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| *6th* | *VISUAL ARTS/ENGLISH LANGUAGE ARTS*  *CULTURAL ARTIFACTS* |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | *3.3 Compare, in oral or written form, representative images/ designs from at least two selected cultures.* | *1.2 Create multiple-paragraph expository compositions:*  *a. Engage the interest of the reader and state a clear purpose.*  *b. Develop the topic with supporting details and precise*  *verbs, nouns and adjectives to paint a visual image in*  *the mind of the reader.*  *c. Conclude with a detailed summary linked to the purpose of the composition.* |
| **Student Objectives in Each Discipline** | *Student will be able to compare images from two cultures and explain how the art reveals the characteristics from the in which it was created.* | *Students will be able to write a multi-paragraph composition that effectively answers the essential question.* |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***  *Students will be able to compare and contrast works from various periods and cultures through*  *the effective use of identification.* |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  *How does a work of art reveal characteristics about a culture?* |

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| **Materials/Resources** |
| *Slides/textbooks/transparencies of images from two cultures, journals, art word bank, Venn diagram, markers* |

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| **Lesson/Activity Description** |
| ***Student Engagement (10 minutes)***  *1. Teacher will display two masks from different cultures and ask students to compare/contrast them orally. Teacher will record*  *student responses on a large class bubble map.*  *Teacher asks students:*  *• “How would you describe each mask?”*  *• “What art elements are the same?” (texture, color, etc.)*  *• “What art principles are different?” (balance, patterns, etc.)*  *• “What do you think the masks were used for?”*  ***Aesthetic Exploration(10 minutes)***  *2. Students think-pair-share about their initial observation and go deeper by discussing:*  *• What is culture?*  *• How are masks used today or in their own culture?*  ***Demonstration (10 minutes)***  *3. Teacher demonstrates how the collaborative teams will work together to create their own Venn Diagram and visual images.*  *4. Teacher draws a contour drawing of two masks one on each side of the Venn Diagram.*  *5. Teacher demonstrates how to record the similarities in the middle of the map and the differences on either side.*  *6. The group will be responsible to share out at the conclusion of the lesson.*  ***Creative Expression (30 minutes)***  *7. Each collaborative group receives pictures of two masks, from different cultures and a large sheet of butcher paper. Students will*  *draw large Venn Diagram in the middle of the paper.*  *8. Students will draw a contour drawing of each mask at either side.*  *9. Students will fill in the thinking map with observations they have made and with the use of art word bank.*  *10. Groups take turns sharing their findings with the class using academic language during the presentation.*  ***Reflection (30 minutes)***  *Write a multi-paragraph using a variety of effective and coherent organizational patterns, including comparison and contrast,*  *order of importance, and climatic order in response to the essential question: How does a work of art reveal characteristics*  *about a culture?*  ***Connections:*** *What are artifacts from our culture?*  ***Extensions:*** *Continue exploration of a culture through its writings, artwork, historic figures, etc.*  ***Differentiation:*** *Collaborative groups/display classroom thinking map* |