriate sections. -Follows some conventions for addresses, telephone numbers, etc. -Follows some basic spelling conventions. -Writes legibly.</p>



THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

Language Focus: Vocabulary	Basic personal information Vocabulary about Indigenous Peoples Colours Animals and other symbols Basic art vocabulary			
Language Focus: Grammar and Sentence Patterns	Present simple Adjectives			
Language and Learning strategies	Identifying numbers, names, and key words Matching vocabulary cards to words in a text Scanning text to find details Making predictions			
Assessment Tasks	Listen to an Indigenous Artist introduce themselves.	Introduce yourself at an Indigenous art workshop.	Read about Indigenous art.	Fill in a form to register for an Indigenous art workshop.

Art

artist
celebrate
culture
workshop

Types of Art

bead
paint
carve
quill
totem pole

Shapes and Colours

pattern
red
orange
yellow
green
blue
purple

Materials

stone
bone
antler

Animals

eagle
buffalo
porcupine
bear

Indigenous Peoples

First Nations
Indigenous
Mi'kmaw
Cree
Haida

Personal Information Words

street
postal code

There are many activities that can be done to develop vocabulary and build language skills. Use the flashcards and images throughout the module to discuss the meaning of key vocabulary. Some flashcard activities are:

1. **Matching Games:** Match images to words or like cards to each other. Deal out two copies of the cards to the class and have learners find their match. Have learners arranged their cards on a grid to play Bingo.
2. **Concentration/Memory:** Lay out two copies of the cards face down in a grid. Have learners take turns turning over two cards. Any learner who finds a match keeps those cards and may take another turn. The learner with the highest number of pairs wins.
3. **Kim's Game:** Display all the vocabulary flashcards. Ask the learners to look away or close their eyes and then remove one image. The learners then call out the one that is missing. They can also do this in pairs once they understand the activity.
4. **Charades**
5. **Sorting/Organizing:** Sort cards into different categories based on meaning, sounds, letters, or parts of speech. Put cards into alphabetical order.
6. **TPR (Total Physical Response):** Call out a word and have learners respond by holding up the correct image.



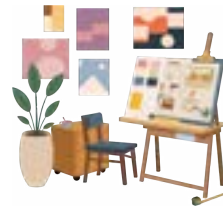
artist



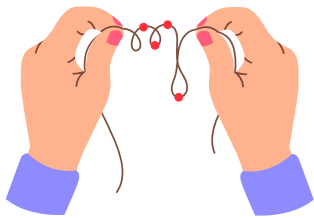
celebrate



culture



workshop



bead



paint



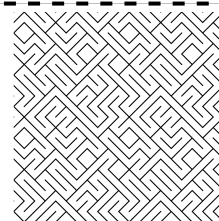
carve



quill



totem pole



pattern



stone



bone



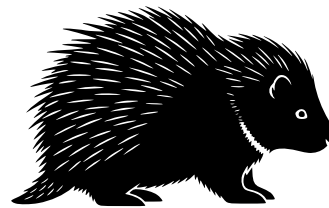
antler



eagle



buffalo

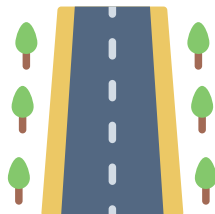


porcupine



bear

A1B 2C3
postal code



street

**First Nations, Inuit, and
Métis Peoples**

Indigenous



Mi'kmaq
(Mi'kmaw People)



Cree



Haida

1 of 3 Groups of Indigenous Peoples in Canada

First Nation



red



orange



yellow



green



blue



purple

Goal Setting: Indigenous Art in Canada

Instructions

Answer the questions. What can you do now? What do you want to learn?

Check one:

I can use words about art.

No With Help Yes

I can listen to an introduction.

No With Help Yes

I can introduce myself.

No With Help Yes

I can read about Indigenous art.

No With Help Yes

I can fill in a registration form.

No With Help Yes



Goal Setting: Indigenous Art in Canada

What do you want to learn about? Choose 2 things from the list.

1. _____

2. _____

How will you practice English?

- Talk with my classmates
- Speak English outside of class
- Watch videos in English
- Listen to the radio in English
- Read words or sentences in the newspaper
- Look at English websites
- Write a list of English words



Listening Activities



Instructions

Listen to the words. Circle what you hear.

