

Woodland Joint Unified School District
Educational Services
SECONDARY COURSE PROPOSAL APPLICATION

Only typed forms will be accepted

SCHOOL: Woodland High

DEPARTMENT: VAPA

SCHOOL(S) WHERE COURSE WILL BE OFFERED: DMS LMS PHS CCHS WHS

COURSE TITLE: Art and Culture

Proposed abbreviation (max 15 characters) Art and Culture

- New Course
- Revision or reinstatement of existing course. Existing course # _____
- Change of **Title Only** (Do not complete course description.)
List former title **and** course # _____
- Replaces course(s) entitled (include course #): _____
- Dual Enrollment
- Ethnic Studies

Length of course Year _____

Credits per course 10 Academic Course: Academic

Grade range 9th TO 12th College Prep? Yes

Pre-requisite: No Pre-requisite course title **and** course #: _____

Can course be repeated? No If yes, how many times? _____ For credit? _____

Individual Submitting Course Proposal: Scott Coppenger Position: WHS Art Department Chair/Teacher

Primary Subject Area Credit: _____ Secondary Subject Area Credit: _____

(Must select one)

Fine Arts/World Language/CTE Capstone

State Course Code Number: 2803

For Career and Technical Education courses:
Pathway _____

Introductory
Concentrator
Capstone

Meets UC/CSU Requirements for:

- A – History/Social Science
- B – English
- C – Mathematics
- D – Lab Science
- E – World Language
- x F – Visual/Performing Arts
- G – Electives
- x Pending

CCAT Approval Date 12/18/2018

For CARE Use Only:

Course Code _____

Board Approved _____

Entered into AERIES _____

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I. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

Woodland Joint Unified School District has instituted an Ethnic Studies graduation requirement for all students. This course will fulfill all the requirements that were set forth by the Ethnic Studies Advisory Committee.

II. Write a narrative description of the course for the Course Catalog (5-8 sentences).

The purpose of this course is for students to develop an appreciation for other cultures and to explore their individual roles in their culture through expressive projects. Students will understand the significant role of art in culture. Students will learn about the use of art in general as tools that comment on the society or culture of the time. Students will discuss different uses for art and study four particular cultures and they ways that they use art. Students will also conduct individual research using the Internet to research more in depth about these cultures.

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III. Academic content standard(s): indicate grade level academic content along with key assignments.

Content Standards	Key Assignments
<p>1 1.0 ARTISTIC PERCEPTION</p>	<p>1 1. Group PowerPoint on culture 2. Manga/ Anime journal</p>
<p>2 2.0 CREATIVE EXPRESSION</p>	<p>2 1. Photo collage 2. Decorated pottery 3. Woodblock style print</p>
<p>3 3.0 HISTORICAL AND CULTURAL CONTEXT</p>	<p>3 1. Chicana style protest poster 2. African Masks 3. Polynesian medicine stick</p>
<p>4 4.0 AESTHETIC VALUING</p>	<p>4 1. Murals 2. Critiques 3. Journaling 4. Polynesian pattern/ decoration</p>
<p>5 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p>5 1. Artist as mentor project 2. Sumi-E painting 3. Haiku</p>

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IV. Method(s) of evaluating student achievement on the essential assignments.

(Tests, work projects and products, and performances)

Students will be evaluated based on a grading rubric. The rubric will use general categories such as punctuality, effort, use of class Time and neatness. We will also use project specific criteria. Journals and homework will also be graded based on completion and effort.

Each learning objective will be assigned a specific project graded using the above rubric.

V. Probable costs involved and identified funding sources:

(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
Art materials and consumables	\$ 0	Site-Lab Fees
Art Equipment	\$ 0	Site and District Funded
Personal (1-2) FTE	\$ 0	Site allocated FTE

Additional information to support probable cost:

All costs are unknown at this time. Cost will be based on the number of students and section allocations. It is estimated that the supply cost of this class will not exceed \$100 per student. These costs will be covered by the current site lab fees for art classes. No additional costs are anticipated.

IV. How does it change the current “balance” or proportion of curriculum offerings?

All art offerings are based on student interest and availability.

