

Melting Pot to Salad Bowl: Part of a Healthy Artistic Diet

Grade Level or Special Area: Visual Arts, Grades 1-3

Written by: Dianne Ashby and Candace Tickle, Waters Elementary and Karla Lewis, Honey Elementary

Length of Unit: 6 lessons

I. ABSTRACT

- A. America was once known as the great melting pot. Today, it is better described as a salad bowl. American Art follows the same thinking. It is unique because it is not only influenced by the artist's particular ethic and cultural heritage, but also by geographic location. This 1st-3rd Grade Art unit provides students with experiences in basic Art Elements, Landscapes, American Indian Art and art comparisons while embracing our historical, geographic and cultural heritage. Join us for a smorgasbord of activities including experiences with paint, textiles, paper, and plaster.

II. OVERVIEW

- A. Concept Objectives
1. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 2. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
- B. Content from the *Core Knowledge Sequence*
1. Elements of Art, 1st Grade, p.31
 - a. Color
 - b. Line
 - c. Shape
 - Jacob Lawrence, *Parade*
 - Grant Wood, *Stone City, Iowa*
 - d. Texture
 2. Kinds of Pictures: Landscapes, 2nd Grade, p. 52
 - a. Recognize as landscapes and discuss
 - Thomas Cole, *The Oxbow*
 3. Abstract Art, 2nd Grade, p. 52
 - a. Compare lifelike and abstract animals
 - Paintings of birds by John James Audubon
 4. Elements of Art, 3rd Grade, p.74
 - a. Design: How the elements of art work together
 - Early American quilts
 5. American Indian Art, 3rd Grade, p.75
 - a. Become familiar with American Indian works,
 - Masks
 6. Geography, 1st Grade p.27
 - a. Spatial Sense
 - Name your continent, country, state and community
- C. Skill Objectives
1. The student will invent images that express ideas and feelings in artworks, using a variety of colors, forms, and line. (Art1.2.2.2 A)(adapted)

2. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiberart and modeled forms, using a variety of art materials. (Art1.2,2.2,3.2 C)(adapted)
3. The student will identify color, texture, form, line, and emphasis in nature and in the human-made environment. (Art 1.1B)
4. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
5. The student will identify sensory knowledge and life experiences as sources for ideas about visual symbols, self and life events. (Art 3.1A)
6. The student will compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. (Art 3.3A)
7. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
8. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E. D. and Souzanne A. Wright editors. *Core Knowledge Handbook, Grade 1*. VA: Core Knowledge Foundation. 2005 ISBN 1-890517-70-4.
 2. Hirsch, Jr. E. D. and souzanne A. Wright editors. *Core Knowledge Handbook, Grade 2*. VA: Core Knowledge Foundation. 2005 ISBN 1-890517-74-7.
 3. Hirsch, Jr. E. D. and Souzanne A. Wright editors. *Core Knowledge Handbook, Grade 3*. VA: Core Knowledge Foundation. 2005 ISBN 1-890517-75-5.
- B. For Students
 1. Elements of Art, p. 14
 - a. Color
 - b. Line
 2. Elements of Art, 31
 - a. Color
 - b. Line
 - c. Shape
 - d. Texture
 3. Elements of Art, 52

IV. RESOURCES

Books

- A. Baylor, Bird. *They Put on Masks*
- B. Blizzard, Gladys S. *Come Look with Me: Exploring Landscapes with Children*.
- C. Burleigh, Robert. *Into the Woods*.
- D. Davies, Jacqueline. *The Boy Who Drew Birds*.
- E. Duggleby, John. *Artist in Overalls*.
- F. Duggleby, John. *The Story Painter*.
- G. Jones, Ann. *The Quilt*
- H. Kendall, Martha E. *Artists of the Wild*.
- I. Paul, Ann Whitford. *Eight Hands Round: A Patchwork Alphabet*
- J. Venezia, Mike. *Grant Wood*.

