



Continental Art Expedition

An Interdisciplinary Exploration

Continental Art Expedition

Curriculum Overview

WHO: This curriculum is designed for the 4th grade. The lessons extend over a 32 week period, meeting once a week for 45mins per meeting.

WHAT: This art curriculum is designed to inspire arts and crafts through global travel. Its goal is to expand children's knowledge through aesthetics, culture, environment and art forms. Children will have the opportunity to experience working with 2D and 3D materials through studio art. This curriculum makes an effort in all lessons to create an interdisciplinary connection.

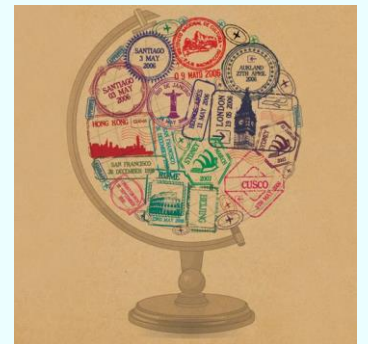
WHERE: Students will discover art and art form through the exploration of all 7 continents. The world travelers will keep a "passport" journal, receiving stamps from each destination. The "passports" will be used as a working portfolio for initial ideas, sketches and comments. The "passport" will also be used as student assessment.

Cost Key:

\$ Inexpensive

\$\$ Moderately Expensive

\$\$\$ Expensive



Continental Art Expedition

At a Glance

- **North America:** Weeks 1-5
 - Pacific Northwest Totem Poles (weeks 1-2)
 - Pioneer Journals (weeks 3-5)**
- **South America:** Weeks 6-10
 - Guatemalan Worry Dolls (weeks 6-7)
 - Mexican Yarn Painting (weeks 8-10)**
- **Europe:** Weeks 11-16
 - Monet's Water Lilies (weeks 11-12)
 - Van Gough self portrait (weeks 13-16)**
- **Antarctica:** Weeks 17-20:
 - Arctic Paper Mache Animals (weeks 17-20)
- **Australia:** Weeks 21-22
 - Aboriginal Dot Art (weeks 21-22)
- **Asia:** Weeks 23-27
 - Japanese Tea Cups (weeks 23-25)
 - Middle Eastern Islamic Tiles (weeks 26-27)
- **Africa:** Weeks 28-32:
 - African Masks (weeks 28-30)**
 - African Cloth Printmaking (weeks 31-32)



Continental Art Expedition

Pennsylvania Academic Standards for the Arts and Humanities/ Habits of Mind

PA Academic Standards for the Arts and Humanities

9.1.3.A: Know and use the elements and principles of each art form to create works

9.1.3.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

9.1.3.C: Recognize and use fundamental vocabulary within each of the arts forms

9.1.3.D: Use Knowledge of varied styles within each art form through a performance or exhibition of unique work

9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts

9.1.3.F: Identify works of others through a performance or exhibition

9.1.3.G: Recognize the function of rehearsals and practice sessions

9.1.3.H: Handle materials, equipment and tools safely at work and performance spaces

9.1.3.I: Identify arts events that take place in schools and in communities

9.1.3.J: Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others

9.1.3.K: Know and use traditional and contemporary technologies for furthering knowledge & understanding in the humanities

9.2.3.A: Explain the historical, cultural and social context of an individual work in arts

9.2.3.B: Relate works in the arts chronologically to historical events

9.2.3.C: Relate works in the arts to varying styles and genre and to the periods

9.2.3.D: Analyze a work of art from its historical and cultural perspective

9.2.3.E: Analyze how historical events and culture impact forms, techniques & purposes of art

9.2.3.F: Know and apply appropriate vocabulary used between social studies and the arts

9.2.3.G: Relate works in the arts to geographic regions

9.2.3.H: Identify, describe and analyze the work of PA artists in dance, music, visual arts

9.2.3.I: Identify, explain and analyze philosophical benefits as they relate to the arts

9.2.3.J: Identify, explain and analyze historical and cultural differences as they relate to the works in the arts

Habits of Mind

1. **Persisting:** Sticking to task at hand; Follow through to completion.

