

Jay Curriculum: Unit Cover Page

Unit title: Cultural History

Grade Level: K-4

Content Area(s): Art

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

K-2
A 1, 3, 4, 7, 8, 9, 10, 13
B 1, 2, 3, 4
C 1, 2

3-4
A 1, 2, 3, 4
B 2, 3
C 4, 5

Unit: Cultural History

Brief Summary of Unit/Topic

Summary:

Students will study traditional arts (and crafts) from other countries. They will make own pieces in countries style.

ME Postcard; 1800's - spinning, knitting, stenciling; N.A. - Art rock art, sand point, invit. Carving, weaving, dream catena, pottery; Japan – book making, paper making, prints-Gyotaku, Uchiwa, Sensus; Mexico – nurika, tiles, maracas

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

All countries have traditional art forms. Art in these countries can be documented in early histories of these countries.

Students will know:

- Vocabulary and/or names of art forms
- Be able to visually identify art and the countries it originated in
- Identify materials used in various art forms

Students will be able to:

Be proficient in using materials and completing

Enduring Understanding/s:

All countries have art forms reflecting their environment and cultures

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
ME Postcard	(K-2) A1, B2, 5 (3-4) A1			
1800's	(3/4) A1,2,3; C4			
N.A. Art	(3/4) A1-4; B2,3; C4			
Mexico	(K-2) A3, 4, 7, 8, 10, 13; B1-5; C1, 2 (3/4) A1, 3; B2, 3; C4, 5			
Japan	(K-2) A3, 4, 7, 8, 10, 13; B1, 2, 4, 5; C1, 2 (3/4) A1, 3; B2, 3; C4, 5			
OTHER				
Completed piece done by students. Teacher will rate artwork based on lesson objectives				
STUDENT SELF ASSESSMENT				
Verbal as part of the lesson				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Students will make postcards showing ME culture
2. Students will study 1800's and make own yarn and use it to knit and or weave. They will stencil wallpaper.
3. Students will study regions of Native American art. They will make rock art (and view film, observe work from poster), Sandpaint, carve Northwest animals, weave, make pottery and dream catchers.
4. Students will view slides of Mexican art and murals. They will make nurikas, designs with tiles, decorate maracas, make sombreros, and design suns.
5. Students will view Japanese prints. They will make own prints (block & gytokus) they will make paper and books, and make fans (uchiwa & sensu) with Japanese designs.

REFERENCES: