



Strand: Dance  
Level: Grades 7/8  
Content: 45 minute broadcast + hands-on activity

## LIVE Arts: Métis Jigging

Krystle Pederson is a traditional jigger and Métis dance instructor. In Métis Jigging Part 2, Krystle will talk about different styles of fiddle music and how jigging steps are incorporated into other styles of dance. Through demonstrations and practise, students will build on the skills and knowledge gained in Part 1. Krystle will introduce new jigging steps with an emphasis on travelling and working with a partner. She will also demonstrate and share her belief in the importance of community and working together.

*PLEASE NOTE: Métis Jigging Part 2 will build on skills and knowledge from Part 1, which aired in 2015. When you register, you will receive the Part 1 Teacher Guide and instructions on how to view “Part 1” with your students. We recommend that you view part 1 and do the related activities with your students before Part 2 airs on November 8 and 9. If your students participated in “Part 1” last year, it may still be useful to review the steps learned at that time.*

Please see page 3 for **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.

### About the Artists

**Krystle Pederson** is a Cree/Métis Singer, dancer, actor and musician with a remarkable career. Born with the gift of music, she started performing at a young age. Krystle’s list of credits include winning awards in music festivals and competitions, receiving the Sasktel Aboriginal youth awards, co-hosting the National Aboriginal Career Symposium in Ottawa with Evan Adams. She represented the Métis at the 2010 Olympic torch relay in Saskatoon, and in 2001 performed at the National Aboriginal Achievement awards in Edmonton. Krystle is also part of a women’s traditional hand drum group called “Iskwew Singers”, and has travelled with them to Festival Yurame in Mexico. Her acting credits include a supporting role in a Saskatchewan film called “Run, Broken Yet Brave” and the lead in Tomson Highway’s one woman musical “The (Post) Mistress”. Krystle is also an educator and mentor of cultural dance and many forms of beading. Krystle is a well respected leader in her community.

### Curriculum Aims & Goals

#### Creative/Productive:

Students will learn several Red River Jig steps, the Broom Dance, and how to dance in time to the music.

#### Critical/Responsive:

Students will be asked to identify several kinds of Métis fiddle music and dance styles.

#### Cultural/Historical:

Krystle will show students the difference between “old style” and contemporary Métis fiddle music. She will emphasize that the Métis drew from both Settler and First Nations traditions to create their own unique artistic culture.

**Curriculum Outcomes:** [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

**CP7.3**

Create and refine transitions within choreographic forms (e.g., ABBA, narrative).

**CR7.1**

Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.

**CR7.3**

Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.

**CH7.3**

Investigate and identify a variety of factors that influence artists, their work, and careers.

**CH7.2**

Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).

**CP8.2**

Investigate and use choreographic forms (e.g., theme and variations, canon).

**CP8.3**

Choreograph one section of group choreography.

**CR8.1**

Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

## Teacher Guided Pre-Broadcast Activity

Métis Jigging Part 2 will build on skills and knowledge from Part 1, which aired in 2015. When you register, you will receive the Part 1 Teacher Guide and instructions on how to view “Part 1” with your students. We recommend that you view part 1 and do the related activities with your students before Part 2 airs on November 8 and 9. If your students participated in “Part 1” last year, it may still be useful to review the steps learned at that time.

### Broadcast Program (45 min)

#### Presentation 1

Review: Who is Krystle? Who are the Métis?

#### Activity 1: Warm up

#### Presentation 2

Krystle will teach students about old style and new style fiddle music, Métis square dancing and the Broom Dance.

#### Activity 2

Learning a new step and the Broom Dance.

#### Questions/ Wrap Up

If you are watching from a distance text questions to 306.291.7355 to have your questions answered on air!!

#### **Materials and resources for broadcast:**

- Each student will need a broom or stick (hockey stick, broom handle, etc) for activities during the broadcast.
- Students will need a wide open space to practise dance steps. Ideally they should be able to raise their arms to the side and not touch their neighbour, and have plenty of room in front and behind them.

