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ART 333 01 - Curriculum Development and Practice

Identity/Culture

An Artmaking Unit for Grade: High School

Conceptual Framework:

Students are going to begin to learn about identity in the way of culture and what culture is. The students will be asked throughout the unit to think about identity in different ways, such as researching their family’s history, then using that information to see how their lives now compare. Also they will start to think about other cultures and learn about them and how they are different from their own.

Key Concepts for the Unit:

* Past can help define identity.
* Social groups affect identity.
* Culture is a big part of identity.
* Community plays a roll in identity.
* Family can define identity.

Essential Question for the Unit:

* What is culture?
* How does culture play a part in identity?
* What makes up identity?
* Who are some artists that deal with identity?

Project #2

Cultural Art Making / Appreciation

Key Concepts for the Project:

* History shows a lot about culture.

Essential Question/s for the Project:

* How does art differ between different cultures?
* How does culture play a part in identity?
* What visual symbols can show your culture?

Objective/s for the Project:

* Students will now learn about aboriginal art and how their art tells stories about their culture.
* The teacher will then show examples of art from this culture.
* The teacher will introduce the project by passing out a handout that was prepared by them.
* The students will then be asked to answer the questions on the handout,

1. What do you know about aboriginal art?
2. What things in your life are important to you?

* Students will then break into four groups, were each group will then discus how they can tell a story by just using visual symbols.
* The student will then pick one of the ideas that they came up with on their handout and start to make sketched of how they will interpret their story that they want to share with the class.
* The students will share their idea with the teacher before they start to make sure they are on the right track.
* Then the students will start to create their painting.
* After the students are finished with their paintings the will stand in front of the class and share their story they wished to portray in their painting to the class.

Required Knowledge, Skills:

* Students will need to have some knowledge of cultural art.
* Students will need to have skills in working with paint.

Motivational activity and introduction:

* Examples of aboriginal art
* Handout to get the students thinking

Teaching tools and material:

* Handouts
* Examples of art
* Paint

Activity Procedure:

Day 1:

* Students will be introduced to the project by the teacher who will show examples of aboriginal art work and explain why they where make in this culture.
* The teacher will then pass out a worksheet to the students that will explain to them what they will be doing.
* The class will end with the students breaking up into four groups, were each group will then discus how they can tell a story by just using visual symbols.
* Using the worksheet the students will come up with ideas for what story they wish to share with the class for homework.

Day 2:

* Students will come to class with the worksheet filled out and ready to share their ideas with the teacher for approval.
* The students will then start making sketches of their idea.
* Students will then show the teacher their sketch before they begin their painting.

Day 3-5:

* The students will begin their paintings and continue to work on them throughout the week. The teacher will constantly be walking around to make sure everyone is on task and on the right track with the project.

Day 6 and 7:

* The students will come to class with their projects finished.
* The students will then be picked by going around the room to present their project to the class.
* After the students present their project they will turn it into the teacher.

Assessment:

The teacher will make sure the students understand the assignment by asking them if there are any questions about the project. The teacher will then have each student write down their ideas of what they want to do before they start there first project. After the final critique the students will fill out a worksheet that asks,

1. What did you learn form this project?
2. How did you feel about this project? Did you like it? Why or why not?
3. What would you change to make this a better experience?

Closure:

The teacher will close the lesson with a slight introduction to the next project to get the students thinking.

Evaluation: (rubric)

Students will be graded according to how well they have followed the directions. Also to show how well the students used time management and how well their craftsmanship is.