

## “Indigenous Expressions”

### Common Core State Standards:

**SL.8.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.



### SD Visual Arts Standards:

**6-8.VA.Cr.2.3** -Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.

**6-8.VA.Re.7.1** Identify and explain how an individual's aesthetic choices are influenced by culture, environment, and how their artwork is perceived by others.

**6-8.VA.Re.7.2** Analyze contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

**6-8.VA.Cn.10.1** Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity.

**6-8.VA.Cn.11.1** Analyze different ways art is used to represent, establish, reinforce, and reflect group identity.

**Anchor Standard 11: K- 12.Cn.11** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### OSEU:

**ESSENTIAL UNDERSTANDING 1:** The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

**ESSENTIAL UNDERSTANDING 2:** There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

**Lesson:** (go to Prezi at [http://prezi.com/hlokzxvlop/c/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/hlokzxvlop/c/?utm_campaign=share&utm_medium=copy&rc=ex0share) )  
Begin with the definition of Indigenous...

### Questions:

- Have you heard this word before? Where?
- What does it mean to originate or occur naturally in a particular place?
- How does that relate to the term, “native”?

View the video “**How Does Aboriginal Art Create Meaning?**” (in Prezi or at <https://youtu.be/mQi1NMh9CvA> )

- Pause the video at the opening screen to ask: What does “Aboriginal” mean? Whom do you think this is about?
- How is Art like a written language?
- How does “Aboriginal” or “Indigenous” Art show a connection with the Land? Why might that be unique to Indigenous Art?
- In what ways did the people of the Oceti Sakowin use art to document history? Can you think of some?
- What similarities do you see between Oceti Sakowin Art Expression and Aboriginal Art Expression?

If there is time, watch video about the UN's protection of Indigenous People (in Prezi or at <http://www.survivalinternational.org/films/ilo169> ) and discuss.

### Read: The Dreamtime (An Aboriginal Origin Story) and The Emergence (A Lakota Origin Story)

Questions:

- What similarities do you see in these two stories?
- What differences are there?
- What do these origin stories tell us about the people?

### Read: The Aboriginal story of the origin of the Didgeridoo and The Lakota story of the origin of the Flute

Questions:

- What similarities do you see in these two stories?
- What differences are there?
- What do these origin stories tell us about the people?
- What do these stories tell us about the place of music and/or art in the lives of these people?



Watch the performance of Ash Dargan (Aboriginal Didgeridoo artist) and Evren Ozan (Native American Flute artist) as inspiration for creating phase in painting didgeridoos. Let students respond to performance. View images of Aboriginal design and Lakota design. Distribute "Aboriginal Design" handout as a reference

for students as they work. Distribute pvc pipe didgeridoos ready for painting and design work and use the rest of the class time for students to plan their design approach or to begin painting. Play selections from Ash Dargan's **Breath of Man** album while students work. Find this album on iTunes at <https://itunes.apple.com/au/album/breath-of-man/id160954859> or stream on Spotify at [https://play.spotify.com/album/63WgDI4xMS2xY6znWRL0VX?play=true&utm\\_source=open.spotify.com&utm\\_medium=open&play=true](https://play.spotify.com/album/63WgDI4xMS2xY6znWRL0VX?play=true&utm_source=open.spotify.com&utm_medium=open&play=true)

If possible, have examples of traditional wood didgeridoos, and demonstrate how to play them.

Instructions for making pvc didgeridoos are included below. When we did this, we simply cut the pvc, sanded the ends, and spray-painted them flat black as a good base for the Aboriginal Dot Art approach. Students can decorate using Aboriginal designs and motifs OR Lakota designs and motifs OR any way they want. They should be ready to share with the other students why they make the choices they make, and to clarify if their design choice taps into some shared or personal history of their own.