## Teacher Guided Post-Broadcast Activities

As a follow up to the broadcast, select one or more of the following activities to continue your students’ learning.

### **Activity 1: Invent and Combine Steps (30-45 minutes)**

**Play music while students practise!**  
**Krystle recommends the songs listed in the box on the right.**

#### **1. Review safety tips before beginning;**

- Sticks stay on the floor until students are instructed to pick them up
- Sticks stay low (no sticks in the air)
- Always allow space between yourself and a s

#### **Materials/ Resources for Activity:**

- Download two songs from itunes (.99 each):  
“The Chicken Reel” by John Arcand from the album *Dedications*  
“Big John McNeil” by Dallas Boyer from the album *Métis Music Volume 2*
- Computer or media player, speakers
- Students will need enough space to practise dance steps. Ideally they should be able to raise their arms to the side and not touch their neighbour, and have plenty of space in front and behind.
- Each student will need a broom or stick (hockey stick, broom handle, etc).

- Be patient with yourself! Have fun!

## 2. Review steps

Have students stand in a large circle to review what they learned during the broadcast.

- How many jigging steps can the class remember? Have students demonstrate and have the whole group try. (for example horse step, basic step, skipping, cross-skipping, bunny, scissors, double step)
- Who remembers the Broom Dance? Have students demonstrate and have the whole group try.

## 3. Create new steps with the broom

Much like the Métis drew inspiration from various settler and First Nations cultures to create the Red River Jig, students can use their own knowledge and experiences to create new steps for the Broom Dance.

- Spend a few minutes brainstorming with the class. What could serve as inspiration for the creation of new steps with the broom? (Plants, animals, machines, etc).

*\*\*\*\* Remind students how to be safe with the broom. Rules: Broom stays low, keep your distance from other students.*

Play music and give students some time to develop their own broom moves. Students may work individually or in pairs.

- Krystle recommends the Chicken Reel and Big John McNeill (see box on previous page)  
OR

if you prefer, ask students to choose a contemporary song and try jigging and broom dancing to popular music!

- Once students have developed a new move, bring them back to the large circle. Ask them to move to the center one at a time to share their new steps with the class. Remember that jigging is a way to have fun and learn together!

## 4. Combine steps

Break class into groups of 4. Ask students to teach the members of their group their step. Then ask students to work together to combine the steps to create a short dance. Once students have had time to practice, ask each group to present their dance to the class.

## Activity 2: Métis Fiddle Music Listening Activity

Listen to audio excerpts and watch videos of fiddle music from different musicians. These videos are from Virtual Museum of Métis History and Culture:

<http://www.metismuseum.ca/browse/index.php?id=45> )

John Arcand

<http://www.metismuseum.ca/browse/index.php/939>

Angus Beaulieu plays fiddle with Herb Lafferty and Leandre Beaulieu, who accompany him on guitar. <http://www.metismuseum.ca/browse/index.php/191>

Emile Lavallee plays a tune, accompanied by Gilbert Anderson on guitar

<http://www.metismuseum.ca/browse/index.php/230>

Students can respond to the music by following a process of critical thinking. (From “Responding to Arts Expressions”

**Stage 1: First Impressions** – Students describe their immediate reactions to the piece.

**Stage 2: Description** – Students list everything they see and hear.

**Stage 3: Analysis** – Students discuss the artist’s use of the elements, principles, materials, and concepts specific to the art form. Some questions that could be asked are:

- How is the musician using the elements or principles that we have been learning?
- What grabs your attention in the work?
- Do you see any connections between or among the things you listed during the description stage?
- What do you think the musician worked particularly hard at while he or she did this work?
- What “qualities” do you hear or see in this work (e.g., strong repeated rhythm, rapid pace, etc.)

**Stage 4: Interpretation** – Students share their own perspectives, associations and experiences.

Some questions that could be asked are:

- What do you think is the theme or subject of the work (if there is one)? How does the title of the song connect to the music?
- Why do you think the composer created this work?
- What does the work mean?
- In your opinion, what is the musician’s view of the world?

