

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



Funded by:

Financé par :



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

Click the  symbol in the bottom-left corner of a page to return to the **Table of Contents**.

THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

	Listening CLB Level: 3/4	Speaking CLB Level: 3/4	Reading CLB Level: 3/4	Writing CLB Level: 3/4
Real-World Task Goal(s)	Listen to an Indigenous artist introduce themselves and describe their art	Describe a piece of Indigenous art and express an opinion	Read a short article about different kinds of 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 3 Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. -Gets the gist. -Identifies factual details, key words and expression as required.			
	CLB 4 Understand short descriptive or narrative communication on topics of personal relevance. -Gets the gist. -Identifies factual details, some implied meanings, key words and expressions. -Identifies who, what, where and when.			
	Speaking IV. Sharing Information CLB 3 Give simple descriptions of concrete objects, people or experiences in a few short sentences. [Sustains 4-5 sentences.] -Expresses some feelings.			
	CLB 4 Give brief descriptions of personal experiences, situations, or simple processes, such as getting goods or services. [Sustains 5-7 sentences.] -Gives descriptions in coherent narratives. -Expresses feelings, needs, preferences, satisfaction and dissatisfaction.			



THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

CLB Competency Area(s) and Statements	Reading IV. Comprehending Information CLB 3 Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics. -Gets the gist. -Identifies key information and main idea. -Identifies key events, people, places and things (who, what, where and when). CLB 4 Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics. -Gets the overall meaning. -Identifies type and purpose of the text. -Finds key information and specific details. -Compares simple information. -Identifies meanings of connective words between sentences in a narrative sequence.
	Writing III. Getting Things Done CLB 3 Complete short, simple forms that require basic personal or familiar information and some responses to simple questions. [Forms contain about 12-15 items and have clear labels and areas in which to write.] -Includes the required basic information with no major omissions. -Follows appropriate conventions for addresses, telephone numbers, etc. -Follows most spelling conventions. -Writes legibly. CLB 4 Complete simple forms that require basic personal or familiar information and some responses to simple questions. [Forms contain about 15-20 items and have clear labels and areas in which to write.] -Includes the required basic information with no major omissions. -Follows appropriate conventions for addresses, telephone numbers, etc. -Follows most spelling conventions. -Writes legibly.

THEME: Indigenous Cultures

MODULE: Indigenous Art in Canada

Language Focus: Vocabulary	Vocabulary about Indigenous Peoples Vocabulary about powwows Vocabulary about dances Vocabulary about regalia Days and dates			
Language Focus: Grammar and Sentence Patterns	Vocabulary about Indigenous Peoples Animals and other symbols Art vocabulary Descriptive words for discussing art Connecting language: coordinating conjunctions Compound sentences Adjectives and adverbs			
Language and Learning strategies	Using who, what, where, and when to identify key information Matching vocabulary cards to words in a text Scanning text to find details Making predictions			
Assessment Tasks	Listen to a radio broadcast about an upcoming powwow and answer questions	Give instructions to a friend (instructor) about etiquette at a powwow	Read an infographic with etiquette for attending a powwow and answer questions	Write a message to invite a friend to a powwow

Art

artist
illustrator
diversity
belief
image
workshop

Types of Art

bead
paint
carve
quill
digital art
pottery
totem pole

Shapes

lines
pattern
circle
square
triangle

Materials

wood
stone
bone
antler
leather

Animals

raven
eagle
buffalo
turtle
whale
porcupine
bear

First Nations and Indigenous Peoples

Mi'kmaw
Cree
Algonquin
Inuit
Huron
Haida

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



illustrator



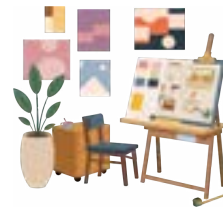
diversity



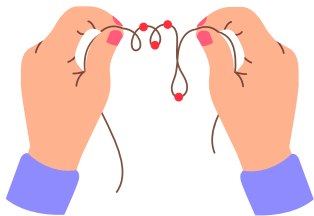
belief



image



workshop



bead



paint



carve



quill



digital art



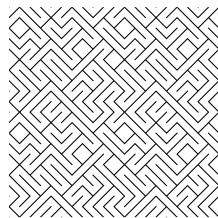
pottery



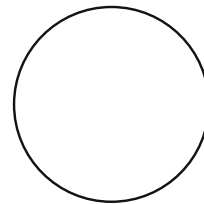
totem pole



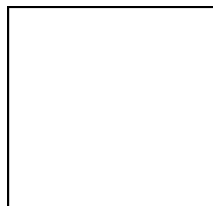
lines



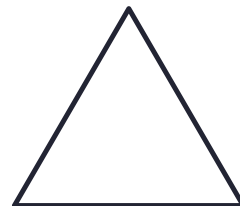
pattern



circle



square



triangle



wood



stone



bone



antler



leather



raven



eagle



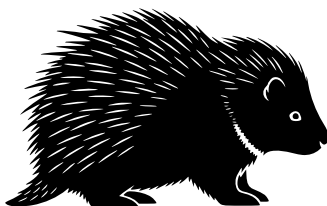
buffalo



turtle



whale



porcupine



bear

Goal Setting: Indigenous Art in Canada

Instructions

Answer the questions. What can you do now? Think about what you want to learn. Set some goals.

Check one:

I can use words about art.

☐

No

☐

With Help

☐

Yes

I can listen to an introduction.

☐

No

☐

With Help

☐

Yes

I can describe a work of art and express my opinion.

☐

No

☐

With Help

☐

Yes

I can read an article about Indigenous art.