Artprints

- K. *Passenger Pigeon* print by John James Audubon from Core Knowledge Visual Arts Resources Grade 2-#15
- L. *Oxbow* print by Thomas Cole from Visual Arts Resources Grade 2- #6
- M. *Stone City, Iowa* print by Grant Wood from Core Knowledge Visual Arts Resources Grade 1- #11
- N. *The Parade* print by Jacob Lawrence from Core Knowledge Visual Arts Resources Grade 1-#10

Websites

- O. Audubon, John James websites
www.johnjamesaudubonart.us
www.enchantedlearning.com/letters/big/Ff.shtml
<http://www.amazon.com/Audubons-Birds-America-Coloring-Book/dp/048623049X>
- P. Cole, Thomas websites
http://www.metmuseum.org/Works_Of_Art/viewOne.asp?dep=2&viewMode=1&item=08.228
http://www.thomascole.org/learn_biography.htm
- Q. Early American Quilts
<http://aclupa.blogspot.com/2006/08/great-american-melting-pot.html>
<http://www.pages.drexel.edu/~gkw22/history.html>
www.fabrics.net/Laurette19thCentury.asp
<http://www.quiltersmuse.com/an-american-quilt-myth.htm>
<http://aclupa.blogspot.com/2006/08/great-american-melting-pot.html>
- R. Lawrence, Jacob websites
<http://www.geocities.com/heartland/estates/4967/afroamer.html>
<http://www.whitney.org/jacoblawrence/meet/index.html>
- S. Native American websites
http://www.westsouthwest.com/preview_cat_expand.asp?CAT_ID=97
<http://www.geocities.com/pictobee/indian6.JPG>
www.crossingworlds.com/retreats/cretreat.html
<http://www.snowowl.com/narartmasks.html>
<http://www.indians.org/articles/native-american-masks.html>
- T. Wood, Grant websites
<http://www.mtmercy.edu/stone/wood.htm>
<http://xroads.virginia.edu/~MA98/haven/wood/stonecity.html>

V. LESSONS

Lesson One: I Love a Parade! (2 45-min class sessions)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (1.2, 2.2, 3.2)
 - 2. Lesson Content
 - a. Elements of Art, 1st Grade, p.31
 - Color
 - Line

- Shape
 - i. Jacob Lawrence, *Parade*
 - ii. Grant Wood, *Stone City, Iowa*
 - Texture
- b. Geography, 1st Grade p.27
- Spatial Sense
 - i. Name your continent, country, state and community
3. Skill Objective(s)
- a. The student will invent images that express ideas and feelings in artworks, using a variety of colors, forms, and line. (Art 1.2,2.2 A)(adapted)
 - b. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - d. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - e. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)
- B. *Materials*
1. white construction paper 9 x 12-one sheet per student
 2. sponges-1 of each shape per pair of students pre cut in the following shapes: circle for the face, hat shape for the hat , triangle for the body , rectangle for the legs and arms
 3. tempera paint (black, yellow, red green)
 4. paper plate-one per student
 5. variety of chalk available to each student
 6. *The Story Painter* by John Duggleby
 7. *The Parade* print by Jacob Lawrence from Core Knowledge Visual Arts Resources Grade 1-#10
 8. Computer to access background information on Jacob Lawrence.
<http://www.geocities.com/heartland/estates/4967/afroamer.html>
<http://www.whitney.org/jacoblawrence/meet/index.html>
 9. U.S. map
- C. *Key Vocabulary*
1. geometric shape – precise and sharply defined shape such as a triangle, square, or circle
 2. texture – artwork’s real or implied surface quality, such as rough, smooth, slippery, etc.
 3. parade – organized procession along a street, often in costume
 4. motion – a change in position
- D. *Procedures/Activities*
- Day One
1. The teacher will introduce Jacob Lawrence by reading *The Story Painter* by John Duggleby.

- The teacher will discuss with students the ethnic background of Jacob Lawrence and his artwork, including his geographic region of America and the impact he made on our culture with his African-American influence.
2. Teacher will locate the geographic region of Jacob Lawrence on a map of the United States.
 3. The teacher will introduce and discuss vocabulary terms for the lesson.
 4. The teacher will show student *The Parade* print and discuss with student what is happening in the print, who they see, and where we see parades.
 5. The teacher will discuss with students how they could make a parade. (Where we see or have seen a parade?) Model what a parade might look like using students.
 6. The students will create their own version of Lawrence's parade using a sponge painting technique on white construction paper.
 7. The teacher will discuss the different shapes in the art piece and will model for the students using pre-cut sponges of the same shapes how to create persons marching in a row.
 8. The teacher will also remind students of the importance of color to reflect the Afro-American art.
 9. Students will create their artwork using these directions. Each child will fill their paper with marching men.
- Day Two
10. The students will continue the project the next class meeting by using chalk to create a background for their parade. A simple background of soft shades will enhance the marchers on parade.