**Stage 5: Background Information** – Students find out as much about the musician and music style as they can. Students may choose to research these musicians or other musicians in more detail.

**Stage 6: Informed Judgment** - Students use the information they have learned about the music and reflect on how their thoughts and feelings about the musical pieces have changed throughout the process. They may want to select one of the pieces and explain why this piece stands out for them and what they have learned about it.

### **Additional activity**

*Note: While several of the following resources have been evaluated by teachers and recommended for use in schools, some have not been formally evaluated. Teachers are advised to preview all videos, music lyrics and other resources listed below before using with students.*

**Métis Dances Kit: Kindergarten to Grade Nine. 2nd ed.** (Appropriate for Grades 5 and 6)

Authors: Saskatchewan Education

\* Available in school libraries or portions are available on-line

<http://www.metismuseum.ca/browse/index.php/208>

(SK, FNMI) In recognition of Métis contributions to the province, Saskatchewan Education, with the assistance of an Advisory Committee, produced the Métis Dances Kit. The kit contains two audiocassette tapes that provide music by Saskatchewan musicians, and a

teacher handbook that has instructions and illustrations on Métis dances. The history of Métis dancing and the type of clothing worn are also included. Some of the dances are posted on the website of the Gabriel Dumont Institute of Native Studies and Applied Research at <http://www.metismuseum.ca/browse/index.php/208>. Either QuickTime or Windows Media Player is required to view the videos.

One copy was sent to each Elementary and Middle Level Saskatchewan school in 1990.

Note: This resource supports the Grade 4 focus “Saskatchewan Voices” and has also been recommended to support the renewed physical education curriculum at the Kindergarten to Grade 9 levels.

## Recommended Resources

### Resources for classroom use

#### Dance

##### **Steps in Time: Métis Dances**

(CORE, SK, FNMI) The video Steps in Time: Métis Dances teaches three Métis dances: Duck Dance, Fancy Jig, and Rabbit Dance.

<http://www.metismuseum.ca/browse/index.php/208>

<https://gdins.org/product/steps-in-time-ii-metis-dance-instruction/>

##### **Dancing in My Bones / La Daans daan Mii Zoo** (Grades 3-5)

Authors: Burton, Wilfred and Patton, Anne

(SK, FNMI) Written in English and Michif, this sequel to Fiddle Dancer focuses on a young Métis boy named Nolin as he experiences his first moose hunt with Moushoom, survives yucky mushy kisses from his aunts, dances his first solo jig at a family New Year’s celebration, and most importantly – realizes that he has dancing in his bones! Multicoloured vivid illustrations enliven the rich text. The book includes a glossary and a recipe for tourtière. An accompanying compact disc includes English and Michif narration of the story and music for the “Red River Jig,” the “Isbister Jig,” and “Emma’s Memorial Waltz.”

Fiddle Dancer is also recommended on this list of core learning resources.

Note: This resource supports the Grade 4 focus “Saskatchewan Voices.”

##### **Fiddle Dancer / Li Daanseur di Vyaeloon** (Grades 3-5)

Author: Burton, Wilfred and Patton, Anne

Illustrator: Racette, Sherry Farrell

Translator: Fleury, Norman

(SK, FNMI) Written in English and Michif, this prequel to Dancing in My Bones focuses on a young Métis boy named Nolin as he spends New Year’s Eve and Day with Moushoom. During this visit, they attend a community dance where Moushoom shows off his fancy jig steps. Later, Moushoom explains to Nolin why he has dancing in his bones, and he invents the bannock jig as he removes his homemade hot bannock from the oven. Moushoom also teaches Nolin some jig steps. Brightly coloured illustrations complement this touching story of a loving relationship between a grandparent and grandchild. The book includes a glossary of Michif words and a recipe for bannock.

An accompanying compact disc includes English and Michif narration of the story. Dancing in My Bones is also recommended on this list of core learning resources. Note: This resource has also been recommended to support the English language arts and social studies curricula at the Elementary Level.