☐

No

☐

With Help

☐

Yes

I can fill in a registration form for an art workshop.

☐

No

☐

With Help

☐

Yes



Goal Setting: Indigenous Art in Canada

What do you want to learn about? Choose two things from the list that are most important to you.

1. _____

2. _____

Is there anything else you want to learn in this module?

How will you practice your English during this module?



Listening Activities



Instructions

Listen to the words. Circle what you hear.

See transcript
on page 94.

1.

red



blue



purple



2.

yellow



black



blue



3.

blue and green



black and white



yellow and orange



4.

quills



beads



carving



5.

quills



beads

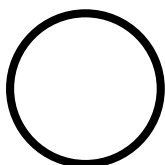


carving

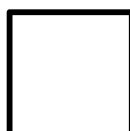


6.

circle



square



triangle



Listening Skill-Building Activity CLB 3/4

Listen to Language about Art

7.

quills



beads



carving



8.

bear



raven



porcupine



9.

whale



eagle



turtle



10.

raven



bear



eagle



11.

whale



buffalo



porcupine



12.

raven



turtle



bear



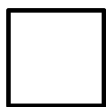
Listening Skill-Building Activity CLB 3/4

Match the Description to the Art

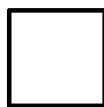
Instructions

Listen to the descriptions. Write the number by the correct work of art.

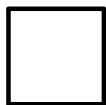
See transcript
on page 94.



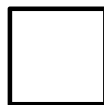
Artist: Jessica Jerome



Artist: Unknown; Brooklyn Museum



Artist: Manasie Akpaliapik



Artist: Jessica Jerome

Listening Skill-Building Activity CLB 3/4

Listen to Descriptions of Paintings

Instructions

Listen to the descriptions. Write the number by the correct painting.

See transcript
on page 95.



Artist: Jessica Jerome



Artist: Jessica Jerome



Artist: Jessica Jerome



Artist: Jessica Jerome

Instructions

Listen to the introductions. Circle the words you hear.

Listen to the
audio:



1. My name is Angela Sinclair. I am a **Mi'kmaw / Cree** artist. I **paint and quill / carve and bead**. I like to paint images of animals, such as bears, ravens, and eagles.
2. My name is Thomas Desroches. I am **Algonquin / Cree** First Nation. I am an Indigenous artist. I **carve / paint** wood and stone. I like to carve images of **animals / people**.
3. I am Jason Rogers. I am **Inuit / Mi'kmaw**. I live in **Nunavut / Yukon**, and I am an artist. I carve stone, and I paint. I like to **carve / paint** images from the stories my grandmother told me.
4. My name is Leah Salay. I am a **Cree / Mi'kmaw** artist. I live in Nova Scotia. I bead and quill. I like to make **patterns / pictures** with lots of colours.

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. Who is Terry?
 - a. teacher
 - b. writer
 - c. artist
2. Who is talking to Terry?
 - a. Mary
 - b. Anna
 - c. Jane
3. What did he make?
 - a. carving
 - b. painting
 - c. beading
4. Is the painting colourful?
 - a. Yes
 - b. No
5. What animal?
 - a. bear
 - b. eagle
 - c. raven
6. Why this animal?
 - a. It's from a story his grandfather told him.
 - b. It's an animal he saw in the forest.
 - c. It's his favourite animal.



Speaking Activities



Speaking Skill-Building Activity CLB 3/4

Talk about Being Creative

Instructions

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

1. Someone who is **creative** likes to make things. Are you creative?
2. Why or why not?
3. Do you do anything creative? Do you do anything on the list below? Do you do something else that is creative?
4. If yes, what do you do?

paint



sew



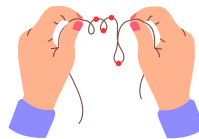
build



draw



bead



dance



sing



quill



write



carve



knit



tell stories



Speaking Skill-Building Activity CLB 3/4

Introduce Your Partner

Instructions

Work with a partner. Ask your partner the questions below and listen to their answers. 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. Why or why not?
6. Do you do anything creative?
7. If yes, what do you do?

paint



sew



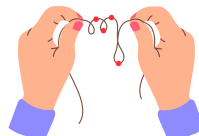
build



draw



bead



dance



sing



quill



write



carve



knit



tell stories



Instructions

Work with a partner. Describe the colours and shapes in the paintings. Use the words below.

Colours

red 

orange 

yellow 

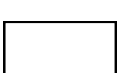
green 

blue 

purple 

black 

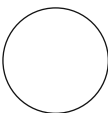
brown 

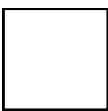
white 

dark 

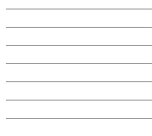
light 

Shapes

circle 

square 

triangle 

lines 

pattern 



Artist: Jessica Jerome



Artist: Jessica Jerome

Instructions

It is okay to have an opinion of art. Maybe you like it. Maybe you don't like it.
Use the words and phrases below to say how you feel about the art.

I love it (strong opinion)	beautiful (strong opinion)	colours
I like it because it is/has...	interesting	pattern
I like the...	nice	animals
I am not sure if I like it.	powerful	person
I don't really like it because...	confusing	
I don't like the...	boring	
I hate it (strong opinion)	not very nice	
	ugly (strong opinion)	

It makes me feel...

happy

sad

angry

hopeful

peaceful

excited



Totem Pole, West Coast of Canada, Artist: Unknown



Stone carving, Artist: Manasie Akpaliapik



Painting, Artist: Jessica Jerome

Skill-Using Task

Describe Art to a Partner

4 - Sharing Information



Instructions

Choose one of the paintings below. Describe the painting to your partner. Remember to talk about the colours, shapes, and what is in the painting.

