

Unit Title: Reflecting Identity through Art

INSTRUCTIONAL UNIT AUTHORS

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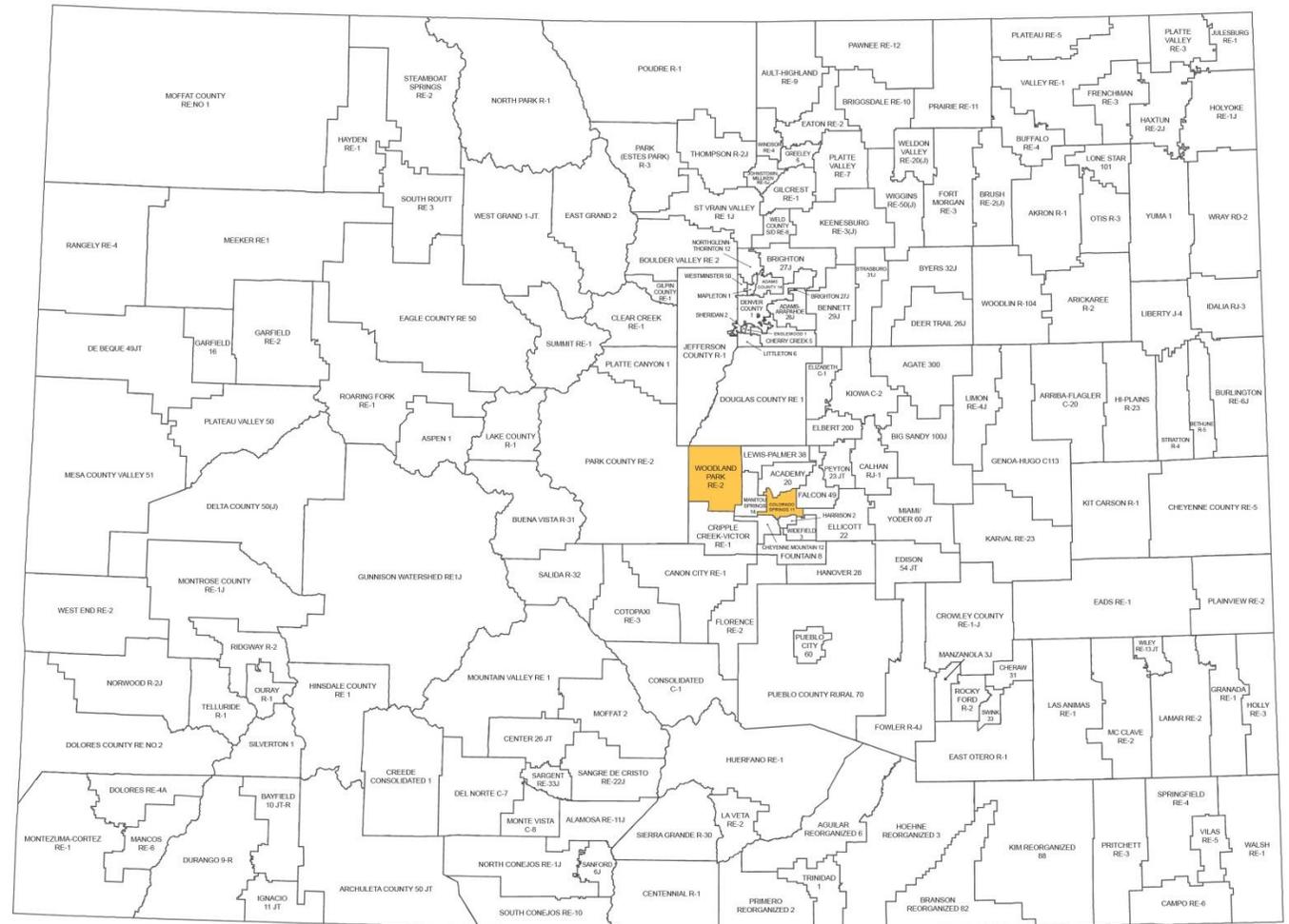
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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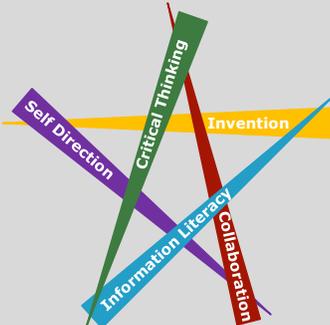