See transcript
on page 82.

1.

red



blue



purple



2.

yellow



black



blue



3.

orange



yellow



green



4.

eagle



bear



buffalo



5.

bear



porcupine



eagle



6.

porcupine



bear



buffalo



7.

bear



eagle



whale

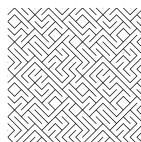


8.

purple



pattern



porcupine



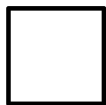
Listening Skill-Building Activity CLB 1/2

Match the Description to the Art

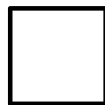
Instructions

Listen. Write the number.

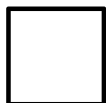
See transcript
on page 82.



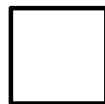
Artist: Jessica Jerome



Artist: Unknown; Brooklyn Museum



Artist: Manasie Akpaliapik



Artist: Jessica Jerome

Listening Skill-Building Activity CLB 1/2

Listen to Descriptions of Paintings

Instructions

Listen. Write the number.

See transcript
on page 83.



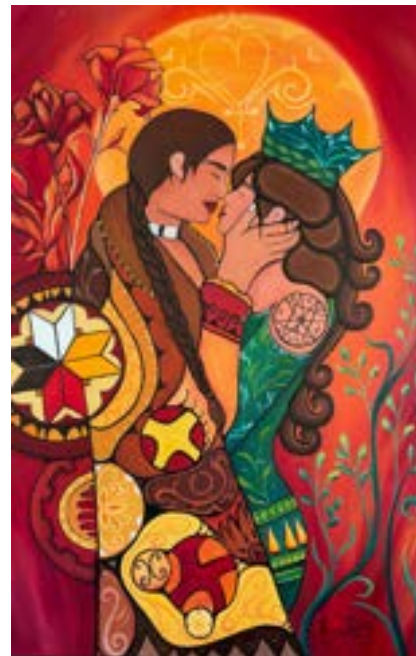
Artist: Jessica Jerome



Artist: Jessica Jerome



Artist: Jessica Jerome



Artist: Jessica Jerome

Instructions

Listen to the introductions. Circle the First Nation and the art.

Listen to the audio:



1. Angela

- a. Cree
- b. Haida
- c. Mi'kmaw

2. Thomas

- a. Cree
- b. Haida
- c. Mi'kmaw

3. Jason

- a. Cree
- b. Haida
- c. Mi'kmaw

4. Leah

- a. Cree
- b. Haida
- c. Mi'kmaw

5. Angela

- a. paint
- b. carve
- c. bead and quill

6. Thomas

- a. paint
- b. carve
- c. bead and quill

7. Jason

- a. paint
- b. carve
- c. bead and quill

8. Leah

- a. paint
- b. carve
- c. bead and quill

Skill-Using Task

Listen to a Dialogue with an Artist

1 - Interacting with Others



Instructions

Listen to the dialogue. Answer the questions.

Listen to the audio:



1. What is his name?
 - a. Ted
 - b. Terry
 - c. Tim

2. What is his job?
 - a. teacher
 - b. nurse
 - c. artist

3. What First Nation is he from?
 - a. Cree
 - b. Haida
 - c. Mi'kmaw

4. What does he make? Circle 2.
 - a. paint
 - b. quill
 - c. bead
 - d. carve

Speaking Activities



Instructions

Answer the questions below. Use these answers to introduce yourself to the class.

1. What is your name?
2. How do you spell that?
3. Where are you from?
4. What language(s) do you speak?

Speaking Skill-Building Activity CLB 1/2

Talk about What You Like

Instructions

Work with a partner. Talk about what you like to do.

1. Do you like art?
2. Do you like to make things?
3. What do you make?

paint



sew



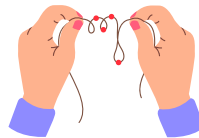
build



draw



bead



dance



sing



quill



write



carve



knit



tell stories



Speaking Skill-Building Activity CLB 1/2

Introduce Your Partner

Instructions

Work with a partner. Ask your partner questions. Introduce your partner to the class.

1. What is your name?
2. Where are you from?
3. What language(s) do you speak?
4. Do you like art?
5. Do you like to make things?
6. What do you make?

paint



sew



build



draw



bead



dance



sing



quill



write



carve



knit



tell stories



Instructions

Work with a partner. Say the colours in the art.