Listen to your partner describe the other painting. Complete the checklist for your partner.



Artist: Jessica Jerome

Skill-Using Task

Describe Art to a Partner

4 - Sharing Information



Artist: Jessica Jerome

Skill-Using Task

Describe Art to a Partner

4 - Sharing Information



My partner:

Talks about the colours in the painting.

Check one:

☐

No

☐

A little

☐

Yes

Talks about the shapes or lines in the painting.

☐

No

☐

A little

☐

Yes

Talks about what the painting is about.

☐

No

☐

A little

☐

Yes

Gives their opinion of the painting.

☐

No

☐

A little

☐

Yes

Says at least 4 sentences.

☐

No

☐

A little

☐

Yes



Reading Activities



Reading Skill-Building Activity CLB 3/4

Identify Topics and Examples



A **topic** is a subject or a main idea. **Examples** are things that are part of that idea. Understanding topics and examples can help you understand how a text or a story is organized.

For example:

Topic: weather

Examples: sun, clouds, rain, snow

Topic: provinces in Canada

Examples: Alberta, British Columbia (BC), Ontario, Nova Scotia

Topic: animals

Examples: cats, dogs, rabbits, birds

Instructions

Work with a partner or in a small group. Write examples for each topic. Share your examples with another group.

1. Topic: Food

Examples: _____

2. Topic: Clothing

Examples: _____



3. Topic: Learners in My Class

Examples: _____

4. Topic: What I Do on the Weekend

Examples: _____

5. Topic: Countries in the World

Examples: _____

6. Types of Art

Examples: _____

7. Topic: _____ (Choose your own topic.)

Examples: _____



Reading Skill-Building Activity CLB 3/4

Find Topics and Examples in Articles about Art

Instructions

Read the paragraphs below. For each paragraph, write the topic and the examples.

Paragraph 1

The Cree First Nations in central Canada have different kinds of traditional art that use things from the world around them. They paint on dried buffalo skin, which is called leather. They decorate their clothing with small beads. They also sew porcupine quills on to their clothing.



Artist: Unknown

Topic: _____

Examples: _____

Paragraph 2

Bill Reid was a famous Haida artist. He lived on the west coast of British Columbia. He carved wood, made jewellery, and made large sculptures out of metal. A picture of his work is on the Canadian \$20 bill.



Artist: Bill Reid; Photo: CBC

Topic: _____

Examples: _____

Reading Skill-Building Activity CLB 3/4

Find Topics and Examples in Articles about Art

Paragraph 3

In Jessica Jerome's painting, *The Kiss*, she uses many different colours. She uses dark red in the background. She uses orange and yellow in the flowers and the clothing on one of the people. She uses bright green on the other person.

Topic: _____

Examples: _____



Artist: Jessica Jerome

Paragraph 4

Carving is a type of art. The artist uses a knife or other tools to create an image from different materials. They can carve a totem pole out of a tree. They can carve images in stone. They can carve images in bone. They can carve images out of antlers.

Topic: _____

Examples: _____



Totem poles; Artists: Unknown



Soapstone carving;
Artist: Unknown



soap stone



bone



antlers

Instructions

Read the article below. Match the words in **bold** to the correct pictures.

Traditional Indigenous Art and Modern Indigenous Art

In traditional Indigenous art, artists used the materials from the world around them. They made art that told stories and showed their beliefs. They often made art about people and animals that were important to them.

For example, the **buffalo**, was very important to the Cree First Nations in central Canada. They used the leather from the buffalo and painted pictures on it. The Huron First Nation, in Ontario, had clay. They used it to make **pottery**. And the Haida First Nation, in British Columbia, had large cedar trees. They carved these trees and made **totem poles**.

Today, Indigenous artists make all kinds of art. They make both traditional and modern art. They paint, **bead**, **quill**, and **carve**. They also make **digital art**. They use traditional materials, like **stone**, wood, **antler**, and **bone**. They also use modern materials, like plastic and glass.

Reading Skill-Building Activity CLB 3/4

Understand Art Vocabulary





















Instructions

Read the description of the artwork. Answer the questions.



Artist: Jessica Jerome

Description of *The Whales* by Jessica Jerome

This is a piece of digital art made by Mi'kmaw artist, Jessica Jerome. The artist made the picture using a computer or tablet. She drew on the screen using a special pen called a stylus. The picture is of three whales. They are swimming in the ocean. The background of the picture is dark blue with some green. The whales are white. Inside the whales, you can see other pictures, like two people in a boat, hearts, flowers, shells, and fish.

Reading Skill-Building Activity CLB 3/4

Read a Description of Art

1. What is the name of the artist?

2. What kind of art is it?

3. Name three colours she uses.

4. What animals are in the picture?

5. What else can you see in the picture?

6. Answer this question with your own opinion. Do you like the picture? Why or why not?





Instructions

Read the article. Answer the questions.

Jessica Jerome

Jessica Jerome is a Mi'kmaw artist. She makes art. She beads and paints. She is also a graphic designer. She uses a computer to make designs for businesses and organizations. She is also an illustrator. She makes artwork for picture books.

Jessica began painting when she was young. She was going through a difficult time, and her father suggested she learn to paint. Painting helped her with her feelings. It helped her find peace. Now Jessica uses art to talk about mental health.

Jessica is two-spirited. That means she has a male and a female spirit inside her. She is married to a woman, and they have two sons. Jessica was born in Quebec. Now she lives in Halifax, Nova Scotia.



Skill-Using Task

Jessica Jerome: A Mi'kmaw Artist

4 - Comprehending Information



1. What kinds of art does Jessica do? Circle all the art she does.

- a. paint
- b. pottery
- c. quill
- d. bead

2. What is Jessica's job? Circle all her jobs.

- a. doctor
- b. artist
- c. lawyer
- d. graphic designer
- e. illustrator
- f. nurse

3. What does an illustrator do?

- a. Paint pictures and put them in an art gallery
- b. Design logos for businesses
- c. Make pictures to go inside books

4. Why did Jessica start painting?

- a. To find peace in a difficult time
- b. To make money
- c. To learn about her culture

5. Who suggested Jessica start painting?

- a. her mother
- b. her father
- c. her teacher
- d. her friend



Skill-Using Task

Jessica Jerome: A Mi'kmaw Artist

4 - Comprehending Information



6. What does mental health mean?
 - a. When your body is healthy
 - b. When your mind and feelings are healthy
 - c. When you go to school
 - d. When you eat healthy food
7. What does two-spirited mean?
 - a. It is when an Indigenous person has both a male and female spirit.
 - b. It is when a person is both European and Indigenous.
 - c. It is when a person is an artist and a teacher.
 - d. It is when a person is religious.
8. Where does Jessica live now?
 - a. Quebec
 - b. New Brunswick
 - c. Nova Scotia
 - d. Prince Edward Island



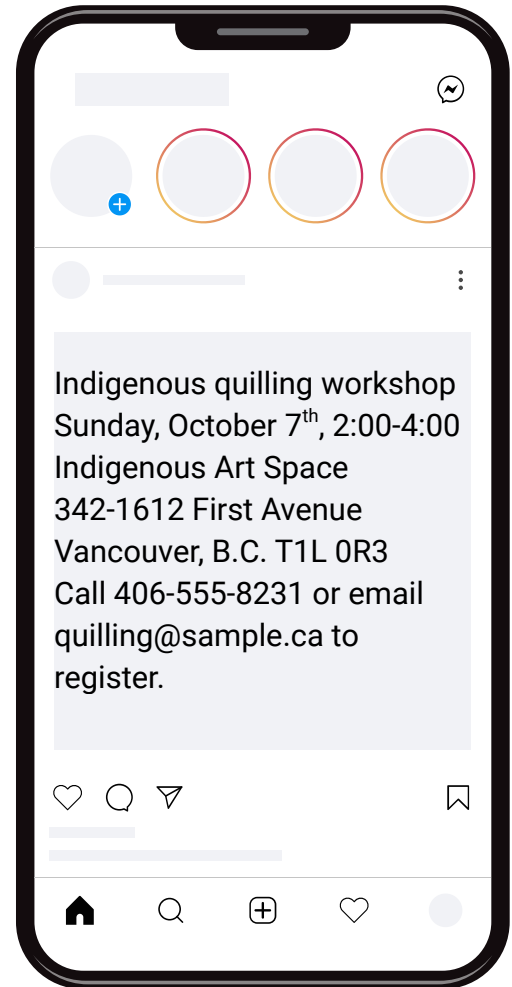
Writing Activities



Instructions

Copy the contact information into the chart.

Hi Thomas,
You asked me about the Indigenous paint workshop. It's on June 6th. That's a Tuesday evening at 6:00. It's at the Mumford Community Centre. The address is 96 Haver Street, Moncton, New Brunswick, N9T 2K5. You can call them to register at (904) 555-3250. You can also email them. The instructor's name is Jen Riley. Her email address is jenriley46@sample.ca. I hope you can come!
Cheers,
Marek



Instructions

Copy the contact information into the chart.

Learn to Bead

Workshop led by Ryan Linklater

Do you want to learn to bead?
Sign up for this 3-hour workshop.

Saturday, April 21

9:00 a.m. – 12:00 p.m.

Indigenous Cultural Centre

#2-427 Broadview Street

Brandon, Manitoba

R2B 9P3



Call or email to register:

(204) 555-9332

beadingwithryan@sample.ca

Hey Jack, that digital art workshop is going to be at Ryeland School, 4593 Watson Rd., Regina, SK, P2K 1H8. Call them at 351-555-8323. Their email is digitalart@sample.ca.

Type of Art	painting	digital art	beading	quilling
Name of Location				
Address				
Town/City				
Province				
Phone number				
Email address				

Instructions

The addresses and phone numbers have mistakes in the format. Copy them and correct the mistakes.

Cree Cultural Centre

426 main str.

