
Locally Developed Courses

Beading (Elder Chronicles)

For the 2023-2024 School Year

Introduction to the Beading (Elder Chronicles) Course Sequence

Subject: Personal Development - Discipline: Other Personal Development

Why study beading? In many cultures, beading is a cultural activity that may be enjoyed by people of all ages and cultures. Beading is a universal practice that may contain important teachings specific to a culture or group of people. As a group activity beading may foster community. Many people regard beadwork as art.

As a skill and as a craft, beading develops a sense of focus in producing beadwork that is both beautiful and functional. Learning to design, to sew beads to material and to assemble parts to form a whole piece of beadwork that is a work of art.

Through balance and symmetry of design, students consider how to live a more balanced life that, in turn, is extended to the wellbeing of the community. Overall, beading teaches patience, encourages clarity of mind, and requires mental focus that brings wellbeing as expressed in a well balanced life. Many people bead in part to manage stress. It can be a form or meditation that can bring a more harmonious way of living a healthy life.

Student Need

Practical workplace skills. Learning to bead teaches students sound principles of design and the practical skill of sewing. Traditional and contemporary technologies help the student to create works of art.

Diversity. Since beading is found the world over, learning to bead may foster appreciation for other cultures.

Wellbeing. There is a growing need for young people to find purpose and culture through meaningful learning experiences. Many cultural and wellness experts in medicine and psychology agree that practices such as beading can be of great help to people living in our busy world. It provides a form of meditation through prayer to calm the student, manage stress and develop an appreciation of traditions that can be passed on to future generations. In other words, beading can provide students with a path toward wellbeing and a good life. Additionally students may develop an authentic sense of pride and sense of accomplishment in learning to bead.

Courses in the Beading (Elder Chronicles) Course Sequence

Beading (Elder Chronicles) 15 (LDC1014)

Beading 15 teaches skills necessary to learn the craft of beadwork. The course is suitable for all students in Alberta schools.

Beading as Art. Many cultures see beading as a practical craft to learn that may be regarded as art. By learning the fundamentals of design, how to sew, to assemble parts into a whole work, students will enjoy a sense of accomplishment through the art of beading.

Appreciation of Other Cultures. As a focused activity, and in balanced design students will also appreciate forms of beading in other cultures. Many students will seek out other beading techniques found in other cultures, thus encouraging an appreciation of the diversity of cultures in our society.

Wellbeing. Students who learn to bead may develop a focused approach that can reduce stress and offer a form of meditation that may lead in to more balanced living. Since beading requires a clear mind, focus and patience, students may find beading improves their sense of wellbeing. In turn, students ma

| No required facilities.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027

Curriculum Outline

Curriculum Elements		Beading (Elder Chronicles) 15-3
1	Topic Practices such as beading encourage students to learn important skills such as sewing and design to create works of art	✓
1.1	General Outcome How can I learn to design and sew beadwork as an expression of culture, art or personal enjoyment?	✓
1.1.1	Specific Outcome participate in learning to bead by actively asking questions and offering alternative methods of beading	✓
1.1.2	Specific Outcome produce a piece of beadwork	✓
1.1.3	Specific Outcome present, formally or informally, how they learned to design and to sew beads to material	✓
1.2	General Outcome How can I teach others to bead?	✓
1.2.1	Specific Outcome tell their personal story of how they came to bead explaining tangible reasons for taking up this craft	✓
1.2.2	Specific Outcome write, in full sentences, at least five important lessons that accompany beading that demonstrate understanding storytelling as a teaching tool	✓
1.3	General Outcome How can stories demonstrate respect for the diversity of beading practices?	✓
1.3.1	Specific Outcome describe how at least three other cultural groups bead	✓
1.3.2	Specific Outcome compare and contrast various approaches to beading in diverse settings	✓

Curriculum Elements		Beading (Elder Chronicles) 15-3
1.4	General Outcome What numerical calculations do I need to make a balanced beading design?	✓
1.4.1	Specific Outcome apply numeracy progressions to express design, sewing and assembling beadwork	✓
2	Topic Respect for one's own culture fosters respect for a diversity of cultures.	✓
2.1	General Outcome How can the personal experience of beading help me to explore my culture and its traditions?	✓
2.1.1	Specific Outcome demonstrate how the craft of beading can lead to a greater understanding of own culture	✓
2.1.2	Specific Outcome demonstrate how the craft of beading meets the need for continuity into the future, ultimately showing respect and understanding of all peoples	✓
3	Topic Learning to create balanced beadwork can be a powerful symbol of life balance and wellbeing that can, through example, contribute to a more healthy family and community.	✓
3.1	General Outcome How can beading help me to find a healthy way to live?	✓
3.1.1	Specific Outcome explain and show how beading can create a contemplative experience that mitigates stress, encourages community, and provides an opportunity to restore balance in their lives: Physical. Emotional. Intellectual. Social. Occupational. Mental	✓
3.2	General Outcome How does the symmetry in my beading design represent healthy living?	✓

Curriculum Elements		Beading (Elder Chronicles) 15-3
3.2.1	Specific Outcome demonstrate well-balanced and symmetrical design in beadwork	✓
3.2.2	Specific Outcome explain how this balance in beadwork can help find balance in one's own life and role model this to family, community and others	✓
3.2.3	Specific Outcome design a life action plan to bring more balance into their lives	✓
3.2.4	Specific Outcome describe how they must start with a clear mind, and maintain focus through patient and persistent effort	✓