Unit 3: American Folk Art

Content Area: **Art**
Course(s):
Time Period: **November**
Length: **3--4 weeks**
Status: **Published**

Enduring Understandings

- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- Art is an inherent and integral part of our environment.
- Every person is an artist.
- Artists choose different techniques, tools, and materials to express specific idea.

Essential Questions

- How is art infused in our daily life?
- If art is personal, how is it critiqued?
- How do one's experiences influence artwork?
- What can we learn from studying art?
- What are the purposes for which cultures create art?
- Where can you identify cultural influences reflected in art?
- Why do we need visual art terminology when responding to art?

Content

Skills

- Examine the American Folk art.
- Explore and analyze the development and evolution of quilting as a utilitarian and non-utilitarian art form in America.
- Evaluate and distinguish the differences between the art of varous cultures.
- Interpret the symbolism used in American Folk Art quilt.
- Compare/contrast and evaluate the Modern Art movement and the American Craft movement.
- Introduce fiber-based art techniques.
- Investigate the use of color stories based on the color wheel in the folk quilts.
- Distinguish the Elements of Art of space, shape, and color in folk quilts.
- Distinguish the Principles of Design of pattern, proportion, and repetition in folk quilts.
- Create multiple color stories based on color theory that will be used for an original work of art.
- Create multiple sketch studies that will be used to create an original work of art applying: space, shape, color, pattern, proportion and repetition.
- Create original work on art based on sketch studies, utilizing quilting techniques and applying color theory.
- Assess and critique the original work of art.

- Develop a respect for the care of tools, equipment, supplies, through known safety practices.
- Demonstrate the reasonable use of time in the completion of an assignment.

Unit 3 Vocabulary:

folk art

utilitarian

non-utilitarian

space

proportion

symbolism

modern art

Gee’s Bend

abstract

quilt

tradition

color story

applique

embroidery

Resources

Curricular Resources

https://www.crafthouston.org/learn/educator-resources

http://contemporarycraft.org/education/

https://www.philamuseum.org/doc_downloads/education/ex_resources/geesBend.pdf

http://www.soulsgrowndeep.org/gees-bend-quiltmakers

http://www.quiltsofgeesbend.com/

https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Navajo_Weaving

https://www.pbslearningmedia.org/resource/natam.arts.visarts.dream/native-american-culture-the-dreamcatcher/#.WYp0GdUrLrc

http://www.indiana.edu/~mathers/Hozhocurr.pdf

https://www.theartofed.com/2014/04/09/conquer-batik-with-this-handy-resource-guide/

https://www.theartofed.com/2016/04/05/step-step-guide-batik/

https://www.teachers.net/gazette/AUG03/tebbetts.html

https://seap.einaudi.cornell.edu/indonesian-textiles

https://wendyfe.wordpress.com/tutorial-leaf-monoprinting-by-cassandra-tondro/

http://www.batikguild.org.uk/batik/history-of-batik

https://www.youtube.com/watch?v=gXmgG2TGxu8

http://www.pbs.org/video/alabama-public-television-documentaries-quiltmakers-of-gees-bend/

Standards

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.