Winnipeg, mb

R3k 1m3

2045551209

Mi'kmaw Culture and Arts Centre

327-1402 gottingen STREET

halifax, nova scotia

b2K, 6P3

902-555-4867

Haida Arts Centre

8712 Addison avenue.

Prince george bc

V1L 9m9

(9065)55-2148



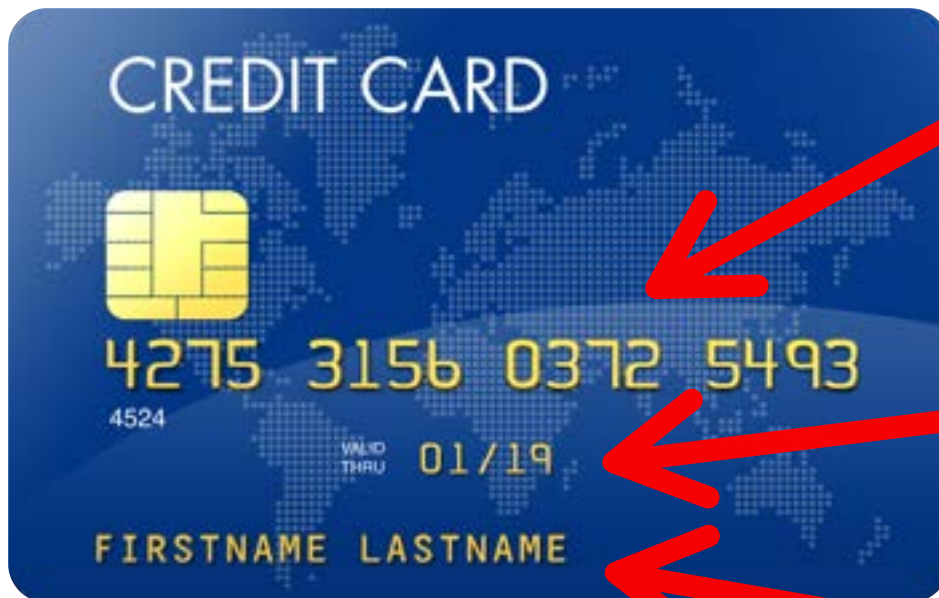


Never give **anyone** the PIN for your credit card!



When you pay, sometimes you use a **credit card**. When you pay with your credit card, you have to write:

- your name
- credit card number
- expiry date
- CVC or CVV number (three numbers on the back of the card)



Credit card number

Expiry date

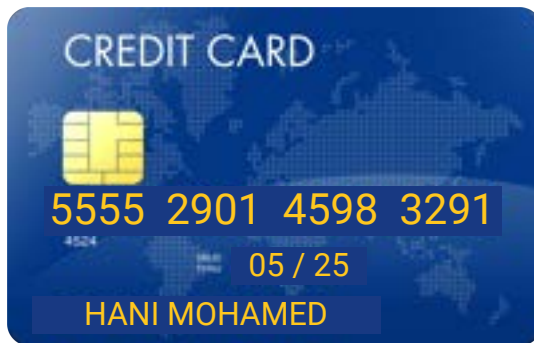
Name

Writing Skill-Building Activity CLB 3/4

Write Payment Information

Instructions

Copy the credit card information into the forms.

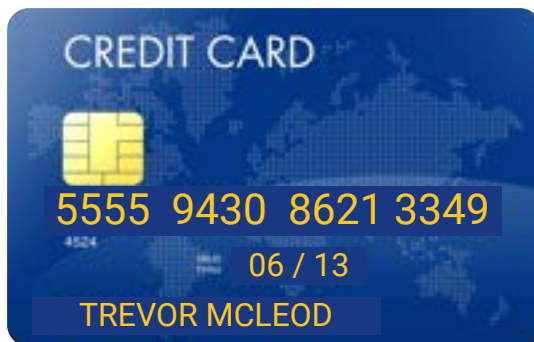


Name on Card:

Number:

Expiry Date:

CVC/CVV:



Name on Card:

Number:

Expiry Date:

CVC/CVV:



Instructions

What do you think of the art? Use the words and phrases to help you write about your opinion.

I love it (strong opinion)

I like it because it is/has...

I like the...

I am not sure if I like it.

I don't really like it because...

I don't like the...

I hate it (strong opinion)

beautiful (strong opinion)

interesting

nice

powerful

confusing

boring

not very nice

ugly (strong opinion)

colours

pattern

animals

person

It makes me feel...

happy

sad

angry

hopeful

peaceful

excited



Artist: Jessica Jerome

My Opinion about the Painting

**Instructions**

Fill in the form. Use your own information.

Indigenous Art Workshops Registration Form

Please print neatly

First Name:		Last Name:	
Date of Birth:			
Address Number:		Street:	
Town/City:		Province:	
Postal Code:			
Home Phone:		Cell Phone:	
Email Address:			

Which class would you like to register for? Circle one:

- Drum making
- Quilling
- Beading
- Painting

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 Jerome, and I am a Mi'kmaw artist. I am two-spirited. I bead, I paint, and I create digital art. Making art gives me peace. My art celebrates the diversity of Mi'kmaw people and culture.

Answer Key

1. c
2. c
3. a
4. b
5. d
6. a



CLB 3 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 the main idea *(Question 4)*
- Understands details *(Questions 1-3, 5, 6)*
- Recognizes module vocabulary *(Questions 2, 3, 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 the artist's first name?
 - a. Jerome
 - b. Jennifer
 - c. Jessica
 - d. Jane
2. What First Nation is she?
 - a. Moncton
 - b. Nova Scotia
 - c. Mi'kmaw
 - d. Indigenous
3. Is she two-spirited?
 - a. Yes
 - b. No
4. Why does she say she makes art?
 - a. It's her job.
 - b. It gives her peace.
 - c. It is creative.
 - d. It is fun.



5. Name three kinds of art she makes.
 - a. drawing, painting, and digital art
 - b. carving, beading, and painting
 - c. painting, digital art, and carving
 - d. beading, painting, and digital art

6. What does her art celebrate?
 - a. the diversity of Mi'kmaw people and culture
 - b. the arrival of European people in Canada
 - c. animals and spirits
 - d. parents and children

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. I am a Mi'kmaw and I am two-spirited. That means that I have both a male and female spirit inside me. I am married, and my wife and I have two sons.

I am an artist and a book illustrator. I bead, paint, and I create digital art. Making art gives me peace. The art celebrates diversity of Mi'kmaw people and culture, and it is a way to teach Indigenous culture to the next generation.

