

Living Art-i-facts: Technology Takes Us There!

Grade Level: Art and Technology

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Length of Unit: 8 Lessons

I. ABSTRACT

- A. Children learn through what they live. Providing concrete art opportunities that span time and culture can be challenging. This 3rd/4th Grade Art unit provides students with experiences in the Arts of Ancient Rome, the Middle Ages, Islam, Africa and the United States. Through the wonders of technology we can visit people, places and things from the past and create replicas of priceless piece of history. This ability to become a part of the past truly makes us “living art-i-facts”!

II. OVERVIEW ancient Roman

- A. Concept Objectives
1. The student develops and organizes ideas from the environment. (Art TEKS 3.1 and 4.1)
 2. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (ART TEKS 3.2 and 4.2)
 3. The student demonstrates an understanding of art history and culture as records of human achievement. (ART TEKS 3.3 and 4.3)
- B. Content from the *Core Knowledge*
1. American Indian Art (p 75)
 - a. Become familiar with American India works, including
 2. Art of Ancient Roman and Byzantine Civilization (p 75)
 - a. Become familiar with artworks of ancient Roman and Byzantine civilization, including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia
 3. Art of the Middle Ages in Europe (p 97)
 - a. Become familiar with features of Gothic architecture and famous cathedrals, including Notre Dame.
 4. Islamic Art and Architecture (p 97)
 - a. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an.
 5. Art of Africa (p 97)
 - a. Become familiar with examples of art from specific regions and peoples in Africa, such as Antelope headdress of Mali.
 6. Art of a New Nation (p 98)
 - a. Become familiar with the architecture of Thomas Jefferson's home Monticello.
- C. Skill Objectives
1. The student is expected to identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events. (ART TEKS 3.1A)
 2. The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks. (ART TEKS 3.1B)

3. The student is expected to create artworks based on personal observations and experiences. (ART TEKS 3.2A)
4. The student is expected to develop a variety of effective compositions, using design skills. (ART TEKS 3.2B)
5. The student is expected to produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately. (ART TEKS 3.2C)
6. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (ART TEKS 4.1B)
7. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (ART TEKS 4.2A)
8. The student is expected to design original artworks. (ART TEKS 4.2B)
9. The student is expected to identify simple main ideas expressed in art. (ART TEKS 4.3A)
10. The student is expected to describe intent and form conclusions about personal artworks. (ART TEKS 4.4A)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hodge, Susie. *Art in History Ancient Roman Art*. Illinois: Heinemann Interactive Library, 1998, ISBN 1-57572-552-5.
 2. Olmsted, Jennifer. *Art in History Art of the Middle Ages*. Illinois: Heinemann Interactive Library, 2001, ISBN 1-58810-091-X.
 3. Press, Petra. *Art in History Native American Art*. Illinois: Heinemann Interactive library, 2001, ISBN 1-58810-092-8.
- B. For Students
 1. Native Americans (p 71)
 - a. Eastern “Woodland” Indians
 2. Eastern Roman Empire: Byzantine Civilization (p 70)
 3. Europe in the Middle Ages (p 91)
 4. Islam (p 91)
 - a. Allah, Qur’an, *jihad*
 5. Early and Medieval African Kingdoms (p 93)
 6. Early presidents and Politics (p 96)
 - a. Thomas Jefferson, third president

IV. RESOURCES

- A. Clark University <http://www.clarku.edu/~jborgatt/art156/anonymous.htm>
- B. Digital Archive of Architecture
http://www.bc.edu/bc_org/avp/cas/fnart/arch/chartres.html
- C. Explorer Monticello tour <http://explorer.monticello.org/>
- D. From Paris Virtual Tour
http://fromparis.com/html/virtual_tour.php?title=notre_dame&pano=000086_03
- E. Gothic Architecture
<http://www.cmhpf.org/kids/Guideboox/GothicArchitecture.html>
- F. HagiaSophiahttp://www.istanbulinfolink.com/photo_gallery/photo_istanbul/photo_10_hagia_sopia.htm