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

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| Content Area | Visual Arts | Grade Level | 4 th Grade |
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. Observe and Learn to Comprehend | 1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design | VA09-GR.4-S.1-GLE.1 | |
| | 2. Works of art articulate and express different points of view | VA09-GR.4-S.1-GLE.2 | |
| | 3. Artists, viewers and patrons respond to works of art using inference and empathy | VA09-GR.4-S.1-GLE.3 | |
| 2. Envision and Critique to Reflect | 1. The critique process informs judgments about artistic and aesthetic merits in works of art | VA09-GR.4-S.2-GLE.1 | |
| | 2. The processes and philosophies of art and design inform interpretations in works of art | VA09-GR.4-S.2-GLE.1 | |
| 3. Invent and Discover to Create | 1. Use media to express and communicate ideas about an issue of personal interest | VA09-GR.4-S.3-GLE.1 | |
| | 2. Materials and processes can be used in traditional, unique, and inventive ways | VA09-GR.4-S.3-GLE.2 | |
| 4. Relate and Connect to Transfer | 1. Viewers and patrons make personal meaning and infer artistic intent | VA09-GR.4-S.4-GLE.1 | |
| | 2. Historical time periods and cultural settings are interpreted in works of art | VA09-GR.4-S.4-GLE.2 | |

Colorado 21st Century Skills



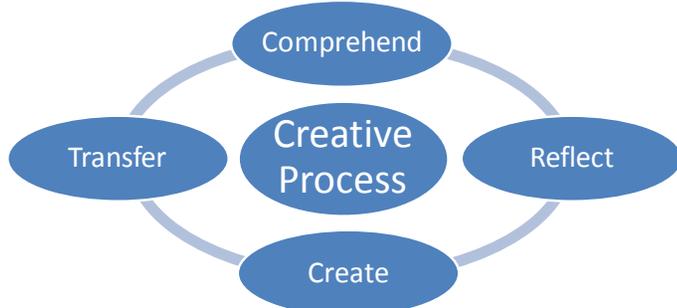
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

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| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
| Reflecting Identity through Art | Instructor Choice | Instructor Choice |

Colorado Teacher-Authored Sample Instructional Unit

| Unit Title | Reflecting Identity through Art | | Length of Unit | Instructor Choice |
|--|---|--|--|-------------------|
| Focusing Lens(es) | Identity | Standards and Grade Level Expectations Addressed in this Unit | VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.1-GLE.2, VA09-GR.4-S.1-GLE.3 VA09-GR.4-S.2-GLE.2 VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2 VA09-GR.4-S.4-GLE.1, VA09-GR.4-S.4-GLE.2 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • Why do various cultures experience art differently? (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2) • Why would an artist make a functional object beautiful? • How does how a piece of art is made affect the value you place on it? • Why do artists' share ideas? | | | |
| Unit Strands | Comprehend/Reflect/Create/Transfer | | | |
| Concepts | Composition (i.e. pattern, symmetry, organic shapes), Expressive Features And Characteristics (ie. motif), Artistic Expression, Theme, Artist Materials, Cultural and Historical Traditions | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| Culture and historical traditions inform themes found in works of art. (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2) | What are cultural or historical traditions of a specific culture? What works of art exemplify culture or historical themes? | Why are cultural styles and motifs (repetitive patterns) dependent on where an artist lives? Do artists influence other artists? Explain. |
| The availability of materials, tools and technology can determine perceived value in cultural works of art. (VA09-GR.4-S.1-GLE.3-EO.a) and (VA09-GR.4-S.2-GLE.2-EO.b,c) and (VA09-GR.4-S.3-GLE.1,,2) and (VA09-GR.4-S.4-GLE.1,2) | What are some examples of historical or cultural works of art that are considered valuable? What type of materials might an artist use in creating a painting? Sculpture? Installation? What kinds of craft traditions are present in our culture? | How can art tools and materials change over time? How does the availability of art materials affect the value of an art form? How do artists make choices about the tools and materials they might use for a work of art? Why do cultures appreciate craft differently? |
| Changing cultural traditions often gives rise to new forms of artistic expression. (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4- S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) | How has technology changed the way we make art? | Why does art change from one artistic period to another? |