Answer Key

1. c
2. c
3. a
4. a
5. a
6. a
7. b
8. d
9. d
10. a



CLB 4 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 the main idea | <i>(Questions 7, 10)</i> |
| • Understands details | <i>(Questions 1-3, 5, 6, 8, 9)</i> |
| • Recognizes module vocabulary | <i>(Question 2, 3, 4, 8)</i> |
| • Infers some information | <i>(Question 6, 9)</i> |

Result

Your score: /10

Not Yet / Almost There / Successful

Minimum of 7/10 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 the artist's first name?
 - a. Jerome
 - b. Jennifer
 - c. Jessica
 - d. Jane
2. What First Nation is she?
 - a. Moncton
 - b. Nova Scotia
 - c. Mi'kmaw
 - d. Indigenous
3. Is she two-spirited?
 - a. Yes
 - b. No
4. What does two-spirited mean?
 - a. She has a male and female spirit inside her.
 - b. She is from a mixed Indigenous and European background.
 - c. She is an Elder.
 - d. She is a mother.
5. Is she married?
 - a. Yes
 - b. No



6. Is she a mother?
 - a. Yes
 - b. No

7. Name two jobs she does.
 - a. She is a painter and a beader.
 - b. She is an artist and book illustrator.
 - c. She is an artist and a business woman.
 - d. She writes and illustrates books.

8. Name three kinds of art she makes.
 - a. drawing, painting, and digital art
 - b. carving, beading, and painting
 - c. painting, digital art, and carving
 - d. beading, painting, and digital art

9. Why does she say she makes art?
 - a. It's her job and she teaches the next generation.
 - b. It teaches her culture to the next generation and it is creative.
 - c. It is creative and it gives her peace.
 - d. It gives her peace and teaches her culture to the next generation.

10. What does her art celebrate?
 - a. the diversity of Mi'kmaw people and culture
 - b. the arrival of European people in Canada
 - c. animals and spirits
 - d. parents and children

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 3 learners will use shorter sentences with some control over basic grammar and little or no connected discourse.

"This is a painting. It has lots of colour, like red and blue and green. It's a woman. I see a feather. I like the painting. It has so many colours."



CLB 3 Speaking Assessment

Name: _____ **Date:** _____

Task: Describe a work of Indigenous art

Competency: 4 - Sharing Information

Instructions: Look at the painting. Describe what you see. Say what you like or don't like about the painting.

You can describe a painting.	Yes	No
You can express your opinion.	Yes	No
• Uses 4-5 sentences	/4	
• Uses module vocabulary	/2	
• Uses short, simple sentences	/2	
• Has some control over basic grammar	/2	
TOTAL	/10	

Result

Your score: /10

Not Yet / Almost There / Successful

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

Action-Oriented Feedback

Instructions

1. Look at the painting. Describe what you see.
2. Express an opinion. Do you like the painting? Why or why not?



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 4 learners will use some longer, compound sentences and will use connecting language.

"This is a painting from an Indigenous artist. It has lots of colours and designs, like red and blue and green. There are also some symbols. I can see a woman, and I can see a feather. She has designs inside her. I really like the painting because it has so many colours. I also like it because the woman is looking at me."



CLB 4 Speaking Assessment

Name: _____ **Date:** _____

Task: Describe a Work of Indigenous art

Competency: 4 - Sharing Information

Instructions: Look at the painting. Describe what you see. Say what you like or don't like about the painting.

You can describe a painting.	Yes	No
You can express your opinion.	Yes	No
• Uses 5-7 sentences	/4	
• Uses module vocabulary	/2	
• Uses some compound sentences	/2	
• Has adequate control over basic grammar	/2	
TOTAL	/10	

Result

Your score: /10

Not Yet / Almost There / Successful

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

Action-Oriented Feedback

Instructions

1. Look at the painting. Describe what you see.
2. Express an opinion. Do you like the painting? Why or why not?



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. bone, glass, or plastic
4. paper, stone, or leather
5. Yes
6. No
7. Yes
8. Yes
9. Yes
10. b, d, a, c (left to right, top to bottom)



CLB 3 Reading Assessment

Name: _____ **Date:** _____

Task: Read an Article about Indigenous Art

Competency: 4 - Comprehending Information

Instructions: Read the text. Answer the questions.

- Understands the purpose *(Question 1)*
- Identifies specific information *(Questions 2-10)*
- Understands module vocabulary *(Questions 1-4, 10)*

Result

Your score: /10

Not Yet / Almost There / Successful

Minimum of 7/10 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 many different kinds of art. Indigenous art includes:



- Carving: an artist shapes wood, stone, bone, or antler into art.



- Painting: an artist uses coloured paint on paper, stone, or leather.



- Beading: an artist uses small beads made of bone, glass, or plastic, to make a pattern or picture.



- Quilling: an artist uses the quills of a porcupine to decorate baskets and clothing.

Today, Indigenous artists create art from both traditional and modern materials. Some modern materials are fabric, metal, plastic, and glass. Indigenous artists often use images of people and animals. They also use figures from their stories and beliefs.

Instructions

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



1. Name 4 kinds of Indigenous art.

2. Artists can carve stone.

a. Yes

b. No

3. What are beads usually made of? Circle 3.

bone porcupine quill

stone paint

leather plastic

glass fabric

4. Name 3 things Indigenous artists paint on.

5. Artists use beads to make pictures.

a. Yes

b. No



6. Indigenous artists only do traditional art.
a. Yes
b. No
7. Indigenous artists use images of animals.
a. Yes
b. No
8. Indigenous artists today also use modern materials.
a. Yes
b. No
9. Indigenous artists use figures from stories and beliefs.
a. Yes
b. No
10. What kind of art is this? Write the correct type of art by the correct picture.

a. carving

☐☐

b. painting

c. beading

d. quilling

☐☐

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. bone, glass, or plastic
4. paper, stone, or leather
5. Yes
6. Haida: totem poles; Cree: painted buffalo hides; Huron: clay pottery
7. Because they did not have any cedar trees. *or* Because they made art from the natural materials in Manitoba. (answers will vary)
8. b, d, a, c, e (left to right, top to bottom)
9. No
10. Yes
11. Yes
12. They use images of people, animals, and figures from their stories and beliefs.
13. b, d, a, c (left to right, top to bottom)
14. Answers will vary but should state a kind of Indigenous art and explain their opinion about it.