- G. Hodge, Susie. *Art in History Ancient Roman Art*. Illinois: Heinemann Interactive Library, 1998, ISBN 1-57572-552-5.
- H. Indian Summer <http://www.indiansummer.com/symbol.htm>
- I. Le Pont du Gard <http://www.vaucluse-visites-virtuelles.com/glvirtualbluepopouts/pont-gard.html>
- J. Merrill, Yvonne. *Hands-On Africa*. Utah: Kits Publishing, 2000, ISBN 0-9643177-7-X.
- K. Monticello Symmetry <http://www.arlington.k12.va.us/schools/drew/a&a/monticello.htm>
- L. Mosaics http://www.lincoln.smmusd.org/staff/Hart_Web/history/mosaics.htm
- M. Native Tech Pottery <http://www.nativetech.org/pottery/making.htm>
- N. NC Art Museum http://www.ncartmuseum.org/collections/highlights/african/pic061_lrg.shtml
- O. Notre Dame Virtual Tour <http://www.ecclesia-ottawa.org/vtour/tourguide.html>
- P. Olmsted, Jennifer. *Art in History Art of the Middle Ages*. Illinois: Heinemann Interactive Library, 2001, ISBN 1-58810-091-X.
- Q. Origins of Arabic Calligraphic <http://www.islamicart.com/main/calligraphy/origins.html>
- R. Pantheon <http://harpy.uccs.edu/roman/html/hadrian2.html>
- S. Press, Petra. *Art in History Native American Art*. Illinois: Heinemann Interactive library, 2001, ISBN 1-58810-092-8.
- T. Princeton <http://www.princetonol.com/groups/iad/lessons/middle/chiwara.htm>
- U. Translation Table <http://www.usc.edu/dept/MSA/quran/transliteration/table.html>

V. LESSONS

Lesson One: Rollin' Rollin' Rollin', Keep those Clay Pots Rollin'

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
 - 2. Lesson Content
 - a. American Indian Art (p 75)
 - Become familiar with American India works, including
 - 3. Skill Objective(s)
 - a. The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks. (3.1B)
 - b. The student is expected to create artworks based on personal observations and experiences. (3.2A)
 - c. The student is expected to produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately. (3.2C)
- B. *Materials*
 - 1. Appendix A - computer template of clay pot
 - 2. Appendix B – Native American Symbols
 - 3. Appendix C – Clay Pot Procedures

4. pottery clay
5. pencil
6. acrylic paint
7. 1 large piece construction paper
8. paintbrush
9. container of water
10. computer to view examples(<http://www.nativetech.org/scenes/makingpots.html>,
<http://www.nativetech.org/pottery/making.htm>)
11. *Art in History Native American Art* by Petra Press
12. Appendix D - Eye Completed Card for Eastern Woodland Pottery Project

C. *Key Vocabulary*

1. pottery-vases, pots, bowls, or plates, shaped from moist clay and hardened by heat.
2. 2-dimensional-something that can be measured only by height and width
3. 3-dimensional-something that can be measured by height, width and depth
4. symmetry-exact correspondence of form on opposite sides of a dividing line or plane.
5. Cherokee- a tribe of Native Americans living in the Southeast ecological/cultural area
6. Iroquois – a tribe of Native Americans living in the Eastern Woodland ecological/culture area (refer to pg 4 of *Native American Art* by Petra Press)
7. Mound Builders-the tribe, or tribes who built in former times, extensive mounds of earth

D. *Procedures/Activities*

1. The teacher will review American history content about Eastern Woodland Indians from Core Knowledge content.
2. The teacher will discuss how the Native Americans made their own pottery
3. The teacher will show students the website <http://www.nativetech.org/scenes/makingpots.html> and examples of Native American pottery and how these items were used.
4. The students will draw their Indian design on pot template (Appendix A) using symbols from Appendix B.
5. The teacher will illustrate the steps of creating a coil clay pot. (Refer to this site for example: <http://www.nativetech.org/pottery/making.htm>)
6. The students will then create their own pot using a step-by-step procedure.(Appendix C)
7. The students will draw their symbols on dried pots and using paint, they will paint their symbols.

