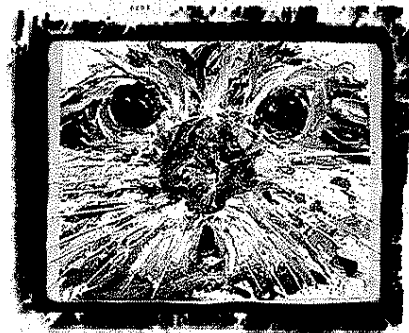
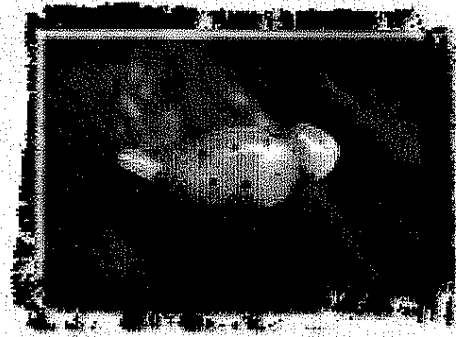
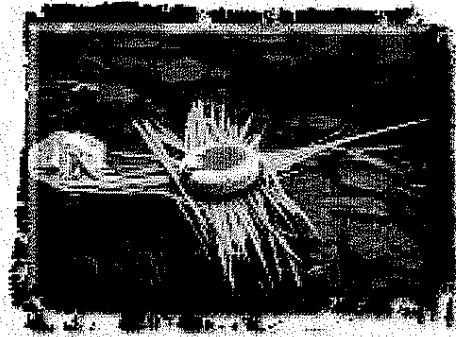


# Cultural Awareness Curriculum Guide August 2006

The  
Lake  
and  
Peninsula  
School  
District



## Forward

**Culture:** When one tries to define the word many ideas come to mind: art, life styles, customs, language are some.

It was with this in mind that the Cultural Awareness Standards Committee approached the re-writing of the standards. We interpreted the word "culture" to be all inclusive of cultures world-wide and to include the many different ideas that make a culture. These changes are not intended to dilute the current emphasis on local Alaska culture but instead to show the uniqueness of it when compared to other cultures.

The Committee also placed a lot of emphasis on a "developmental" approach when writing the new standards: introducing concepts, building on these concepts throughout the standards, culminating with self-directed projects at the upper levels.

The Cultural Awareness Standards were also written to complement/integrate with other areas of study such as Social Studies, Science, Writing, etc. Although each standard can be completed individually, they are not intended to exist in a "vacuum". When applicable, standards from other disciplines have been cross referenced and noted. This will allow integration of several standards under the umbrella of one project.

Nothing is perfect. If you see a standard that needs better explanation, a new resource, a word that can be added to the glossary, or any other suggestion(s) for improvement, please let us know.

Cultural Awareness Standards Committee  
Bonnie Thurston,  
Moon McCarley  
Mark Battion  
Joann Lester

## Introduction to Cultural Awareness Standards

The goal of the Cultural Awareness Standards is to make the student aware of and appreciate a variety of art forms (dance, music, art, etc) from Alaska and around the world. Activities are written to first introduce a topic, medium or method, then, build upon that skill and knowledge as the student progresses through the standards.

This document contains information to help implement the Cultural Awareness Standards. There is a matrix of suggested units and activities for teaching the standards, a list of websites, a glossary of terms, and a book resource list. Additionally, the District will supply a variety of materials to help implement the Cultural Awareness Standards.

### Cross Referencing

Written at the end of each standard, if applicable, are cross references to other standards (science, social studies, math, writing, etc.) that can be integrated into the teaching of the Cultural Awareness Standard. Combining several standards is certainly encouraged.

### Rubrics

Several Rubrics (scoring guides) are available on *First Class* in the *Standards and Discussion Folder*. They are included on *First Class* so changes can be easily made. Rubrics for reports, technology, etc. are not provided as they are supplied with other standards.