CLB 4 Reading Assessment

Name: _____ Date: _____

Task: Read an Article about Indigenous Art

Competency: 4 - Comprehending Information

Instructions: Read the text. Answer the questions.

- Understands the purpose (Question 1)
- Identifies specific information (Questions 5-14)
- Infers some meaning (Questions 7, 9)
- Compares simple information (Questions 6, 8)
- Understands module vocabulary (Questions 1-8, 10, 12, 13)

Result

Your score: /14

Not Yet / Almost There / Successful

Minimum of 10/14 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 many different kinds of art. Like in all cultures, Indigenous art in Canada has changed over time. Indigenous art includes:



- Carving: an artist uses different tools to shape wood, stone, bone, or antler into art.



- Painting: an artist uses coloured paint on paper, stone, or leather.



- Beading: an artist uses small beads made of bone, glass, or plastic, to make a pattern or picture.



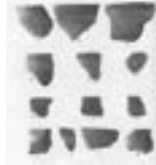
- Quilling: an artist uses the quills of a porcupine to decorate baskets and clothing.

Indigenous Peoples used the materials found where they lived to make traditional art. For example:

- The Haida People in British Columbia carved totem poles out of large cedar trees.
- The Cree People in Manitoba painted on leather hides from buffalo.
- The Huron People in Ontario made pottery out of clay.



painted buffalo hide



clay pottery



totem pole

Today, Indigenous artists create art from both traditional and modern materials. Some modern materials are fabric, metal, plastic, and glass. Indigenous artists often use images of people, animals, and figures from their stories and beliefs.

Instructions

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



1. Name 4 kinds of Indigenous art.

2. Artists can carve stone.

- a. Yes
b. No

3. What are beads usually made of? Circle 3.

- | | |
|---------|-----------------|
| bone | porcupine quill |
| stone | paint |
| leather | plastic |
| glass | fabric |

4. Name 3 things Indigenous artists paint on.

5. Artists use beads to make pictures.

- a. Yes
b. No



6. Match the Nation with the traditional art.

- | | |
|-----------------|-----------------------|
| a. Haida People | clay pottery |
| b. Cree People | totem poles |
| c. Huron People | painted buffalo hides |

7. Why didn't the Cree People of Manitoba carve totem poles?

8. Match the word to the correct picture.

a. porcupine quill



b. glass bead

c. antler

d. buffalo

e. cedar tree



9. Indigenous artists today only do traditional art.

- a. Yes
- b. No

10. Indigenous artists use figures from stories and beliefs.

- a. Yes
- b. No



11. Indigenous artists today also use modern materials.

- a. Yes
- b. No

12. What images do Indigenous artists often use in their art?

13. What kind of art is this? Write the correct type of art by the correct picture.

a. carving

☐☐

b. painting

c. beading

d. quilling

☐☐

14. What kind of art in this article do you like best? Why?

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 3 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 date	/1	
• Uses the correct format for telephone number and address	/2	
• Selects the correct choices	/2	
• Has developing control of capitals and punctuation	/2	
• Writes legibly	/1	
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 Henry Miller

Born October 18, 1989, in Toronto, Ontario

12-143 Broadway Avenue

Victoria, B.C.

M2P 4L8

902-555-6183

David would like to register for Beading on Tuesday evenings.

Indigenous Art Workshops Registration Form

Please print neatly

First Name:		Last Name:	
Date of Birth:		Phone Number:	
Address Number:		Street:	
Town/City:		Province:	
Postal Code:			

Which class would you like to register for? Circle one:

- Drum making
- Quilling
- Beading

Choose your day and time. Circle one:

- Monday 7:00 pm
- Tuesday 3:00 pm
- Tuesday 7:00 pm
- Friday 1:00 pm
- Saturday 10:00 am



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 4 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 date	/1	
• Uses the correct format for telephone number and address	/2	
• Selects the correct choices	/2	
• Has adequate control of capitals and punctuation	/2	
• Writes legibly	/1	
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 Henry Miller

Born October 18, 1989, in Toronto, Ontario

12-143 Broadway Avenue

Victoria, B.C.

M2P 4L8

Home: 902-555-6183

Cell: 902-555-9912

davidhmillar@exampleemail.ca

David would like to register for Beading on Tuesday evenings.

He will pay with his credit card: 5555 2391 8451 4029

CVC: 591

Indigenous Art Workshops Registration Form

Please print neatly

First Name: Last Name:

Date of Birth:

Address
Number: Street:

Town/City: Province:

Postal Code:

Home Phone: Cell Phone:

Email Address:

Which class would you like to register for? Circle one:

- Drum making
- Quilling
- Beading

Choose your day and time. Circle one:

- Monday 7:00 pm
- Tuesday 3:00 pm
- Tuesday 7:00 pm
- Friday 1:00 pm
- Saturday 10:00 am

Payment

Circle one:

- Cash Cheque Credit Card

Name on card:

Number:

CVC/CVV:



Reflection Tasks



Reflection Task: Indigenous Art in Canada

Instructions

Think about what you learned in this module. What can you do now? Answer the questions.