E. *Assessment/Evaluation*

1. Students will fill out their Eye Completed Card for Eastern Woodland Pottery Project (Appendix D)

Lesson Two: Mr. Sandman

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill.(Art TEKS 3.2 and 4.2)

- c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
 - 2. Lesson Content
 - a. American Indian Art (p 75)
 - Become familiar with American India works, including
 - 3. Skill Objective(s)
 - a. The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks. (3.1B)
 - b. The student is expected to create artworks based on personal observations and experiences. (3.2A)
 - c. The student is expected to develop a variety of effective compositions, using design skills. (3.2B)
 - d. The student is expected to produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately. (3.2C)
- B. *Materials*
 - 1. colored sand
 - 2. white glue
 - 3. small paint brush
 - 4. cup of water
 - 5. pencil
 - 6. poster board(1/4 of sheet)
 - 7. *Art in HistoryNative American Art* by Petra Press
 - 8. Appendix B - Native American Symbols
 - 9. Optional: computer to view symbol site
(<http://www.indiansummer.com/symbol.htm>)
 - 10. Appendix D - Eye Completed Card for Sand Painting
- C. *Key Vocabulary*
 - 1. Navajo-A Native American people inhabiting extensive reservation lands in Arizona, New Mexico, and southeast Utah. The Navajo are noted as stockbreeders and skilled weavers, potters, and silversmiths.
 - 2. Shaman- A member of certain tribal societies who practices magic or sorcery for purposes of healing, divination, and control over natural events.
- D. *Procedures/Activities*
 - 1. The teacher will review the history of Navajo Indians and geographical locations previously presented in Core Knowledge curriculum.
 - 2. The students will create their own sand painting using ideas and symbols from Appendix B or visit this website. <http://www.indiansummer.com/symbol.htm>
 - 3. The student will use poster board and a pencil to sketch their ideas.
 - 4. The students will then paint over their design using white glue.
 - 5. The students will then spread different color of sand over their picture.
- E. *Assessment/Evaluation*
 - 1. Students will complete their Eye Completed card for the Native American Sand painting.

Lesson Three: Du Pont de Gard De Trois Dimensions

- A. *Daily Objectives*
 - 1. Concept Objective(s)

- a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill.(Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
2. Lesson Content
- a. Art of Ancient Roman and Byzantine Civilization (p 75)
 - b. Become familiar with artworks of ancient Roman and Byzantine civilization, including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia
3. Skill Objective(s)
- a. The student is expected to identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events. (3.1A)
 - b. The student is expected to identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks. (3.1B)
 - c. The student is expected to create artworks based on personal observations and experiences. (3.2A)
 - d. The student is expected to develop a variety of effective compositions, using design skills. (3.2B)
 - e. The student is expected to produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately. (3.2C)
- B. *Materials*
1. 12 x 24 piece of styrofoam-1 ½ inch thick
 2. brown paper
 3. paper mache glue
 4. plastic serrated knife
 5. tempera paint
 6. paint brush
 7. cup of water
 8. paper towels
 9. pencil
 10. computer to visit the following websites:
 Pantheon<http://harpy.uccs.edu/roman/html/hadrian2.html>
 HagiaSophiahttp://www.istanbulinfolink.com/photo_gallery/photo_istanbul/photo_10_hagia_sopia.htm
 Le Pont du Gard <http://www.vaucluse-visites-virtuelles.com/glvirtualbluepopouts/pont-gard.html>
 11. Technology option: Use Kidpix to create an electronic bridge template
 12. Appendix D - Eye Recognized Card for Examples of Ancient Roman Architecture
- C. *Key Vocabulary*
1. Le Pont du Gard (“bridge starting point”)-support aqueduct in Nimes, France that took 35 years to build and was finished in 14 A.D.
 2. aqueduct-used to carry water from natural streams to reservoirs
- D. *Procedures/Activities*

1. The teacher will visit websites to show photos of Ancient Roman artworks.
Pantheon <http://harpy.uccs.edu/roman/html/hadrian2.html>
HagiaSophia http://www.istanbulinfolink.com/photo_gallery/photo_istanbul/photo_10_hagia_sopia.htm
Le Pont du Gard <http://www.vaucluse-visites-virtuelles.com/glvirtualbluepopouts/pont-gard.html>
 2. The teacher will review previously learned information about Le Pont du Gard from Core Knowledge curriculum
 3. The students will then create their own bridge using pencil/paper. (Technology option: Use Kidpix to create an electronic bridge template)
 4. The students will draw their bridge on styrofoam and then will cut and form the bridge into shape using a plastic serrated knife.
 5. The students will use brown paper and paper mache' glue and cover styrofoam bridge.
 6. The students will use tempera paint to add details to the dried paper mache' bridge.
- E. *Assessment/Evaluation*
1. Students will complete their Eye Recognized card for examples of Ancient Roman Architecture.(Appendix D)

Lesson Four: Marbleous Mosaics (1-3 Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill.(Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
2. Lesson Content
 - a. Art of Ancient Roman and Byzantine Civilization (p 75) Become familiar with artworks of ancient Roman and Byzantine civilization, including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia
3. Skill Objective(s)
 - a. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form line, space, and value an art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.1B)
 - b. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (4.2A)
 - c. The student is expected to design original artworks. (4.2B)
 - d. The student is expected to identify simple main ideas expressed in art. (4.3A)
 - e. The student is expected to describe intent and from conclusions about personal artworks. (4.4A)

B. *Materials*

1. Appendix E – Mosaic Procedures (Read when planning for materials)
2. small paper plate
3. mixed concrete (prepare and place in paper plates before class)

4. tiles
 5. marbles
 6. computer with Kidpix software(optional)
 7. graph paper
 8. markers
 9. buttons
 10. dried beans
 11. *Art in History Ancient Roman Art* by Susie Hodge
 12. Technology option: Show students examples on the following site
http://www.lincoln.smmusd.org/staff/Hart_Web/history/mosaics.htm
 13. Appendix D - Eye Completed Card for Byzantine mosaic project
- C. *Key Vocabulary*
1. Byzantine-of the painting and decorative style developed in the Byzantine Empire, characterized by formality of design, frontal stylized presentation of figures, rich use of color, especially gold, and generally religious subject matter
 2. mosaics – are designs or pictures created by embedding small pieces of glass, stone, terracotta.
- D. *Procedures/Activities*
1. Teacher will review prior knowledge of Ancient Rome and Byzantine time through Core Knowledge content.
 2. The teacher will introduce Byzantine mosaics by showing examples of famous pieces of work from *Art in History Ancient Roman Art* by Susie Hodge.
 3. Technology option: Show students examples on the following site
http://www.lincoln.smmusd.org/staff/Hart_Web/history/mosaics.htm
 4. Students will practice creating their own ideas using graph paper (Technology option: create mosaic design using Kidpix)
 5. Note: Depending on time available, teacher may want to use a previous class period to create mosaic design on paper or computer.
 6. The teacher will demonstrate the steps of creating a mosaic to model ideas and procedures (Appendix E).
 - Step 1: Teacher will pick up one of the previously prepared plates with concrete.
 - Step 2: Teacher will take her design and demonstrate to students how she can transfer it to the concrete model piece by piece. (Note: Teacher may want to partially complete his/her model before class to save time.)
 7. Students will take previously created design ideas and use pre-made concrete form in paper plate container, tiles, buttons, beans and marbles to create mosaic using individual design.
- E. *Assessment/Evaluation*
1. Appendix D - Student will complete their Eye Completed Card for Byzantine mosaic project

Lesson Five: Looking Through a Rose Colored Window

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill.(Art TEKS 3.2 and 4.1)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)