V. What type of teaching credential is needed?

Art

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Secondary Course Proposal Signature Page

Course Title: Art and Culture

If applicable:

Dept. Chair Approval(s): Bobby Rogers Date: 12/19/2018
Signature

Scott Coppenger Date: 12/19/2018
Signature

Principal Approval: Sandra Reese Date: 12/19/2018
Signature

Principal Approval: Karrie Sequeira Date: 12/19/2018
Signature

Director of Secondary Education Approval: Jacob Holt Date: 12/19/2018
Signature

Counselor verifies that course title matches with UC System title.

Counselor Approval: Angelica Farias Date: 12/19/2018
Signature

Counselor Approval: Damian Martin Date: 12/19/2018
Signature

Assoc. Superintendent: Elodia Ortega-Lampkin Date: 12/19/2018
Signature

Modified Courses Only

Director of Special Education Approval: _____ Date: _____
Signature

Board Approval

WJUSD School Board President: _____ Date: _____
Signature

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Pacing Guide
M Traditional Calendar 2019-2020
Grade: 10-12 Subject Area: Art (Art and Culture)

	Major Concept (Unit/ Theme)	Week or Days	Concept or Skill (Chapter)	Standards Based Objective	Essential Questions	Academic Language	Instructional Strategies	Suggested Resources	Suggested Assessments (Essential assessments are italicized)
1	Introduction to Art and Culture	1 wk.	<ol style="list-style-type: none"> 1. Course Overview 2. Grading 3. Safety 4. Culture 		How will we be able to maintain a safe and nurturing environment while providing the freedom to discuss different perspectives	Ethnic Studies Ethnography Culture Urban Studies Diversity Identity Appropriation	Direct instruction: Demonstration: Powerpoint Lecture on Guided Practice: Direct instruction: Learning		Create interactive journal. Design the the cover inside and out back and front.
2	Procedures and Rules	1 wk.	<ol style="list-style-type: none"> 1 Building classroom community 2. Safety Review 3. Mini-project 	Students will be able to analyze the dominate and submissive element in artworks and how those interactions affect the image (1.2) Students will be able to create original works that deal with dominance and subordination elements of composition.(2.5) Students will be able to explain how the selection of dominate and subordinate element work together in their	Reviewing the syllabus. Where is everything located Who is sitting next to you? Across from you?	Silkscreen Emulsion Mural Oil Paint	Direct instruction/ review Mini lectures Scaffolding Group Work Guided Practice Independent Practice		<ol style="list-style-type: none"> 1. Participation during class building activities 2. Mini-project completion

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				images (4.1) Students will be able to compare works that express a universal theme, and provide evidence to support the ideas expressed in each work (3.3)					
3	What Is culture?	1 wk.	1. Research 2. Teamwork 3. Presentation	Students will be able to identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. (1.1) Students will be able to identify similarities and differences in the purposes of art created in selected cultures (3.1) Students will be able to articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. (4.1)	In small groups, create a powerpoint to present your best answers to the class. Criteria: Your presentation must: • list criteria for a a culture (at least 10) • use both pictures (at least 10) and words • clearly communicate your ideas/s • show thoughtfulness and effort • use art skills of members of your group • be attractive enough (and show care for craftsmanship) to be uploaded to our google classroom site and/or used as a permanent	What is culture? Why should we study culture? How are cultures similar and different? What characteristics can we study about culture? How do beliefs and values of individuals affect society?	Small and Large collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Vocabulary flashcards and charts Direct instruction/ review	https://www.livescience.com/21478-what-is-culture-definition-of-culture.html https://www.purdueglobal.edu/news-resources/what-is-cultural-diversity/ https://www.thoughtco.com/cultural-appropriation-and-why-iits-wrong-2834561	1. Group Presentation 2. Journal

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					<p>classroom poster</p> <ul style="list-style-type: none"> • involve all members of your group • presentation must be well-planned (you cannot simply read your powerpoint slides, group members must speak to further explain your points) 				
	Journal 1			<p>The word "culture" is often used to describe a number of different things (including a group of people's beliefs, customs, or shared interests). Discuss some of the different uses of this word and how they are connected</p>					<p>In your interactive journal.</p> <p>1. Answer the prompt. Explain, use details.</p>
4	Chicanx Resistance Art	3 wks.	<p>1. Who are the important players? 2. What are they resisting against? 3. Were they successful? 4. Breaking the rules</p>	<p>Students will be able to demonstrate understanding of compositional vocabulary (1.1) Students will be able to analyze and justify the importance of the colors they have chosen to use in their artworks (1.2) Students will be able to produce an effective theme in a series of work (2.5)</p>	<p>What was the messages that people where trying to convey?</p> <p>How can we use the elements and principles of art to make a engaging image that sends a message?</p> <p>Would we ever break the rules of composition? Why</p>	<p>Aztlan Barrio Art Centros Chicano Art Movement Grupos Indigenous MeChA Mestizo Head UFW Eagle</p>	<p>Small and Large collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Vocabulary Direct instruction/ review</p>	<p>Books: Cara Chicano art: Resistance and Affirmation</p> <p>Internet Resources: http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-217</p>	<p>1. Research a current social issue that is important to you. Fill out the handout.</p> <p>2. Create several sketches that show your personal viewpoint.</p>

