

CULTURE LESSON PLAN

Big question:

How do students identify with other cultures through artwork?

Materials:

posters of artwork from other cultures, artifacts from other cultures, teacher-made handout featuring artist statements by artists associated with chosen artifacts

TEKS:

This lesson is adaptable to several grade levels and subject areas.

Objectives:

The student will identify art and artifacts from different cultures, use symbols and imagery to decipher messages in art, and create an artwork that could communicate information about the artists' culture to others.

Anticipatory Set (Attention Getter):

The teacher will display images of cultural artwork and set out artifacts, then introduce the lesson by inviting students to examine the materials. Next they will use an educated guess to answer: what might the artifacts have been used for; what symbols and images are familiar; what symbols and images are confusing; and which pieces, if any, is telling a story? Finally the teacher will share that throughout history, people have used artwork as a way to tell stories, record events, and communicate with people of different cultures and time periods. A cultural artifact is a human-made object which gives information about the culture of its creator and users. An artist statement is a brief text composed by an artist and intended to explain, justify, and contextualize his or her body of work.

Procedure:

In groups, students will be assigned a particular work of art. They will use sensory information to decipher the story or meaning behind the artwork and construct a short paragraph explaining their conclusion. After working, each group will share their ideas with the class. The actual artist statement will be revealed, and students will compare and contrast their answer with the intent of the artist and think of reasons why they may differ (time periods, cultures, different meanings of symbols, etc.) Individually, students will brainstorm something that they feel is important about *their* culture. Students will think of imagery that convey their thoughts using a visual organization format like a web (a web would have the word “culture” in the center and student’s different ideas about culture radiating outwards). Using art materials, students will create an artwork that incorporates 3 or more of the brainstormed images.

Finally students will engage in a critique. All artwork is laid out. Students circle through the room, each writing a sentence about something they see in the artwork. After writing, they fold their section of the paper under so that the next students cannot see their writing. After all students have viewed and commented on all works, each artist receives their comment sheet. A few moments should be allowed for reflection, then students may share the artwork’s actual intent.

Evaluation:

Students will actively participate in the group discussion, complete an individual brainstorming web, create an artwork using three or more ideas from web, participate in a group critique, and be able to speak clearly about their artwork.