### Documentation

It is encouraged that projects be documented by taking digital photographs and placing the photo in the **Student Binder**. Included on the photo should be the standard, date, and the assessed score. This will assist new teachers.

### Safety

Prior to beginning projects that require the use of sharp objects or toxic materials, students must be instructed on appropriate safety measures. These measures are found on the containers in which the products are packaged.

### Project Display

Students should be proud of their artistic accomplishments, and display of these accomplishments is encouraged. Designation of a bulletin board as a "rotating art gallery" display will allow parents, visitors, and other students to see what is being produced. School art shows (individual, class, or school wide) are greatly encouraged.

### Sharing of Information

Websites, books, etc. change or go out of print. If you experience this, please share this or any new resources on *First Class* in the *Standards and Assessments Folder*.

### A Final Note

Art is self expression that is unique to each individual. Please keep this in mind when teaching and assessing the Cultural Awareness Standards. Encourage students to experiment with materials, try new ideas, and, if they fail, try again.

*Art washes away from the soul the dust of everyday life. Pablo Picasso*

# Cultural Awareness Standards

## THE LAKE AND PENINSULA SCHOOL DISTRICT

### Cultural Awareness Standards

#### Graduation = Level 7

#### Level 1:

- CA 1.1.....Identifies ways each person or group of people is unique SS 1.6, 1.7, 1.8
- CA 1.2.....Shares experience reflecting family culture (camping, fishing, potlucks, hunting, story telling, travel) C-A3 SS 1.7, 1.8
- CA 1.3.....Participates in observing art forms
- CA 1.4.....Practices songs and dances from a variety of cultures including Alaskan native
- CA 1.5.....Creates an art form using three of the art elements: line, shape, and texture MA 2.27, 2.28, 2.30
- CA 1.6.....Participates in public displays of art (art contests, goose calendar, duck stamp, oratory opportunities, performance) PSH 1.5, 1.6

#### Level 2:

- CA 2.1.....Explores different aspects of other **worldwide** cultures through arts/crafts, holidays, customs, foods, songs, dance, traditional attire
- CA 2.2.....Celebrates the characteristics of various cultures represented **in the classroom** (food, dances, music, art, clothing) SS 1.19
- CA 2.3.....Identifies and gives examples of the four strands of art: dance, music, theatre, visual arts
- CA 2.4.....Expresses opinion of art RE 5.9, PSH 4.2
- CA 2.5.....Acts out one folk tale or legend SS 2.12
- CA 2.6.....Creates an art form using two of the art elements: color and value
- CA 2.7.....Celebrates the characteristics of various cultures represented **in the classroom** (food, dances, music, art, clothing) SS 1.19

#### Level 3:

- CA 3.1.....Understands that cultures have a distinct organization and hierarchy (elders, clans, sects, totems, caste system, family day, dynasties, kingdoms, symbols) and identifies ways everyone is part of, and connected to a cultural community SS 1.18, 1.20, 1.22, 1.23, 1.26, 2.14
- CA 3.2.....Identifies four similarities of two Native American cultures SS 2.15
- CA 3.3.....Recognizes the purpose of critiquing the arts
- CA 3.4.....Creates an art form using two of the art elements, form and space utilizing “found objects” gathered from the local, outdoor environment
- CA 3.5.....Reviews musical productions to understand how song and dance contribute to a story (Music Man, Lion King, West Side Story, Mary Poppins, Wizard of Oz, The Wiz) RE 5.10
- CA 3.6.....Portrays a character in a performance with a speaking role PSH 1.5, 2.7, 2.11, 4.9, 5.4, RE 1.15

#### Level 4:

- CA 4.1.....Identifies traditional role of elders in the local/regional community SS 1.20, 2.2, 2.14
- CA 4.2.....Identify and describe the purpose of local/regional cultural practices and rituals (fish camp, spirit camp, steam bath) SS 2.14
- CA 4.3.....Practices, creates, and reports on the techniques of a world wide indigenous art form (carving, basket weaving, puppetry), including the geographical influences PSH 5.1, WR 4.8, 4.9, 4.10
- CA 4.4.....Identifies and shares (replica, orally, poster, technology based) a symbol (Kachrina dolls, dream catchers, totems, masks, flower arranging pyramids, Aztec calendar) and describes its place in culture
- CA 4.5.....Participates in critiquing visual art, addressing the seven elements SS 3.18

