

Teacher: Mrs. Schuette	Subject: Arts and Humanities	November 10, 2015 - November 13, 2015	Colonial Culture & Appalachian Culture
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KY Core Content Standards	Learning Target	Procedures/Activities
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**Early Primary (K – 3):**  
 AH-EP-2.4.1  
 Students will identify art from the following cultures and periods (Colonial America).  
 AH-EP-3.4.1  
 Students will experience visual art works created for a variety of purposes (Narrative).  
 AH-EP4.4.2  
 Students will choose media to create artworks with a basic understanding of how to use the media.

**4<sup>th</sup> Grade:**  
 AH-04-2.4.1  
 Students will identify how visual art has been a part of cultures and time periods throughout history (Colonial America).  
 AH-04-3.4.1  
 Students will identify how art fulfills a variety of purposes (Narrative).  
 AH-04-4.4.2  
 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.  
 AH-04-4.4.1  
 Students will create artwork using the elements of art and principles of design.

**5<sup>th</sup> Grade:**  
 AH-05-2.4.1  
 Students will describe or explain how visual art has been a part of cultures throughout history (Colonial America).  
 AH-05-3.4.1  
 Students will describe or explain how art fulfills a variety of purposes

Kindergarten /First Grade

*Kindergarten- I will learn about Colonists and identify artwork from the Colonial America culture.*

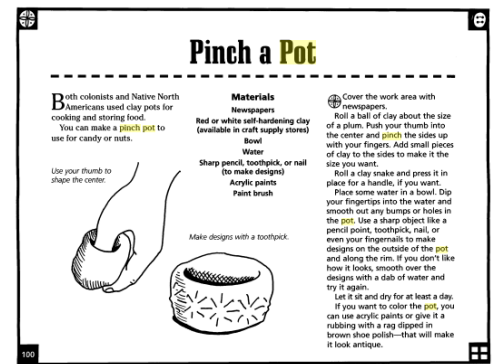
*First grade-I will create a pinch pot and be able to identify artwork from the Colonial America Culture.*


**K-**  
 Students have been introduced to the colonial unit through a DVD, The Mayflower Voyage. Throughout the video we stopped and talked about difficulties the colonists faced coming to America. Students will be shown two video clips that give visual representation of what life in Europe looked like and what life in America looked like at this time. We will discuss the differences and similarities. After discussing the differences from the video clips, students will receive two postcards. One postcard will be from England and one from America. Students will be able to look at the two postcards and compare the areas using the postcards. Students will be asked to color the post cards according to how they would really look.

To help review what students already know (stop at 1:10):  
<https://www.youtube.com/watch?v=WvOZs3g3qIo>

Compare & Contrast Native American and Colonial America:  
 “Colors of the wind” Review Native American  
<https://www.youtube.com/watch?v=HvvZ1TEQRB8>  
 “Wait til he sees you” [https://www.youtube.com/watch?v=vkbfbs\\_MJle0](https://www.youtube.com/watch?v=vkbfbs_MJle0)  
 “The Ball” <https://www.youtube.com/watch?v=OZtgCV47aCQ>

**1st-**  
 Students have been introduced to the colonial unit through a DVD, The Mayflower Voyage. Throughout the video we stopped and talked about difficulties the colonists faced coming to America. Students will discuss that Colonists and Appalachians used their resources, just as Native Americans did to create their art. We will review what it was like to journey to America and we will discuss what would happen if a Colonist needed some new pots or supplies. The items would have to be shipped from Europe to America. We will discuss the time it would take to get the supplies all the way to America. Since it took so long for goods to arrive, many Colonists made the items they needed using natural resources. They used pots to store food in and cook.



