



# National Day for Truth and Reconciliation with Visual Artist Tracey-Mae Chambers

## Online School Program

**Date:** Wednesday, September 24, 2025

**Time:** 11 am–12 pm

**Audience:** Grades 6–12

**Location:** Online; livestreamed

**Cost:** Free for school groups (advance registration required)

[Register](#)



AGA KHAN MUSEUM



# PROGRAM OVERVIEW

Offered free of charge to school groups, this program invites students to engage meaningfully with the **National Day for Truth and Reconciliation** through the lens of contemporary Indigenous art.

Using *#hopeandhealingcanada*, a national installation series by **Métis artist Tracey-Mae Chambers**, as a point of departure, students will reflect on the role of art in amplifying Indigenous stories, supporting cultural healing, and advancing Reconciliation.

The online program includes:

- A **livestreamed presentation from the Nanji Family Foundation Auditorium**, introducing students to Chambers' artistic journey and the impact of her *#hopeandhealingcanada* project.
- Opportunity for **Q&A with Tracey-Mae Chambers**

## VIRTUAL PROGRAM SCHEDULE

| Time           | Program Component                             | Location   |
|----------------|---|------------|
| 11-11:05 am    | Land Acknowledgement and Program Introduction | Auditorium |
| 11:05-11:45 am | Tracey-Mae Chambers Presentation              | Auditorium |
| 11:45 am-12 pm | Live Q&A                                      | Auditorium |



# LEARNING OUTCOMES

**By participating in this program, students will:**

- **Develop a deeper understanding of Reconciliation** by engaging with the themes and messages of *#hopeandhealingcanada*, and by exploring how public art can respond to the historical and ongoing experiences that have shaped relationships between Indigenous and non-Indigenous communities in Canada.
- **Recognize the role of contemporary Indigenous art** as a powerful medium for storytelling, cultural continuity, and community healing—connecting personal and collective experiences of loss, resilience, and renewal.
- **Critically reflect on the responsibilities of cultural institutions** such as museums in supporting Reconciliation, and understand how these spaces can be used to honour Indigenous voices and encourage dialogue among diverse communities.
- **Build empathy and historical awareness** by connecting the installation’s message to the broader context of the Truth and Reconciliation Commission’s Calls to Action, particularly those related to education, memory, and public commemoration.
- **Explore interwoven themes of identity, connection, and cultural expression** across both Indigenous and Muslim art traditions, drawing meaningful parallels between the Museum’s Permanent Collection and the artist’s installation.



# CURRICULUM CONNECTIONS

## Grades 6-8

| Grade | Subject        | Strand  | Overall Expectations   |
|-------|----------------|---|--|
| 6     | The Arts       | D. Visual Arts  | D1. Creating and Presenting<br>D3. Exploring Forms and Cultural Contexts   |
|       | Language       | A. Literacy Connections and Applications                          | A3. Applications, Connections, and Contributions   |
|       | Social Studies | A. Heritage and Identity: Communities in Canada, Past and Present | A1. Application: Diversity, Inclusiveness, and Canadian Identities<br>A2. Inquiry: The Perspective of Diverse Communities<br>A3. Understanding Context: The Development of Communities in Canada |
| 7     | The Arts       | D. Visual Arts  | D1. Creating and Presenting<br>D3. Exploring Forms and Cultural Contexts   |
|       | Language       | A. Literacy Connections and Applications                          | A3. Applications, Connections, and Contributions   |
| 8     | The Arts       | D. Visual Arts  | D1. Creating and Presenting<br>D3. Exploring Forms and Cultural Contexts   |
|       | Language       | A. Literacy Connections and Applications                          | A3. Applications, Connections, and Contributions   |
|       | History        | B. Canada, 1890-1914: A Changing Society                          | B1. Application: Canada - Past and Present<br>B3. Understanding Historical Context: Events and Their Consequences  |



# CURRICULUM CONNECTIONS

## Grade 9-12

| Grade | Subject                              | Strand   | Overall Expectations   |
|-------|--------------------------------------|--|--|
| 9     | Visual Arts                          | <b>A. Creating and Presenting</b><br><br><b>B. Reflecting, Responding, and Analysing</b> | <b>A3: Production and Presentation</b><br><br><b>B2. Art, Society, and Values</b>                  |
|       | English                              | <b>A. Literacy Connections and Applications</b>  | <b>A3. Applications, Connections, and Contributions</b>  |
| 10    | Visual Arts                          | <b>A. Creating and Presenting</b><br><br><b>B. Reflecting, Responding, and Analysing</b> | <b>A3: Production and Presentation</b><br><br><b>B2. Art, Society, and Values</b>                  |
|       | History - Canadian History since WWI | <b>E. Canada, 1982 to the Present</b>  | <b>E2. Communities, Conflict and Cooperation</b><br><b>E3. Identity, Citizenship, and Heritage</b> |



# CURRICULUM CONNECTIONS

## Grade 11-12

| Grade | Subject   | Strand   | Overall Expectations   |
|-------|---|--|--|
| 11    | Visual Arts   | <b>A. Creating and Presenting</b><br><br><b>B. Reflecting, Responding, and Analysing</b>   | <b>A3: Production and Presentation</b><br><br><b>B2. Art, Society, and Values</b>  |
|       | English – Understanding Contemporary First Nations, Metis, and Inuit Voices (NBE) | <b>A. First Nations, Metis, and Inuit Perspectives and text Forms in Canada</b><br><br><b>B. Oral Communication</b><br><br><b>E. Media Studies</b> | <b>A1. Exploring</b><br><br><b>B1. The Oral Tradition</b><br><br><b>E5. First Nations, Metis, and Inuit Voices in Contemporary Media</b>         |
|       | Equity Studies – Equity, Diversity, and Social Justice                            | <b>C. Equity, Social Justice, and Change</b><br><br><b>D. Promoting Equity and Social Justice</b>  | <b>C2. Equity and Social Justice in Canada</b><br><br><b>D1. Respecting Diversity</b><br><b>D2. Human Rights, Equity, and Antidiscrimination</b> |
| 12    | Visual Arts   | <b>C. Creating and Presenting</b><br><br><b>B. Reflecting, Responding, and Analysing</b>   | <b>A3: Production and Presentation</b><br><br><b>B2. Art, Society, and Values</b>  |
|       | Equity Studies – Equity and Social Justice: From Theory to Practice               | <b>C. Addressing Equity and Social Justice Issues</b>  | <b>C1. Historical and Contemporary Issues</b><br><b>C3. Policies, Strategies and Initiatives</b>   |



# FEATURED ARTIST

## **About the Artist Tracey-Mae Chambers**

An artist and proud member of the Métis Nation of Ontario, Tracey-Mae Chambers creates site-specific installations. Deeply influenced by her personal history, Chambers' installations invite audiences to contemplate identity, belonging, and decolonization. Since discovering her Métis heritage in adulthood, Chambers has embarked on a quest for harmony with the natural world, where she found solace in the vessel as a metaphor for individual journeys, continually filling and refilling one's narrative.



# ABOUT THE AGA KHAN MUSEUM

## **Mission**

Through the arts, the Aga Khan Museum sparks wonder, curiosity, and understanding of Muslim cultures and their connection with other cultures.

## **Vision**

To impact lives and contribute to more inclusive and peaceful societies.

To register your class or request more information, please contact:

## **Education and Public Engagement Department**

### **Aga Khan Museum**

Email: [learn@agakhanmuseum.org](mailto:learn@agakhanmuseum.org)

Website: [agakhanmuseum.org](http://agakhanmuseum.org)



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