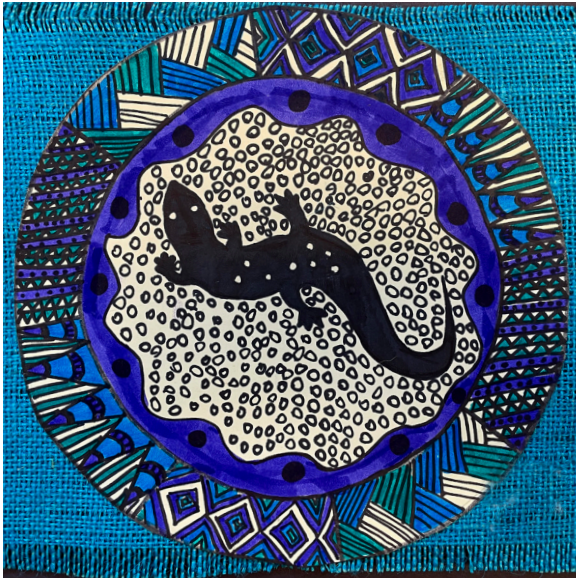


Stylized State Symbol Drawings Lesson Plan — STUDENT WORK



## Stylized State Symbol Drawings

**ENDURING IDEA:** Throughout time and across cultures, people are connected to nature.

**LESSON TITLE:** Stylized State Symbol Drawings

**GRADE/CLASS:** Grade 5

**TIME ALLOTMENT:** (2) 40 minute class periods

### LESSON PLAN OVERVIEW:

**SUMMARY:** Students will learn about stylized art, art that has moved away from a natural form. and how to alter color, shapes, and lines to be more abstract. They will learn about Baba Wague Diakit  (Wague), a West African artist and storyteller who uses animals and patterns in his work. Students will chose a Pennsylvania state animal symbol to stylize and add African mud cloth style patterns as the border.

### RATIONALE:

Students will learn about both the artistic techniques and the cultural significance of a West African artist and his art as it relates to their own students lives and culture.

**ARTWORKS & ARTISTS:** Baba Wague Diakit  is a contemporary artist and storyteller from the country of Mali in West Africa. Wague writes and illustrates children’s books, makes paintings, makes clay vessels, and plays music.





## **KEY CONCEPTS**

- Artists use stylization to create images that place emphasis on color, shape and lines
- In art and life people explore art through the lens of a different culture
- Connections can be made between art and its environment

## **ESSENTIAL QUESTIONS**

- How do you use stylization to create images that place emphasis on color, shape and lines?
- How do you explore art through the lens of a different culture?
- How can connections be made between art and its environment?

## **STANDARDS:**

Standard - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work

Standard - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.

Standard - 9.2.5.D Analyze a work of art from its historical and cultural perspective. Relate works in the arts to geographic regions: Africa

## **INTERDISCIPLINARY CONNECTIONS:**

Civics and Government: Standard - 5.1.5.F Explain the significance of state symbols, national symbols, and national holidays

Geography Standard - 7.2.5.A Describe the characteristics of places and regions.

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## **OBJECTIVES:**

The student will...

- design a stylized state symbol animal
- create a border pattern
- choose two or more analogous colors

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## **ASSESSMENT:**

### **1. PRE-ASSESSMENT**

- Thumbs up, thumbs down in response to demonstration questions about

## 2. FORMATIVE ASSESSMENT

- Student checklist
- Teacher feedback

## 3. SUMMATIVE ASSESSMENT

- Rubric

|                              | 1  | 2  | 3   | Feedback |
|------------------------------|--|--|---|----------|
| Stylized state symbol animal | Work shows no understanding of stylization | Work shows proficient understanding of stylization | Work shows advance understanding of stylization |          |
| Border pattern               | No border pattern used                     | Border pattern meet criteria                       | Well-developed border pattern                   |          |
| Analogous colors             | Does not understand analogous colors       | Used two analogous colors                          | Used three analogous colors                     |          |

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### INSTRUCTIONAL PROCEDURES:

#### DAY ONE:

##### 1. MOTIVATION/ENGAGEMENT/ANTICIPATORY SET:

Artist photo and artwork will be up on white board. Class discussion.