Colours

red



black



orange



brown



yellow



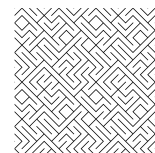
white



green



pattern



blue



purple





Artist: Jessica Jerome



Artist: Jessica Jerome

Skill-Using Task

Introduce Yourself to a Partner

4 - Sharing Information



Instructions

Introduce yourself to your partner. Listen to your partner. Use the checklist.

Tell your partner:

- your name
- how to spell your name
- where you are from
- what language(s) you speak
- do you like art
- what you like to make



Skill-Using Task

Introduce Yourself to a Partner

4 - Sharing Information



My partner:

Says their name

Check one:

No A little Yes

Spells their name

No A little Yes

Says where they are from

No A little Yes

Says their language

No A little Yes

Talks about art and making things

No A little Yes



Reading Activities



Instructions

Read. Answer the questions.

Indigenous Peoples in Canada

The Indigenous Peoples are the first Peoples in Canada. Some Indigenous Peoples are called First Nations.

There are many different First Nations in Canada.

- The Haida come from western Canada.
- The Cree come from central Canada.
- The Mi'kmaq come from eastern Canada.

Reading Skill-Building Activity CLB 1/2

Read about Indigenous Peoples and First Nations

1. Indigenous Peoples were in Canada first.
 - a. Yes
 - b. No
2. There is only one First Nation in Canada.
 - a. Yes
 - b. No
3. Haida, Cree, and Mi'kmaw Peoples are all Indigenous.
 - a. Yes
 - b. No
4. Write the First Nation on the correct place on the map.



Instructions

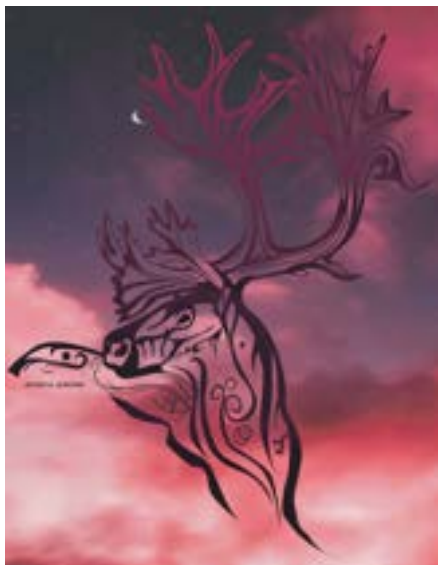
Read. Answer the questions.



Artist: Manasie Akpaliapik

This is a stone carving.
The carving is **green**.

Circle **green**.



Artist: Jessica Jerome

This is a painting.
The painting is **red**.

Circle **red**.





Artist: Jessica Jerome

This is a hat with beads.

The beads are **orange**.

Circle **orange**.



Artist: Unknown

This is a box with quills.

The quills are **yellow**.

Circle **yellow**.



Artist: Unknown

This is a stone carving.

The carving is **green**.

Circle **green**.



Instructions

Read the article below. Write the words by the correct pictures.

Traditional Indigenous Art

Traditional Indigenous artists use things from the world around them.

Cree artists **paint** on **buffalo** skin.

Haida artists **carve totem poles** from trees.

Mi'kmaq artists use **beads** and **quills**.



Note to Instructors:

“Mi'kmaw” is an adjective or a noun that refers to a single person.

“Mi'kmaq” is a plural noun to refer to the People.

Where are they from? Write **Cree**, **Haida**, and **Mi'kmaq** on the lines.



Reading Skill-Building Activity CLB 1/2

Understand Art Vocabulary

Write the words by the pictures.

totem pole

carve

bead

paint

quill

buffalo













Instructions

Read the description of the artwork. Answer the questions.



Artist: Jessica Jerome

The Whales by Jessica Jerome

Jessica Jerome made this picture. She made it on a computer. She is a Mi'kmaw artist. She lives in Nova Scotia. The picture is blue and white. It is a picture of whales.

Reading Skill-Building Activity CLB 1/2

Read a Description of Art

1. What is the name of the artist?

2. How did she make it?

3. Name two colours in the art.

4. What animal is in the art?



Skill-Using Task

Jessica Jerome: A Mi'kmaw Artist

4 - Comprehending Information



Instructions

Read. Answer the questions.