2. **Managing Impulsivity:** Take time to consider options; Think before speaking or acting.

3. **Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas..

4. **Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.

5. **Thinking about Thinking (Metacognition):** Being aware of own thoughts, feelings, intentions and actions.

6. **Striving for Accuracy:** Check for errors; Measure at least twice.

7. **Questioning and Posing Problems:** Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information.

8. **Applying Past Knowledge to New Situations:** Use what is learned.

9. **Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive to be accurate when speaking and writing.

10. **Gathering Data through All Senses:** Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.

11. **Creating, Imagining, Innovating:** Think about how something might be done differently from the "norm"; Propose new ideas; Strive for originality.

12. **Responding with Wonderment and Awe:** Intrigued by the world's beauty.

13. **Taking Responsible Risks:** Willing to try something new and different; Consider doing things that are safe and sane even though new to me.

14. **Finding Humor:** Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.

15. **Thinking Interdependently:** Willing to work with others and welcome their input and perspective.

16. **Remaining Open to Continuous Learning:** Open to new experiences to learn from.

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Rubric

In addition to worksheets, artist statements and “passport” evaluation, students will be assessed with a rubric. The rubric will assess and evaluate the following:

- Behavior and Participation
- Comprehension
- Time Management
- Creativity and Craftsmanship (this will be based on the students abilities and the amount of effort that was put into the studio lesson)



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Rubric

	4 Excellent	3 Good	2 Satisfactory	1 Poor
Behavior and participation	The student followed all classroom instructions, participated in the lesson all of class and was very respectful of their peers and the classroom space	The student followed most classroom instructions, participated in the lesson all of class and was respectful of their peers and the classroom space	The student followed some classroom instructions, participated in the lesson most of class and was respectful of their peers and the classroom space	The student followed few classroom instructions, participated in the lesson some of class and was respectful of their peers and the classroom space
Comprehension	The student excelled in displaying comprehension of objectives from the lesson though art production and verbally.	The student succeeded in displaying comprehension of objectives from the lesson though art production and verbally.	The student displayed comprehension of objectives from the lesson though art production and verbally.	The student displayed some comprehension of objectives from the lesson though art production and verbally.
Time management	The student is always conscious of class time, works efficiently during class time and always meets classroom deadlines	The student is conscious of class time, works efficiently during class time and meets classroom deadlines	The student is usually conscious of class time, works during class time and sometimes meets classroom deadlines	The student is not conscious of class time, sometimes works during class time and rarely meets classroom deadlines
Creativity and Craftmanship	The student excelled in personal interpretation, creative expression, and showed great attention to detail.	The student succeeded in personal interpretation, creative expression, and showed good attention to detail.	The student showed personal interpretation, creative expression, and showed some attention to detail.	The student showed little personal interpretation, creative expression, and showed little attention to detail.

Unit One: North America

Lesson One: Pacific Northwest Totem Poles (weeks 1-2)

Goal: Create a class totem pole using a collage method

Objectives:

Identify the region of the world you can find totem poles

Use collage technique to create totem pole figure

Understand expression and make sure it is present in figure that is created

Work cooperatively to create end result of group totem pole

Essential Questions: What a totem pole is?/ What features can you see on totem poles?/What makes these poles symmetrical?/ Do you know what totem poles represent?/ Do you know who made totem poles?/ What is Carving?/ Where on a map is the Pacific Northwest?

Resources/Visual Aids: Map to identify the Pacific North west region, PowerPoint of totem poles and maps of the Pacific Northwest region, handout with vocabulary list and images of totem poles for closer examination, teacher exemplar of finished totem pole figure.

Materials: sketch paper, pencils, construction paper, scissors, glue, markers, crayons, colored pencils, paint

Assessment: Passport review, Student's will create an artist statement explaining why they chose the figure they chose, why they chose the colors and what expression they used on their figure, Rubric

Adaptations/Modifications: pre-cut shapes to create "face" for totem pole, or allow student to draw "face" on totem pole.