E. *Assessment/Evaluation*

1. The teacher will copy and hand out Appendix A-Artist's Comment Card so that the students can evaluate their work of art.
2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

Lesson Two: Iowa(s) in Stone City (2 45-min class sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
2. Lesson Content
 - a. Elements of Art, 1st Grade, p.31
 - Color
 - Line
 - Shape
 - i. Jacob Lawrence, *Parade*
 - ii. Grant Wood, *Stone City, Iowa*
 - Texture
 - b. Geography, 1st Grade p.27
 - Spatial Sense
 - i. Name your continent, country, state and community

3. Skill Objective(s)
 - a. The student will invent images that express ideas and feelings in artworks, using a variety of colors, forms, and line. (Art 1.2,2.2 A)(adapted)
 - b. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - c. The student will identify color, texture, form, line, and emphasis in nature and in the human-made environment. (Art 1.1B)
 - d. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - e. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - f. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)

B. *Materials*

1. glue
2. construction paper in the following shades: brown, yellow, green, peach red, white
3. crayons
4. scissors
5. *Stone City, Iowa* print by Grant Wood from Core Knowledge Visual Arts Resources Grade 1- #11
6. *Artist in Overalls* by John Duggleby
7. *Grant Wood* by Mike Venezia
8. Computer to access background information on Grant Wood
<http://www.mtmercy.edu/stone/wood.htm>
<http://xroads.virginia.edu/~MA98/haven/wood/stonecity.html>
9. U.S. Map

C. *Key Vocabulary*

1. regionalism-art that deals with specific geographical area
2. geometric shape – precise and sharply defined shape such as a triangle, square, or circle
3. landscape-image depicting a land scene
4. foreground-the part of a scene that is near to the viewer, in art at the bottom of the picture
5. horizon-the “line” where sky and earth meet
6. background-the area of the picture plane further from the viewer, the upper portion of a picture
7. crops-plants that planted and grown on a farm and harvested

D. *Procedures/Activities*

Day One

1. The teacher will read *Artist in Overalls* by John Duggleby
2. The teacher will discuss with students the ethnic background of Grant Wood and his artwork, including his geographic region of America.
3. The teacher will locate the geographic region of Grant Wood on a map of the United States.
4. The teacher will introduce and discuss vocabulary terms for the lesson

The teacher will show students examples of Grant Wood's work.

5. The teacher may also choose to read *Grant Wood* by Mike Venezia.
 6. The teacher will model the steps to build or create a picture of Stone city, Iowa farmland.
 7. The students will begin with a 9 x 12 white construction paper.
 8. The students will use the colored paper to cut rounded shapes to create fields, trees and crops. Using overlapping technique to create the landscape.
 9. The students will cut rectangular shapes to create farm houses.
- Day 2
10. The students will use crayons to add small details to fields and river.
 11. The students will finish the sky with crayons.

E. *Assessment/Evaluation*

1. The teacher will copy and hand out Appendix A- Artist's Comment Card so that the students can evaluate their work of art.
2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

Lesson Three: Cole and the Bow (2 45-min class sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
2. Lesson Content
3.
 - a. Kinds of Pictures: Landscapes, 2nd Grade, p. 52
 - Recognize as landscapes and discuss
 - i. Thomas Cole, *The Oxbow*
 - b. Geography, 1st Grade p.27
 - Spatial Sense
 - i. Name your continent, country, state and community
4. Skill Objective(s)
 - a. The student will invent images that express ideas and feelings in artworks, using a variety of colors, forms, and line. (Art 1.2,2.2 A)(adapted)
 - b. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - d. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - e. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)

