**Arts Integration Unit Name:** *History Alive!* **Date:** 02/02/16

**Artist:**  Mimi Dojka **Timeline:** 03/01/16 – 03/11/16

**Teacher:** Page Matilton40 minutes on T (1:00 – 1:40)

**Course:** Social Studies 1.5 hours on W – F (1:00 – 2:30)

**School Site:** Hoopa Elementary School **Grade Level:** 6th

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| **PROJECT OVERVIEW** |
| Following studies of ancient civilizations – Paleolithic through Roman – students will create papier mache masks that reflect elements of those cultures. Hybrid mask designs will be informed by selected ancient culture (Egypt, Greece, Rome) as well as student’s personal ancestry. |

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| **CORE AND VAPA STANDARDS AND****NON STANDARD BASED OBJECTIVES** | **ASSESSMENT** |
| **Social Studies**6.21. Discuss the main features of Egyptian art and architecture.

**Visual Art****ARTISTIC PERCEPTION**1.2 Discuss works of art as to theme, genre, style, ideas, and differences in media.1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).**CREATIVE EXPRESSION**2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.2.5 Select specific media and processes to express moods, feelings, themes or ideas.**ELA**Writing Standard 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.Students will be able to (SWBAT):**Social Studies*** Design and construct a mask that reflects their understanding of a selected ancient culture.

**Visual Art*** Discuss characteristics of selected mask images that reflect aspects of the culture the mask was created in, 1.2
* Identify formal characteristics (line, shape, color, texture; balance, pattern) in mask designs, 1.4
* Work collaboratively to create a maquette
* Handle and clean art materials

ELA* Write an Artist Statement addressing prompts, incorporating feedback from peers and teachers
 | **Social Studies*** During PPtx students correctly identify main features of Egyptian art.
* Completed mask contains structural elements that reflect student understanding of the culture that inspired the design.
* Final draft of Artist Statement accurately describes influences.

**Visual Art*** Active participation during PPtx; completion of handout
* Active participation during PPtx; completion of handout
* Observation of collaborative process; all group members actively participated in the creation of a maquette (informal); Completed maquette that all group members contributed to (formal).
* All art materials are cleaned properly and stored.

**ELA*** Final draft of Artist Statement fully addresses the prompts in complete sentences.
* Final draft of Artist Statement reflects feedback students received from peers and teachers.
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| **CORE VOCABULARY** | **ART VOCABULARY** |
| AncientCivilizationCultureContext*Artifact*Symbol, symbolicSocial classFeaturesDetail | Artist*Maquette;* a small model of an intended work, such as a sculpture or piece of architecture *Hybrid:* something made up of a mixture of different aspects or components; fusionVisual Elements:* Line
* Shape
* Color
* Texture

Principles of Design:* Balance (Symmetrical, asymmetrical)
* Pattern
* Scale and Proportion

DesignTactilePapier macheAlterCarvePaintInterpretationMood, feelingSymbol, symbolicArtist Statement |
| **SHARED VOCABULARY** |
| Culture, detail, symbols, symbolism. |

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| **STRATEGIES FOR ELICITING PRIOR KNOWLEDGE/****CONNECTING CONTENT TO STUDENTS LIVES** |
| Prior to Teaching Artist residency, students will:* Study images of masks from various cultures (Hand out #1: My Mask Interpretation….This is What I See). Students will be prompted to identify mask features, speculate about the medium used, and where the mask was created. Students will be asked what they think the mask means, and why.
* Sketch ideas for a mask design.
* View YouTube videos of different mask making processes.
* Study related art vocabulary (i.e., Visual Elements, Principles of Design)

In their social studies class, students have been studying ancient civilizations (Paleolithic through Roman). During lesson introduction students will be asked:* To name the characteristics of a civilization: 1. Technology; 2. Writing; 3. Stable food supply; 4. Social structure; 5. Government (economy); 6. Religion; and, 7. A highly developed culture that includes **the Arts**.
* Specific to Hoopa Valley Elementary School: Show students visual images of Frank Gehry’s architectural designs; remind them about the models (*maquettes*) they created with Gehry
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| **PREPARATION** | **MATERIALS** |
| * Create a PPtx of mask images from ancient cultures;
* Create PPtx of design, patterns from ancient and local, tribal cultures
* Test technology in classroom
* Collect and purchase art supplies
* Create process and product prototypes
* Create handouts: Art Vocabulary List; Interpreting Art (Masks); Artist Statement
 | **Teacher –** **Instruction Materials**: PPtx, computer, projector; visuals (texts, sketchbook, post cards), white board, markers, hand outs**Art Materials:** process and product prototypes; paint, paint brushes, palette* Access to sink/water
* Newspaper or cardboard sheets (for protecting desk tops)
* Towels (cloth, for clean up)

**Student –** PencilsErasersRulersDrawing and/or scratch paper (for creating patterns)Paper clips (for clipping pattern pieces together)File folders (for holding pattern pieces and drawings)Paper plates (20+)Cardboard (varying thicknesses; cereal boxes are ideal) or tag boardMasking tape (4 – 5 rolls)Scissors (20)X-acto or mat knives, or snap-off box cutters (10)Hole punchersPapier mache mask forms (20+)Paper towels (*Viva* brand, 4 – 5 rolls)White glue (1 gallon)Glue brushes (20+)Glue containers with lids (10)Hot glue guns (4 – 5)Hot glue sticks (12+)Gesso (white; 2 – 32 oz. containers)Acrylic paint (black, white, blue, red, yellow, gold, silver)Paint palettes (20)Paint brushes (20+)Water cups (recycled food containers; 20+)*Sharpie* permanent markers (varying points; 10 – 12)Decoration materials (beads, feathers, leather, etc.)Tin foil, gold foil |