Check one:

I can use words about art.

☐

No

☐

With Help

☐

Yes

I can listen to an introduction.

☐

No

☐

With Help

☐

Yes

I can describe a work of art and express my opinion.

☐

No

☐

With Help

☐

Yes

I can read an article about Indigenous art.

☐

No

☐

With Help

☐

Yes

I can fill in a registration form for an art workshop.

☐

No

☐

With Help

☐

Yes

What is the most important thing you learned in this module?



Transcripts



Listen to Language About Art (Read by instructor)

page 19

1. The painting has a lot of red.
2. The picture uses lots of blue.
3. The beads are yellow and orange.
4. The quills are white and brown.
5. It's a carving of bears.
6. The painting has a circle.
7. The beads make a beautiful pattern.
8. The quills are from a porcupine.
9. The whale is blue.
10. The eagle is brown.
11. The buffalo is brown.
12. The raven is black.

Match the Description to the Art (Read by instructor)

page 21

1. It is a painting. There is blue, red, and yellow. There is a bear and a child.
2. It is a knife and sheath. The sheath has quilling. It has a pattern.
3. It is a carving. It is stone. It has two faces.
4. It is a hat with beading. It is green. The beads are in the shape of leaves.

Listen to Descriptions of Paintings

(Read by instructor)

page 95

1. This painting is dark blue and green. It is under water. It has three white whales with patterns inside.
2. This painting has many colours. It has a blue horse with a wild black mane.
3. This painting has two people. They are kissing. The painting has red, orange, and green.
4. This painting is purple. It has a circle. It has an eagle.

Listen to Introductions

(Click [here](#) to listen)

page 23

1. My name is Angela Sinclair. I am a Cree artist. I paint and I quill. I like to paint images of animals, such as bears, ravens, and eagles.
2. My name is Thomas Desroches. I am Algonquin First Nation. I am an Indigenous artist. I carve wood and stone. I like to carve images of animals.
3. I am Jason Rogers. I am Inuit. I live in Nunavut, and I am an artist. I carve stone, and I paint. I like to carve images from the stories my grandmother told me.
4. My name is Leah Salay. I am a Mi'kmaw artist. I live in Nova Scotia. I bead and quill. I like to make patterns with lots of colours.

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

page 24

Terry: Hi, my name is Terry.

Anna: Hi, Terry. My name is Anna.

Terry: It's nice to meet you.

Anna: It's nice to meet you, too. Is this your painting?

Terry: Yes. It's my painting.

Anna: I love it! I love all the colours.

Terry: Thank you!

Anna: Is that a raven?

Terry: Yes. It's a raven. When I was a boy, my grandfather told me stories about the raven.

Answer Key



Listen to Language about Art page 19	1. red 2. blue 3. yellow and orange 4. white and brown 5. bears 6. circle 7. beads 8. porcupine 9. whale 10. eagle 11. buffalo 12. raven
Match the Description to the Art page 21	top to bottom, left to right: 4, 2, 3, 1
Listen to Descriptions of Paintings page 22	top to bottom, left to right: 4, 1, 2, 3
Listen to Introductions page 23	1. Cree / paint and quill 2. Algonquin / carve / animals 3. Inuit / Nunavut / carve 4. Mi'kmaw / patterns
Skill-Using Task: Listen to a Dialogue with an Artist page 24	1. c 2. b 3. b 4. a 5. c 6. a

Find Topics and Examples in Articles about Art page 38	Topic: Cree traditional art Examples: painting on buffalo skin, decorating clothing with beads, sewing porcupine quills on to clothing Topic: Bill Reid's art Examples: carving wood, making jewellery, making sculptures, art on the \$20 bill Topic: Colours in The Kiss Examples: dark red, orange, yellow, bright green Topic: Materials for carving Examples: wood/tree, stone, bone, antlers
Understand Art Vocabulary page 40	top to bottom, left to right: quill, bead, stone, buffalo, pottery, carve, bone, totem pole, digital art, antler
Read a Description of Art page 42	1. Jessica Jerome 2. Digital art 3. dark blue, green, and white 4. whales 5. answers will vary 6. answers will vary
Skill-Using Task: Jessica Jerome: A Mi'kmaw Artist page 44	1. a, d 2. b, d, e 3. c 4. a 5. b 6. b 7. a 8. c

Copy Contact Information page 48	Mumford Community Centre 96 Haver Street Moncton, New Brunswick N9T 2K5 (904) 555-3250 jenriley46@sample.ca Indigenous Art Space 341-1612 First Avenue Vancouver, B.C. (British Columbia) T1L 0R3 (406) 555-8231 quilling@sample.ca Indigenous Cultural Centre 2-417 Broadview Street Brandon, Manitoba R2B 9P3 (204) 555-9332 beadingwithryan@sample.ca Ryeland School 4593 Watson Rd. Regina, SK (Saskatchewan) P2K 1H8 (351) 555-8323 digitalart@sample.ca
Edit Contact Information page 51	Cree Cultural Centre 426 Main St. Winnipeg, MB R3K 1M3 (204) 555-1209 Mi'kmaw Culture and Arts Centre 327-1402 Gottingen Street Halifax, Nova Scotia B2K 6P3 (902) 555-4867 Haida Arts Centre 8712 Addison Avenue Prince George, B.C. V1L 9M9 (906) 555-2148

Write Payment Information page 52	Hani Mohamed 5555 2901 4598 3291 05/25 945 Trevor McLeod 5555 9430 8621 3349 06/13 024
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