B. *Materials*

1. 8 x 10 piece of sheet rock
 2. 1 sack of joint compound (for each class)
 3. craft sticks
 4. disposable bowls (one per student)
 5. water cups (one per student)
 6. paper towels
 7. *Come Look With Me: Exploring Landscape Art With Children* by Gladys S Blizzard.
 8. *Oxbow* print by Thomas Cole from Visual Arts Resources Grade 2- #6
 9. Computer to access background information on Thomas Cole
http://www.metmuseum.org/Works_Of_Art/viewOne.asp?dep=2&viewMode=1&item=08.228
http://www.thomascole.org/learn_biography.htm
 10. U.S. Map
 11. *Core Knowledge Teacher Handbook*, 2nd Grade, p. 264
- C. *Key Vocabulary*
1. landscape-an expanse of scenery that can be seen in a single view.
 2. foreground-the area of a picture plane closest to the viewer. (bottom of picture)
 3. middle ground-the area of a picture plane that is usually toward the center
 4. background-the area of the picture plane farthest from view (top portion)
 5. texture-art element that shows how something feels
 6. sheet rock-a building material made of gypsum and paper
 7. joint compound-a mud like substance
 8. oxbow-u-shaped bend in a river or stream or a u-shaped collar placed around an ox's neck.
- D. *Procedures/Activities*
- Day One
1. Teacher will read appropriate portions of *Come Look With Me: Exploring Landscape Art With Children* by Gladys S Blizzard.
 2. Teacher will discuss with students the ethnic background of Thomas Cole and his artwork, including his geographic region of America.
 3. Teacher will locate the geographic region of Thomas Cole on a map of the United States.
 4. The teacher will introduce and discuss vocabulary terms for the lesson
 5. The teacher will show Thomas Cole's painting *The Oxbow* and divide the painting into 4 equal pieces and assist students in identifying the scope of each of the following sections; foreground, background, and horizon. Looking at each section the teacher will discuss the elements of art used in the piece (color, texture and position).
 6. The teacher will model the following steps in completing the artwork (#6-#8).
 7. The student will begin project with an 8 x 10 piece of sheetrock and lightly sketch out their landscape drawing.
 8. Using craft sticks, the student will begin layering the joint compound on the sheetrock to create the landscape picture. The student will build layers of plaster to mold, smooth, and shape different sections of the landscape. Let dry overnight.
- Day Two
9. The student will use watercolors, and paint the landscape using appropriate colors.

E. *Assessment/Evaluation*

1. The teacher will copy and hand out Appendix A-Artist's Comment Card so that the students can evaluate their work of art.
2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

Lesson Four: Birds of a Feather (2 45-min class sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
2. Lesson Content
 - a. Abstract Art, 2nd Grade, p. 52
 - Compare lifelike and abstract animals
 - i. Paintings of birds by John James Audubon
3. Geography, 1st Grade p.27
 - a. Spatial Sense
 - Name your continent, country, state and community
4. Skill Objective(s)
 - a. The student will invent images that express ideas and feelings in artworks, using a variety of colors, forms, and line. (Art 1.2,2.2 A)(adapted)
 - b. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - c. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - d. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - e. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)

B. *Materials*

1. copy of flamingo picture
2. white construction paper (one per student)
3. red and pink tissue paper
4. Mod Podge-glossy decoupage glue
5. paint brush
6. scissors
7. paper plate (one for each student)
8. *The Boy Who Drew Birds* by Jacqueline Davies
9. *Passenger Pigeon* print by John James Audubon from Core Knowledge Visual Arts Resources Grade 2-#15
10. *Into the Woods* by Robert Burleigh
11. *Artists of the Wild* by Martha E. Kendal