Jessica Jerome

Jessica Jerome is a Mi'kmaw artist. She paints. She beads. She makes art on a computer. She also makes art for picture books.

Jessica is married. She has two children. She was born in Quebec. Today she lives in Nova Scotia.



Skill-Using Task

Jessica Jerome: A Mi'kmaw Artist

4 - Comprehending Information




1. What art does she make? Circle 3.
 - a. paint
 - b. art on a computer
 - c. quill
 - d. bead
2. Jessica makes art for books.
 - a. Yes
 - b. No
3. Jessica makes art for the government.
 - a. Yes
 - b. No
4. Jessica is married.
 - a. Yes
 - b. No
5. Jessica has three children.
 - a. Yes
 - b. No
6. Jessica lives in Quebec now.
 - a. Yes
 - b. No

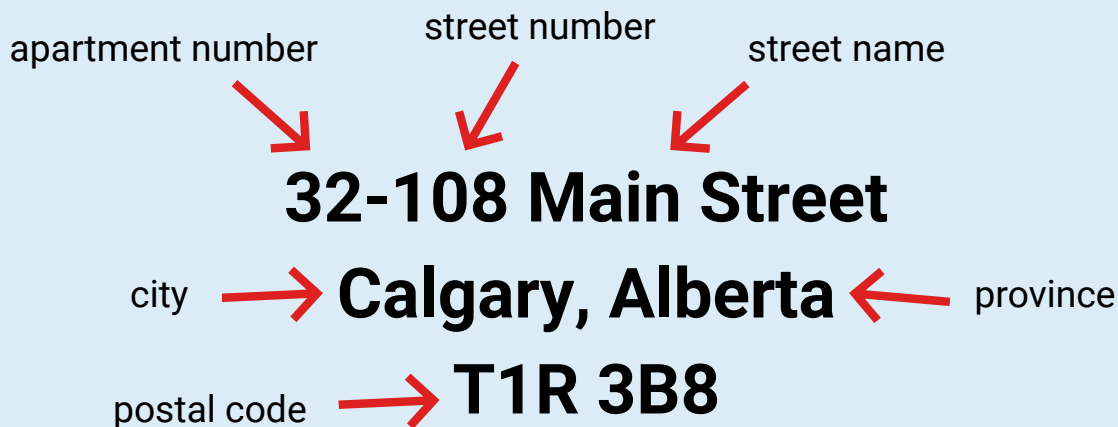


Writing Activities



 In Canada, an address has parts:

Use a capital letter for the street name, city, province, and postal code!



Instructions

Write the addresses.

Your address:

Number: Street:

Town/City: Province:

Postal Code:


Your school's address:

Number: Street:

Town/City: Province:

Postal Code:

Check: Did you use capital letters?

 In Canada, a phone number has 2 parts:

(514) 555-6219



area code



phone number

Instructions

Write the phone numbers. Use brackets () and a hyphen –

For example: 6045557328 (604) 555-7328

1. 2045559376 _____
2. 5195559231 _____
3. 9065551288 _____
4. 4035559327 _____
5. 4195552109 _____
6. 3195553044 _____
7. 7025559271 _____
8. 2065552286 _____
9. 6235552139 _____
10. 9025556832 _____

Instructions

Where do the capital letters go? Copy the addresses. Fix the mistakes.