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				<p>Students will be able to understand and be able to identify elements from Chicax Poster artists (3.3)</p> <p>Students will be able to demonstrate adequate understanding in the study of aesthetics through cooperative learning (4.2, 4.4, 4.5)</p> <p>Students will be able to demonstrate an understanding that they can express a personal opinions through art (5.2)</p>	<p>or Why not?</p>			<p>https://calisphere.org/exhibitions/61/hispanic-americans-politics/</p> <p>Videos:</p> <p>https://www.youtube.com/watch?time_continue=3&v=mTEoAIGSfnY</p>	<p>3. Use the silk screening materials to create an image using at least 2 colors.</p>
	<p>Homework 1</p>		<p>1. What are some current social issues?</p> <p>2. Which one most important to you?</p> <p>3. Sketch out ideas that will clearly present your point of view.</p>		<p>The challenge is to compose by controlling how the subject is seen and what emotions are felt by the viewer. This is done through composition—the relationship of the elements in an image with each other and with the frame.. Remember that you are trying to develop mastery in concept composition as well as in technique.</p>				<p>In your interactive journal.</p> <p>1. Make a list of current social issues that are important to you.</p> <p>2. Sketch out poster ideas that show your point of view</p>

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	Journal 2			Consider the different uses of the word "culture" that you described in the previous question. Then, list some of the different cultures you belong to and how you identify with them.					In your interactive journal. 1. Answer the prompt. 2. Use details 3.
6	Artist as Mentor	1wk.	1 Who inspires you to create art? 2 Why? 3 How can you maintain your own artistic voice while using another artist as reference?	Students will be able to show an awareness of abstract /non-objective art (Standard 2.1) Students will be able to use found compositions to show an awareness of elements and principles (Standard 3.2) Students will be able to reproduce a found image (Standard 2.1) Students will be able to Critique non-objective art - discuss possible influences - how artist get ideas. (Standards 1.1, 5.4) Students will be able to compare and contrast artworks during a whole class critique (Standards 4.3, 4.5)	Can art truly capture an experience? Do artists have a responsibility to society? How can art connect a community? How can art perpetuate or diminish stereotypes? How do one's experiences influence artwork?	Mentor Artistic Voice Plagiarism Stereotypes Society Community	Small and Large collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Direct instruction	http://www.genekirklandphotography.com/port2.htm	1. Print based on mentor image 2. Handouts and worksheets 3. Self Assessment Rubric 4. Class Critique

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	Homework 2		<p>1 Who are your favorite visual artists? Why? 2. Pick out at least 2-3 pieces 3. Answer the following: How can I modify this image to make it my own? How much do I need to change it to make it mine?</p>						
	Journal 3				<p>Is it more meaningful to be born into a culture than to join it—or is it more significant to join the culture by choice? Does the answer differ based on what type of culture it is? Why?</p>				
8	Muralists	3 wks.	<p>1. Who painted the murals? 2. Who paid for the murals?</p>	<p>Students will be able to analyze a photograph and decipher the lighting technique used (1.5, 1.6)</p>	<p>How are the values and history of post-Revolutionary Mexico reflected in muralism? How can the</p>	<p>Murals Political Propaganda Socialism Capitalism Public Art</p>	<p>Small and Large collaborative group work Independent practice Mini lectures</p>	<p>http://arthistoryteachingresources.org/lessons/mexican-muralism/ </p>	