12. Copy of *The Pink Flamingo* print by John James Audubon from www.johnjamesaudubonart.us
 13. Copies of flamingo blackline drawing enlarged from www.enchantedlearning.com/letters/big/Ff.shtml (one per student) .
 14. Computer to access background information on John James Audubon <http://www.amazon.com/Audubons-Birds-America-Coloring-Book/dp/048623049X>
 15. U.S. Map
- C. *Key Vocabulary*
1. flamingo-a large pink to scarlet web-footed wading bird with down-bent bill
 2. texture- art element that shows how something feels
 3. visual texture-the illusion of how something feels
 4. lines-path of a moving point through space
 5. warm colors-red, yellow, and orange
 6. cool colors-blue, green, and purple
 7. abstract art-art that does not represent recognizable objects
 8. contour lines-defines the edges and surface ridges of an object
- D. *Procedures/Activities*
- Day One
1. The teacher will read *The Boy Who Drew Birds* by Jacqueline Davies to the students to introduce John James Audubon.
 2. Teacher will discuss with students the ethnic background of John James Audubon and his artwork, including his geographic region of America. Teacher will locate the geographic region of John James Audubon on a map of the United States. Teacher may also choose to read, *Artists of the Wild* by Martha E. Kendall or *Into the Woods* by Robert Burleigh.
 3. The teacher will introduce and discuss vocabulary terms for the lesson
 4. The teacher will show *Passenger Pigeon* print and brainstorm ideas of other birds they might have seen.
 5. The teacher will show and discuss, *The Pink Flamingo*. Identifying the elements used in this piece of work.
 6. The teacher will introduce and model the steps of how to create this piece of art.
 7. The student will turn paper with flamingo picture face down and begin covering the back side of the paper with alternating pieces of red and pink tissue affixing it to the white paper using Mod Podge glue. Place wet paper aside to dry overnight. (This technique is similar to Eric Carle style.)
 8. The students will use watercolors to paint a simple background picture for the flamingo.
- Day Two
9. The student will cut out their flamingo body and glue to their background picture.
 10. The student will make legs from yarn and color a beak using a marker.
- E. *Assessment/Evaluation*
1. The teacher will copy and hand out Appendix A-Artist's Comment Card so that the students can evaluate their work of art.
 2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

Lesson Five: A Stitch in Time

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
 2. Lesson Content
 - a. Elements of Art, 3rd Grade, p.74
 - Design: How the elements of art work together
 - i. Early American quilts
 - b. Geography, 1st Grade p.27
 - Spatial Sense
 - i. Name your continent, country, state and community
 3. Skill Objective(s)
 - a. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - c. The student will identify sensory knowledge and life experiences as sources for ideas about visual symbols, self and life events. (Art 3.1A)
 - d. The student will compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. (Art 3.3A)
 - e. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - f. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)
- B. *Materials*
1. white drawing paper 8 ½ x 11 (one per student)
 2. pencil
 3. sand paper cut in 6 x 6 squares (4 per student)
 4. crayons
 5. white domestic fabric cut in 15 x 15 squares (one per student) (approximately 12 yards for a class of 25)*alternative using inexpensive white flat sheet
 6. iron
 7. *Eight Hands Round: A Patchwork Alphabet* by Ann Whitford Paul
 8. *The Quilt* by Ann Jones
 9. Printout of *The Great American Melting Pot* poem from <http://aclupa.blogspot.com/2006/08/great-american-melting-pot.html>
 10. U.S. map
 11. Computer to access information on Early American quilts
<http://www.pages.drexel.edu/~gkw22/history.html>
www.fabrics.net/Laurette19thCentury.asp
<http://www.quiltersmuse.com/an-american-quilt-myth.htm>
- C. *Key Vocabulary*
1. quilt-a textile bedcovering or wall hanging formed in 3 layers; a decorated top, a fluffy filling, and a plain backing

2. design-a decorative or artist work
3. line-the path of a moving pint thru space
4. shape- a 2 dimensional area that is measured by height and width
5. tactile texture-texture that can really be felt
6. Early American-a period in time during the 18th and 19th Century

D. *Procedures/Activities*

1. The teacher will read *Eight Hands Round: A Patchwork Alphabet* by Ann Whitford Paul to the students to introduce Early American quilts. Teacher will show examples of quilts from the following websites and discuss the purpose of quilts, what a quilt looks like and what materials were used. Teacher may also choose to read, *The Quilt* by Ann Jones.
2. The teacher will read *The Great American Melting Pot* poem to the students to open discussion on cultural diversity and how this applies to varied quilt patterns and styles.
3. The teacher will introduce and discuss vocabulary terms for the lesson
4. The students will brainstorm and discuss idea of design one might use on quilt squares.
5. The teacher will show examples of quilt squares and the process of making quilt squares.
6. The student will use white paper and pencil to practice drawing and creating their design. The student will fold the paper 2 hamburger folds and open it to 4 sections on each side for practice.
7. The student will draw quilt square design on a square of sand paper. Using crayons, the student will color the design. (Students must press hard with crayons to transfer a heavy layer to sand paper.)
8. Steps 6 and 7 will be repeated 3 times to create 4 different squares.
9. The students will lay out sandpaper squares; face down, on the white fabric leaving equal space, between the tops and bottoms.
10. The teacher will transfer design by ironing over the back of the sandpaper.
11. The students will cut the edges of the quilt into their chosen line design to create a fringed edge.