#### Level 5: \*Students will self-critique all art projects, addressing the seven elements.

- CA 5.1.....Identifies three Alaska Museums or cultural centers and updates ongoing school reference guide
- CA 5.2.....Selects and participates in a virtual tour of a museum or performance hall (Metropolitan Museum, Asian Art Museum, National Art Gallery, Globe, Kennedy Center)
- CA 5.3.....Create a timeline of Western Art History including: prehistoric, Greek/Roman, Medieval, Renaissance, Baroque, 19<sup>th</sup> century, 20<sup>th</sup> century SS 2.19
- CA 5.4.....Select and research a music group or dance troupe
- CA 5.5.....Choose an artist from Western Art History, report on style, impact, contribution to culture, and create an artwork in the style of the artist chosen
- CA 5.6.....Enters a creative competition

# Cultural Awareness Standards

## THE LAKE AND PENINSULA SCHOOL DISTRICT

### Cultural Awareness Standards Graduation = Level 7

#### **Level 6: \*Students will self-critique all art projects, addressing the seven elements.**

- CA 6.1.....Choose an Alaskan art form (traditional or contemporary), research the process for creating the art, and create an original piece  
WR 6.4, 6.7, 7.7, 7.10, TE 7.3, SS 2.14, 2.16
- CA 6.2.....Identifies three Alaskan Artists and selects one to describe how Alaska History influenced their art SS 2.16, 3.18
- CA 6.3 .....Interpret through performance an event, story, legend from Alaska history using props (serum, volcano eruption, salmon play)
- CA 6.4.....Create a timeline of history of Asian Art, focusing on one region (China, Japan, Korea)
- CA 6.5.....Choose an artist from an Asian Art period, report on style, impact, contribution to culture, and create an artwork in the style chosen

#### **Level 7: \*Students will self-critique all art projects, addressing the seven elements.**

- CA 7.1.....Chose a piece of art, investigate the impact of the geography and period on the art, then create and share a piece of art inspired by this investigation
- CA 7.2.....Demonstrate appreciation of art by selecting a favorite dance, music piece, theatrical performance, or visual art, and describe the reasons for appreciation, using the methods of critique
- CA 7.3.....Create and share either a dance, music piece, theatrical performance or visual art that reflects your own beliefs, values, and traditions

#### **Level 8: \*Students will self-critique all art projects, addressing the seven elements.**

- CA 8.1.....Produce and self assess a performance, concert/play, art show, or community celebration including organization, production, advertising TE 8.4
- CA 8.2.....Attend a live professional performance, or visit a museum or other venue for art (Phase II, III)

#### **Level 9: \*Students will self-critique all art projects, addressing the seven elements.**

- CA 9.1.....Participates in independent art project incorporating any culture

## Transition from Old to New Cultural Awareness Standards

Transitioning from the old Cultural Awareness Standards to these new Cultural Awareness Standards will not be an easy task for 2 important reasons:

- There are very few standards that cross over from the old to the new.
- In addition, the new Cultural Awareness Standards include some standards that require a foundation of skills and knowledge learned in earlier standards.

Because of these reasons, the following procedure for transition is recommended:

1. *Students complete their current level in the old Cultural Awareness Standards, and then move on to the next level in the new Cultural Awareness Standards.*

2. *Students are taught the missing skills and knowledge in order to move through the new Cultural Awareness Standards.*

A big difference between the old and new Cultural Awareness Standards is the new focus on students to create and then critique pieces of art. Both the creation of art and the ability to critique are introduced at the lowest levels and then developed as the student progresses through the levels.