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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Examples of how artists are recognized for their contributions to cultural traditions (i.e. Latin: Rivera, Aida , African: Angela Asberry, Folk Art: Oaxaca artists) (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Examples of how a culture can affect another culture’s artistic development (i.e. Folk Art) (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,.2) and (VA09-GR.4-S.4-GLE.1,2) • Ways that expressive features & characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) • The available materials, tools and technology artists use to create works of art (VA09-GR.4-S.1-GLE.1,2) • Ways that expressive features & characteristics as well as materials and tools can define creative outcome. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art. (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Create art using materials and techniques necessary to convey an intended meaning/purpose. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) • Identify key artists employing specific cultural traditions. (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Compare and contrast works of art across time and cultures (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Describe how the intended meaning and purpose for a work of art is dependent on culture. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) |

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>Cultural identity is expressed through art works that are built from traditions, available tools and resources, and changing needs throughout time.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Tradition, culture, embellishment, theme, compare and contrast</p> |
| <p>Technical Vocabulary:</p> | <p>Expressive features and characteristics of art, organic shape, motif, symmetry</p> |

Colorado Teacher-Authored Sample Instructional Unit

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| Unit Description: | In this unit students will explore the elements of culture and tradition through mask-making and historical research. Students will be asked to reflect upon their own cultural identity and/or traditions through researching various cultures and their art making heritage. Students will analyze how individuals and communities express their cultural identity through works of art (specifically masks); both their own and others. The unit culminates in a performances assessment that asks students to critically analyze and categorize cultural artifacts (masks). |
| Considerations: | <p>As a unit focusing on culture and identity it is important to collaboratively create a classroom understanding of what is meant by these terms as they are determined through traditions and themes. It would be helpful to relate cultural discussions to geography when possible to give students context to how/why some cultures may have similarities and differences. When technology is referred to in this unit, a broad definition of technology (beyond electronics) should be applied within the context of the culture being studied (e.g. architecture, artistic techniques, growing corn are all technology). Teachers are encouraged to include examples of contemporary art and/or art that incorporates blended cultural traditions.</p> <p>Logistical considerations: This unit requires the use of real masks. Possible resources for physical examples of masks: eBay, thrift stores, costume shops, www.Concrete Couch.org, or other community partners http://www.themaskproject.org/Pages/default.aspx (Denver hospice mask project).The timeline for this unit and learning experiences will vary, depending upon school schedules and the number of masks, cultures being studied.</p> |
| Unit Generalizations | |
| Key Generalization: | Culture and historical traditions inform themes found in works of art |
| Supporting Generalizations: | The availability of materials, tools and technology can determine perceived value in cultural works of art |
| | Changing cultural traditions often give rise to new forms of artistic expression |

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| Performance Assessment: <i>The capstone/summative assessment for this unit.</i> | |
| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Culture and historical traditions inform themes found in works of art |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You are a museum curator and you are being asked to identify, classify and plan an exhibit for a collection of masks (that have arrived to you in an unmarked crate). The masks seem to come from a variety of cultures, eras, and locations. The masks have come with unattached labels that should be able to inform you of their origin. As you design the exhibit, you need to consider visual clues that tell you about the people, culture, time in history, and place in the world that you believe the mask originated. The exhibit that you are planning will be open to the public. |
| Product/Evidence: (Expected product from students) | <p>Students will work in small groups to determine an organized, purposeful curated exhibit. Working together, they will determine proper placement within the exhibit using visual cues and knowledge of culture and tradition contexts shared by masks within the exhibit (possible placement plans could be based upon geography, time period, materials used, traditions related to masks, etc.). The students will create a text panel description explaining their rationale for each mask’s placement within the exhibit. Teachers will evaluate the accuracy of descriptions and evidence-based reasoning for exhibit design.</p> <p>Teacher note: To add a contemporary component to the exhibition, you could include local artists to create masks that reflect new forms of artistic expression.</p> |