2. Lesson Content
 - a. Art of the Middle Ages in Europe (p 97)
 - a. Become familiar with features of Gothic architecture and famous cathedrals, including Notre Dame.
 3. Skill Objective(s)
 - a. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.1B)
 - b. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (4.2A)
 - c. The student is expected to design original artworks. (4.2B)
 - d. The student is expected to identify simple main ideas expressed in art. (4.3A)
 - e. The student is expected to describe intent and from conclusions about personal artworks. (4.4A)
- B. *Materials*
1. 10 inch cardboard circle
 2. organic and geometric shape templates
 3. pencil
 4. black, pink, white, red, blue and green tempera paint
 5. paint brushes
 6. water and containers
 7. paper towels
 8. print of Notre Dame
 9. *Art in History Art of the Middle Ages* by Jennifer Olmsted
 10. Technology Option: Take the virtual tour of Notre Dame
http://fromparis.com/html/virtual_tour.php?title=notre_dame&pano=000086_03 or <http://www.ecclesia-ottawa.org/vtour/tourguide.html>
 11. computer to view sites
<http://www.cmhpf.org/kids/Guideboox/GothicArchitecture.html>,
http://www.bc.edu/bc_org/avp/cas/fnart/arch/chartres.html
 12. Appendix D - Eye Completed Card for Gothic Rose Window
- C. *Key Vocabulary*
1. Gothic-of or relating to an architectural style prevalent in western Europe from the 12th through the 15th century and characterized by pointed arches, rib vaulting, and a developing emphasis on verticality and the impression of height.
 2. cathedral-a large, important church
 3. spires-a single turn of a spiral; a whorl
 4. pointed arches-a name given to that style of architecture in which the pointed arch is the predominant feature.
 5. flying buttresses-a structure, usually brick or stone, built against a wall for support or reinforcement
 6. rose window-a large circular window, usually glazed with stained glass, having stone tracery radiating from the center, often with intricate petal like patterns
 7. gargoyles-a grotesque ornamental figure or projection
 8. statues-a three-dimensional form or likeness sculpted, modeled, carved, or cast in material such as stone, clay, wood, or bronze
 9. positive space – the figure, shape or object
 10. negative space – the area around, under, above, inside and between objects
 11. Appendix D - Eye Recognize Card for Gothic Rose Window
- D. *Procedures/Activities*

1. Using the timeline and map, review the Middle Ages in Europe.
2. Introduce vocabulary (show online or printout the following page on this site: <http://www.cmhpf.org/kids/Guideboox/GothicArchitecture.html>)
3. Show examples of famous Gothic architecture and cathedrals with rose windows. (show print of Notre Dame)
4. Technology Option: Take the virtual tour of Notre Dame http://fromparis.com/html/virtual_tour.php?title=notre_dame&pano=000086_03 or <http://www.ecclesia-ottawa.org/vtour/tourguide.html>
5. Review geometric shapes and organic shapes by pointing out examples in a cathedral window.
Visit website: http://www.bc.edu/bc_org/avp/cas/fnart/arch/chartres.html
6. Using a 10-inch cardboard circle and geometric and organic shape templates (teacher made), students will formulate and design their version of a rose window. Students will use a pencil to trace patterns on the circle.
7. Using black tempera paint students will first paint all of the background (negative space).
8. When the background dries students will use a choice of colors (example reds, pinks, whites) and use a paint brush to create a stain glass window effect design in the positive space. (Teacher will model technique for the students.)

E. *Assessment/Evaluation*

1. Student will complete their Eye Recognize Card for a Gothic Rose Window.

Lesson Six: ABC's of Islamic Art

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill.(Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
2. Lesson Content
 - a. Islamic Art and Architecture (p 97)
 - b. Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an.
3. Skill Objective(s)
 - a. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.1B)
 - b. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (4.2A)
 - c. The student is expected to design original artworks. (4.2B)
 - d. The student is expected to identify simple main ideas expressed in art. (4.3A)
 - e. The student is expected to describe intent and from conclusions about personal artworks. (4.4A)