Some created art work requires students to use the seven elements of art. The seven elements are included in Levels 1, 2, and 3. Therefore, it would be necessary to teach/learn parts of Levels 1, 2, and 3 in order to complete Level 4 and higher.

Critique of art is an important aspect of the new Cultural Awareness Standards. Students are asked to critique the art of others as well as their own art. Therefore, critiquing of art is first taught beginning in Level 1 and then increased proficiency is required as students move through the higher levels.

In both of these areas, creating and critiquing, it will be necessary to teach lower level skills and knowledge in order for students to complete the higher levels.

## Matrix of Suggested Units, Activities, and Resources

Unit of Instruction	Standard(s)	Prerequisite Skill/Knowledge	Suggested Activities	Resources	Minimum Requirements
Culture 101	1.1 Identifies ways each person or group of people is unique		Invite elders to share Draw pictures Show & Tell		
	1.2 Shares experiences reflecting family culture (camping, fishing, potlucks, hunting, story telling, travel, etc				
Early Art Awareness	1.3 Participates in observing art forms	Teach Readiness Skills	Show examples of art forms and discuss	Book: <u>Education Resources</u>	Observes 4 art forms 3 times
	1.4 Practices songs and dances from a variety of cultures including Alaskan native	Teach Song and Dance	Sing <u>Star Spangled Banner</u> and <u>Alaska Flag</u> song daily Practice Mexican Hat Dance Make song books	DVDs of local dance groups Book: <u>Let's Meet Famous Composers</u> <u>Videos/DVDs</u>	Performs one song or dance
	1.5 Creates an art form using three of the art elements: line, shape, and texture	Teach 3 elements (line, shape, texture)	Draw popcorn Draw student's shoe (place on table and draw) Make rubbings	Books: <u>Elements of Art</u> , <u>How to Teach Art to Children</u> , <u>Ed Emberley's Big Green Drawing Book</u> , <u>Ed Emberley's Big Purple Drawing Book</u> , <u>Ed Emberley's Big Red Drawing Book</u> , <u>Drawing With Children</u>	Creates 3 finished art pieces
	1.6 Participates in public displays of art (art contests, goose calendar, duck stamp, oratory opportunities, performance)	Teach following directions for displays, competitions, and performances	Bulletin Boards Art in the Capital (see websites) School wide art show Display at D.O. Collaborate with student working on CA 8.1	None	Participates in 2 displays, competitions, or performances

Celebrating Cultures	2.1 Explores different aspects of other <b>worldwide</b> cultures through arts/crafts, holidays, customs, foods, songs, dance, traditional attire	Basic Geography	Classroom cultural fair	Books: <u>Children Just Like Me</u> , <u>A Trip Around the World: Crafts of Many Cultures</u> , <u>Alaska, Our 49<sup>th</sup> State</u> , <u>Eight Stars of Gold</u>	
Celebrating Cultures	2.2 Celebrates the characteristics of various cultures represented <b>in the classroom</b> (food, dances, music, art, clothing)	Aspects of Culture	Country flags Culinary customs Dances and music Cultural fair/day		
Beginning Art Appreciation	2.3 Identifies and gives examples of the four strands of art: dance, music, theatre, visual arts	Teach 4 art stands and give examples	Show portions of video/DVD	Poster set of famous paintings Video/DVD of music and dance	Act out 1 folk tale/legend Create an art piece Perform song and dance
Beginning Art Appreciation	2.4 Expresses opinion of art	Teach positive and negative vocabulary for expressing opinion	Circle time, round robin (all students respond)	Book: <u>Native American Legends and Activities</u>	
Beginning Art Appreciation	2.5 Acts out one folk tale or legend	Teach folk art and legends	Read folktales/legends Create a performance from a folktale/legend (read story and students act out)	Book: <u>Native American Legends and Activities</u>	
Beginning Art Appreciation	2.6 Creates an art form using two of the art elements: color and value	Teach color and value elements	Create color wheels Add black and white to colors to create hue	Books: <u>Elements of Art</u> , <u>How to Teach Art to Children</u> , <u>A Survival Kit for the Elementary/Middle School Art Teacher</u> , <u>How to Draw and Paint Watercolors</u>	
Beginning Art Appreciation	2.7 Celebrates the characteristics of various cultures represented <b>in the classroom</b> (food, dances, music, art, clothing)	Teach song and dance	Tapes, video, rhythm sticks, ribbon sticks	SPARKS materials	