426 main street

winnipeg, manitoba

r3k 1m3

1402 gottingen street

halifax, nova scotia

b2K 6P3

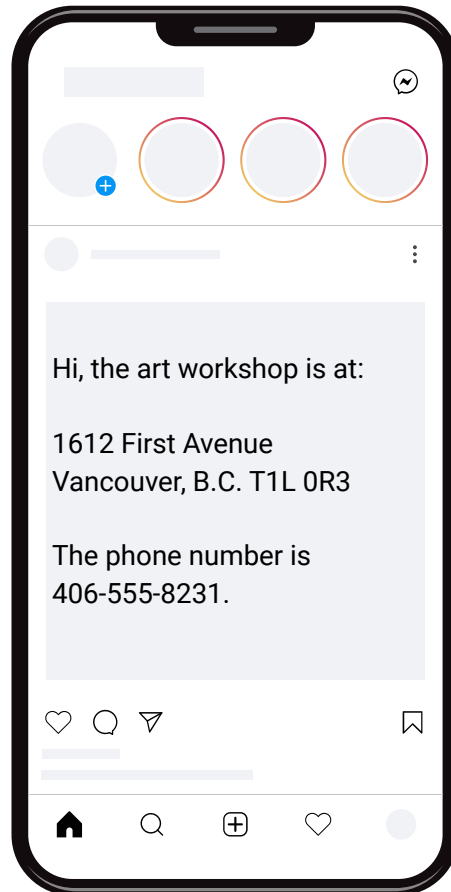
871 addison avenue

prince george, bc

v1lp 9m9

Instructions

Copy the contact information.



Number: Street:

Town/City: Province:

Postal Code:

Phone Number:

Learn to Bead

#2-427 Broadview Street
Brandon, Manitoba
R2B 9P3



Call: (204) 555-9332

Number: Street:

Town/City: Province:

Postal Code:

Phone Number:



Instructions

Fill in the form. Use your own information.

Indigenous Art Workshop Registration Form

First Name: Last Name:

Number: Street:

Town/City: Province:

Postal Code:

Phone Number:

Assessment Tasks



Instructions

1. Give the learners the **Assessment Task Sheet** and the **Assessment Questions** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Have learners read through all the questions before they listen. Ask if they have any questions or if there are any words they do not understand.
4. Click [here](#) to play the video. Play the video a total of three times. Give the learners a few minutes between each time to record their answers.
5. Mark the assessment for each learner. Record their marks and return the **Assessment Task Sheet** and the **Assessment Questions** for learners to file in their portfolios.

Listening Transcript

My name is Jessica, and I am an Indigenous artist. I am a Mi'kmaw. I bead and I paint.

Answer Key

1. b
2. a
3. b
4. c
5. I bead and I paint.



CLB 1 Listening Assessment

Name: _____ Date: _____

Task: Listen to an introduction from an Indigenous Artist

Competency: 4 - Comprehending Information

Instructions: Watch the video of the introduction. Answer the questions.

- Understands details *(Questions 1-5)*
- Recognizes key module vocabulary *(Questions 1-5)*

Result

Your score: /6

Not Yet / Almost There / Successful

Minimum of 4/6 for a successful task.

Action-Oriented Feedback

Instructions

1. Watch the video of the introduction.
2. Answer the questions. Circle the correct answer.



1. What is her name?
 - a. Judy
 - b. Jennifer
 - c. Jessica

2. Is she Indigenous?
 - a. Yes
 - b. No

3. What is her job?
 - a. Writer
 - b. Artist
 - c. Lawyer

4. What First Nation is she?
 - a. Moncton
 - b. Nova Scotia
 - c. Mi'kmaw



5. What art does she make? Circle 2.



I paint.



I quill.



I carve.



I bead.

Instructions

1. Give the learners the **Assessment Task Sheet** and the **Assessment Questions** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Have learners read through all the questions before they listen. Ask if they have any questions or if there are any words they do not understand.
4. Click [here](#) to play the video. Play the video a total of three times. Give the learners a few minutes between each time to record their answers.
5. Mark the assessment for each learner. Record their marks and return the **Assessment Task Sheet** and the **Assessment Questions** for learners to file in their portfolios.

Listening Transcript

My name is Jessica Jerome, and I am a Mi'kmaw artist. I live in Nova Scotia. I bead and I paint. My art celebrates Mi'kmaw and Indigenous cultures.

Answer Key

1. c
2. c
3. b
4. a
5. I bead and I paint.
6. c



CLB 2 Listening Assessment

Name: _____ Date: _____

Task: Listen to an introduction from an Indigenous Artist

Competency: 4 - Comprehending Information

Instructions: Watch the video of the introduction. Answer the questions.

- Understands details *(Questions 1-6)*
- Recognizes key module vocabulary *(Questions 1-6)*

Result

Your score: /7

Not Yet / Almost There / Successful

Minimum of 5/7 for a successful task.