B. *Materials*

1. 8 x 10 corrugated cardboard for each student
2. foil
3. bottle of white glue

4. pencil
 5. black shoe polish
 6. steel wool
 7. Scotch tape
 8. computer to view sites
<http://www.usc.edu/dept/MSA/quran/transliteration/table.html>,
<http://www.islamicart.com/main/calligraphy/origins.html>
 9. Transliteration Table Printout if desired from website
<http://www.usc.edu/dept/MSA/quran/transliteration/table.html>
 10. Appendix D - Eye Completed Card for Islamic Foil Art
- C. *Key Vocabulary*
1. Qur'an-the sacred text of Islam
 2. foil art- art created with foil
 3. Islamic alphabet-alphabet of Islam
- D. *Procedures/Activities*
1. The teacher will introduce Islamic art and architecture by reviewing previously learned knowledge acquired in the study of the Middle Ages in history and geography.
 2. Introduce vocabulary words by showing examples (websites:
<http://www.usc.edu/dept/MSA/quran/transliteration/table.html>,
<http://www.islamicart.com/main/calligraphy/origins.html>)
 3. Teacher will model how to choose and write initials in Arabic.
 4. The teacher will introduce Islamic foil art by showing and modeling of the project.
 5. Using a heavy piece of cardboard the students will draw in pencil their initials in Arabic using the transliteration table from this website.
<http://www.usc.edu/dept/MSA/quran/transliteration/table.html>
 6. The student will redraw the letters with white glue.
 7. After glue dries, a piece of heavy duty foil is placed over the cardboard and secured with tape.
 8. The students will carefully press with fingertips around the letters to reveal the design.
 9. The student will use black shoe polish and completely cover the foil, making sure to cover initials well.
 10. After polish dries the student will rub the letters with steel wool. The silver will come through. The harder they rub the more silver is revealed.
- E. *Assessment/Evaluation*
1. Student will complete their Eye Completed Card Islamic Foil Art Project (Appendix D)

Lesson Seven: Che Wore a Red Dress

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement. (Art TEKS 3.3 and 4.3)
 2. Lesson Content
 - a. Art of Africa (p 97)

- b. Become familiar with examples of art from specific regions and peoples in Africa, such as Antelope headdress of Mali.
- 3. Skill Objective(s)
 - a. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.1B)
 - b. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (4.2A)
 - c. The student is expected to design original artworks. (4.2B)
 - d. The student is expected to identify simple main ideas expressed in art. (4.3A)
 - e. The student is expected to describe intent and from conclusions about personal artworks. (4.4A)
- B. *Materials*
 - 1. ½ sheet of poster board
 - 2. markers
 - 3. pencil
 - 4. scissors
 - 5. glue paint
 - 6. raffia
 - 7. hole punch
 - 8. paintbrush
 - 9. water and container
 - 10. paper towels
 - 11. Merrill, Yvonne. *Hands-On Africa*. Utah: Kits Publishing, 2000, ISBN 0-9643177-7-X.
 - 12. computer to view site <http://www.clarku.edu/~jborgatt/art156/anonymous.htm>
http://www.ncartmuseum.org/collections/highlights/african/pic061_lrg.shtml
<http://www.princetonol.com/groups/iad/lessons/middle/chiwara.htm>
 - 13. Appendix D - Eye Created Card for Chi Wara Headdress
- C. *Key Vocabulary*
 - 1. Mali-a country of western Africa
 - 2. headdress-a covering or ornament for the head
- D. *Procedures/Activities*
 - 1. The teacher will review the art of Africa by revisiting topics from World History of Early and Medieval African Kingdoms.
 - 2. Technology Option: Visit the following websites to show examples
<http://www.clarku.edu/~jborgatt/art156/anonymous.htm>
http://www.ncartmuseum.org/collections/highlights/african/pic061_lrg.shtml
<http://www.princetonol.com/groups/iad/lessons/middle/chiwara.htm>
 - 3. Introduce vocabulary words by showing an example of a Chi Wara headdress.
 - 4. Using Appendix F the teacher will explain the symbols and representation of the headdress.
 - 5. The students will follow the steps from Appendix F, plus their own ideas and create their version of a Chi Wara headdress.
- E. *Assessment/Evaluation*
 - 1. Students will complete their Eye Created Card for the Chi War Headdress project. (Appendix D)

Lesson Eight: “Deep in the Heart of Texas”