Practicing Art Appreciation	3.1 Understands that cultures have a distinct organization and hierarchy (elders, clans, sects, totems, caste system, family day, dynasties, kingdoms, symbols) and identifies ways everyone is part of, and connected to a cultural community		Elders in the classroom to discuss their families/culture		
	3.2 Identifies four similarities of two Native American cultures		Compare/contrast student projects	Books: <u>Sharing Alaska Native Culture</u> , <u>Hands on Alaska</u> <a href="http://www.theatre.com">http://www.theatre.com</a>	
	3.3 Recognizes the purpose of critiquing the arts	Teach the purpose of critique	Choose piece of art and critique using "Student Art Critique Form"		Create an art piece Reviews 3 musicals Acts/speaks 2 roles Accepts criticism and apply to own art
	3.4 Creates an art form using two of the art elements, form and space utilizing "found objects" gathered from the local, outdoor environment	Teach form and space	Make holiday wreath out of buoys, shell, bone, sand, antler or stone art Make wood carving	Books: <u>Elements of Art</u> , <u>Snips, Snails, &amp; Walnut Whales</u> , <u>Good Earth Art: Environmental Art for Kids</u>	
	3.5 Reviews musical productions to understand how song and dance contribute to a story (Music Man, Lion King, West Side Story, Mary Poppins, Wizard of Oz, The Wiz)		Identify singer/song relationship		
	3.6 Portrays a character in a performance with a speaking role	Teach drama skills	School play Holiday performance Choral readings Jr. High AA meet activity		

Exploring Cultural Influences	4.1 Identifies traditional role of elders in the local/regional community	Know local, tribal hierarchy and lineage	Elder's Lunch Story Circle Record, produce, and distribute elder stories	AK Native Knowledge Network Elders, community members AK museums/websites <a href="http://www.metmuseum.org">www.metmuseum.org</a>	Report
	4.2 Identify and describe the purpose of local/regional cultural practices and rituals (fish camp, spirit camp, steam bath)	Know local practices/rituals	Visit site of traditional activities and discuss		
	4.3 Practices, creates, and reports on the techniques of a world wide indigenous art form (carving, basket weaving, puppetry), including the geographical influences	Identify world-wide aboriginal cultures	Tibetan Sand Art		Report Create an art piece
	4.4 Identifies and shares (replica, orally, poster, technology based) a symbol (Kachina dolls, dream catchers, totems, masks, flower arranging pyramids, Aztec calendar) and describes its place in culture	Identify symbols importance	Individual project, presentations Combine with CA 4.3		Visual example of symbol Presentation (oral, written, multimedia, replica, performance) 3 critiques using the 7 elements
	4.5 Participates in critiquing visual art, addressing the seven elements	Review 7 elements	Recognize and define the 7 elements in a piece of visual art	Various examples of art <a href="http://www.theatre.com">http://www.theatre.com</a>	
Complete Critique					

