**Indigenous Art - Native American Community Academy**

**UNIT 1 Basic Drawing Skills**

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| **Stage 1 Desired Results** *What are your unit objectives and outcomes?* | | |
| BIG IDEAS    **Years Anchoring Concept:**  **Empowerment**  **Identity**  **Core Values**  **(Artists) Voice**  **Unit Concepts:**  **Drawing Skills**  **“Seeing” (as an Artist Sees)**  **Critique** | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  They will begin to truly ‘See’ and understand how everyday life translates into different forms of meaningful connections in the art of Indigenous people.  Students will use their observation skills/senses, as well as NACA’s Core Values to begin to develop a deeper awareness of themselves and their world.  They will begin to understand how their art can evolve, transform and empower them and others.  Knowledge of drawing skills and techniques will deepen their artistic abilities, critical thinking skills, and their understanding of other artists work.  With knowledge and practice they will gain self-confidence and they will be able to apply these skills in many other areas of their lives. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Artists interpret and represent what they have seen, imagined, remembered and felt. 2. The ability to express our personal vision in art is dependent on learning Basic drawing skills. 3. Drawing begins with keen observation and “Seeing” as an artist sees, then translating that onto a 2 dimensional surface. 4. Indigenous art shows Meaningful Connections to our culture, community and the earth. 5. Developing a deeper awareness of myself, my world, and my meaningful connections will enrich my artistic expression. | ESSENTIAL QUESTIONS   1. What art is meaningful to me and why? 2. How can my expressive and creative abilities improve by learning basic drawing skills? 3. What does ‘Seeing’ as an artist sees really mean? 4. How did my ancestors use drawing skills in creating their art? 5. What are Meaningful Connections and what are some of my own? 6. How did my ancestors express their “Meaningful Connections” to each other and the earth, and how is it done today? 7. Why develop a deeper awareness of myself and my world? |
| ***Acquisition*** | |
| *As a result of this unit, students will know…*  Basic Drawing Skills and Techniques and the Language of drawing.  How to use centering techniques and the importance of mindfulness to have good thoughts, good heart and take time to do it right. How a work is created can be more important than the finished product.  How everyday life translates into art - as our ancestors have done throughout time.  Students will understand how to use all their observation skills and Core Values to create their art.  They will understand Critique Guidelines and how to talk about their art work and others, and how to use these skills outside of art. | *As a result of this unit, students will be able to…*  They will begin to truly ‘See’ and understand how everyday life physically, emotionally and spiritually translates into different forms of meaningful art - as our ancestors have done throughout time.  Students will use their observation skills/senses, as well as all of NACA’s Core Values to begin to develop a deeper awareness, which will also enhance their own artistic vision. From this they will be able to create more meaningful art.  They will be able to conceptualize and then complete the process of evolving a simple thumbnail sketch into an important work of art, thus deepening their understanding of other art works.  With knowledge and practice they will gain self-confidence including discussing their own work and others in critique, and they will be able to apply these skills in many other areas of their lives. |
| COMMON CORE STATE STANDARDS Defined by Teacher Tia Hobgood:   1. They will begin to truly ‘See’ and understand how everyday life physically, emotionally and spiritually translates into different forms of meaningful art - as our ancestors have done throughout time. 2. Students will use their observation skills/senses, as well as all of NACA’s Core Values to begin to develop their own artistic vision, and from this they will be able to create meaningful art. 3. Students will gain knowledge of their ancestors as well as contemporary indigenous artist’s use of these concepts, skills and techniques and how these artists use them (or choose not to use them) in creating their art. *Non-native students can research their ancestors or other art that is meaningful to them.* 4. They will be able to conceptualize and then complete the process of evolving a simple thumbnail sketch into an important work of art using a wide variety of Basic Drawing Skills. 5. With knowledge and practice they will gain self-confidence including discussing their own work and others in critique, and they will be able to apply these skills in many other areas of their lives 6. Students will create a digital and physical portfolio of their work and learn to use photography, technology, and social media to organize, preserve, and market their work. | | |

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| **Stage 2 – Evidence** *How will you assess student learning?* | |
| **Evaluative Criteria** | **Assessment Evidence** |
| Final Drawing  Artists Statement  Participation in Critique | SUMMATIVE PERFORMANCE TASK(S) (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):  <type here>   * For the final, students must utilize all of the basic drawing skills and techniques they have learned to develop a highly individualized piece of art incorporating personal style, ideas and vision. This work will also incorporate elements of what they have learned from studying the drawing techniques used by their own tribe (s) in their traditional art forms. * They will also incorporate suggestions and feedback from class Critiques into their work. * Students will produce an “artist statement” based on this work that will evidence understanding of how their own tribes (s) traditional art forms use drawing skills, as well as the vocabulary, concepts and the EU’s that guide the unit. * Each student will participate in a final critique where they will discuss the ancestral drawing techniques they incorporated and why, the drawing skills and techniques they used, and their overall style and vision for the piece. See Rubric for Final Drawing Project - Google Doc |
| Unit’s progression of sketches and drawings using many different skills and techniques. Comparisons from the beginning.  Class Discussions and Critiques | FORMATIVE ASSESSMENT (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):     1. Students will demonstrate their understanding and application of a variety of basic drawing concepts, vocabulary and skills through their creation of many different sketches and studies as the lesson progresses from initial practice to more and more advanced drawings. Each students work will be assessed many times and teacher critique and guidance will be provided as well as further instruction and demonstration. Further review of students work demonstrating their understanding of the lessons and concepts will be done and additional instruction provided. Vocabulary and Drawing concepts will be discussed throughout the lesson and students will be required to actively participate in discussions, give examples and incorporate these into their work. 2. Students will demonstrate/discuss centering and mindfulness techniques while working as well as the adoption and integration of NACA Core Values. 3. Students will demonstrate how drawing skills and techniques are used in creation of their tribe’s traditional arts by incorporating these techniques into their own final work as well as discussing these in critique. 4. Through different Observation and ‘Seeing’ exercises and discussions, students will demonstrate their understanding of these concepts. 5. All students will participate in discussing and critiquing their work as the unit progresses. 6. Visiting Indigenous Artists will demonstrate and share with the students and all students will prepare highly relevant questions and comments for the artists, as well as experiment with various techniques they see in their own work. 7. They will demonstrate their understanding of the concept that drawing skills are foundational art skills that allows us to accomplish more advanced artwork through their final projects which will exemplify their learning and progress. |

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| **Stage 3 – Learning Plan** *What lessons will you teach, and what skills will students master, as a result of this unit?* | | | | |
| **Topical EU/EQ**  **For Lesson** | **CCSS Alignment with Stage 1** | **Formative Assessment of Lesson** | **Unit Modifications** | **Activities to Support the Lesson** |
| **Lesson 1 – 3 Days**  **The Art in Every Day Life**  **What is “to draw” in your language?**  **Pencil Skills/Leads**  **Beginning Basic Shapes**  *Topical EU: Indigenous art has meaningful connections.*  *Pencils are an Artists primary tool.*  *Topical EQ: What are meaningful connections?*  *In what ways are my pencils essential tools?* | Tie Lesson to Themes, Vocabulary, Concepts for Overall Grade Level | -Lots of teacher review and feedback  -Further assistance with student’s execution of basic skills  -Encourage peer feedback and discussion as they are drawing. | Reminder to bring eyewear/old shirt  Scaffolding basic pencil skills  Widen range of basics as needed and careful review of each with further demonstration & working closely with individuals as needed - accommodating IEP    Scaffolding Observation and Shading skills, lots of examples. Widen range of observation and shading lesson as needed and careful review of students work and further demonstration/working closely with individuals as needed - accommodating IEP  Continue to encourage peer feedback and discussion as they are drawing. Introduce Critique Verbiage and Guidelines  Offer a range of drawing options for final project. Careful review of students work and demonstration/working closely with individuals as needed - accommodating IEP  Provide assistance as needed and allow a range of options for Media component.  Modify critique as needed for IEP considerations. | Discussion and demonstration of how Indigenous people weave layers of physical, emotional and spiritual meaning into their art – and the importance of meaningful connections.  Demonstrate: Harder and Softer Pencil Marks and Scribbling, Discuss Harder/Softer Leads, How To Sketch & Basics of Sketching 2D and 3D Shapes & Forms. Practice drawing: ellipses, cylinder, cube, rectangle, prism, cone  *Lesson Vocabulary:* 9H-9B Leads, Charcoal, Sketching, 2D & 3D, Shape and Form, Cylinder, Ellipse, Cone, Cube, Rectangle, Prizm  Include in Discussion the practice of NACA’s Core Values of Respecting each other and our cultures, Responsibility to learn about the art of our cultures.  *Native Artists:* , Work of Ehren Natay Graffiti Artist  Sketching elephants in Thailand video,  [Basic Drawing Lessons 1-4 Google Doc](https://drive.google.com/file/d/0B0FaNlzuNfRoalVoQnBsTWI4U2s/edit?usp=sharing) |
| **Lesson 2 – 3 Days**  **Calming, Centering Techniques and Why**  **Using Keen Observation Skills**  **Seeing as an Artist Sees / Observing Light and Shadow/ Shading Practice**  *Topical EU: Keen Observation Skills are essential for my awareness, and my art*  *Topical EQ: What does it mean to be truly observant with all my senses?*  *How can I ‘See’ as an artist sees?* |  | -Teacher review and extensive feedback -Further assistance with student’s execution of lessons skills  -Continue to encourage peer feedback and discussion as they are drawing. Introduce Critique Verbiage and Guidelines | Demonstrate Centering Techniques and mindfulness of thoughts and intention. The ‘Art’ of creating.  *Lesson Vocabulary:* Observation – ‘Seeing’ Like an Artist, Sighting, Shading, Proportion, Tone and Value, Using 3 Simple Values of shading, 6 Values of Light  [Basic Drawing Lessons 1-4 Google Doc](https://drive.google.com/file/d/0B0FaNlzuNfRoalVoQnBsTWI4U2s/edit?usp=sharing) |
| **Lesson 3 – 5 Days**  **Sketching a variety of Shapes and working on getting the Shape and Form right. Seeing the Light and Dark areas and really working on Shading the different Tones and Values. Working on Perspective**  *Topical EU: Indigenous artists show meaningful connections to culture, community and the earth.*  *Topical EQ: How do my ancestors express meaningful Connections” to each other and the earth, and, how is it done today?*  *Topical EU: Practicing these drawing skills will improve my artwork.*  *Topical EQ: How can practicing these drawing skills improve my art?* |  | -Teacher review of students drawings and extensive feedback  -Further assistance with student’s execution of drawing skills  -Continue to encourage peer feedback and reference Critique Verbiage and Guidelines | *Lesson Vocabulary:* Perspective, Positive and Negative Space, Symmetry, Horizon, Scale and Proportion, Volume, Eye Level, Plane, Style  Include in Discussion the practice of NACA’s core Values -The role of Art in Community Service & Artists Voice  *Native Artists: Dominic Arquero, The art of Kevin Red Star, Kenojuak Ashevak,*  [Basic Drawing Lessons 1-4 Google Doc](https://drive.google.com/file/d/0B0FaNlzuNfRoalVoQnBsTWI4U2s/edit?usp=sharing) |
| **Lesson 4 5-7 Days**  **Inspirational walking field trip to IPCC to study how Native artists utilize basic drawing skills.**  **Final Drawing Research, Preparation and Execution using all of the techniques we have been learning. Incorporate techniques from your tribe’s (s) traditional art, your own style, and expression of your vision.**  *Topical EU: Developing a deeper awareness of myself, my world, and my meaningful connections enriches my artistic expression.*  *Topical EQ: Why develop a deeper awareness of myself and my world?*  **Create Artists Statement.**  **Engage in Final Critique as part of Grade** |  | - Teacher review of students final drawings and extensive feedback  - Further assistance with student’s execution of final drawings.  - Final Drawings will be graded on utilization of Basic Drawing Skills as well as their Creativity and personal style and vision.  - Review Critique Verbiage and Guidelines as needed. | *Lesson Vocabulary:* See Complete Basic Drawing Vocabulary Sheet Google Doc.  Include in Discussion the practice of NACA’s core Values of the importance of true Reflection and how rewarding and inspiring Perseverance is.  See Final Drawing Project Rubric on Google Doc. |
| **-Lesson 4 Media Component** |  | -Assist students with photographing, uploading etc., as needed to create their digital portfolio  -Train further on software as needed | Photograph Work then Upload  Manipulate/Enhance Images with Photoshop  -Create Digital Portfolio |
| **Group Critique** |  |  | Group Critique where every student will discuss their work and the group will give comments and feedback. See Group Critique Guidelines Google Doc |
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