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment.(Art TEKS 3.1 and 4.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art TEKS 3.2 and 4.2)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement.(Art TEKS 3.3 and 4.3)
 2. Lesson Content
 - a. Art of a New Nation (p 98)
 - Become familiar with the architecture of Thomas Jefferson’s home Monticello.
 3. Skill Objective(s)
 - a. The student is expected to choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value art principles such as emphasis, pattern, rhythm, balance, proportion, and unity. (4.1B)
 - b. The student is expected to integrate a variety of ideas about self, life events, family, and community in original artworks. (4.2A)
 - c. The student is expected to design original artworks. (4.2B)
 - d. The student is expected to identify simple main ideas expressed in art. (4.3A)
 4. The student is expected to describe intent and from conclusions about personal artworks. (4.4A)
- B. *Materials*
1. computer to view Monticello
site <http://www.arlington.k12.va.us/schools/drew/a&a/monticello.htm>,
<http://explorer.monticello.org/>
 2. 8 ½ x 11 paper
 3. pencil
 4. ruler
 5. markers
 6. Appendix D - Eye completed card for Texas Style Monticello project
- C. *Key Vocabulary*
1. architecture-a style and method of design and construction
 2. Monticello-an estate of central Virginia southeast of Charlottesville. Designed by Thomas Jefferson, it was begun in 1770 and was his home for 56 years.
- D. *Procedures/Activities*
1. Teacher will introduce the lesson by referring to American history and geography and discussing this period of time in American history, the location of Monticello and President Thomas Jefferson.
 2. Technology Option: (virtual tour with audio) <http://explorer.monticello.org/>
 3. The teacher will introduce vocabulary words first defining architecture, symmetry, and identifying Monticello.
 4. The teacher will show symmetry in the architecture of the house (Monticello) on the following website:
<http://www.arlington.k12.va.us/schools/drew/a&a/monticello.htm>
 5. Students will have the opportunity to visually identify symmetry.
 6. The teacher will present the class with the task of designing a “Texas” version of Monticello to be constructed at President Bush’s Crawford, TX ranch.
 7. The students will develop their own idea for the house, using symmetry and other architectural elements.

8. Students will use paper, pencil, and ruler to create a sloppy copy and then redraw final copy on a white 8 ½ x 11 paper construction paper and can use markers or colored pencils to color project.

E. *Assessment/Evaluation*

1. Students will complete their Eye Completed card for the design of a Texas Style Monticello. (Appendix D)

VI. CULMINATING ACTIVITY

Teacher and students will work together in creating a Cultural Arts Festival with a Living Wax Museum exhibiting living narrators of historical places, people and artifacts that have been studied. Each culture will have a narrator/narrators and artifact representing that period of time. When patrons visit the Museum the past will come to life as they experience a first hand look into each culture. Adding to the experience would be an electronic virtual tour of places and events in history.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Clay Pot Template
- B. Appendix B – Native American Symbols
- C. Appendix C- Clay Pot Procedure
- D. Appendix D-a and D-b – Eye Completed Card
- E. Appendix E – Mosaic Procedures
- F. Appendix F – Chi Wara Headdress Template and Instructions

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- E. Gothic Architecture
<http://www.cmhpf.org/kids/Guideboox/GothicArchitecture.html>
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- M. Native Tech Pottery <http://www.nativetech.org/pottery/making.htm>
- N. NC Art Museum
http://www.ncartmuseum.org/collections/highlights/african/pic061_lrg.shtml
- O. Notre Dame Virtual Tour <http://www.ecclesia-ottawa.org/vtour/tourguide.html>

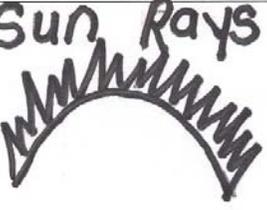
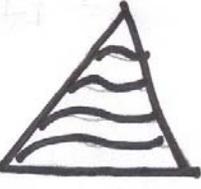
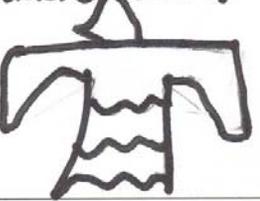
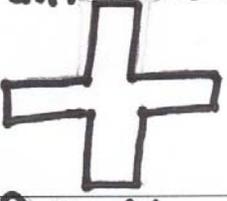
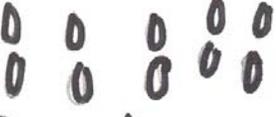
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Appendix A
Clay Pot Template