Art Collections	5.1 Identifies three Alaska Museums or cultural centers and updates ongoing school reference guide	Teach research skills	Internet research	Suggested internet sites	3 contributions or updates to ongoing school reference guide
	5.2 Selects and participates in a virtual tour of a museum or performance hall (Metropolitan Museum, Asian Art Museum, National Art Gallery, Globe, Kennedy Center)		Visual tour list Power point presentation		Identification of website and contribution or update to ongoing school reference guide
Western Art	5.3 Create a timeline of Western Art History including: prehistoric, Greek/Roman, Medieval, Renaissance, Baroque, 19 <sup>th</sup> century, 20 <sup>th</sup> century	Teach timeline Define Western Art	Create one large timeline around the classroom Hyperstudio Stack Timeline folder book	Encyclopedias Internet information <a href="http://www.metmuseum.org">www.metmuseum.org</a>	Timeline
	5.4 Select and research a music group or dance troupe				Report or Performance
	5.5 Choose an artist from Western Art History, report on style, impact, contribution to culture, and create an artwork in the style of the artist chosen			Book: <u>Let's Meet Famous Artists</u>	Report Create an art piece
Art Competition	5.6 Enter an artistic competition that represents one of the 4 art strands				Create an art piece

Alaskana	6.1 Choose an Alaskan art form (traditional or contemporary), research the process for creating the art, and create an original piece	Identify Alaskan Art			Create an art piece
	6.2 Identifies three Alaskan Artists and selects one to describe how Alaska History influenced their art	Know Alaska History research		Silver Hand Catalog	Report
	6.3 Interpret through performance an event, story, legend from Alaska history using props (serum, volcano eruption, salmon play)	Performance skills Know AK history			Performance
Asian Art	6.4 Create a timeline of history of Asian Art, focusing on one region (China, Japan, Korea)	Teach timeline Define Asian Art			Timeline
	6.5 Choose an artist from an Asian Art period, report on style, impact, contribution to culture, and create an artwork in the style chosen			Book: <u>Education Resources</u>	Report Create an art piece
Linking History to Art	7.1 Chose a piece of art, investigate the impact of the geography and period on the art, then create and share a piece of art inspired by this investigation				Create an art piece Presentation

Art Understood	7.2 Demonstrate appreciation of art by selecting a favorite dance, music piece, theatrical performance, or visual art, and describe the reasons for appreciation, using the methods of critique			Critique
	7.3 Create and share either a dance, music piece, theatrical performance or visual art that reflects your own beliefs, values, and traditions			Create art piece Presentation
Producing Art	8.1 Produce and self assess a performance, concert/play, art show, or community celebration including organization , production, advertising	Advertising and production skills		Production and Critique
Seeking Art	8.2 Attend a live professional museum or other venue for art (Visit museum, performance, or other venue for art.)			Report/Presentation of visit
Independent Art	9.1 Participates in independent art project incorporating any culture			Art Project

## Glossary of Terms

**Abstract:** Art which places emphasis on distortion of reality, sometimes changing color, line, or the like in dealing with subject matter.

**Art:** Human effort to imitate, supplement, alter, or counteract the work of nature. Examples are: photography, sculpture, fiber arts, theatre (set design, costumes, programs, etc.), music (vocal/instrumental), drawing, flower arranging, fashion design, calligraphy, origami, culinary art, architectural design, painting (water colors, oil and acrylics, tempera, pen & ink, sand etc.), print making, papier mach'e, beading, dance, carving, scrimshaw, skin sewing, oratory, etc.

**Art Elements:** Line, shape, form, space, texture, value and color make up the elements of art.

**Asian Art:** Asian Art is defined by country and certain time periods in history. Refer to the following web site [http://en.wikipedia.org/wiki/Art\\_periods](http://en.wikipedia.org/wiki/Art_periods)

**Balance:** A sense of stability when applied to opposing visual attractions or forces.

**Color:** (*noun*) - **Color** is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three (3) properties to color.

First is **hue**, which simply means the name we give to a color (red, yellow, blue, etc.).

The second property is **intensity**, which refers to the strength and vividness of the color. For example, we may describe the color blue as "royal" (bright, rich, vibrant) or "dull" (grayed).

The third property of color is its **value**, meaning its lightness or darkness. The terms **shade** and **tint** are in reference to value changes in colors.

**Contrast:** Contrast makes it possible to show differences within a composition. An example would be a dark object on a mostly light colored background.