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			<p>3. How were they painted? 4. What was the murals content?</p>	<p>Students will be able to demonstrate that they can use different lighting techniques (2.1, 2.2) Students will be able to differentiate images taken during different time periods (3.3)</p>	<p>political be expressed most effectively through artistic means? How might we sum up muralism's contribution to twentieth-century art?</p>	<p>Graffiti/ Street Art Mexican Revolution Illiterate Partido Revolucionario Institucional (PRI)</p>	<p>Models Scaffolding SDAIE strategies Vocabulary flashcards and charts Direct instruction/ review Guided Practice</p>	<p>story.org/movement-mexican-muralism.htm</p>	
	African Art								
	Journal 4				<p>If you were to invent a cultural tradition or ritual, what would it be? A language? A food? A dance? Describe your new tradition and why you would have people practice it</p>				
9	Photo Collage		<p>1. Photo-Collage 2. Who is Bearden? 3. Personal Beliefs and Cultural Traditions</p>	<p>Students solve a visual arts problem that involves an effective use of shape, space, and balance (Standard 2.1) Students will recall issues of American culture from the civil rights era (Standard 3.3) Students will be able to describe trends in the visual arts (collage) and discuss how time, place and cultural influence are reflected in Bearden's</p>	<p>What does it mean to be an American? Do you feel like the meaning has changed since the civil rights era? How much does heritage mean to you? What about your personal beliefs or cultural traditions shown in your work? How do they manifest themselves?</p>	<p>Collage Cultural traditions Size Overlapping Value detail</p>	<p>Small and Large collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Vocabulary Direct instruction/ review Oral readings Jigsaw</p>	<p>http://www.nga.gov/feature/bearden/tech3.shtml http://www.beardenfoundation.org/artlife/bearden/collage/collage.html http://www.ndofineart.com/rauschenberg.html</p>	<p>1. Photo-Collage 2. Hand-outs and worksheets 3. Self Assessment Rubric 4. Class Critique</p>

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				work (Standards 3.4, 4.5) Students will demonstrate how their personal beliefs, cultural traditions influence the interpretation of the meaning of their work (Standard 4.1)					
	Masks	3 wks.	1. What are masks? 2. Who wore masks? 3. When did they wear them? 4. What were they made out of?	Students will be able to use the vocabulary of the arts to describe and analyze artworks (Standards 1.1, 1.2) Students will be able to record his or her understanding/knowledge of technical skills by creating personal artworks (Standards 2.1, 2.5) Students will be able to explore the nature and implications of art that is made for a social cause (Standard 3.1) Students will be able to recognize art that is made for public consumption and the importance that it plays in our daily lives while describing the content based on forms (Standards 4.3, 5.3)	Describe the characteristics of African masks Explain the purpose and significance of masks in African culture Distinguish between different types of African masks Summarize the history of African masks Create your own mask	Composition Form Shape Symmetrical Texture Three-dimensional Two-dimensional	Brainstorm charts/webs/etc.. Small and Large collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Vocabulary flashcards and charts Direct instruction/ review Library Research	Internet Resources: https://africa.si.edu/education/teacher-resources/	1. Series of prints that tell a story or document an activity or scene

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	Pottery	3-4 wks.	-coil construction -slip casting -glazing	2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 3.4 Discuss the purposes of art in selected contemporary cultures. 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.	<ol style="list-style-type: none"> 1. What is the traditional pottery process? 2. What materials did they use for construction? 3. Who made the pottery? 4. Who used the pottery? 5. What were the functions of the pottery? 6. What type of decoration was used, and what does it represent? 	-tribal art -symbols -pattern -texture -coil -slip -score -three dimensional -pottery -ceramics -vessel -hand building -slip casting -glazing -leather hard -bone dry	-mini lecture -demonstration -models -scaffolding -independent practice -guided practice	https://africa.si.edu/exhibits/ceramics.htm https://africa.si.edu/exhibits/bb/index.htm	-students will create 2 vessels using two different types of construction methods: coil construction and slip-casting -students will use traditional methods to create decoration on their vessels
	Project 12 Artist Choice								
	Journal 7								
	Midterm								
	Project 13 Art Show								
	Japanese Art								
4	Intro to Japan	2-Days	1. Japanese Culture	Students will be able to understand historical	<ol style="list-style-type: none"> 1. Journal #2 2. What do you know about Japan? 	-Culture -Religion -Tradition -Communication	Direct Instruction Independent practice	http://blog.globalizationpartners.com/japanese-culture-and-tradition.aspx	Group discussion Internet research Journal