Appendix B
Native American Symbols

Symbols

<p>Horse</p> 	<p>Sun Rays</p> 	<p>Four</p> 
<p>Big</p>  <p>Mountain</p>	<p>Days and Nights</p> 	<p>Medicine Man</p>  <p>Eye</p>
<p>Running</p>  <p>Water</p>	<p>Snake</p> 	 <p>Cactus Flower</p>
<p>Thunderbird</p> 	<p>Cactus</p> 	<p>Path Crossing</p> 
 <p>Raindrops</p>	<p>Lightening</p> 	<p>Rain Clouds</p> 
 <p>Arrowhead</p>	<p>Deer Track</p> 	 <p>Man</p>

Appendix C
Coiled Clay Pot Procedure

Materials Needed:

air dry clay – individual pieces about 3" x 3" x 6"
small fruit or vegetable can (empty and clean)
damp paper towels
container of water
paints
paintbrush

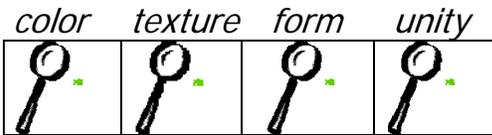
Procedure:

Wet two paper towels and lay them over the bottom of the small empty can. Take small amount of clay, flatten clay, and cover bottom of the covered can to create the bottom of the coil pot. Divide remaining clay into 3 pieces. Work with one piece at a time and roll the clay into a long, but sturdy piece. Begin at the bottom and gently coil the clay around the can. Go back and pinch the clay to connect to the bottom of the pot. Continue to do the same with the remaining clay. Students must make sure the pieces connect. Students can use water and a paintbrush to smooth and help connect clay. Gently remove can from center of pot. (The wet paper towel will keep clay from sticking to can.) The pots will air dry for several days. To complete this project the students will choose a few symbols (Appendix C) and paint them on their pots.

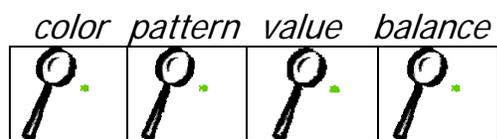
Appendix D-a
Eye Completed Cards



have successfully completed a
coil clay pot
correctly using these
art elements:



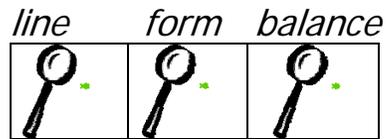
have successfully created a
Gothic Rose Window
correctly using these
art elements:



have successfully completed a
**Native American
sand painting**
correctly using these
art elements:



have successfully created an
Islamic Foil Art
correctly using these
art elements:





have successfully created a replica of **Le Pont du Gard** correctly using these art elements:

unity pattern proportion form



have successfully created my **African Chi Wara Headdress** correctly using these art elements:

form color texture



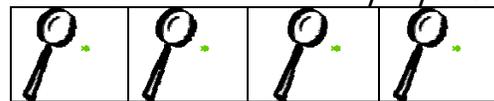
have successful created a **Byzantine mosaic project** correctly using art elements:

form texture color pattern



have successfully created my design of a Texas Style Monticello correctly using these art elements:

balance form line proportion



Concrete Mosaics

The teacher will model steps of creating a mosaic for class.

1. Pour concrete into a salad size paper plate. Smooth concrete so the top will have a flat surface.
2. Using a previously created design, begin pressing objects into the concrete, creating a particular pattern. Teacher will point out that mosaic pieces are placed close together. Point out to students that are easier to begin working from the center out.
3. After mosaic pieces have firmly set up (usually 24 hours) the piece can be removed from plate.
4. A damp sponge can be used to wipe off top surface to remove concrete from top of pieces.
5. Following teacher example, the teacher will hand out plates of wet concrete and containers of mosaic pieces. The students will begin creating their own version of their mosaic.

Chi Wara Headdress

1. Using an 8 x 12 sheet of tag board, fold the sheet in half (hot dog fold).
2. Cut tagboard in half, staple 2 pieces together lengthwise, staple ends together to form a crown-like headpiece.
3. Attach a strip of tagboard across the center (arch shape). Make slotted cuts so that the piece will fit onto the hat.
4. Using pieces of tagboard from another 8 x 12 sheet, create an antelope type animal to affix to the center of the arch strip. (Use glue, tape, or stapler)
5. Use additional pieces to complete the headdress.
6. Use additional pieces to complete the headdress.
7. Punch holes around bottom of headdress and tie strands of raffia to the base.

