

Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

Native American cultures are unique and varied. Taking a closer look at some of the beliefs in relating to the art they create will help students with a deeper understanding of native culture.

Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?

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

Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?

1. Why is critique an important part of art?
2. How are characteristics and expressive features of art and design important in art-making?
3. Why does the selection of tools in the art-making process impact the result?
4. How do works of art create meaning?

Outcomes - Students will know...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

Students will be able to:

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: The identification of characteristics and expressive features in works of art and design help to determine artistic intent – Art Learning: Concepts/Ideation/History/Culture*)
2. By talking and critiquing their self-portrait weavings, SWBAT compare and evaluate colors used to depict self. (*Bloom's: Evaluating/Analyzing/Understanding – Standard 2: Envision and Critique to Reflect – GLE: Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design – Art Learning: Reflection/Assessment/Expressive Features*)
3. By working with a new material and techniques, SWBAT learn to weave a small rug using colors to relay a self-portrait. SWBAT express their personality in rug making. (*Bloom's: Applying/Creating – Standard 3: Invent and Discover to Create – GLE: Demonstrate basic studio skills – Art Learning: Materials/Technique/Expressive Features*)
4. Discussing cultural weaving patterns and the symbolism used, SWBAT determine and apply their own symbolic colors to their self-portrait rugs. (*Bloom's: Analyzing/Evaluating/Remembering – Standard 4: Relate and Connect to Transfer – GLE: Historical and cultural ideas are evident in works of art – Art Learning: Materials/Technique/History/Culture*)

Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

On critique/reflection day, students will be asked to come to the front of the class and tell us why the colors represent themselves.

Assessment Instrument (s): By what criteria will “performances of understanding” be judged?

Each student will be given formative assessments during the weaving process to help with color changes. Summative assessment will be teacher remarks on critique/reflection day.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

The class before, I will show students a Kokopelli that they can color in and discuss what the Kokopelli represents in Hopi Culture. I will discuss that learning about two different Native American cultures, such as Hopi and Navajo, can show how both cultures use art to depict their cultural beliefs.

Motivation: How will you hook all students and hold their interest?

I will show a PowerPoint presentation giving the students a very brief introduction into Native American art history focusing on Navajo art at the end. At the point where I show Navajo rugs, I will show them my created "*Bilagaana Navajo Rug*" and give them a chance to examine it closely. I will also bring out my sample loom that they will replicate with looms of their own.

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

After examining my own rug creation, I will have the students create their own looms and discuss what colors they will use that will represent them in the weaving.

Instruction: What content knowledge (know) and skills (do) will be taught for students to be successful in this art experience? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? (Understand) Include literacy and numeracy?

Day One – Indigenous Art and Wrapping the Loom

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 finish the PPt and raise the screen to reveal what is expected of them to design a color scheme for their own weaving that represents self.
4. I will bring out the round cardboard looms and yarn and with two tables to each of us; Mrs. Coleman, Johnny and I will show the students how to wrap the warp around the looms.

Day Two and Three – Work in progress

1. These work days are helping students with their weaving techniques and transitions of yarn in the piece.

Day Four – Cutting and Finishing

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 attach a very thin dowel rod for hanging their finished pieces.

Materials, Resources,

Safety: What is needed to complete the learning plan?

- Cardboard looms
- Skeins of yarn of different colors
- Plastic needles
- Projector to show PPt presentation
- Computer to open PPt presentation
- Jump drive with PPt presentation

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **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.

Students who are able to finish their weaving faster than others I will give them a choice to create a small round weaving or a smaller rectangular weaving with a different pattern.

