



Andrea Fritz, Aboriginal Artist

Lyackson Nation, Coast Salish

Andrea is an artist who was guided by Victor Newman at Blanshard Elementary and continued as his student through to Grade 12 and beyond:

"I see sharing my knowledge of art in the school district as a way of giving back for this lifelong passion I gained from Mr. Newman. I have already been in a number of schools in the district and my program is for all students, teaching them the role art plays in Aboriginal culture. My hope is that this will instill a lifelong appreciation of West Coast Aboriginal art and that that appreciation grows into a deeper connection with their fellow Aboriginal Canadians."

Primary Grades K-5 Lesson Plan: 30 minute classes

- Demonstrate and introduce the basic shapes and then move into combining these shapes to create more complex designs.
- Start each class with a word for them to learn from my Hul'q'umi'num language and the telling of a local Aboriginal legend.
- Engage students in the legends by having them colour head designs of the animals from the stories.
- Have students recount the legend in their own words before colouring the animals.
- Final Project: have students stamp the basic shapes to make their own combination shapes using tempura paint. I ask students to name and identify the basic shapes. By the end of the third class most students can name and identify the ovoid and u-shape and seem proud to know what West Coast Aboriginal art is.

Middle Schools Grades 6-8 Lesson Plan: 45 minutes classes

- Introduce the basic shapes as well as more complicated designs through colouring, tracing and design.
- Read them a legend and have them answer specific questions about the shapes and the moral or teachings in the legend.
- Final Project: have students trace, draw and paint a whole body design of their choice using acrylic paint.

Secondary Schools Grades 9-12 Lesson Plan: 45 minutes classes

- Students will learn about the basic shapes, review other artist's designs and paint each on paper.
- Given sufficient time, I would have students do a final project creating a unique work in acrylic paint on canvas and explain the significance of their design within Aboriginal culture.

For all grade levels, I find it convenient to line up 2 to 3 back-to-back classes at the same school to reach more students.