E. *Assessment/Evaluation*

1. The teacher will copy and hand out Appendix A-Artist's Comment Card so that the students can evaluate their work of art.
2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

Lesson Six: They Put on Masks (2 45-min class sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2, 3.2)
2. Lesson Content
3. a. American Indian Art, 3rd Grade, p.75
 - Become familiar with American Indian works,
 - i. Masks

4. Skill Objective(s)
 - a. The student will identify, practice skills, and increase manipulative skills necessary for producing drawings, paintings, prints, constructions, fiber art and modeled forms, using a variety of art materials. (Art 1.2,2.2,3.2 C)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement. (Art 1.3, 2.3, 3.3)
 - c. The student will identify sensory knowledge and life experiences as sources for ideas about visual symbols, self and life events. (Art 3.1A)
 - d. The student will compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. (Art 3.3A)
 - e. The student makes informed judgments about personal artworks and the works of others. (Art 1.4, 2.4, 3.4)
 - f. The student is expected to locate places of significance on maps and globes.(SS 1.5B)(adapted)

B. *Materials*

1. cereal box
2. tempera paint (red, yellow, blue, green, black, orange)
3. paint brushes
4. decorative items such as: beads, feathers, faux fur, sequins, raffia, etc.
5. cloth
6. glue
7. staples
8. stapler
9. yarn
10. hole punch
11. Computer to access websites for background information on Native American masks http://www.westsouthwest.com/preview_cat_expand.asp?CAT_ID=97
<http://www.geocities.com/pictobee/indian6.JPG>
www.crossingworlds.com/retreats/cretreat.html
<http://www.snowowl.com/narartmasks.html>
<http://www.indians.org/articles/native-american-masks.html>
12. *They Put on Masks* by Bird Baylor
13. U.S. map

C. *Key Vocabulary*

1. symmetry-a type of formal balance in which two halves of a balanced artwork are identical, mirror images of each other.
2. mask-a covering to disguise or conceal the face.
3. pattern-a repeated surface decoration
4. spiritual-concerned with sacred matters
5. ceremony-an activity infused with ritual significance
6. medical-relating to the study of medicine
7. entertainment-amusement to hold an audience attention.

D. *Procedures/Activities*

Day One

1. The teacher will read book *They Put on Masks* by Bird Baylor to the class and discuss that Native American masks had many and varied purposes. They were used for entertainment, spiritual reasons, and medical purposes.
 2. The teacher will view and discuss with students examples of different tribal masks looking at websites.
 3. The teacher will point out symmetry of face and discuss how some masks emulate people and some animals.
 4. The teacher will show class a finished mask and carefully go thru the steps of creating a mask.
 5. Students will choose either an animal or person after which they will model their mask.
 6. Students will use tempera paint to paint their cereal box and create the face of their mask.
- Day Two
7. Students will choose decorative items to use on their mask and briefly organize their ideas.
 8. Students will decorate mask, adding chosen items to complete their design using glue and staples as needed.
- E. *Assessment/Evaluation*
1. The teacher will copy and hand out Appendix A-Artist's Comment Card so that the students can evaluate their work of art.
 2. There are two options for the picture of artwork at the top of the page: one, the teacher can take a digital picture of student's art; two the student can sketch a picture of the work in the provided space.