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| Differentiation: (Multiple modes for student expression) | Utilizing the group structure, students can participate in various tasks: <ul style="list-style-type: none"> • Invent and identify for a mask and act out the character you’ve invented. • Use online virtual museum tour of masks. (multicultural masks) • Create a 2D magazine collage mask • Create bilingual text panels for masks in exhibit • Locate mask origins on map • Create a tactile mask gallery for touching and exploration of texture |
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| Texts for independent reading or for class read aloud to support the content | |
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| Informational/Non-Fiction | Fiction |
| <p><i>The Art of African Masks: Exploring Cultural Traditions (Art Around the World)</i>- Carol Finley</p> <p><i>The Mask-Making Handbook</i>- Thurston James</p> <p><i>How to Make Masks!</i>- Jonni Good</p> <p><i>The Mask-Making Handbook</i>- Thurston James</p> <p><i>Masks and Masking: Faces of Tradition and Belief Worldwide</i>- Gary Edson</p> <p><i>Masks (Traditions Around the World)</i>- Danielle Sensier and Amanda Earl</p> <p><i>Masks: Faces of Culture</i>- John W. Nunley</p> <p><i>Cajun Mardi Gras Masks (Folk Art and Artists Series)</i>- Carl Lindahl and Carolyn Ware</p> | <p><i>The Princess in the Opal Mask</i>- Jenny Lundquist</p> <p><i>The Man in the Iron Mask (Classic Starts Series)</i>- Alexandre Dumas (NC720L Lexile Level)</p> <p><i>The Thief Lord</i>- Cornelia Funke and Christian Birmingham (640L Lexile level)</p> <p><i>Behind the Mask</i>- Yangsook Choi (610L Lexile Level)</p> <p><i>Joshua’s Masai Mask</i>- Dakari Hru (580L Lexile Level)</p> |

| Ongoing Discipline-Specific Learning Experiences | | | | |
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| 1. | Description: | Think/Research like an Artist- Gain an understanding of the art world through analyzing the use of visual characteristics in art | Teacher Resources: | <p><i>8 Studio Habits of Mind</i> - Lois Hetland http://www.everyarteverychild.org/assessment/studiohabits.html (<i>Every Art, Every Child</i> website features the Studio Habits)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/behind-masks-exploring-culture-395.html?tab=3 (Behind the Masks: Exploring Culture through Arts and Poetry- Lesson Plan)</p> <p>https://naea.digication.com/jihee_park/Making_your_own_tradition_Masks (Secondary Lesson Plan on Making Your Own Tradition: Masks)</p> <p>http://www.indiana.edu/~mathers/Tops.pdf (Presentation on teaching with objects and photographs)</p> <p>http://www.pzartfulthinking.org/index.php (Artful Thinking- Harvard Universities site for thinking routines and other helpful resources to “support thoughtful learning – in the arts, and across school subjects”)</p> <p>http://www.pz.gse.harvard.edu/art_works_for_schools.php (Harvard’s Project Zero ArtWorks for Schools resource designed to develop high-level thinking in and through the arts)</p> <p>http://www.pinterest.com/traart1/art-critique/ (Pinterest page with a variety of ideas to incorporate arts critique into a classroom)</p> |

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| | | Student Resources: | Art materials and images appropriate for art experience exploration |
| Skills: | Observe and reflect like and artist- Identify characteristics, use descriptive language, sorting, compare and contrast works of art across time and cultures | Assessment: | Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making. |

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) ability to function responsibly and safely in an art studio environment to include the appropriate use of tools and materials. Students will be encouraged to use descriptive vocabulary and persist through art making. Successful learning will draw upon grade level knowledge of and ability to use the expressive features and characteristics of art. The regional nature of the discussions throughout the unit will require a basic understanding of the world map. Teachers should use maps for reference as needed.