PA Standards: 9.1.3.C,E, 9.2.3.A,G

Habits of Mind: 8,9,11

Cost: \$



Unit One: North America

Lesson Two: Pioneer Journals (weeks 3-5)

Goal: Create a pioneer journal

Objectives:

- Discuss the American Pioneers and art that depict them
- Identify which region of North America the pioneers traveled
- Create a pioneer journal
- Explore photo editing techniques
- Write a short story or poem as if you were a pioneer

Essential Questions: What is a pioneer? What is an American pioneer? Where were they going? How do we know about their story? How did they communicate? Did they have email?

Resources/Visual Aids: PowerPoint on American Pioneers, Map to identify where the pioneers traveled, Teacher exemplar, Worksheets

Materials: Brown paper bags, Twine, Hole punch, Markers, Paper, Scissors, Tape, Glue

Assessment: Passport review, Rubric, Writing sample

Adaptations/Modifications: Teacher will provide 1:1 assistance, Student will not have to write a journal entry

PA Standards: 9.1.3.A,B,E, 9.2.3.A,B,D,G

Habits of Mind: 2,7,8

Cost: \$



Unit Two: South America

Lesson Three: Guatemalan Worry Dolls (weeks 6-7)

Goal: Create a set of Guatemalan Worry Dolls

Objectives:

Discuss the geography of Guatemala

Discuss Guatemalan culture

Identify the purpose of Guatemalan worry dolls

Observe Guatemalan worry dolls

Create a set Guatemalan worry dolls and a pouch for them to be kept in



Essential Questions: Does anyone know what continent Guatemala is part of? / Can anyone name other countries in South America? / Has anyone ever heard of worry dolls? / What do you see when you look at these worry dolls?

Resources/Visual Aids: A map to identify Guatemala and South America, slideshow of images from Guatemalan culture, images of worry dolls, worry dolls for each table to observe

Materials: Cloth pins, popsicle sticks, hot glue, markers, yarn, embroidery thread

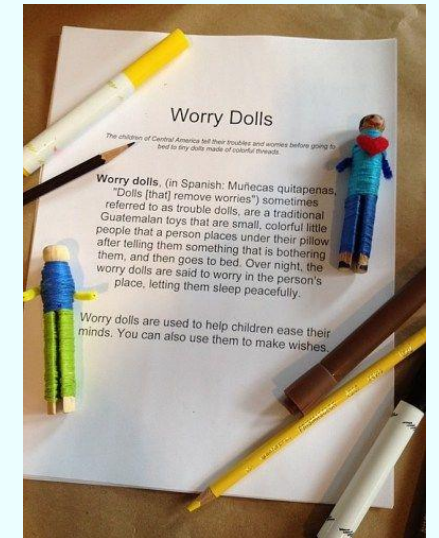
Assessment: Passport review, Students will write a short paragraph explaining how their worry dolls will help them, Rubric

Adaptations/Modifications: Students can use markers to create their worry dolls instead of wrapping with embroidery thread.

PA Standards: 9.2.3.A,C,E,G

Habits of Mind: 8,10,15

Cost: \$\$\$



Unit Two: South America

Lesson Four: Huichol Yarn Painting (weeks 8-10)

Goal: Create a yarn painting

Objectives:

Experiment with line, and color though manipulating yarn

Design their own Huichol inspired yarn painting

Reflect on what their experience creating a yarn painting

Explain what they learned about Huichol yarn painting and how it influenced their painting

Essential Questions: Have you ever heard of yarn painting? / What do you think yarn painting is?/ Did you know in Mexico there is a long tradition of yarn painting?/ What do you see in this Huichol yarn painting?/ Do you think it is trying to tell a story?/ What story is it trying to tell?

Resources/Visual Aids:

Video on Huichol yarn painting tradition, PowerPoint on Huichol people and traditions,

Handout of questions from lesson and images of Huichol painting for reference,

Materials: Cardboard/Styrofoam trays, yarn, glue, scissors, pencils

Assessment: Passport review, Rubric

Adaptations/Modifications: Students may choose to draw their yarn painting in marker if the material is too difficult to handle. Teacher will create design in pencil for student and student will use markers or yarn to fill in design with color

PA Standards: 9.1.3.A,H, 9.2.3.D,G

Habits of Mind: 1,6,8,10,11

Cost: \$



Unit Three: Europe

Lesson Five: Monet's Water Lilies (weeks 11-12)

Goal: Create a Monet inspired crayon resist painting

Objectives:

Discuss Monet's work including Water Lilies

Identify Monet's home country/continent on a map

Identify types of botanicals found in nature

Use crayon resist technique to create a botanical painting

Essential Questions: Has anyone every heard of Claude Monet? / What do you know about him? / Has anyone heard of Impressionism? / Does anyone know what continent France is in? / What types of plants and flowers do you see in nature? / Has anyone heard of crayon resist?

Resources/Visual Aids: PowerPoint of Monet's works of art, Map to identify Europe and France, Impressionism handout

Materials: 18"x24" watercolor paper, watercolor paint, crayons, oil pastels, paint brushes

Assessment: Passport review, Students will fill in handout with information about Impressionism, Rubric

Adaptations/Modifications: Student can choose to use 8"x11" watercolor paper.

PA Standards: 9.1.3.B.,9.1.3.E., 9.2.3.G, 9.2.3.J.

Habits of Mind: 1,11,12

Cost: \$\$



Unit Three: Europe

Lesson Six: Van Gogh Self Portraits (weeks 13-16)

Goal: Create a Van Gogh inspired self portrait

Objectives:

Discuss Van Gogh and Post Impressionism

Identify how Van Gogh uses paint to create texture

Demonstrate the use of proportion

Create a self portrait

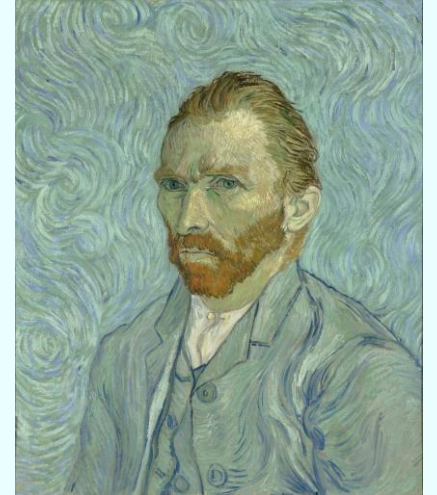
Essential Questions: What is a portrait? What is a self Portrait? Do artist still get hired to paint portraits of people? What do you we use today instead of paintings? How would you create a self portrait with technology? Who is Vincent Van Gogh? Did you know he painted a lot of self portraits? What do you see In this portrait of Vincent Van Gogh?

Resources/Visual Aids: PowerPoint on self portraits, Vincent Van Gogh, and Post Impressionism, Map to identify where Van Gogh was from and where he created art, Teacher exemplar, Handout on how to draw portraits and how to use proportions properly

Materials: Paper, Pencils, Erasers, Tempera Paint, Paint Brushes, Mirrors (optional printer)

Assessment: Rubric, Passport, Students will be assessed on their ability to use Van Gogh like brushstroke, and use of proportion in their drawings

Adaptations/Modifications: Student will not have to draw self portrait, they may paint over a printed Photo of themselves



PA Standards: 9.1.3.A,B,D,E, 9.2.3. A,B,D

Habits of Mind: 1,2,6,8,11,13

Cost: \$

Unit Four: Antarctica

Lesson Seven: Arctic Paper Mache Animals (weeks 17-20)

Goal: Create Paper Mache animals

Objectives:

Identify the region of the world where arctic animals can be found

Discuss the types of animals you can find the Antarctica region

Discuss the effects of global warming on animals in the Antarctica region

Create a Paper Mache animal

Essential Questions: Does anyone know where Antarctica is?/Is Antarctica a country or a continent?/What is the climate like in Antarctica?/What animals are you likely to see there?/What is global warming?/Do you know what kind of effect global warming has on animals?/Have you ever heard of Paper Mache?

Resources/Visual Aids: Map to identify where Antarctica is, PowerPoint presentation of Antarctica and the Arctic region, Step by Step Directions for each table

Materials: Newspaper, masking tape, rubber gloves, paper Mache mixture, strips of newspaper, plaster, paint, paint brushes, materials for embellishment: flat marbles, faux fur, etc....

Assessment: Passport review, Students will present their animals and 5 facts about that animal and the environment it lives in, Rubric

Adaptations/Modifications: Allow students to pick the animal they would like to create. Facilitate the creation of the animal shapes in newspaper and tape. Teacher will cover the animal in the Paper Mache. Student will paint the animal themselves.

PA Standards: 9.1.3.B,H.,9.2.3.G

Habits of Mind: 1,4,11

Cost: \$\$



Unit Seven: Australia

Lesson Eight: Aboriginal Dot Art (weeks 21-22)

Goal: Create Aboriginal inspired dot art

Objectives:

Identify Australia on a Map

Identify animals that can be found in Australia

Discuss Aboriginal people of Australia and their art (story telling)

Create Aboriginal inspired dot art

Essential Questions: Is Australia a country or a continent?/What do you know about Australia?/What types of animals might you find in Australia?/ Does anyone know what an Aboriginal is? /What people from America could you compare Aboriginals to?

Resources/Visual Aids: Map to identify where Australia is, Images or Aboriginal art, Images of animals from Australia

Materials: 8 ½" x 11" Construction paper (multiple colors), tempera paint, Q-tips, paint brushes

Assessment: Passport Review, Fill out worksheet with 5 facts about Australia, Rubric

Adaptations/Modifications: Students can use markers or crayons instead of paint. They also will have the option to use a smaller piece of paper.

PA Standards: 9.1.3.E.,9.2.3.B.,9.2.3.G., 9.2.3.K.

Habits of Mind: 11,12.16

Cost: \$



Unit Five: Asia

Lesson Nine: Japanese Tea Cups (weeks 23-25)

Goal: Create clay Japanese tea ceremony cups

Objectives:

- Identify Japan on a map and what continent Japan is a part of
- Discuss Japanese culture and the cultural significance of the tea ceremony
- Experience Japanese culture through dress, music, art
- Create pinch pot tea cups

Essential Questions: What Continent is Japan a part of?/What do you know about Japan?/Who knows what a tea ceremony is?/ What would you need for a tea ceremony? /What is a Haiku?/Has anyone worked with clay before?

Resources/Visual Aids: Map to identify where Japan is, Japanese music, PowerPoint about Japanese culture, Examples of Haiku's, Video of Japanese tea ceremony, Kimono

Materials: Clay, glaze, paint brushes

Assessment: Passport review, Write a Haiku about your art making experience and read it to class while participating in Japanese tea ceremony, Rubric

Adaptations/Modifications: Teacher will facilitate creating pinch pot cup. If necessary teacher will create pinch pot and student can decorate.

PA Standards: 9.1.3.H., 9.2.3.A,G,K

Habits of Mind: 3,8,10

Cost: \$\$\$



Unit Five: Asia

Lesson Ten: Middle Eastern Islamic Tiles (weeks 26-27)

Goal: Create Islamic inspired geometric painted tiles

Objectives:

- Identify the Middle East on a Map and what continent it belongs too
- Discuss geometry and symmetry
- Discuss Islamic tiles and where they can be found
- Create painted geometric Islamic inspired tiles

Essential Questions: Who can show me on a map where the Middle East is?/ Can anyone name countries that are part of the Middle east?/ Does anyone know what Islam is?/ Has anyone seen Islamic Art before? /Where might you be able to find Islamic tiles?/ What is geometry?/ How are Islamic tiles related to geometry?

