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| **Unit Theme Overview:** Indigenous Art Supplement | **Links to resources:** | **Dates (weeks):** Varies |
| **Subject Area:** Art, ADST | * Resource Package (Handouts) |
| **Topic Theme:** Indigenous Art | * [Stencil/Model Template](https://www.tinkercad.com/things/39L9m9rdgHh) | **Time per Lesson:** Varies |
| **Grade:** 6, 7, 8 | * [Ovoid Template](https://www.tinkercad.com/things/ai122wLAR11) (Extra) |
| **Major Learnings:** See Curricular Competencies | * Indigenous Art Supplement Video | **Lessons per weeks:** Varies |
| * [“Perpetual Salish” Coast Salish Design Elements Templates](https://legacy.uvic.ca/gallery/salishcurriculum/art-project/coast-salish-design-elements-templates/) |

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| **Curricular Competencies** | **Non-ADST Content** | **Unit Chunks/Lessons** | **Resources per Chunk/Lesson** |
| * **(Art 6)** Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making. * **(Art 7)** Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. * **(Art 8)** Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences. * **(ADST 8)** Identify and use appropriate tools, technologies, and materials for production. * **(ADST 8)** Make a plan for production that includes key stages, and carry it out, making changes as needed. * **(ADST 8)** Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task. * **(ADST 8)** Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use. | * Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works. * Ethical considerations and cultural appropriation related to the arts. * Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment variables. | **Unit Body:**   1. Brainstorm work: drawing or model ideas. 2. Create sketch of model or drawing with pencil & paper. 3. Scan the sketch to create a digital image. 4. Edit/clean the image if needed, then create a Scalable Vector Graphic (SVG) version using a converter. 5. Import the SVG file into Tinkercad, thereby creating a model for drafting. 6. Scale and manipulate the draft as needed, depending on the intended use. 7. Export the design. 8. Slice and Print the design. 9. Test and use the printed design. | **Unit Body:** Use Resource Package & Links.   1. Page 2. 2. Page 2, or blank paper. 3. Page 3. Demonstration recommended. 4. Pages 3. Demonstration recommended. 5. Page 3, 4. Demonstration recommended. 6. Page 4. Demonstration recommended. 7. Page 5. 8. Teacher task. |