Action-Oriented Feedback

Instructions

1. Watch the video of the introduction.
2. Answer the questions. Circle the correct answer.



1. What is her name?
 - a. Judy
 - b. Jennifer
 - c. Jessica

2. What First Nation is she?
 - a. Moncton
 - b. Indigenous
 - c. Mi'kmaw

3. What is her job?
 - a. Writer
 - b. Artist
 - c. Lawyer

4. Where does she live?
 - a. Nova Scotia
 - b. New Brunswick
 - c. Newfoundland



5. What art does she make? Circle 2.



I paint.



I quill.



I carve.



I bead.

6. What does her art do?
- a. It teaches about food.
 - b. It teaches her language to other people.
 - c. It celebrates Indigenous and Mi'kmaw cultures.

Instructions

1. Assess learners individually. Set up private appointments or give the rest of the class an activity while you are assessing each learner.
2. Give the learners the **Assessment Task Sheet** and the **Assessment Prompt** (multiple pages).
3. Review the criteria for the assessment.
4. Read the instructions for learners. Make sure learners understand what they have to do.
5. Mark the assessment for each learner. Give learners action-oriented feedback. Record their marks and return the **Assessment Task Sheet** and the **Assessment Prompt** for learners to file in their portfolios.

Sample Response (Answers will vary)

CLB 1 learners communicate with a few common words or short, memorized expressions.

“Hello. Name is Karim. Iraq. 555-3295.”



CLB 1 Speaking Assessment

Name: _____ Date: _____

Task: Introduce yourself at an Indigenous art workshop

Competency: 4 - Sharing Information

Instructions: Answer your instructor to say your name, where you are from, and your telephone number.

You can introduce yourself.	Yes	No
• Responds to questions and prompts	/2	
• Says own name	/2	
• Says where they are from	/2	
• Says telephone number	/2	
TOTAL	/8	

Result

Your score: /8

Not Yet / Almost There / Successful

Minimum of "yes" for holistic criteria and 6/8 for a successful task.

Action-Oriented Feedback

Instructions

1. Assess learners individually. Set up private appointments or give the rest of the class an activity while you are assessing each learner.
2. Give the learners the **Assessment Task Sheet** and the **Assessment Prompt** (multiple pages).
3. Review the criteria for the assessment.
4. Read the instructions for learners. Make sure learners understand what they have to do.
5. Mark the assessment for each learner. Give learners action-oriented feedback. Record their marks and return the **Assessment Task Sheet** and the **Assessment Prompt** for learners to file in their portfolios.

Sample Response (Answers will vary)

CLB 2 learners speak in short phrases and some very short sentences.

“Hello. My name is Farah. F-A-R-A-H. I am from Afghanistan. Number is 555-8837.”



CLB 2 Speaking Assessment

Name: _____ Date: _____

Task: Introduce yourself at an Indigenous art workshop

Competency: 4 - Sharing Information

Instructions: Answer your instructor to introduce yourself. Say and spell your name, say where you are from, and give your telephone number.

You can introduce yourself.	Yes	No
• Responds to questions and prompts	/2	
• Says and spells own name	/2	
• Says where they are from	/2	
• Says telephone number	/2	
TOTAL	/8	

Result

Your score: /8

Not Yet / Almost There / Successful

Minimum of "yes" for holistic criteria and 6/8 for a successful task.

Action-Oriented Feedback

Instructions

1. Give the learners the **Assessment Task Sheet**, the **Assessment Reading**, and the **Assessment Questions** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Mark the assessment for each learner. Record their marks and return the **Assessment Task Sheet**, the **Assessment Reading**, and the **Assessment Questions** for learners to file in their portfolios.

Answer Key

1. Yes
2. In order from top to bottom: quill, bead, paint, carve



CLB 1 Reading Assessment

Name: _____ Date: _____

Task: Read about Indigenous Art

Competency: 4 - Comprehending Information

Instructions: Read the text. Answer the questions.

- Recognize basic details *(Question 1-5)*
- Understands module vocabulary *(Questions 1-5)*

Result

Your score: /5

Not Yet / Almost There / Successful

Minimum of 4/5 for a successful task.

Action-Oriented Feedback

Instructions

1. Read the text.
2. Answer the questions. Circle the correct answer.

Indigenous Art in Canada

Indigenous Peoples in Canada create art.



They carve.



They paint.



They bead.



They quill.