Resources/Visual Aids: Map to identify the Middle East, Handout with images of Islamic tiles and geometric shapes, Slideshow of Islamic art

Materials: 4x4 ceramic tiles, Acrylic paint, Paint brushes

Assessment: Passport review, students will be required to fill out handout for teacher review, Rubric

Adaptations/Modifications: Student will not be held to using geometric elements or symmetry. Student will have the option of using shape stamps to create painted tile.

PA Standards: 9.1.3.H,A.,9.2.3.G,K

Habits of Mind: 3,8,10

Cost: \$\$



Unit Six: Africa

Lesson Eleven: African Masks (weeks 28-30)

Goal: Create African mask using recycled materials

Objectives:

Identify Africa on a Map

Discuss what African masks are used for

Identify what characteristics make up these masks and what they represent

Create an African Mask out of recycled materials

Discuss Artist who use inspiration in their art from African Masks

Essential Questions: What is a mask?/ When do you see people wear masks?/

Do you know of any cultures that use masks?/ Why do these cultures use masks?/ Do you any artists that have reference African masks in their art? Have you heard of Picasso or Modigliani? What do you see in their artwork that reminds you of the African masks?

Resources/Visual Aids: Map to identify where Africa is, PowerPoint of the history of African masks, Worksheet on African masks

Materials: Plastic bottles, Cardboard, Glue, Tempera paint, Paint brushes, bottle caps

Assessment: Passport Review, Rubric, Artist statement explaining colors and emotion used in mask

Adaptations/Modifications: Students will have 1:1 assistance if needed, they may also create a 2D African mask using the materials of their choice

PA Standards: 9.1.3.A,E,H, 9.2.3.A,C,D,G

Habits of Mind: 5,12,16

Cost: \$



Unit Six: Africa

Lesson Twelve: African Cloth Printmaking (weeks 31-32)

Goal: Use Printmaking techniques to create Adinkra inspired cloth

Objectives:

Identify what part of Africa Adinkra cloths are made

Define patterns, printmaking and printmaking techniques

Discuss the importance of pattern and color in the African culture

Create and African inspired printed cloth

Essential Questions: What was this book about?/What continent did this book take place in?/Does anyone know where Africa is on a map?/What is a pattern?/Why types of patterns did you see in this book?

Where else might you find patterns?/What is printmaking? /What types of symbols do you see on these Adinkra cloths?/What symbols would you choose to represent you on a cloth?

Resources/Visual Aids: Anansi The Spider (book). Teacher exemplar, Images on each table of Adinkra Symbols, Images on each table of Adinkra cloths

Materials: Sponges, Scissors, Fabric paint (multiple colors), Fabric markers, Felt-tip marker, 8x8 precut piece of cloth, Plastic sheets (to protect tables),Pre-made stamps in multiple shapes and symbols, Stencils

Assessment: Passport Review, Students will create an artist statement. They will be asked to explain the symbols and colors they choose to make their cloth and why, Rubric (Teacher will sew together all squares to make class cloth)

Adaptations/Modifications: Students will use premade stamps to make patterned cloth. They may also choose to use fabric markers and stencils to draw on their cloth.

PA Standards: 9.1.3.E,J.,9.2.3.A,G

Habits of Mind: 3,8,10

Cost: \$\$



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Resources

<https://en.wikipedia.org> (All Lessons)

<https://www.pinterest.com> (All Lessons)

https://www.shutterstock.com/search/totem-pole?search_source=base_keyword (Lesson 1)

<http://www.nationalgeographic.com/> <https://www.pinterest.com> (Lesson 4)

<https://www.theartofed.com> <https://www.pinterest.com> (Lesson 4)

<http://afaithfulattempt.blogspot.com/2011/04/west-african-adinkra-printmaking.html> (Lesson 7)

<http://theartsyfartsyartroom.blogspot.pt/2016/03/3rd-grade-australian-aboriginal-dot-art.html> (Lesson 8)

<https://www.google.com/culturalinstitute/beta/u/0/search?q=african%20masks> (Lesson 11)

<http://www.pbs.org/wonders/Kids/cloth/cloth.htm> (Lesson 12)

<http://www.kinderart.com/printmaking/print101.shtml> (Lesson 12)