**Critique:** The act of making judgments; analysis of qualities and evaluation of comparative worth; especially the critical consideration and judgment of literary or artistic work.

**Culture:** The word *culture*, from the Latin *colo, -ere*, with its root meaning "to cultivate", generally refers to patterns of human activity and the symbolic structures that give such activity significance. Different definitions of "culture" reflect different theoretical bases for understanding, or criteria for evaluating, human activity. There is no one universally accepted definition.

**Emphasis:** Emphasis calls attention to important areas of design and subdues everything else on the picture plane or on a three-dimensional form.

**Folk Art:** Art made by people who have had little or no formal schooling in art.

**Folktale:** A tale or story circulated by word of mouth among common people. Traditional among a people and characteristically anonymous, timeless, and placeless

**Form:** (*noun*) - **Form** is an element of art. At its most basic, a **form** is a three-dimensional geometrical figure (i.e.: sphere, cube, cylinder, cone, etc.), as opposed to a *shape*, which is two-dimensional, or *flat*.

**Harmony and Unity:** The arrangement of color, size, shape, that is pleasing to the eye. All parts of the composition work and belong together.

**Legend:** A story handed down from early times by tradition and popularly regarded as historical although not entirely verifiable.

**Line:** (*noun*) - A **line** is a basic element of art, referring to a continuous mark, made on a surface, by a moving point.

**Medium:** The material or technique used by an artist to produce a work of art.

**Mood:** An overall feeling or emotion influenced by a particular art form.

**Movement:** The path our eyes follow as we look at a work of art.

**Opinion:** A belief not based on absolute certainty or positive knowledge but on what seems true, valid, or probable to one's own mind; judgment.

**Perspective:** In the context of drawing or painting, perspective is the technique an artist uses to create the illusion of three dimensions on a flat surface. Simply put, perspective is a means of fooling the viewer's eye.

**Pre-historic Art:** In the history of art, **prehistoric art** is all art produced in preliterate cultures (prehistory), beginning somewhere in very late geological history. Refer to the following web site [http://en.wikipedia.org/wiki/Art\\_periods](http://en.wikipedia.org/wiki/Art_periods)

**Realism:** Art forms which confirm what the eyes see.

**Repetition:** Repetition occurs when elements which have something in common are repeated regularly or irregularly, sometimes creating a rhythm.

**Rhythm:** The flow or movement within a work of art. The pace the eye travels over an art work.

**Shape:** (*noun*) - A **shape** is an element of art. Specifically, it is an *enclosed space*, the boundaries of which are defined by other elements of art (i.e.: lines, colors, values, textures, etc.). Shapes are limited to two dimensions: length and width. **Geometric** shapes like circles, rectangles, squares, triangles, have the clear edges that one achieves when using tools to create such shapes. **Organic** shapes have natural, less well-defined edges (think: an amoeba or a cloud).

**Space:** (*noun*) - An element of art, **space** refers to distances or areas around, between or within components of a piece. **Space** can be *positive* (white or light) or *negative* (black or dark), *open* or *closed*, *shallow* or *deep* and *two-dimensional* or *three-dimensional*. Sometimes space isn't actually within a piece, but the *illusion* of it is.