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| **RESOURCES** |
| * Prebles’ ArtForms by Patrick Frank
* History Alive – The Ancient WorldTeachers Curriculum Institute (TCI)
* Masks – Faces of Culture by John W. Nunley and Cara McCarty
* Masks and the Art of Expression, John Mack, ed
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| **DAILY LESSON SEQUENCE** |
| **Day 1 – Tuesday (**1:00 – 1:40)**Preparation:**Write objectives on board (Teacher and Teaching Artist) –*Understand that art reflects characteristics of an (ancient) civilizations*. Draw blank spoke diagram on whiteboard. Display prototypes including patterns. Set out sketchbook, visual support materials, paper plates, pens.**Procedure:1. Introduction** (Teaching Artist) – Direct students to take out their **Art Vocabulary** hand out and History Alive! textbook.Lead students in a discussion on what they have learned so far about ancient civilizations. Using the spoke diagram (**page 41**) on the white board, ask students to identify the characteristics of a civilization: 1. Technology; 2. Writing; 3. Stable food supply; 4. Social structure; 5. Government (economy); 6. Religion; and, 7. A highly developed culture that includes **the Arts**. Mention that what we know about ancient civilizations is rooted in artistic practices or artifacts. Explain that the project will be focusing on the arts, specifically masks. Explain that students will be creating mask forms influenced by the cultures of Egypt, Greece and Rome. Students will create surface designs with patterns created by visual elements and symbols of student’s choosing including personal ancestry. Show mask prototype.PPtx on mask images from Egypt, Greece and Rome. Ask students to identify Visual Elements (line, shape, color, texture) and Principles of Design (balance, pattern, scale and proportion) they notice in the masks. Prompt students to discuss mask characteristics that reflect cultural/historical information. For example, show image of a Greek theatre (page 284) and ask students why the mask mouth is larger than – or out of proportion in relationship to the other facial features? **20 minutes.****2.** Explain the overall project sequence using visual support materials including sketchbook (drawing paper with design sketch and pattern), process prototypes (*maquette* constructed from paper plate, cardboard, masking tape, papier mache, paint) and product prototypes (constructed with mask forms, cardboard, masking tape, papier mache, paint). Explain that students will:* Collaboratively create a *maquette*
* Research culture of choice for source imagery and Artist Statement
* Sketch out a mask design
* Create a paper pattern
* Transfer pattern to cardboard
* Cut out and attach cardboard to mask form with masking tape
* Papier mache mask
* Paint mask
* Decorate mask
* Write and Artist Statement

Explain that students will work in groups of three to create the *maquette*. Explain that students are building the *maquette* first in order to familiarize themselves with the materials before moving onto the final project. Explain that professional artists often create *maquettes* (or models, or mock-ups) as part of their creative process. **10 minutes.****10 minutes:****3.** Assign groups.**4.** Distribute paper plates and direct students to write their names on the inside of the plate.**5.** Clean up and storage of art materials.**6.** Transition to end of school day (Page).**Day 2 – Wednesday (**1:00 – 2:30)**Preparation:** Write objectives and procedure on board; organize visual support materials and art supplies for easy student access.**Procedure:**1. Review previous day; check for understanding2. Direct students to get into their groups.3. Distribute materials – one paper plate4. Explain that students will sketch out a simple design prior to constructing their *maquettes*; teachers will “check off” designs before students begin construction.5. Students construct *maquettes*.6. Students begin individual drawings of mask design. Allow access to computers for research.**Day 3 – Thursday (**1:00 – 2:30)**Preparation:**Write objectives and procedure on board; organize visual support materials and art supplies for easy student access.**Procedure:**1. Instruct students to complete sketches of their mask designs; teachers “approve” design before students begin working on mask form.2. Distribute mask forms and instruct students to write their names on the inside.3. Students work independently on masks. 3D construction and papier mache.4. Introduce Artist Statement assignment. Review key vocabulary terms in the Artist Statement hand out, (ex. inspiration, intention).**Day 4 – Friday (**1:00 – 2:30)**Preparation:**Write objectives and procedure on board; organize visual support materials and art supplies for easy student access**Procedure:**1. Students work independently on masks. Construction and papier mache.2. Continue writing Artist Statement.**NOTE:** Ideally students complete papier mache process on Day 4 allowing for the masks to dry completely (over the weekend).**Homework – Artist Statement****Day 5 – Monday (**1:00 – 2:30)**Preparation:**Write objectives and procedure on board; organize visual support materials and art supplies for easy student access**Procedure:**1. PPtx on cultural use of symbols and pattern, etc., (Egyptian, Grecian, Roman, Hupa, Karuk, Yurok). 2. Students work independently on masks. Painting and decoration.3. Continue writing Artist Statement. Teachers provide feedback on draft of statement.**Day 6 – Tuesday (**1:00 – 1:40)**Preparation:**Write objectives and procedure on board; organize visual support materials and art supplies for easy student access**Procedure:**1. Continue working on masks and Artist Statement. **Day 7 - Wednesday** (8:30 – 1:30)1. Complete masks.2. Critique and closure – as a whole class activity where students present their masks and read their Artist Statement out loud.**Due: Final draft of Artist Statement; mask** |

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| **ARTS INTEGRATION CHECKLIST** |
| SCORE: 10 out of 12Comments: The “Evolving Objectives” section was not adequately addressed.  |