

Lesson Title	Project Title	Brief Overview	National Standards	Interdisciplinary Connections	Thematic Content and Topics and Enduring Understandings	Lesson Objectives (Knowledge)	Lesson Objectives	Enduring Ideas	Assessment Strategies	Contemporary Connections	Motivating Activities	Art Materials	Closure
Organic Artifacts of Earth L1: Cranium: Skull Art	Collaborative Mini Project	Re-create an Aztec symbol using contemporary materials.	VA-Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	Prehistory Mosaic Mask of Tezcatlipoca	Aztec Art & Architecture	How have Artists used skulls to create works of Art?	I.Students will discuss connections between artists. II.Students will explain connections between artwork presented and cultural traditions. III.Students will justify connections between social and political ideas surrounding the work.	How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Complexity & Uniqueness of Symbol, Collaborative	Ancient Aztec Culture Codex Borgia Sun Stone	Zoom into an Aztec Calendar	Google Arts & Culture	Collaborative Discussion
Organic Artifacts of Earth L1: Cranium: Skull Art	Mini Project	Create Your own Political Cartoon, Anime, or Illustration.	VA-P6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	La Calavera Catrina Calavera Oaxaqueña Grand Electric Skull	Calaveras Satirical Lithography	How and why have cultural traditions and celebrations of death evolved?	Students will justify connections between social and political ideas surrounding the work.	How is art used to impact the views of a society?	Partner Feedback	Politicized Health Dia de Muertos José Guadalupe Posada	Colorful Calaveras for the Day of the Dead	Pen & Ink, Paper, Pencil	Pair & Share
Organic Artifacts of Earth L1: Cranium: Skull Art	Create & Reflect Research & Learn	I. Using any media, medium or material: Create an original work of art using symbols, ideas and imagery from this lesson. II. Choose one of the Following topics to explore: Prehistory, Aztec Artifacts Ellen Fields, José Guadalupe Posada, Frida Kahlo, Diego Rivera, Damien Hirst	VA-Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts VA-Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Traditional & Contemporary Celebrations Cyclical Nature (moon, crops, tides, life)	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?	I.Students will compare uses of the skull in historical and contemporary contexts. II.Students will make connections between the work presented and local community work. III.Students will ponder the value of the second most costly contemporary work of art?	Is the controversial work, For the Love of God appropriation or appreciation?	Engagement in discussion, critique & process of artmaking	For the Love of God Damien Hirst Girl with Death Mask Frida Kahlo Dream of a Sunday Afternoon in Alameda Park Diego Rivera	Diego Rivera's Dream of a Sunday...Tableau of Mexican History	Dry Materials (Pastel, Crayon, Marker, Pencil) Wet Materials (Acrylic Paint, Brushes, Water) Mixed Media Paper (Bristol or Canvas) Roll of Poster Paper Permeant Markers	Group Discussion, Gallery Presentation of artwork.
Organic Artifacts of Earth L2: Mother Earth	Mini Project	Plein-Air Gestural Sketches	VA-Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.	Georgia O'Keeffe Black Mesa Landscape Rust Red Hills	Gestural Landscape	How does making art attune people to their surroundings?	I. Students will explain connections between two of the artists presented. II. Students will make connections between the work presented and local community work.	How does making art attune people to their surroundings?	Partner Feedback	Helen Frankenthaler Fable Untitled	Georgia O' Keffee Documentary SFMOMA Short	Oil Pastel Soft Pastel Chalk Pastel Mixed Media Paper	Pair & Share
Organic Artifacts of Earth L2: Mother Earth	Extensive Investigation	Using Drawing, Writing or Poetry investigate the life and perspective, behind the brush-strokes of one or more of the included Artists.	VA: Pr 5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.	Faith Ringgold Coming to Jones Road #5: A Long and Lonely Night Coming to Jones Road #4: Under A Blood Red Sky	Artist Investigation	I.How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? II.How do life experiences influence the way you relate to art?	I.Students will discuss perception and understanding of human experiences. II.Students generate plans for ideas and directions for creating art and design that can affect social change.	How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	Complexity of Landscape, Collaborative	Kay WalkingStick Venera Alpina New Mexico Desert	Video Installation Helen Frankenthaler	Internet Smart Screen or Projector Computer Smartphones/Printed Materials Word Processor	Collaborative Discussion