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				<p>contributions of the Visual Arts (3.0) Students will analyze the role and development of the visual arts in past and present cultures throughout the world (3.0)</p> <p>Students will discuss the purposes of art in selected contemporary cultures. (3.4)</p>	<ul style="list-style-type: none"> -individual, then in group, then as a class -discussion on religion, traditions, language, geography, pop culture -in groups, students will research 2 interesting facts, then will share findings orally to the class 		<p>Collaborative group work</p> <p>Class discussion</p> <p>Research</p>		
5	Sumi-e painting	2 weeks	1. Intro to Sumi-e painting	<p>Student will discover, practice, and create a work of art through the traditional art of sumi painting through cultural influence and researching specific Japanese sumi painting artists.</p> <p>1.5 Analyze the material used by a given artist and describe how its use influences the meaning of</p>	<p>1 What is sumi-e painting? 2. Where did sumi-e painting originate? 3. Why is sumi-e painting important? 4. What does sumi-e painting represent for the Japanese people? 5. What were the</p>	<ul style="list-style-type: none"> -Sumi-e -painting -Ink -Bamboo -Brush -technique -symbolic -shading -tone(s) -arrangement -composition -landscape 	<p>Independent practice Mini lectures Models Demonstration Scaffolding Vocabulary Direct instruction/ review</p>	<p>Books: Sumi Painting: Study of Japanese Brush Painting by Takahiko Mikami</p> <p>Sumi-e Just For You by Hakuho Hirayama</p> <p>Internet Resources:</p>	<p>1 Follow along with step-by-step demonstration of basic sumi-e painting techniques 2. Create artwork using skills and techniques of sumi-e painting 3. Create artwork with personal meaning</p>

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				<p>the work.</p> <p>2.5 Create an expressive composition, focusing on dominance and subordination.</p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.</p> <p>Visual Literacy</p>	<p>messages that people where trying to convey?</p> <p>6. How can we use the elements and principles of art to make a engaging image that sends a message?</p> <p>7. What message are you trying to convey in your artwork?</p>			<p>http://www.sumi-e.it/en/history-of-sumi-e/</p> <p>https://study.com/academy/lesson/japanese-calligraphy-art-symbols-history.html</p>	4. Self-assessment rubric
5	Critique	1 Day	1. Critique	<p>-Students will be introduced to critiquing and multiple ways to analyze artwork visually, orally, and through writing using content specific vocabulary.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p>1. What do you think the artwork is about?</p> <p>2. How does the artwork make you feel?</p> <p>3. What makes the artwork successful?</p> <p>4. How could the artist improve on the given techniques?</p> <p>5. How does the</p>	<p>-Constructive criticism</p> <p>-Sumi-e painting</p> <p>-Brush strokes</p> <p>-Ink</p> <p>-Monochromatic</p> <p>-calligraphy</p>	<p>-Demonstration</p> <p>-Scaffolding</p> <p>-Effective questioning</p> <p>-activating prior knowledge</p> <p>-analysis of student work</p> <p>-academic vocabulary and language</p>	<p>Internet Source:</p> <p>https://www.theartofed.com/2014/10/09/7-critiques-you-can-use-in-your-classroom-today/</p> <p>https://quizlet.com/62758026/4-steps-of-art-criticism-flash-cards/</p>	<p>Worksheet with guided questions assigned to specific artwork.</p> <p>Worksheets will be handed back to artist to receive for feedback.</p>

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				<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Develop Perceptual Skills and Visual Arts Vocabulary</p>	<p>artwork reflect Japanese culture?</p>				
6	Journal #3	1 Day	 <p>Show famous artwork by Katsushika Hokusai - The Great Wave off Kanagawa</p>	<p>-Students will view and make inferences from looking at "Hokusai- The Great Wave off Kanagawa" by Katsushika Kanagawa" by Katsushika Kanagawa" -students will develop perceptual skills</p> <p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and</p>	<ol style="list-style-type: none"> 1. What do you think the artwork was about? 2. Who do you think created the artwork? (male or female, and WHY?) 3. What materials do you think the artist used? 	<p>-wood block print -linoleum carving -ink -linoleum carving tools -landscape -brayer -printing press</p>	<p>-nonlinguistic representations -journal -frontloading</p>	<p>https://www.widewalls.ch/japanese-painting/the-great-wave-off-kanagawa/</p> <p>https://mymodernmet.com/ukiyo-e-japanese-woodblock-prints/</p>	<p>In your interactive journal: Journal #3</p> <ol style="list-style-type: none"> 1. Answer the prompt. 2. Use details 3. Answer in complete sentences 4. Look at artwork closely to best answer prompts

