

Unit #50: Native American and Aboriginal Art

Content Area: **Fine and Performing Arts**
Course(s): **English I, Contemporary Novel**
Time Period: **September**
Length: **number of days**
Status: **Published**

Unit Overview

The Native American and Aboriginal Art unit is designed to study the art techniques, art history and culture of the two cultures. Native American art will look at sand painting and the Aboriginal art will study the art of tempera painting in the style of the traditional bark paintings.

Enduring Understandings

Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Art reflects the time period, culture, geography, and status of a region's inhabitants.

Artists of different cultures express meanings and ideas in different ways.

Artists get inspiration from many sources.

Art is a personal or individual response to their environment.

Art elements and design principles can be used intentionally to elicit a specific response from the viewer.

Essential Questions

- * What is native American art?
 - * How was Native American art used as a means of communication?
 - * What is aboriginal art?
 - * What influences do the paintings of the Aborigines have on the society?
 - * How does the historical responses affect the evolution of various artistic styles, trends, and movements?
 - * What is the historical significance, craftsmanship, cultural context appropriate for this unit?
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Lesson Titles/Objectives

1. Native American Sand Painting: Students will be able to create a sand painting in the style of the Native Americans studying there art style, culture and techniques.

2. Aboriginal Tempera Painting: Students will paint in the manner of the Aborigines similar to pointillism in the style of the Aborigines using painting styles of there culture.

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Standards

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Indicators

VPA.9-12.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and
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	techniques used.
VPA.9-12.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

CCSS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-Literacy.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Closure

Students will complete a self assessment

Students will complete an exit ticket

Oral review or discussion on lesson

Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and

make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson.

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Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Benchmark Assessment

Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Formative Assessment

Question of the day

Preliminary sketches

Daily walk arounds assessing students progress

Self critique of work in progress

Peer critiques

- Daily walk arounds assessing students progress
- Peer critiques
- Preliminary sketches
- Question of the day
- Self critique of work in progress

Summative Assessment

Project:

Native American Sand Art

Aboriginal Tempera Painting

Unit Quiz

- Aboriginal Tempera Painting
- Native American Sand Art
- Unit Quiz

Warm-Up

* Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

* Online video clip

* Current events of the arts discussion

* Art history literature

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- * Current events of the arts discussion

- * Online video clip
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Anticipatory Set

Video clip

Magazine article

Group discussion

Related articles

- Group Discussion
- Magazine Articles
- Related Articles
- Video Clip

Resources & Materials

All instructional worksheets and supplemental materials have been created by myself specifically for this course- each project along with all the resources to teach it have been developed in a confluent manner to teacher the students specific skills building upon one another as the course progresses.

Teacher samples created along with step by step documentation shown both in photos and electronically through document camera

Hands on demonstrations and procedural skills are taught in a “follow along” manner before students then take those skills and apply them to solving the problem they are faced with.

- Art Periodicals
- Powerpoint presentation
- Smartboard Interaction
- Various books, Articles and videos on specific art domains
- Video clip

Instructional Strategies/Learning Activities

*Art History worksheet and reading

*Sketches of sand art imagery

*Sand painting demonstration

- *Powerpoint presentation
- * Aboriginal worksheet and reading
- *Tempera painting demonstration

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Technology

Powerpoint presentation on Aboriginal Art & Native American art

Video clip on Sand Painting

Smartboard Interaction

Art Periodicals- Australian Aboriginal Article

Various books, Articles and videos on specific art domains

TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

Preferred Seating

Videos and screencasts of procedural instructions

Teacher Modeled Instructions

Examples provided- former students work and teacher samples for better understanding of expected outcomes

Group students

Use manipulatives where possible

Use visuals

Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

IEP & 504 Modification

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers