

Fine Arts 5 E's Lesson Plan

Lesson: *Wahcazi: "Following the Sun"* A Multicultural Art Lesson

Student Learning Objectives:

To identify the elements of art in sunflower paintings

To describe Lakota cultural context in a work of art

To create art, reflect upon what they have made, and identify the meaning it holds for them

Essential Question(s):

What value can art hold for me?

How can I use the elements of art to create something of beauty?

How can learning more about Lakota culture help me in my own life?

Materials/Resources

Essential Vocabulary

Teacher: (Open Hyperlinks)

1. Pgs. 48-49 *Standing Bear/sunflowers*

https://books.google.com/books?id=fZ_O8Opgm2kC&pg=PA49&dq=Sunflower+Luther+standing+Bear&hl=en&sa=X&ved=0ahUKEwjLy9feltraAhUGiIMKHxsBo4Q6AEIStAF#v=onepage&q=Sunflower%20Luther%20standing%20Bear&f=false

3. *Lakota/Sunflower*

http://www.lakotacountrytimes.com/news/2014-6/Voices/The_Sunflower_Medallion.html

4. *How to draw sunflowers(advanced)*

https://www.google.com/search?safe=active&source=hp&ei=xc7hWpSUDKrUjwThyZDIAg&q=how+to+draw+sunflowers&oq=ho&gs_l=psy-ab.1.0.35i39k112j0i67k114j0i20i264k1j0i131k1j0i67k112.1468.1685.0.4530.4.3.0.0.0.197.367.0j2.3.0....0...1c.1.64.psy-ab..1.3.619.6...254.87N35qM2Jd8

5. *Time Lapse*

<https://www.youtube.com/watch?v=g8mr0R3ibPU>

Student:

- Oil-based Colored Pencils
- Artagain paper by Strathmore or other pads of paper for colored pencil or printmaking paper

1. *7 Elements Of Art (Digital Art Tutorial)*

<https://www.youtube.com/watch?v=BwNQkhKg2Ig>

2. *Images for drawing sunflowers*

<https://www.google.com/search?q=how+to+make+a+field+of+sunflowers+mural&safe=active&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiBwIr0hNjaAhVs5IMKHc8uD7QQsAQIRQ&biw=1242&bih=615>

3. *Sunflower Quotes (optional)*

<https://www.pinterest.com/pin/337699672041980756/?lp=true>

4. *How to draw sunflowers*

<https://easydrawingguides.com/how-to-draw-a-sunflower/>

<http://www.yedraw.com/how-to-draw-sunflower.html#.WuHQSjYjwa00>

Form
Space (+, -)
Hue
Intensity
Still life
Texture

Learning Experience

Standards and Practice:

OSEU 3: Culture and Language
The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of tribal members. Tribal cultures, traditions and languages are incorporated and observed by many tribal members both on and off the reservations.

SD Visual Arts Standards
6-8.VA.Cr.2.1 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
6-8.VA.Pr.5.1 Individually or collaboratively, prepare and present works of art, analyze exhibit space, the needs of the viewer, and the layout of the exhibit
6-8.VA.Re.7.1 Identify and explain how an individual's aesthetic choices are influenced by culture, environment, and how their artwork is perceived by others
6-8.VA.Cn.10.1 Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity.

Cultural Integration:



The Sundance Medallion

<https://justarezchick.wordpress.com/2014/01/04/the-sunflower-medallion/>

(Story by DANA LONE HILL
Oglala Lakota)

A Lakota cultural concept, the sunflower, is the impetus for constructing still-life art (See first three websites, above). It is the subject matter for integrating art elements into colored pencil drawings of sunflowers.

- How are sunflowers used in Lakota sun dance? Why are they used?
- Why are sunflowers important to Lakota people? (Ex. tradition, foods, medicines, spiritual nature)
- How can the sunflower be a “role model” for people?
- What personal, family, or community symbols are found in your world?

I Can Statement(s):



- I can challenge myself to demonstrate creative ideas, form, and color to add meaning to my artwork.
- I can work cooperatively with my peers to create an aesthetic display of artwork
- I can create art that reflects a cultural event
- I can speculate on the cultural context surrounding a work of art.
- I can see symbolism (*Nike* etc.) in my life and can suggest its meaning

Engage: Activating Strategy/Hook:



The initial spark of inspiration...

The following video and the first two websites in *Teacher Resources* above, contain content to stimulate thinking and mood to begin a lesson about sunflowers.

Time lapse “How Time Flies”

<https://www.youtube.com/watch?v=g8mr0R3ibPU>

What comes to mind from watching the phenomenon in the video?
What surprised you?

Explore: Learning Experiences



The investigation of ideas:

1. Students view *7 Elements of Art*.
<https://www.youtube.com/watch?v=BwNQkhKg2Ig>
2. Then, they look at sunflower images.
3. <https://www.google.com/search?q=how+to+make+a+field+of+sunflowers+mural&safe=active&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUK EwiBwIr0hNjaAhVs5IMKHc8uD7QQsAQIRQ&biw=1242&bih=615>
4. Students discuss elements of art observed in the sunflower images.
5. They “play” with the materials and art techniques, working in pairs while listening to lyrics/song: *Following the Sun*. <https://genius.com/>
<https://www.youtube.com/watch?v=MxLTzIIBRzY>
6. Next, they draft different types of lines (thin, thick, smooth, broken, etc.), colors (warm, cool, primary, secondary, bright, subdued, etc.), and other art elements seen in sunflower paintings. Question: What’s love got to do with sunflowers? Think: What feelings arise from the song lyrics and what feelings do the sunflower images produce?
7. Students draw multiple sketches using any or all of the seven art elements to further encourage thinking and exploration. Focus this activity on the “**big idea**,” which is Lakota culture and art appreciation.
8. Students respond to conceptual questions, such as: What ideas came to mind during your “play” experiences? What images and possibilities emerged? Which of them will work the best in the next step—to produce your work of art? What is the relationship between the Lakota concept about sunflowers and yours? How will you depict it your drawing?

Explain: Learning Experiences



The production of the work of art:

Each student will create an original colored pencil sunflower drawing.

Student will formulate questions for teacher/peers and be prepared to answer their own questions. Examples: How could I improve the depth of my drawing? What do you think about the colors in my drawing? What could I add?

How could I combine the elements of art with the Lakota concept of sunflowers (example): <https://www.pinterest.com/pin/70579919134682319/>

Elaborate: Extending & Defining



The reflection about the work of art:

Students will present their drawings to a group of their peers identifying elements of art in their work to reinforce the concepts.

Think and discuss: How could conscious awareness of the art elements enhance the beauty of objects and enrich the joy of nature?

What can you conclude about this experience that that can help you find meaning in your life?

How does what you know about the Lakota relationship with sunflowers help you appreciate art and culture?

How did the lesson of the sunflower help you to discover the significance and value of Lakota culture and art?

Evaluate: Summarizing Strategy

- Response cards to teacher and student-posed questions
- Think-Pair-Share to compare thoughts before a final sharing with the class at the end of the lesson

These along with similar activities, including formative and summative assessments will demonstrate the degree of student fulfillment of lesson objectives.

Differentiation Strategies

Extension

Producing a sunflower wall mural:
Students may replicate their individual sunflower drawings to create the mural or position their individual drawings to reflect a field of sunflowers

Intervention

Elements of Art Introduction
https://www.youtube.com/watch?v=FY-qWoEx_hY

How to Make Better Art with 7 Elements of Art
https://www.youtube.com/watch?v=X6H_vNWp5JA

Basic Simple but stunning drawings of the sunflower:



Assessment(s)

Formative	Summative
<ul style="list-style-type: none">• Observation and anecdotal notes• Exit/Enter Slips• Strategic Questioning	<p>Rubric to measure success: Students can verbally point out and name one example of each of the elements of art in a single work of art. Students who can name one example of all elements of art have excellent understanding. Students who can find examples of 3–4 of the elements have sufficient understanding. Students who can only find 1 or 2 examples need more practice.</p>
<p>Teacher Reflection: (Next steps?)</p>	