**Learning Experiences # 1 – 4
Instructional Timeframe: Weeks 1-2**

Learning Experience # 1

The teacher may display a variety of masks and ask such questions as: What are masks made of...; What are masks used for...; What can/do masks signify... so that students can make exploratory inferences about the masks and their artists.

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| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art |
| Teacher Resources: | http://www.penn.museum/documents/education/penn-museum-africa.pdf (Power point overview on use of masks in culture) http://masksoftheworld.com/ (Website devoted to finding and identifying a variety of cultural and historical masks) http://edsitement.neh.gov/lesson-plan/what-masks-reveal (What Masks Reveal lesson plan) http://www.youtube.com/watch?v=q2q3RiYMLpQ (Brief YouTube video for Masks from many Cultures) http://www.youtube.com/watch?v=lu-FPL6cdCA (Brief YouTube video masks in various world regions) http://www.youtube.com/watch?v=AK9ZpgLDDmU (YouTube video of African Masks) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) |

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| | http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | N/A | |
| Assessment: | As a class, students will create an attribute list that identifies all of the various cultural and aesthetic aspects they notice about the group of masks. Teacher note: These attributes can be organized in a variety of ways such as making a word wall http://www.schoolexpress.com/wordwalls/wordwalls.php or making a Wordle http://www.wordle.net . | |
| 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) |
| | Students may fill in a list already classified by teacher: color, shape, etc. Students may label parts of mask http://blog.worldlabel.com/free-printable-labels-gallery (printable label downloads) | Students may give observations to a partner Students may use pre-populated labels to organize masks |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may design a mask with a particular purpose |
| Critical Content: | <ul style="list-style-type: none"> • Tools, materials, and technology support artists to create works of art • Examples of how a culture can effect another culture’s artistic development | |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Compare and contrast works of art across time and cultures • Describe how intended meaning and purpose for a work of art is dependent on culture | |
| Critical Language: | Motif, culture, traditions, themes, ethnicity, curator, museum, exhibit, attributes, text panel, folk art | |

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| Learning Experience # 2 | |
| The teacher may lead a discussion regarding where/when students wear or see masks in their own familial/social environments so that students see relationships about art and symbol making across cultures. | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art |
| Teacher Resources: | http://www.gameusedmasks.com/masks.html (Masks used in games) http://www.google.com/search?q=protective+types+of+masks&safe=active&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=oE6eUp_sMcfPqQHSk4CwDQ&ved=0CAcQ_AUoAQ&biw=1093&bih=479&url=1 (Protective mask images) |

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| | <p>http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks)</p> | |
| Student Resources: | <p>http://www.shutterstock.com/cat.mhtml?searchterm=masks&search_group=&lang=en&search_source=search_form (Mask images)</p> | |
| Assessment: | <p>Students will create a T-Chart of at least two masks and their uses. Students may be encouraged to note the region and or culture of the mask. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-Chart example template)</p> | |
| <p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p> | <p>Access (Resources and/or Process)</p> | <p>Expression (Products and/or Performance)</p> |
| | <p>Students may use Wordwall or Wordle attribute list (see previous learning experience) during discussions Students may use a partially completed T-Chart http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-Chart example template)</p> | <p>Students may work in groups to generate examples Students may use graphic organizer for building key describing words</p> |
| <p>Extensions for depth and complexity:</p> | <p>Access (Resources and/or Process)</p> | <p>Expression (Products and/or Performance)</p> |
| | <p>http://gwydir.demon.co.uk/jo/mosaic/ (interactive tool for creating a mosaic)</p> | <p>Students may create a collage or mosaic of mask attributes</p> |
| Critical Content: | <ul style="list-style-type: none"> • Cultural and historical traditions related to masks • Styles and motifs (repetitive patterns) found in masks • Cultural influences symbolized in masks | |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art • Compare and contrast attributes | |
| Critical Language: | <p>Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, traditions, function, motif, biome</p> | |