Organic Artifacts of Earth L2: Mother Earth	Create & Reflect	I. Using any media, medium or material: Create an original work of art capturing the landscape of Earth. II. Reflect on your artmaking throughout the process, by photographing your work and write a short Artist Statement summarizing the work.	VA-Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas. VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	Painting Techniques	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does refining artwork affect its meaning to the viewer?	I. Students will determine methods for protecting artwork. II. V.Students will learn about the work of Georgia O' Keffee, Helen Frankenthaler, Faith Ringgold, and Kay WalkingStick.	I.How do life experiences influence the way you relate to art? II.How does refining artwork affect its meaning to the viewer?	Engagement in discussion, critique & process of artmaking	Timeline of Selected Events	Faith Ringgold's Art of Fearlessness and Joy "Hear my Voice" Artist Profile: Kay WalkingStick	Mixed Media Paper) Wet Materials (Acrylic Paint, Brushes, Water) Mixed Media Paper (Bristol or Canvas) Roll of Poster Paper Permeant Markers	Group Discussion, Gallery Presentation of artwork
Organic Artifacts of Earth L3: Find Trash & Plant Art	Art Walk	Turn into Nature	VA-Cr1.2.Ia Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or art.	Andy Goldsworthy	Land Art	How do artists determine what resources and criteria are needed to formulate artistic investigations?	I.Students will discuss connections between artists. II.Students will explain connections between artwork presented and contemporary issues.	How does making art attune people to their surroundings?	Compare and Contrast: Goldsworthy & Holt	Nancy Holt Maya Lin	Creative Investigation: Storm King Park Autumn Works Video: Nancy Holt Sun Tunnels	Internet Smart Screen or Projector Computer Smartphones/Printed Materials Word Processor	Turn & Talk
Organic Artifacts of Earth L3: Find Trash & Plant Art	Creative Investigation	Recycled Landscape	VA-Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Beverly Buchanan	Recycling Turing Trash into Art	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	I.Students will shape an artistic investigation II.Students will ponder, what is an image? III.Students will document the process of creating a naturalistic work of art.	I.Why do people value objects, artifacts, and artworks, and select them for presentation? II.What is an image?	Compare and Contrast: Lin & Buchanan	Untitled (Slab Works 1) Wall Fragments Storm King Wavefield Along the Niagara River Dark Star Park Springtime Untitled Stacked Snow Cone	Video: Maya Lin's Wave Field	Cardboard Mixed Media Paper (Bristol or Canvas) Roll of Poster Paper Permeant Markers	Pair & Share
Organic Artifacts of Earth L3: Find Trash & Plant Art	Final Project	a.Create b.Photograph c.Reflect	VA-Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas	Naturalistic Artwork Earth Art	What is an image?	How does making art attune people to their surroundings?	I.Students will create a recycled art piece II.Students will create a naturalistic work of art.	How do artists determine what resources and criteria are needed to formulate artistic investigations?	Engagement in discussion, critique, documentation of work & process of artmaking	Conservation Environmental Activism	Doc: Buchanan's Sculpture House	Naturalistic Materials (Leaves, Rocks, Sticks, Pebbles, Pinecones, Grass, Flowers, Etc)	Group Discussion, Outdoor Presentation of artwork

Grade Level: 7-12
Theme & Topics: Organic Artifacts of Earth

Short Narrative Summary:

The overarching theme of the Unit is "Organic Artifacts of Earth". What makes this curriculum plan unique is the scope of the unit, and the relevance to contemporary issues. This unit features a variety of artists, across and within boundaries of medium, culture, language or time. There are three main enduring understandings to this unit. Firstly, people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Secondly, through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Thirdly, artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. My Unit will use a scaffolding method, facilitating several smaller projects leading up to three larger, more time consuming projects at the end of each lesson. My goals for this unit is to guide my learners to explore how art can become a process of making, a historical expedition, a living tradition, a painterly landscape, or a way of connecting to the earth. The overall goal is to view art as not an answer, to a question but rather as the question itself. Art can act as a language of expression to better understand not only oneself, but our community, local landscape, and broader connections to one another.