

# Coast Salish Seasapes Lesson Plan



## Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

### Teaching Artists

Robin Bundi  
Isobel Coney  
Becky Johnston  
Pamela Lee  
Scott Méxcal  
K. Malia Peoples  
Amaranta Sandys

### Classroom Educators

Jennifer Cleverdon  
Adriana Vazquez Jaco  
Clancy Jacobsen  
Jillian Samms

June 2022

Becky Johnston, Arts In Education Partnership Coordinator  
Kristin Tollefson, Director of Education and Diversity, Equity & Inclusion Advancement

The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

# Coast Salish Seascapes Lesson Plan

*Why are the waterways of the Salish Sea region important? How can we protect and care for them?*

Students will use watercolor and mixed media techniques to produce culturally-competent artwork about Coast Salish waterways in this lesson plan that integrates social studies and social emotional learning. They will also explore how artists have turned to the sea as a source of inspiration and social commentary.

## Standards

### Arts

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Creating	Performing/Presenting/Producing	Connecting
Generate and conceptualize artistic ideas and work (Anchor Standard 1)  Organize and develop artistic ideas and work (Anchor Standard 2)  Refine and complete artistic work (Anchor Standard 3)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Anchor Standard 11)

## Social Studies

This lesson plan addresses the following Washington State Social Studies Learning Standards. For grade-specific performance standards, refer to OSPI.

Geography	History	Civics
<p>Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface (G1)</p> <p><i>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</i></p>	<p>Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events. (H1)</p> <p><i>1.4.3 Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.</i></p>	<p>Understands the purposes and organization of tribal and international relationships and U.S. foreign policy (C3)</p> <p><i>C3.4.1 Recognize that tribes have lived in North America since time immemorial.</i></p>

## Social Emotional Learning

This lesson plan addresses the following Washington State Social Emotional Learning Standards. For more information, visit [OSPI](#).

<p>Standard 1 - Self-Awareness</p> <p><i>Individuals have the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.</i></p>	<p>Benchmark 1A</p> <p>Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior</p>
---	---

## Supplies

- [BIMA Art In Action video](#)
- Watercolor paper or white cardstock
- Watercolor set
- Flat paintbrush and/or assorted paintbrushes
- Spray bottle

- Paper towel, water, cup
- Pencils
- Black Sharpies
- Table Salt
- Access to sink/water
- Scrap/writing paper
- Water sounds and speaker (optional)

## Launch

Read "[We Are Water Protectors](#)" by Carole Lindstrom ([author reading and presentation](#))

Show map of [Coast Salish peoples](#) and provide brief background information, highlighting the area from Vancouver Island, Puget Sound, and the Olympic Peninsula.

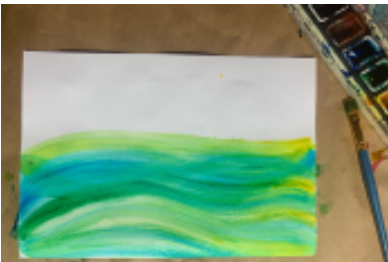
[Describe and show examples of seascape art](#)

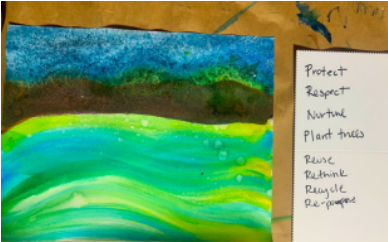
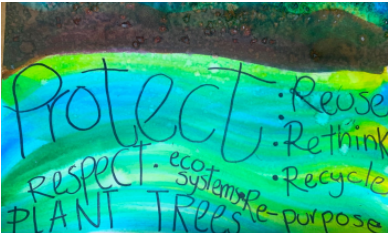
Discuss: What are some examples of how can care for our waterways and the living things that depend on it? What are the little things you can do? How can we live in balance with nature and the fast growth of our city? (*Write some of these ideas on the board.*)

We will be making art that explores our own feelings about the Salish Sea and what we can do to protect it!

## Make

[Watch Art In Action Video](#)

1	<p>Brush your paper with water.</p> <p>Then, starting in the middle of the page, paint curvy lines as if it was water from any part of the Salish Sea. You can use green, blue and yellow and blend the colors.</p>	
2	<p>As you paint, imagine the future of our rivers, creeks, waterfalls, and the ocean. Imagine the flow of living creatures from birds to fish to humans.</p>	

	Dip your paint into brown and imagine and paint some mountains, such as Olympic Mountains.	
Formative Assessment Have all students completed water and mountains?		
3	Decide what area of your painting you want to have a texture (for example, the sky).  Spray water on that area that you want to have a texture and immediately sprinkle salt on it.  Let the salt sit while your watercolor dries.	
Formative Assessment Have students prepared their salt effect and set aside their painting to dry?		
4	On a piece of scrap/writing paper, make a list of some things you want to do to protect our waterways (some ideas: protect urban trees, plant native plants, take short showers, pick up litter, recycle, re-use, re-think).	
5	When paintings are dry, brush off salt.	
6	Transfer your words to your painting with a pencil. Think about using different styles of writing (fonts), or stretching or squishing your letters.  When your words look the way you want them to, trace them with a black Sharpie.	
Formative Assessment Have students transferred their words?		

## Summative Assessment

- Do students have an understanding of why it is important to care for local waterways? Have they expanded their knowledge about Coast Salish peoples and geographical features? What was easy/challenging about this project?

## Wrap-Up

- Class Art Walk – What similarities and differences do you notice in the paintings?