##### 2. DEVELOPMENT:

###### DAY 1

- Google slide presentation is shown (see p. X)
- Artist, artwork, stylized art, patterns, PA state symbols, and project art discussed (6 PA state symbols, Wagues's Mali mud cloth patterns and exemplars are left on board).
- Students gather their materials
- Demo on visualizer: Place the large circle template on one edge of the manila tagboard and lightly draw a circle with pencil. Make tick marks onto paper at the edges. Use a ruler to draw an X. Write name on back in pencil
- Line up the small circle template on the tagboard and draw a circle
- Trace both circles with a sharpie and divide outer ring into 8 equal sections
- Use pencil to transfer animal symbol hand-out to manila tagboard. Add pencil details and/or patterns. Negative areas with details and patterns don't get

filled in. Use sharpie to fill in areas around pencils.

**3. CULMINATION/CLOSE:** Progress review & steps for next class. Clean-up. Discuss PA state if time allows.

## **DAY 2**

### **1. MOTIVATION/ENGAGEMENT/ANTICIPATORY SET:**

- Review of last class

### **2. DEVELOPMENT:**

- Demo: Draw a pattern (zip zag or curved) with pencil around the inside of the small circle
- Use sharpie to make a dot pattern to fill in paper area between symbol and inner penciled circle
- Demo: Design a pattern (use mud cloth patterns for reference, repeat on opposite side) with pencil around the inside of the large circle) use a sharpie to outline and/or fill in
- Erase pencil lines
- Demo: Color in patterns inside circle using two or more analogous colors (similar to each other). Leave some paper areas showing
- Cut out large circle with a scissor
- Center and glue onto pre-cut burlap square

### **3. CULMINATION/CLOSE :**

Class critique or gallery walk. Clean-up.

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## **PREPARATION:**

### **1. TEACHER RESEARCH AND PREPARATION:**

I worked with Baba Wague Diakité during my career as a book designer at Scholastic. I designed his picture books *A Hunterman and the Crocodile*, *The Hatseller and the Monkey*, *The Magic Gourd*, and *I Lost My Tooth in Africa*. I wanted to tie his animal images in with animals relevant to the students and I researched Pennsylvania state symbols to choose a few animals.

### **2. INSTRUCTIONAL RESOURCES:**

- Whiteboard Google slide with artist photo and artwork (see next page)

- Teacher exemplar

### **3. STUDENT SUPPLIES:**

- Large scrap paper table protection
- Pencil, eraser
- Ruler
- Black Sharpie markers
- Scissors
- Markers
- 9" x 11" manila tagboard
- Large 9" circle template (with pre-drawn center cross marks)
- Small 6-1/2" circle template (with pre-drawn center cross marks)
- PA state symbols and African Mud Cloth print-outs

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### **ADAPTIONS & MODIFICATIONS**

This lesson is universally designed to address multiple intelligences and learning styles. The slide presentation is read out loud. Preferential seating close to white board. Assistance with stencils and cutting. Large grip markers are provided. Choice of a third analogous color.

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### **RESOURCES:**

Artist website: <https://babawague.wordpress.com/>

PBS video: <https://www.pbs.org/video/baba-wague-diakite-kmzrr2/>

Pennsylvania State Symbol References: <https://av.pasenategop.com/brochures/pa-symbols.pdf>

<https://twitter.com/PennsylvaniaGov/status/1445056114609950721>

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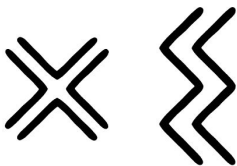
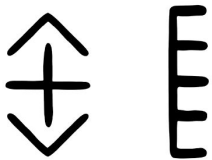
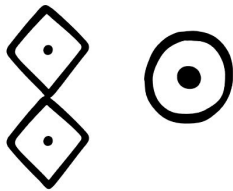


# Baba Wagué Diakite

Artist and a storyteller  
from the country of Mali in West Africa



## African Mud Cloth



## Pennsylvania State Animals



**WHITE-TAILED  
DEER**



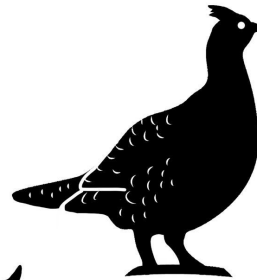
**FIREFLY  
(LIGHTNING BUG)**



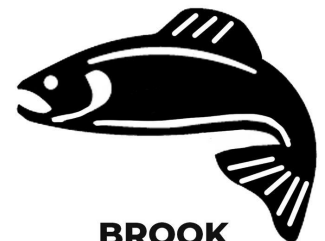
**GREAT  
DANE**



**EASTERN  
HELLBENDER**



**RUFFED  
GROUSE**



**BROOK  
TROUT**



TEACHER EXEMPLARS