## Music



### **Drops of Brandy and Other Traditional Métis Tunes: Volume Two**

(SK, FNMI) On two compact discs, Volume Two of Drops of Brandy offers a comprehensive collection of traditional Métis fiddle tunes. It features accomplished Métis fiddlers including John Arcand, Mel Bedard, Hap Boyer, Ed Lafferty, Richard Lafferty, Garry Lepine, and Homer Poitras.

The accompanying book Drops of Brandy: An Anthology of Métis Music contains biographies, archival and contemporary photographs, sheet music, stories about the fiddle, and a history of each fiddle tune featured in the collection.

A companion book of music to support the compact disc is available.

## Métis Culture and Traditions

### **Turtle Island Voices** (Grades 1-8)

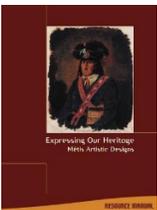
Turtle Island Voices is a series of books that honour the histories, cultures and worldviews of Canada's Aboriginal communities. There are a number of books in the series that can be used to support teaching about the Métis culture. These books are in both English and French and have a range from grade 1 to grade 8.

Primary: The Sash, Time to Celebrate,

Intermediate: The Gift of the Red River Jig, Making Music, Let's Dance,

Senior: In Tune, Our Voices

<http://canada.turtleislandvoices.com/>



### **Expressing Our Heritage: Métis Artistic Designs**

Authors: Troupe, Cheryl

(CORE, SK, FNMI) Touted as the first synthesis of traditional Métis clothing to date, this kit offers 50 high-quality colour study prints that portray the diversity of traditional Métis culture. On the back of each print is valuable information about that particular visual. These prints and the accompanying teacher's resource provide support material for the instruction of Métis

history and culture, as well as archival research materials for students. The teacher's resource offers extensive background reading and units of study with themes and topics that could be adapted to support various curricula. Included are a table of contents, a glossary, Michif language translations, a section of attractive maps, and a bibliography. Note: This resource supports the Grade 4 focus "Saskatchewan Voices."

## **Additional Resources for Teachers**

### **Gabriel Dumont Institute Virtual Museum of Métis History and Culture**

This is a comprehensive website that chronicles traditional Métis history and culture. It contains a wealth of primary documents as well as visual, audio and video files.

This link below is to the Music and Dance collection on the website. You can find many Métis music and dance resources to extend students' learning about the Métis culture.

<http://www.metismuseum.ca/resource.php/02316>

### **Métis Legacy II (Adult Book)**

By Lawrence Barkwell, Leah M. Dorion, and Audreen Hourie

Michif is more than a language. It is both a worldview and a name for a people. This timely book, the second volume of The Metis Legacy Series, delineates traditional Michif culture including: folklore, storytelling, medicines, and healing traditions, spirituality, transportation systems, housing, clothing, and family structures. Co-published with Pemmican Publications, this resource is an indispensable companion for all those interested in knowing more about the Michif worldview and culture.

Available for purchase here;

<https://gdins.org/product/metis-legacy-ii-michif-culture-heritage-and-folkways/>

### Métis Artists

Maria Campbell (author, playwright)

Books: Little Badger and the Fire Spirit, Rabbit Dance Book

Ashum Stompers- Dance <https://www.youtube.com/watch?v=pcgq5x57cFs>

Creeland Dancers- <https://www.youtube.com/watch?v=aEjdgudnIDo>

Sierra Noble- Dance- Red River Jig (recorded at 14 years of age)

<https://www.youtube.com/watch?v=1XsrUYNPDks>

<http://www.sierranoble.com/>

Donny Parenteau – Musician <http://www.donnyparenteau.com/>

Leah Dorian - teacher, painter, filmmaker and author. <http://www.leahdorian.ca/>

Andrea Menard – Singer, actor, writer. <http://www.andreamenard.com/media.html>

### Métis Festivals

John Arcand Fiddle Festival  
<http://www.johnarcandfiddlefest.com/>

Back to Batoche Days  
<http://backtobatoche.org/>