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				respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Develop Perceptual Skills and Visual Arts Vocabulary	<p>4. HOW do you think the artwork was created? (what was the process?)</p> <p>5. After learning how the artwork was made, why do you think artists used the specific block printing process?</p>				
7	Woodblock print style using linoleum/ linoleum carving tools	2 Wks.	<ul style="list-style-type: none"> -Linoleum carving -inking -printing press 	<p>-Students will apply artistic processes and skills to create an artwork using linoleum carving techniques to mimic woodblock printing/carving.</p> <p>-Students will analyze how visuals arts in the past have influenced present technology (reproducing multiple times/evolution of printing)</p>	<p>1.Can art truly capture an experience?</p> <p>1.Do artists have a responsibility to society?</p> <p>3.How can art connect a community?</p>	<ul style="list-style-type: none"> -wood block print -linoleum carving -ink -linoleum carving tools -landscape -brayer -printing press 	<p>-Independent practice</p> <p>-mini lectures</p> <p>-Models</p> <p>-Scaffolding</p> <p>-demonstrations</p> <p>-Direct instruction</p>	<p>http://mercury.lcs.mit.edu/~jnc/prints/process.html</p>	<p>Create a work of art using linoleum/linoleum carving tools/ink/printing press, while demonstrating understanding of traditional techniques</p> <p>-self assessment rubric</p>

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				<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Skills, Processes, Materials, and Tools</p> <p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p>					
8	Haiku	1 Day	Poetry: Haiku Journal #4	-Students will learn the properties and make-up of a Haiku poem, as well	1. What is Haiku?	-Haiku -syllable	-mini lecture -model	https://www.poetryfoundation.org/learn/glossary-	-Journal #4 -Students will create a Haiku to accompany

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				<p>as a short history of Haiku. -Students will apply problem solving skills to create an original Haiku that connects to the linoleum carving artwork they created.</p> <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.</p>	<p>2. What are the rules of a Haiku?</p>		<p>-independent practice</p>	<p>terms/haiku-or-hokku</p>	<p>their "woodblock print" linoleum carving project</p>
9	Intro to Origami	1 day	<p>-Origami -Journal #5</p>	<p>-Students will be introduced to origami and will make connections and applications through the paper folding art.</p> <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the</p>	<p>1. What is origami? 2. What is the history of origami? 3. What is origami used for? 4. What are</p>	<p>-origami -folds -mathematics -balance</p>	<p>-think, pair, share -video -visuals -problem solving</p>	<p>https://study.com/academy/lesson/history-of-origami.html</p> <p>https://artclasscurator.com/origami-for-kids/</p>	<p>Journal #5: Individually: What do you know about origami?</p> <p>Think, Pair, Share and record new findings</p> <p>Watch video:</p>

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				Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas.	some benefits of origami? 5. How has origami transformed?			http://www.pbs.org/independentlens/between-the-folds/history.html ORIGAMI VIDEO: Between The Folds https://www.youtube.com/watch?v=aFrDN5eYPOQ	Between The Folds -record 15 facts you didn't know about origami in your journal
10	Origami Installation	2 Wks	Origami	-Students will research Japanese Origami and will demonstrate understanding the artists style through paper folding skills and contribution to an instillation 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician). 2.6 Create a two- or three-dimensional work of art	1. Who is your origami artist? 2. What is the general information on the artist? 3. What inspired your group about the artist? 4. How has your artwork been influenced	-Installation art -origami -street origami	-collaborative group work -demonstration -models -problem solving	https://www.google.com/search?rlz=1C1GCEB_enUS811US812&biw=1232&bih=561&tbm=isch&sa=1&ei=DEe6W_fiF4Pd8AOijp34AQ&q=origami+installation+&og=origami+installation+&gs_l=img.3..0j0i30j0i8i30l3j0i24.6814.7094..8202...0.0..0.92.271.3.....1....1..qws-wiz-img.HZJFjTTBYdo	In groups: students will research an origami artist, and will create an origami installation inspired by the artists work Students will present their installation artwork, as well as information on their artist and how they were inspired by their work