<p>(Narrative). AH-05-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. AH-05-4.4.1 Students will create artwork using the elements of art and principles of design.</p>		<p>If they needed a pot, they could make one out of clay. I will model how to make a pinch pot from clay. Then students will make a pinch pot out of clay like the Colonists. We will wrap up class with a review, class discussion about why Colonists would make many of their supplies and how.</p>
<i>2<sup>nd</sup> grade</i>		
	<p><i>I will study folk art and create a corn husk doll and be able to identify artwork from the Colonial American culture.</i></p>	<p>Students will watch video clips from the Colonial Williamsburg video to see examples of their towns, clothing, marketplace, art, and music. They will see/hear several examples of different types of songs including a work song, game song, patriotic, and folk songs. Students will discuss that Colonists and Appalachians used their resources, just as Native Americans did to create their art. We will discuss how Colonists would get supplies they needed/wanted. If they wanted something shipped from England, they would have to wait months. We will also discuss reasons the shipment may get delayed (weather, etc.). By talking about shipments from England, students will better understand why Colonists would use natural resources to make things they needed or wanted. I will model how to create a corn husk doll and take the students step-by-step through making theirs. To assess student learning, students will end class with an exit slip (Imagine you are a Colonist and needed a bowl to store food in. What would you do?). We will use the exit slip as a Welcome Work for Day 2 of this lesson. Corn husk dolls will take about two classes to complete.</p> 
<i>3<sup>rd</sup> grade</i>		
<b>Essential Vocabulary</b>	<p><i>I will create a print using print-making techniques.</i></p>	<p>We will start class by reviewing what we know about the Colonists. After students have a refresher on their prior knowledge, I will ask students to think about how we get information today. Students will respond with answers such as the newspaper, TV, neighbors, or the internet. We will discuss resources that the Colonists would have, then students will brainstorm how the Colonists would get their information. After I explain that Colonists would get their information from newspaper, we will discuss how they would make newspapers. I will explain the process of printmaking and discuss how complicated and time consuming it was. After we discuss the importance of printmaking for the Colonists, students will get to see a clip of a video that demonstrates colonial printmaking</p>
<p>K- Colonial period, Colonist art, Applachian art 1st grade- Colonial period, Colonist art, Appalachian art 2nd grade- Colonial period, Colonist</p>		

art, Appalachian art, corn husk doll  
3rd grade Colonial period, Colonist art, Appalachian art, printmaking.  
4th grade – Colonial period, Colonist art, Appalachian art, Portraits  
5th grade- Colonial period, Colonist art, Appalachian art, The Star Spangled Banner

([https://www.youtube.com/watch?v=perc\\_FZmtxU](https://www.youtube.com/watch?v=perc_FZmtxU)). I will then show students an example of printmaking and model the process of printmaking. Students will be allowed to create a print of their name. I will not tell them that the print will be a mirrored image. Students will have to learn through investigation. Once students see how images and words print backwards, they will be able to understand how to create their design for their print. Students will have another opportunity to create a print the following week correctly.

*4<sup>th</sup> grade*

*I will create a self-portrait using symbolism and be able to identify artwork from the Colonial American culture.*

4: Students will study the artwork of Rembrandt and create a self-portrait bust with symbolic items.

Students will have the opportunity to apply prior knowledge of Colonial Americans to today's lesson. We will start by brainstorming what we know about the Colonists. I will record student's thoughts on the ActivBoard, as well as show some images of Colonial Americans that might jog their memory. After students have an opportunity to recall important information they will receive a map of the world. On this map we will document the journey the Colonists made to eventually come to America. This journey is important to our artwork because it explains how the Colonists knew who Rembrandt was and how they had seen some of his artwork. We will discuss what made Rembrandt's artwork stand out (his paintings were the first to make people different sizes and stack them showing space). We will then look at some of his portraits and discuss the symbolism in them. For example, 'Portrait of a Man Trimming his Quill' by Rembrandt. We will discuss how he looks and is dressed. Then we will discuss the quill and paper. Rembrandt is showing us he is a writer by including the quill and paper, which means he has schooling and is intelligent. He's dressed nicely, meaning he's important. We can also discuss how the lighting on the man makes him the focal point.





Photographs were not taken at that time because they were not invented, so people sought out artists to remember loved ones. The teacher will discuss different times in the student's lives that they wanted to remember or commemorate and what they did to help them remember the moment. The students will then go through a drawing lesson on how to draw a portrait. Students will be allowed to add detail and finish with creativity. Students will be asked to draw themselves as a bust (an image from the shoulder up) and add details to the drawing to symbolize that important moment in their life. It is important for students to understand how to communicate an idea through a drawing and understand an image through its symbolism.

5<sup>th</sup> grade

*I will create a self-portrait using symbolism and be able to identify artwork from the Colonial American culture.*

Students will have the opportunity to apply prior knowledge of Colonial Americans to today's lesson. We will start by brainstorming what we know about the Colonists. I will record student's thoughts on the ActivBoard, as well as show some images of Colonial Americans that might jog their memory. After students have an opportunity to recall important information they will receive a map of the world. On this map we will document the journey the Colonists made to eventually come to America. Students will be introduced to John Singleton Copley. He was from Boston (Colonial America) and a self-taught artist. We will investigate a painting by Copley and discuss the symbolism in the image. What made Copley stand out as a painter was his incorporation of artifacts related to the subject's life. Students will be taken through a drawing lesson on how to draw a portrait and have to include artifacts important to their lives. Students may brainstorm important moments in their lives or artifacts that are important to them. Students will wrap up the colonial self-portrait lesson with an open response requiring students to reflect on their artwork.

