

Lesson Plan: Ojibwe Floral Painting

Grade level: 4-12



Duration: 4-5 class periods

Media Type: paper, paint

Subject Integration or Collaboration: Science / Social Studies

Objective: To create an floral painting inspired by Anishinaabe artwork

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

Black construction paper, pencils, tempera paint

Day 1:

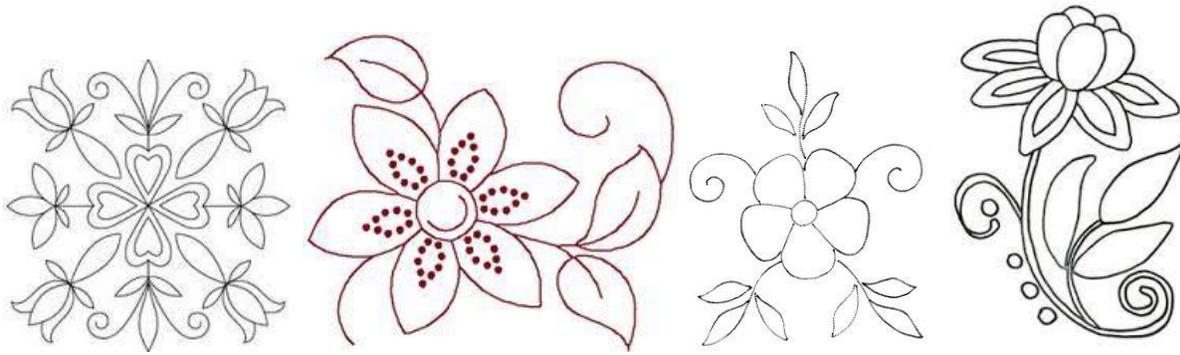
Share the following *Making It Up North* video with students:

<https://makingit.wdse.org/watch/heart-berry-thrives> (10:28)

Discussion Questions:

What is the name of Sarah's business? What are fiddleheads? What does Sarah mean by 'medicines and foods'? What is Ojibwe floral? How did Sarah's business start? What does the word **thrive** mean? If you could create your own business, what would it be?

Give students a piece of black construction paper about 9" x 12". Have students sketch out Ojibwe floral designs with a pencil. Paper hand-outs of Ojibwe floral reproductions can be used for students to refer to while drawing, or students can look up their own designs online.



Students fill their paper with pencil drawings, and paint their designs when ready. Students may want to use different sizes of brushes to complete their artwork. Students may also want to use a dot technique when filling in their shapes/spaces. (See additional dot painting information below--Artist Christi Belcourt)

Day 2-4:

Students begin/continue the painting process. Encourage students to take their time, enjoy the process, and think about the plant information presented.

Day 5:

Students finish their Ojibwe floral design paintings.

Extensions:

- Students present their finished work to their peers. Students share their ideas and processes when creating their work.
- [Native Report--Ojibwe Florals](#) (video: 6:15) Sarah Agaton Howes discusses her beadwork and how she became inspired to create
- [Artist Christi Belcourt--video](#) (11:04) Christi discusses her work and many plants that inspire her paintings
- <https://www.heartberry.com>
- **Further discussion:** Why were Indigenous medicines and foods outlawed in the past?
- Which other cultures also paint using dots?
- Book: *Medicines to Help Us* by Christi Belcourt: [Link to book](#)

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

[National Standards for Visual Arts link](#)

Sample Standards:

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

[Minnesota Family and Consumer Science Framework link](#)

Sample benchmarks:

Minnesota Frameworks: 1. Students demonstrate knowledge and skills necessary for success in further education, career and life.

MMSFACS1.1.5 Family, career, community, and global connections

MMSFACS1.1.3 Aptitudes, abilities, interests, motivations