Colorado Teacher-Authored Sample Instructional Unit

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| Learning Experience # 3 | | |
| The teacher may demonstrate symbolic representations of culture, history, religion, etc. so that students can begin to explore and understand how masks invoke symbols to signify cultural beliefs. | | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art | |
| Teacher Resources: | https://plus.google.com/+GoogleArtProject/posts (Google Art Project-masks) http://www.youtube.com/watch?v=AfYIFSixOOI (Brief YouTube video on types of masks for use in the elementary classroom) http://www.readwritethink.org/classroom-resources/lesson-plans/behind-masks-exploring-culture-395.html?tab=3 (Behind the Masks: Exploring Culture through Arts and Poetry- Lesson Plan) http://www.pinterest.com/search/pins/?q=cultural%20symbols (Pinterest board of cultural symbol images) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | N/A | |
| Assessment: | Students will begin their journal/sketchbook and choose one mask to locate symbols and give thoughts/interpretation of symbols and defend their thinking. | |
| 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) |
| | http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Basic Describing Word Wheel graphic organizer) | Students may circle or choose from a prepopulated attribute list |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Basic cluster/word web template) http://www.wordle.net (Wordle creator) | Students may build a cluster web (or Wordle) of key words used in their reasoning |

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| Critical Content: | <ul style="list-style-type: none"> • The available materials, tools and technology artists use to create works of art • Ways that expressive features & characteristics as well as materials and tools can define creative outcome • Use expressive features and characteristics to describe and create culturally informed art • Compare and contrast works of art across time and cultures • Describe how intended meaning and purpose for a work of art is dependent on culture |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art |
| Critical Language: | Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, traditions, function, motif, biome |

| Learning Experience # 4 | |
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| <p>The teacher may display one mask (from the 1st learning experience) to model exploratory inference making so that students can identify, in more depth, aesthetic and cultural attributes.</p> | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art |
| Teacher Resources: | <p>https://plus.google.com/+GoogleArtProject/posts (Google Art Project-masks)</p> <p>http://www.youtube.com/watch?v=AfYIFSixOOI (Brief YouTube video on types of masks for use in the elementary classroom)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/behind-masks-exploring-culture-395.html?tab=3 (Behind the Masks: Exploring Culture through Arts and Poetry- Lesson Plan)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks)</p> |
| Student Resources: | Google art project: https://plus.google.com/+GoogleArtProject/posts (Masks) |
| Assessment: | <p>Students will journal/sketchbook additional details regarding the attributes of masks including descriptions of symbols and why they were used for the mask's creation.</p> <p>Possible attribute list prompts: <i>Where is the artist located? What materials/ natural resources were available? Why did they make it? What was the function/ purpose? Why did the artist think this mask was important to make? What identity does the mask hide? What identity does the mask portray? How was it made? What techniques/ processes were used? When it was made? What descriptive qualities were used? (use of Elements/Principles).</i></p> |

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| 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) |
| | http://www.pfsd.com/uploads/GraphicOrganizers.pdf (graphic organizers for inference) Students may be provided “if...then” statements for example: If a mask has ____ colors on it, then I believe _____. | Students may use “if...then” statements for building inferences |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Cultural and historical traditions related to masks • Styles and motifs (repetitive patterns) found in masks • Cultural influences symbolized in masks • Expressive features and characteristics of art • Examples of cultural influences | |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art | |
| Critical Language: | Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, traditions, function, motif, biome | |

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| Learning Experience # 5 | | |
| The teacher may provide detailed information about mask origins from Learning Experience #1 so that students can compare their inferences about the masks with the factual evidence (hypothesis testing). | | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art | |
| Teacher Resources: | www.ibess.wikispaces.com/biomes (World Maps with biomes) http://www.youtube.com/watch?v=Lf--PQNDn7g (Continents Song) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | N/A | |

