

Lesson Plan Title: Art is Indigenous

Length: 7 weeks

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The class before, I will ask students to research weavings in regards to Native Americans. In the subsequent class time, they will be asked what patterns and colors often used in Native American rugs.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Role: Your family's weaver

Audience: Your family and the art patron

Format: Small weaving in the Native American style

Topic: A weaving that represents yourself, family and/or community

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Culture, traditions, weaving terms and steps, personal significance, stories, patterning, coloring

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Culture and traditions define and distinguish weaving art as unique to specific areas around the world.

Patterning and coloring can illustrate a student's imagination in design for self portraiture.

Storytelling is invented by applying weaving steps and terminology therefore constructing personal significance.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

1. Learning new vocabulary, terms about native culture, SWBAT observe how native cultures use artistic expression to promote their culture and beliefs. (*Bloom's: Remembering/Understanding/Analyzing – Standard 1: Observe and learn to comprehend – GLE: Art created across time and cultures can exhibit stylistic differences and commonalities – Art Learning: Concepts/Ideation/History/Culture*)
2. By talking and critiquing their self-portrait, family significance or personal culture weavings, SWBAT compare and evaluate symbols or patterns used to depict self, family and/or culture. (*Bloom's: Evaluating/Analyzing/Understanding – Standard 2: Envision and Critique to Reflect – GLE: Visual symbols and metaphors can be used to create visual expression – Art Learning: Reflection/Assessment/Expressive Features*)
3. By working with a new material and techniques, SWBAT learn to weave a small rug using patterns and colors to relay self, family and/or cultural significance. SWBAT express their culture, personality and/or family using symbolism in rug making. (*Bloom's: Applying/Creating – Standard 3: Invent and Discover to Create – GLE: Explore various media, materials, and techniques used to create works of art – Art Learning: Materials/Technique/Expressive Features*)
4. Discussing cultural weaving patterns and the symbolism used, SWBAT determine and apply their own symbolism to their self-portrait, family and/or personal cultural rugs. (*Bloom's: Analyzing/Evaluating/Remembering – Standard 4: Relate and Connect to Transfer – GLE: Visual art impact community, cultural traditions, and events – Art Learning: Materials/Technique/History/Culture*)

Differentiation: Explain <u>specifically</u> how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. Students must still meet the objectives.		
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	I will help students who are unable to warp their loom by letting them pick the warp yarn and I will wrap it for them.	With help wrapping the warp students will be able to proceed with weaving the weft. If the project is too large, a half loom is available so the student can still succeed in weaving.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students who are able to finish their rugs faster than others I will give them a choice to create a small round weaving or a smaller rectangular weaving with a different pattern.	Practicing winding the warp and weaving gives a deeper understanding of how to start and finish a weaving.

Literacy: List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.
Loom, warp, weft, shuttle, shed, pick-up sticks, loom comb

Materials: Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) List all materials in a bulleted format.
<ul style="list-style-type: none"> • Cardboard looms • Skeins of yarn of different colors • Small cardboard pieces cut to use as stick shuttles • Tongue depressor sticks to use for opening the shed • Plastic forks to use for tapestry combs • Projector to show PowerPoint presentation • Computer to open PowerPoint presentation • Jump drive with PowerPoint presentation • Sketchbooks • Sample Weaving

Resources: List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.
Projector to show PowerPoint presentation, computer to open PowerPoint presentation, jump drive with PowerPoint presentation, sample weaving, personal weaving in the Navajo style, Navajo sash woven belt

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prepare a sample weaving and paper guide behind the warp
- PowerPoint presentation with pictures of Navajo rugs and mythology
- Cut cardboard for creating shuttles
- Handouts with art terms, weaving terms and rubric

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- When using scissors, do not cut another students warp or weft yarns
- Do not pretend to use the scissors in a threatening manner

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

After the PowerPoint presentation and while I am showing off the sash belt and my own Navajo style weaving "*Bilagaana Navajo Rug*", I will ask:

1. Does art define culture or does culture define art?
2. What is symbol?
3. How is a symbol universal, personal, and cultural?
4. How can certain media/materials give a distinctive feeling or express a particular characteristic in a work of art?
5. Why is it impossible to separate art from culture?

After the students have examined the belt and weaving, I will show students my idea for a weaving on paper and how they might do the same.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

After examining my own rug creation, I will have the students use their sketchbooks to sketch or write at least a couple of ideas of what patterns and colors they would use for their own rugs representing self, family and/or culture.

