

**TEACHERS' RESOURCE:**

BRANDON GABRIEL &  
MELINDA BIGE 2016

# FOUR SEASONS

Summer: Time of the Sockeye (South)  
Fall: Time of the Leaves Falling (West)  
Winter: Time of the Winter Dance (North)  
Spring: Time of the Murky Water (East)

CHUCK BAILEY RECREATION  
CENTRE, 13458 107A AVENUE  
[www.surrey.ca/publicart](http://www.surrey.ca/publicart)



Photo Credit: Glen Chua

**BRANDON GABRIEL**

**Born** Sto:lo Coast Salish community of  
Kwantlen | Fort Langley, BC

**Lives and works**

Kwantlen First Nation | Fort Langley, BC

**MELINDA BIGE**

**Born** Surrey, BC

**Lives and works**

Kwantlen First Nation | Fort Langley, BC

*Introduce concepts and ideas explored by Indigenous contemporary artists to your students! Incorporate inquiries relevant to themes that emerge from the artists' work with concepts and content discussed in the classroom. Activate student inquiry by having them respond to the artwork through discussion, formulating their own questions and creating a work of their own!*

“ One of the things we were really focused on with these drums was how they are a traditional vehicle for talking about the sustainability of our ecology and looking at seasonal changes not only in the past but also the current changes in the environment that are having an impact on the world around us.

— BRANDON GABRIEL

**Before viewing**

Watch the interview video prior to viewing it with your class and note the main connections that can be made to the curricular content, competencies, and concepts (i.e. big ideas) that your students have been learning.

**EXAMPLE CONNECTIONS TO THE BC CURRICULUM**



**Arts Education 9 |**  
Aboriginal worldviews and cross-cultural perspectives communicated



**Science K |**  
Daily and seasonal changes affect all living things



**Social Studies 3 |**  
People from diverse cultures and societies share some common experiences and aspects of life



**LEGEND**

Big Idea from the BC Curriculum



Curricular Content

**While viewing**

Have students write down three questions that they would ask the artists, and ask students to share them afterwards.

The Surrey Art Gallery thanks Brandon Gabriel for participating in a video interview, sharing his insights on *Four Seasons* and collaborating on the development of this educational resource



## After viewing

Use the following themes, big ideas, and questions to discuss the video with your students:

**theme** Sustainability

**big idea** Living things have life cycles adapted to their environment (Science 1)

**question** Reflect on your knowledge of the seasons and your experiences with seasonal changes. Identify some examples of environmental changes that affect living things throughout the seasons. What are the causes of these environmental changes? How do these changes affect the life cycles of living things?

**theme** Environmental stewardship

**big idea** Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors (Social Studies 3)

**question** In the interview, Brandon talks about the importance of space and using *Four Seasons* to honor Indigenous communities that were established long before Surrey got its name. What are some examples of people showing their appreciation for the place they live in? How does this help people develop a stronger sense of social/environmental responsibility?

**theme** Identities and relationships

**big idea** People from diverse cultures and societies share some common experiences and aspects of life (Social Studies 3)

**question** Look closely at the symbols and colours that are shown in the artwork. If you were to create your own artwork representing the four seasons, how would it compare and contrast with Brandon and Melinda's work?

Think of a time when you learned about another culture. What similarities can you identify between your own identity or cultural background and the culture that you learned about? What can we learn from identifying common experiences across different cultures?



Summer: Time of the Sockeye



Fall: Time of the Leaves Falling



Winter: Time of the Winter Dance



Spring: Time of the Murky Water

Photo Credit: Scott Massey

## Extensions

Have students demonstrate their learning from a prior lesson that was related to the environment (e.g. metamorphic life cycles, significance of the sun and moon in various cultures) through the creation of an artwork that shows students' appreciation for the Earth. In contrast, create an artwork that is critical of the impact that humans have had on the environment.