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| Assessment: | Students will journal/sketchbook the comparisons of the factual information provided by the instructor about each mask against their original thoughts. Note to teacher: Students should be encouraged to review their previous journal entries for specific observation notes. | |
| 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) |
| | N/A | Students may complete journal entries with a partner or instructor guidance |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.youtube.com/watch?v=E4kTH2bc-e8 (Example of a student newscast) | Students may develop a news report about an ancient mask that was just discovered by archaeologists to include where it was located and the time period is it believed to have been created |
| Critical Content: | <ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent • The available materials, tools and technology artists use to create works of art | |
| Key Skills: | <ul style="list-style-type: none"> • Identify key art tools, materials, and technologies employed by specific cultural traditions. • Compare and contrast works of art from across times and cultures | |
| Critical Language: | Geography, biome, continent, natural resources, origin, label | |

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| Learning Experience # 6 | |
| The teacher may model comparing and contrasting contemporary and historical masks of the same cultural/social origin so that students can consider consistent and unique expressions of cultural elements. | |
| Generalization Connection(s): | Changing cultural traditions often give rise to new forms of artistic expression |
| Teacher Resources: | http://www.statemuseum.arizona.edu/exhibits/santosdiablos/santosdiablos_gallery_entry.shtml (Masks of Mexico virtual museum tour) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn Diagram resource link) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) |

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| Student Resources: | Paper, pencil, Images of contemporary masks that have the same origins as the groups' masks | |
| Assessment: | Students create Venn diagrams comparing historical and contemporary masks. Teacher note: Students should use comparisons such as expressive features and characteristics of art, symbolism and its significance, cultural traditions, etc. | |
| 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) |
| | http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn Diagram resource link) | Students may sort masks or images of masks into groups Students may use images instead of words in Venn Diagram |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html (interactive web tool for creating two or three overlapping circles) | Students may create a three-pronged Venn diagram comparing more than two masks |
| Critical Content: | <ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent • Examples of how a culture can affect another culture's artistic development • The available materials, tools and technology artists use to create works of art | |
| Key Skills: | <ul style="list-style-type: none"> • Identify key artists employing specific cultural traditions. • Compare and contrast works of art across time and cultures • Describe how the intended meaning and purpose for a work of art is dependent on culture. | |
| Critical Language: | Traditional, Contemporary, Venn Diagram, compare/contrast, folk art | |

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| Learning Experience # 7 | |
| The teacher may revisit work thus far so that students can begin considering how artists choose cultural and aesthetic elements in the design process. | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art Changing cultural traditions often give rise to new forms of artistic expression |
| Teacher Resources: | www.litemind.com/scamper/ (Creative problem solving with SCAMPER) TAB studio (Breakout learning centers by attributes) http://www.penn.museum/documents/education/penn-museum-africa.pdf (Power point overview on use of masks in culture) http://masksoftheworld.com/ (Website devoted to finding and identifying a variety of cultural and historical masks) http://edsitement.neh.gov/lesson-plan/what-masks-reveal (What Masks Reveal lesson plan) http://www.youtube.com/watch?v=q2q3RiYMLpQ (Brief YouTube video for Masks from many Cultures) http://www.youtube.com/watch?v=lu-FPL6cdCA (Brief YouTube video masks in various world regions) http://www.youtube.com/watch?v=AK9ZpgLDDmU (YouTube video of African Masks) |

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| | http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | Resources above can be used with students as determined by teacher | |
| Assessment: | Students will independently create a mask using the attributes of a culture of their choice and create a text panel describing their art-making choices using criteria (such as use of color, size, symbolism, art materials used, represented traditions, etc.) | |
| 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) |
| | http://www.incredibleart.org/files/masks.htm (resources and tips for mask making) | Students may construct a mask using pre-cut shapes and symbols organized by region |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Examples of how a culture can affect another culture’s artistic development • Ways that expressive features & characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent • The available materials, tools and technology artists use to create works of art • Ways that expressive features & characteristics as well as materials and tools can define creative outcome. | |
| Key Skills: | <ul style="list-style-type: none"> • Create art using materials and techniques necessary to convey an intended meaning/purpose. • Use expressive features and characteristics to describe and create culturally informed art • Use informed decision making in choosing the types of materials for artmaking | |
| Critical Language: | Attributes, category, material, influence, artistic development, pattern, symmetry, region, organic shapes | |