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				1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.	by them? 5. What are your plans to create a successful installation artwork?				
11	Manga/ Anime	1 Day	Journal #5 Manga	-Students will compare and contrast manga and anime 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.	1. What is manga? 2. What is the difference between manga and anime? 3. How has manga influenced the Japanese culture, as well as other cultures?	-manga -anime	-mini lecture -models -annotating -close reading	https://study.com/academy/lesson/anime-history-style.html https://www.wideworlds.ch/japanese-manga-comics-history/	Journal #5 -students will independently write what they know about manga/anime -students will do a close reading on the history of manga/anime, and will record their findings -they will compare the differences between what they had previously thought, and the new information they have learned
12	Manga/ Anime	3 Days	Journal #6 Drawing Manga/ Anime style	-Students will follow step by step instructions on how to draw different features in the manga/anime style	Journal #6 What are some influential moments you have had in your life?	-manga -anime	-journal -models -demonstrations -guided practice -scaffolding	https://www.youtube.com/watch?v=ByBlfJQvevA https://www.youtube.com/watch?v=ByBlfJQvevA	1. Journal #6 2. Step by step demonstrations on how to draw

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				<p>1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</p>	<p>Why are those experiences important to you? How have they shaped you as a person? How does your personal culture relate to the people and experiences?</p>			<p>https://www.youtube.com/watch?v=yBOxipEE054</p> <p>https://www.youtube.com/watch?v=2voPPBzh2wk</p> <p>https://www.youtube.com/watch?v=6bdmrDh8Asw</p> <p>https://www.youtube.com/watch?v=Ua4a51XAMzQ</p> <p>https://www.youtube.com/watch?v=gCM2BLfvyBI</p> <p>https://www.youtube.com/watch?v=bKUF_aAjBJc</p>	<p>manga/anime style eyes, mouth, hair, and body</p>
13	Manga/Anime	1.5 weeks	Creating manga	<p>-students will create a manga style comic using both manga and anime style processes to create an original work of art influenced by a personal experience</p> <p>2.0 CREATIVE EXPRESSION Creating, Performing, and</p>	<ol style="list-style-type: none"> Is your manga reflecting the traditional manga/anime style? Is your story/experience being represented the way you intended? 	<p>-manga -anime -style</p>	<p>-independent practice -reflection</p>		

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				Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.					
14	Critique	1 day	Critique	-Students will analyze and make positive and constructive judgements and interpretations on peer artworks 4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art 4.1 Articulate how	<ol style="list-style-type: none"> 1. Is your manga reflecting the traditional manga/anime style? 2. Is your story/experience being represented the way you intended? <ol style="list-style-type: none"> 1. What do you think the manga/comic 	-manga -anime -critique -positive criticism -constructive criticism	scaffolding -critique -reflection		<ol style="list-style-type: none"> 1. Gallery Walk -artworks will be displayed on the tables, and students will walk around and 1. Written critique -students will be displayed on the tables, and students will walk around and

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				<p>personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p>is about?</p> <ol style="list-style-type: none"> 2. What did you see to make you believe so? 3. What do you think about the style drawn? Was it successful? Why/why not? 4. Write 2 positive thoughts about the manga. 5. Write 1 constructive criticism about an area where the student could improve 				<p>view each one</p> <ol style="list-style-type: none"> 1. Written critique -students will be given 5 numbers that correlate with an artwork and will answer the questions listed in the "essential questions" section -students will receive the written feedback about their manga/comic
	Polynesian Art								
	Intro to Polynesia	1wk.	<ol style="list-style-type: none"> 1 Geography Where are we? 2. Who are we 					<p>Internet Resources: https://jtartrave.wordpress.com/2018/01/19/tahiti-samoa-and-the-art-of-polynesia/</p>	
	Journal		Is the tradition and the						