Instructions

1. Read the text.
2. Answer the questions. Circle the correct answer.



1. Indigenous people create art.

- a. Yes
- b. No

2. Draw a line. Match the word with the art.

carve



paint



bead



quill



Instructions

1. Give the learners the **Assessment Task Sheet**, the **Assessment Reading**, and the **Assessment Questions** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Mark the assessment for each learner. Record their marks and return the **Assessment Task Sheet**, the **Assessment Reading**, and the **Assessment Questions** for learners to file in their portfolios.

Answer Key

1. carving, painting, beading, quilling
2. Yes
3. glass and plastic
4. Yes
5. Yes
6. in order from top to bottom: quill, bead, paint, carve



CLB 2 Reading Assessment

Name: _____ Date: _____

Task: Read an Article about Indigenous Art

Competency: 4 - Comprehending Information

Instructions: Read the text. Answer the questions.

- Identify main idea *(Question 1, 6)*
- Recognize basic details *(Question 2-5)*
- Understands module vocabulary *(Questions 1-6)*

Result

Your score: /9

Not Yet / Almost There / Successful

Minimum of 6/9 for a successful task.

Action-Oriented Feedback

Instructions

1. Read the text.
2. Answer the questions. Circle the correct answer.

Indigenous Art in Canada

Indigenous Peoples in Canada create art.



Carving: They carve stone, bone, and antler.



Painting: They paint pictures of people and animals.



Beading: They make pictures and patterns. They use small glass or plastic beads.



Quilling: They make pictures and patterns. They use the quills of a forest animal called a porcupine.

Instructions

1. Read the text.
2. Answer the questions.



1. Name 4 kinds of Indigenous art.

2. Artists carve stone.
 - a. Yes
 - b. No
3. What are beads made of? Circle 2.
 - a. porcupine quill
 - b. stone
 - c. glass
 - d. plastic
4. Artists paint pictures of animals.
 - a. Yes
 - b. No
5. Artists use beads to make pictures.
 - a. Yes
 - b. No



6. Draw a line. Match the word with the art.

carve



paint



bead



quill



Instructions

1. Give the learners the **Assessment Task Sheet** and the **Assessment Prompt** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Review the criteria for the assessment.
4. Mark the assessment for each learner. Give learners action-oriented feedback. Record their marks and return the **Assessment Task Sheet** and the **Assessment Prompt** for learners to file in their portfolios.



CLB 1 Writing Assessment

Name: _____ Date: _____

Task: Register for an Indigenous art workshop

Competency: 3 - Getting Things Done

Instructions: Use the information to fill in the form.

You can fill in a form to register for an art workshop.	Yes	No
• Includes the required information	/2	
• Mostly uses the correct format for the telephone number	/2	
• Mostly uses the correct format for the address	/2	
• Writes legibly	/2	
TOTAL	/8	

Result

Your score: /8

Not Yet / Almost There / Successful

Minimum of 5/8 and "yes" on holistic criteria for a successful task.

Action-Oriented Feedback

Instructions

Register David for an Indigenous art workshop. Use this information to fill in the form.

David Miller
12-143 Broadway Avenue
Victoria, B.C.
902-555-6183

Indigenous Art Workshops Registration Form

First Name: Last Name:

Number: Street:

Town/City: Province:

Phone Number:



Instructions

1. Give the learners the **Assessment Task Sheet** and the **Assessment Prompt** (multiple pages).
2. Read the instructions for learners. Make sure learners understand what they have to do.
3. Review the criteria for the assessment.
4. Mark the assessment for each learner. Give learners action-oriented feedback. Record their marks and return the **Assessment Task Sheet** and the **Assessment Prompt** for learners to file in their portfolios.



CLB 2 Writing Assessment

Name: _____ Date: _____

Task: Register for an Indigenous art workshop

Competency: 3 - Getting Things Done

Instructions: Use the information to fill in the form.

You can fill in a form to register for an art workshop.	Yes	No
• Includes the required information	/2	
• Uses the correct format for the telephone number	/2	
• Uses the correct format for the address	/2	
• Writes legibly	/2	
• Mostly uses correct capitalization	/2	
TOTAL	/10	

Result

Your score: /10

Not Yet / Almost There / Successful

Minimum of 7/10 and "yes" on holistic criteria for a successful task.

Action-Oriented Feedback

Instructions

Register David for an Indigenous art workshop. Use this information to fill in the form.