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| Learning Experience # 8 | |
| The teacher may model the ways in which artists describe and write about their aesthetic choices so that students can consider how to linguistically represent artistic endeavors. | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art |

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| Teacher Resources: | http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677 (How to write effective museum text) http://australianmuseum.net.au/Writing-Text-and-Labels (Writing text and labels) http://www.wikihow.com/Write-an-Artist-Statement (Writing an Artist Statement) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | Blank text panels, pencils, laptops | |
| Assessment: | Students will journal/sketchbook reflections of their mask and the process in creating the mask. Text panel ideas could include: Emphasize writing skills and incorporate visual literacy regarding purpose/ function of mask such as: is it traditional or contemporary? What are the attributes and/or categories? What is the origin? Is it related to a specific cultural tradition or time period? | |
| 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) |
| | http://australianmuseum.net.au/Writing-Text-and-Labels (Writing text and labels) | Students may use labeling to explain mask elements |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent • Narrative and expository writing strategies | |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Create art using materials and techniques necessary to convey an intended meaning/purpose • Accurately describe art elements at grade level • Describe how the intended meaning and purpose is dependent on culture | |
| Critical Language: | Purpose, attributes, function, artist statement, text panel, culture | |

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| Learning Experience # 9 | | |
| The teacher may present and lead a discussion on exhibition techniques for 3 dimensional art displays (of masks) so that students can examine the necessary components of a successful art show. | | |
| Generalization Connection(s): | Culture and historical traditions inform themes found in works of art | |
| Teacher Resources: | http://www.wikihow.com/Set-Up-an-Art-Exhibition (Basic steps to follow in setting up an art exhibition) http://creativitypro.com/your-art-exhibition-checklist (Art exhibition checklist - Space for exhibit, 3M command strips, staplers, background info for exhibit) http://www.shutterstock.com/cat.mhtml?searchterm=cultural+symbols&search_group=&lang=en&search_source=search_form (Cultural symbols) http://www.shutterstock.com/cat.mhtml?searchterm=japanese+masks&search_group=&lang=en&search_source=search_form (Japanese masks) http://www.shutterstock.com/cat.mhtml?searchterm=mayan+masks&search_group=&lang=en&search_source=search_form (Mayan masks) http://www.shutterstock.com/cat.mhtml?searchterm=mardi+gras++masks&search_group=&lang=en&search_source=search_form (Mardi Gras masks) http://www.shutterstock.com/cat.mhtml?searchterm=chinese+masks&search_group=&lang=en&search_source=search_form (Chinese masks) http://www.shutterstock.com/cat.mhtml?searchterm=day+of+the+dead+masks&search_group=&lang=en&search_source=search_form (Day of the Dead masks) | |
| Student Resources: | Student created masks, text panels | |
| Assessment: | As a class, the students will use the masks that students created to organize and present a mask art show exhibition that is organized by attributes. | |
| 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) |
| | http://www.mfah.org/about/become-docent/ (overview of a docent's responsibilities- expectations can be created/modified by class) | Students may serve as the docent for the exhibit |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Online tour of an exhibit http://www.nga.gov/exhibitions/webtours.shtm (virtual tour options from the National Gallery of Art) | Students may SKYPE with a student/person from another part of the world and share exhibit Students may write a letter and send photos of your exhibit to someone special |
| Critical Content: | <ul style="list-style-type: none"> • Examples of how a culture can affect another culture's artistic development • The available materials, tools and technology artists use to create works of art | |
| Key Skills: | <ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Create art using materials and techniques necessary to convey an intended meaning/purpose | |
| Critical Language: | Exhibit, critique, rubric, audience, docent | |