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			importance of handing down knowledge and practices within a family or a community. Have students share examples of knowledge and practices they have learned from their parents, grandparents, or someone in the community (through stories, conversation, formal and informal instruction, etc.). How would they share this with each other? With the next generation?						
	Homework								
	Polynesian Medicine Stick	2 Wks.	1 What is a medicine stick? 2. Who used them?	Students will be able solve a visual arts problem that involves the effective use of the elements of art and the principles of design.(2.1) Students will be able to identify and	Polynesia is a large area in the central and southern Pacific Ocean containing more than 1,000 scattered islands. Many of these islands share cultural similarities among the various groups of people who live on	God stick Deity Traditions, Materials, Technique	collaborative group work Independent practice Mini lectures Models Scaffolding SDAIE strategies Vocabulary Direct instruction/	Internet Resources: http://www.visual-arts-cork.com/ancient-art/oceanic.htm http://www.pacificworlds.com/homepage/education/pwguide2.pdf	1. Students will review the research and writings that they did for the journal/homework 2. Choose a figure to replicate 3. Create a

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				describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. (3.3)	them, especially in terms of their mythologies. Stories often include gods or deities that rule nature. In addition to the oral tradition, "god sticks" are made to represent these deities, usually in the form of a human face or figure wrapped in bark cloth or cord. In this exercise, students create a medicine stick, god stick or walking staff in a similar style to what might be found on one of the Polynesian Islands. Students can then create and share a short story about the stick's powers		review Library Research		walking/ medicine stick 4. Create story
	Homework								
	Journal								
	Easter Island								
	Journal		Are there traditional artforms or crafts from our own culture that have evolved over time? Give examples and explain the evolution. How has history,		The concept of taonga (treasures) and mana (prestige) are embodied in Māori weaving as an artform and in the individual pieces created. The works in the exhibition are considered treasures of great beauty and meaning, and as such				Have students read and analyze the quote by Erenora Puketapu-Hetet. Is this concept relevant to our own lives?

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			<p>technology and ideas about art influenced this change?</p>		<p>they reflect the mana of the artform and the artists, the owners and wearers, and the collective knowledge and history of Māori weaving. As objects, they are also seen as having a life. The kākahu (cloaks) in this exhibition may be worn as symbols of honor in ceremonies and other special events; other pieces will be given as gifts or returned to the families who own them. Just as they were treasured by the weavers who created them, they will be treasured by their owners or their wearers, and will gain mana as they continue their journey and become part of the stories of life.</p> <p>Discuss the concepts of taonga (treasures) and mana (prestige). How do objects become a part of stories of life? What objects do you or your family have that tell a story? •</p>				
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					Discuss the idea of ceremony and celebration and the special objects associated with these events. List special ceremonial clothing used in our culture (caps and gowns, uniforms, wedding dresses, holiday apparel).				
	Maori Weaving		<p>1 What traditions does weaving involve?</p> <p>2. Do the patterns have meaning?</p> <p>3. Does functionality inform look or design?</p>	<p>Students will be able to analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.(1.4)</p>	<p>Practice the basic over-and-under weaving technique. To create the warp (whenu) cut straight vertical lines into a piece of heavy paper (using a horizontal orientation). Do not cut all the way – leave an inch or so at the top. Cut strips of paper from a second sheet – these will be your weft (aho). Weave one weft strip through the vertical cuts on the first sheet of paper in an over and under pattern. If this first weft strip began over the warp, begin the next row under the warp. It is the alternating rows that create a solid</p>	Weaving Maori Whenu Aho	<p>SDAIE strategies</p> <p>Vocabulary</p> <p>Direct instruction/ review</p> <p>Library Research</p>	<p>Internet Resources</p> <p>http://www.willamette.edu/arts/hfma/pdf/teacher-guides/toi-maori.pdf</p>	<p>1. Students will create a traditional Maori weaving project</p>

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					<p>structure in weaving. Repeat weaving your strips in this pattern. Experiment with 2 or more colors and other structural configurations. • Experiment with common natural dyes such as fruit juices, tea, turmeric, or onion skins.</p> <p>www.dltk-holidays.com/easter/natural/htm is a good site for ideas and techniques. • Whai, or string games, were a very popular Māori pastime, and a good way for a potential weaver to improve finger dexterity. Have students try some simple string figures.</p> <p>www.folksong.org.nz/purerehua/index.html Includes a folksong to accompany a whai butterfly figure</p> <p>http://Turlock.k12.ca.us/ditcher/japan%20site/catscradle.htm</p> <p>Detailed pictures on how to make cat's cradles</p> <p>www.darsie.net/string/easy.html Easy</p>				
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					string figures www.alysion.org/string.htm Includes kid's guide to easy string figures				
				https://campus.digitization.com/APphoto/Sylabus					