David Miller
12-143 Broadway Avenue
Victoria, B.C.
902-555-6183
M2P 4L8
David wants to register for beading.

Indigenous Art Workshops Registration Form

First Name: Last Name:

Number: Street:

Town/City: Province:

Postal Code:

Phone Number:

Which class? Circle one:

Painting

Quilling

Beading

Reflection Tasks



Reflection Task: Indigenous Art in Canada

Instructions

What can you do now?

Check one:

I can use words about art.

No With Help Yes

I can listen to an introduction.

No With Help Yes

I can introduce myself.

No With Help Yes

I can read about Indigenous art.

No With Help Yes

I can fill in a registration form.

No With Help Yes

Write words you learned.



Transcripts



Listen to Language About Art

(Read by instructor)

page 19

1. It is red.
2. It is blue.
3. It is yellow.
4. It is an eagle.
5. It is a porcupine.
6. It is a buffalo.
7. It is a bear.
8. It is a pattern.

Match the Description to the Art

(Read by instructor)

page 21

1. It is a painting. There is a bear and a child.
2. It is a knife. It has quills.
3. It is a carving. It is two faces.
4. It is a green hat. It has beads.

Listen to Descriptions of Paintings

(Read by instructor)

page 22

1. This painting is blue. It has three whales.
2. It has many colours. It has a horse.
3. It is red, orange, and green. It has two people kissing.
4. It is purple. It has an eagle.

Listen to Introductions

(Click [here](#) to listen)

page 23

1. My name is Angela. I am a Cree artist. I like to paint.
2. My name is Thomas. I am a Haida artist. I carve totem poles.
3. I am Jason. I am a Mi'kmaw artist. I like to carve wood.
4. My name is Leah. I am a Mi'kmaw artist. I bead and quill.

Skill-Using Task: Listen to a Dialogue with an Artist
(Click [here](#) to listen)

page 24

Terry: Hi, my name is Terry. I am Cree.

Anna: It's nice to meet you.

Terry: I am an artist.

Anna: What kind of art do you make?

Terry: I paint and I carve.

Anna: That's great! I like your art.

Answer Key



Answer Key

<p>Listen to Language about Art page 19-20</p>	<ol style="list-style-type: none"> 1. red 2. blue 3. yellow 4. eagle 5. porcupine 6. buffalo 7. bear 8. pattern
<p>Match the Description to the Art page 21</p>	<p>top to bottom, left to right: 4, 2, 3, 1</p>
<p>Listen to Descriptions of Paintings page 22</p>	<p>top to bottom, left to right: 4, 1, 2, 3</p>
<p>Listen to Introductions page 23</p>	<ol style="list-style-type: none"> 1. a 2. b 3. c 4. c 5. a 6. b 7. b 8. c
<p>Skill-Using Task: Listen to a Dialogue with an Artist page 24</p>	<ol style="list-style-type: none"> 1. b 2. c 3. a 4. a and d
<p>Read about Indigenous Peoples and First Nations page 34-35</p>	<ol style="list-style-type: none"> 1. a 2. b 3. a 4. left to right: Haida, Cree, Mi'kmaq (no penalty for writing Mi'kmaw)



<p>Understand Art Vocabulary page 38-39</p>	<p>1. left to right: Haida, Cree, Mi'kmaq (no penalty for writing Mi'kmaw) 2. top to bottom, left to right: quill, bead, buffalo, carve, totem pole, paint</p>
<p>Read a Description of Art page 40-41</p>	<p>1. Jessica Jerome 2. computer 3. any two of blue, green, or white 4. whales</p>
<p>Skill-Using Task: Jessica Jerome: A Mi'kmaw Artist page 42-43</p>	<p>1. a, b, d 2. a 3. b 4. a 5. b 6. b</p>
<p>Edit Contact Information page 47</p>	<p>426 Main St. Winnipeg, MB R3K 1M3</p> <p>1402 Gottingen Street Halifax, Nova Scotia B2K 6P3</p> <p>8712 Addison Avenue Prince George, B.C. V1L 9M9</p>
<p>Copy Contact Information page 48-49</p>	<p>1612 First Avenue Vancouver, B.C. (British Columbia) T1L 0R3</p> <p>417 Broadview Street Brandon, Manitoba R2B 9P3</p>