Instruction: Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience			
Day 1	Instruction - The teacher will... (Be <u>specific</u> about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill) <ol style="list-style-type: none"> 1. I will show the PowerPoint presentation giving the students a brief art history on Native American art. 2. Towards the end of the presentation, a certain slide shows my version of a Navajo rug. At this point I will bring out the actual rug and let the students see it closely and touch it. 3. I will continue with the PowerPoint presentation to show the class different patterns and colors used to create the rugs. I will make a point the even though some modern rug weavers stray away from the geometric patterns, this assignment will have them stay geometric in their designs. 4. I will finish the PPT and have them read the rubric out loud and ask for any questions. I will pull out my sample cardboard loom to show them why the sketchbook planning is important. Using a template behind the design of the weaving makes the transitions of color and pattern easier to follow. 	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) UNDERSTAND <ul style="list-style-type: none"> • By watching and viewing the PowerPoint presentation students will gain a better comprehension of how Native Americans express their art. • By touching and examining my <i>Bilagaana Navajo Rug</i> and Navajo sash belt students will add to their new knowledge of weaving and Native American art. 	Time 45 minutes
Day 2	<ol style="list-style-type: none"> 1. This first day of work I will have the students show me their pattern and color ideas for their weaving and help them chose the best idea that represents them. I will also show them how to wrap the warp around the cardboard loom and tying up the ends to keep them out of the way. 2. I will show students the small cardboard shuttles to help them weave the yarn in their warp. I will also show them the tongue depressor sticks that will be used for pick-ups and how to open the shed for easier weaving. 	<ul style="list-style-type: none"> • Students will learn how to draw patterns for weaving and have the pattern represent themselves, family or culture. • Students will learn to wrap a warp onto a cardboard loom and how to make sure the warp is straight and wrapped correctly. • Students will learn weaving terminology, tools, and techniques. 	45 minutes
Week 2, 3, 4, 5 & 6	<ol style="list-style-type: none"> 1. These work days are helping students with their weaving techniques and transitions of yarn in the piece. 	<ul style="list-style-type: none"> • Students will practice their weaving techniques and vocabulary. • Students will also help each other with suggestions as they complete their weavings. 	45 minutes each day

Week 7	<ol style="list-style-type: none"> 1. On the final day or two, I will show students how to carefully cut their pieces off the looms and some end finishing's they can use to keep the weaving from unraveling. 2. We will also show how to insert a very thin dowel rod for hanging their finished pieces. 3. I will put students in groups of 3-4 and have them discuss their weavings with each other, then choose one from their group to share with the rest of the class. 	<ul style="list-style-type: none"> • By watching me give an example of how to remove the weaving off the loom and some end finishing's, students will learn how to finish their own weaving and get it ready for display. • Students will learn how to talk about art and how to encourage fellow students. 	
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

In groups of 3-4, students will discuss and make clear to other students the patterns and colors used in their weavings to depict self, family and/or personal culture. Students in each group will choose one of their members to share with the rest of the class one rug that stood out among them.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Using the rubric, I will assess each students weaving and give them a grade.

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan?
Include your rubric, checklist, rating scale, etc.

Each student will be given a reflection sheet to give information about their rugs and symbol or pattern significance. I will assess each weaving according to the rubric.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Art Terms:

Abstract/Abstraction	Concept/Conceptual	Expression	Line	Proportion
Aesthetic	Conscious	Form/Formal	Minimal/Minimalism	Representation
Angular	Constraint	Geometric	Monochrome (single color)	Scale
Color	Construct	Gesture	Motif	Shape
Combine	Content	Hue (Particular color)	Narrative	Stencil
Complementary Colors	Contour	Identity	Organic	Style
Composition	Decoration	Image	Pattern	Symbol
Compression	Design	Innovation	Plan	Symmetrical
				Technique

Weaving Terms:

Loom:

Warp:

Weft:

Shuttle:

Shed:

Pick-up:

Tapestry Comb or warp beater:

Graded Components:	Advanced 25 - 20 pts	Proficient 19 - 14 pts	Developing 13 - 9 pts	Basic 8 - 0 pts
Composition – the weaving is symmetrical and geometric. The top and bottom frame a central design.				
Craftsmanship – the weaving doesn't pull in on the sides forming an hour glass shape but is straight and even. The weft yarns transition well between colors and patterns.				
Completion – the weaving is completed and not left with work to do. The ends are finished using one of the finishing techniques.				
Symbolism Defined – the patterns and colors are clearly defined on their meaning and symbolism on a map of the weaving composition (written out on paper).				
Total				