VI. CULMINATING ACTIVITY

- A. Unit will culminate with the presentation of arts in an American Gallery of Arts display. Pieces will be displayed appropriately for the best viewing in the gallery.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A-Artist's Comment Card

VIII. BIBLIOGRAPHY

- A. *Art Resources Grade 1*, VA: Core Knowledge Foundation, 2004 ISBN 1-890517- - .
- B. *Art Resources Grade 2*, VA: Core Knowledge Foundation, 2004 ISBN 1-890517- - .
- C. *Art Resources Grade 3*, VA: Core Knowledge Foundation, 2004 ISBN 1-890517-62-3.
- D. Audubon, John James websites
www.johnjamesaudubonart.us
www.enchantedlearning.com/letters/big/Ff.shtml
<http://www.amazon.com/Audubons-Birds-America-Coloring-Book/dp/048623049X>
- E. Blizzard, Gladys S. *Come Look With Me: Exploring Landscape Art with Children*. Massachusetts: Charlesbridge Publishing, 1993, 0-934738-95-8.
- F. Burleigh, Robert. *Into the Woods*. New York: Atheneum for Young Readers, 2003, 0-689-83040-8.
- G. Cole, Thomas websites
http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=2&viewMode=1&item=08.228
http://www.thomascole.org/learn_biography.htm

- H. Davies, Jacqueline. *The Boy Who Drew Birds*. Boston: Houghton Mifflin, 2004, 0-618-24343-7.
- I. Duggleby, John. *Artist in Overalls*. San Francisco: Chronicle Books, 1996, ISBN 0-81-1812421.
- J. Duggleby, John. *The Story Painter*. San Francisco: Chronicle Books, 1998, ISBN 0-81-1820823.
- K. Early American Quilts
<http://aclupa.blogspot.com/2006/08/great-american-melting-pot.html>
<http://www.pages.drexel.edu/~gkw22/history.html>
www.fabrics.net/Laurette19thCentury.asp
<http://www.quiltersmuse.com/an-american-quilt-myth.htm>
- L. <http://aclupa.blogspot.com/2006/08/great-american-melting-pot.html>
- M. Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31026-9
- N. Hirsch, Jr. E. D. and Souzanne A. Wright editors. *Core Knowledge Handbook, Grade 1*. VA: Core Knowledge Foundation, 2005, ISBN 1-890517-70-4.
- O. Hirsch, Jr. E. D. and Souzanne A. Wright editors. *Core Knowledge Handbook, Grade 2*. VA: Core Knowledge Foundation, 2005, ISBN 1-890517-74-7.
- P. Hirsch, Jr. E. D. and Souzanne A. Wright editors. *Core Knowledge Handbook, Grade 3*. VA: Core Knowledge Foundation, 2005, ISBN 1-890517-75-5.
- Q. Ingram, Jerry. *They Put on Masks*. New York: Charles Scribner's Sons, 1974, ISBN 684-13767-4.
- R. Jonas, Ann. *The Quilt*. New York: Greenwillow books, 1984, ISBN 0-688-3825-5.
- S. Kendall, Martha E. *Artists of the Wild*. Connecticut: Millbrook Press, 1993, 1-56294-297-2.
- T. Lawrence, Jacob websites
<http://www.geocities.com/heartland/estates/4967/afroamer.html>
<http://www.whitney.org/jacoblawrence/meet/index.html>
- U. Myers, Walter Dean. *The Great Migration: An American Story*. New York: Harper Trophy, 1995, ISBN 0-06-4434287.
- V. Native American websites
http://www.westsouthwest.com/preview_cat_expand.asp?CAT_ID=97
<http://www.geocities.com/pictobee/indian6.JPG>
www.crossingworlds.com/retreats/cretreat.html
<http://www.snowowl.com/narartmasks.html>
<http://www.indians.org/articles/native-american-masks.html>
- W. Paul, Ann Whitford. *Eight Hands Round: A Patchwork Alphabet*. New York: harper Collins, 1991, ISBN 0-06020246898.
- X. Venezia, Mike. *Grant Wood*. Chicago: Sagebrush Education Resources, 1996, ISBN 0-613-37368-5.
- Y. Wood, Grant websites
<http://www.mtmercy.edu/stone/wood.htm>
<http://xroads.virginia.edu/~MA98/haven/wood/stonecity.html>

Appendix A-Artist's Comment Card



Name of Original Artwork _____

Artist's Name _____

The influence of this art was (geographic, cultural, ethnic) _____

_____.

One element of art used in this piece is (color, shape, line, texture)_____.

My favorite thing about this piece is _____

_____.