**Strands:** The four main strands of art are: dance, music, theatre, and visual art

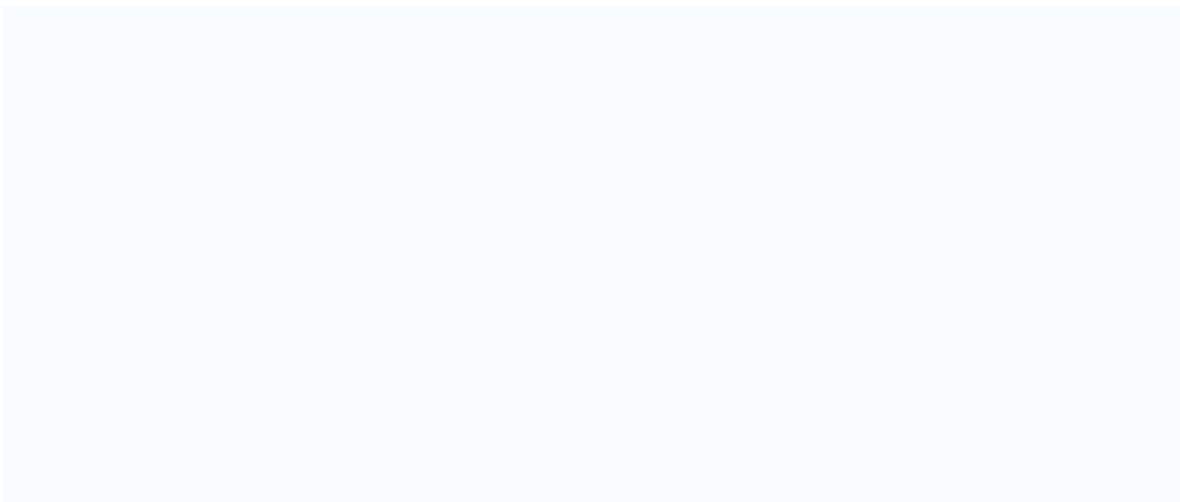
**Texture:** (*noun*) - **Texture**, an element of art, is used to describe either the way a three-dimensional work *actually* feels when touched, or the *visual* "feel" of a two-dimensional work. Take rocks, for example. A real, 3-D rock might feel rough or smooth, and definitely feels hard when touched or picked up. A painter, depicting a rock, would create the illusions of these qualities through use of color, line, shape, etc.

**Unity:** Oneness, consistency or integration where each element plays an important part within the art piece.

**Value:** (*noun*) - An element of art, **value** refers to the lightness or darkness of a color. Value becomes critical in a work which has no colors other than black, white and a gray scale. For an example of *value* in action, think of a black and white photograph. Visualize how the infinite variations of gray suggest planes and textures.

**Variation:** Diversifying elements within an art work to add visual interest. Choosing a design element and change it within the composition by modifying shape, color, position, or texture.

**Western Art:** Western Art is defined by certain time periods in history. Refer to the following web site [http://en.wikipedia.org/wiki/Art\\_periods](http://en.wikipedia.org/wiki/Art_periods)





## Web Resources

### Virtual Tours

Kennedy Center: [http://www.kennedy-center.org/about/virtual\\_tour/](http://www.kennedy-center.org/about/virtual_tour/)

Virtual Museum Guide Sites: <http://icom.museum/vlmp/galleries.html>

Globe Tour: [http://aspirations.english.cam.ac.uk/converse/movies/sound\\_globe.swf](http://aspirations.english.cam.ac.uk/converse/movies/sound_globe.swf)

Smithsonian Kids:

[http://www.smithsonianeducation.org/students/explore\\_by\\_topic/explore\\_by\\_topic.html](http://www.smithsonianeducation.org/students/explore_by_topic/explore_by_topic.html)

Louvre Museum (Paris, France): <http://www.louvre.or.jp/louvre/QTVR/anglais/>

Various Museums: <http://www.campusschool.dsu.edu/fieldtrips/museum.htm>

### Other Websites

[www.alaskanative.net/](http://www.alaskanative.net/)

[www.alutiiqmuseum.com/](http://www.alutiiqmuseum.com/)

<http://sheldonmuseum.org/>

[www.ankn.uaf.edu/](http://www.ankn.uaf.edu/)

[www.asianart.org/](http://www.asianart.org/)

<http://artsedge.kennedy-center.org/content/3338/>

[www.theatre.com/](http://www.theatre.com/)

[www.nmai.si.edu/](http://www.nmai.si.edu/)

[www.web-holidays.com](http://www.web-holidays.com)

<http://www.smithsonianeducation.org>

[www.uaf.edu](http://www.uaf.edu)

[www.metmuseum.org](http://www.metmuseum.org)

<http://www.nga.gov/education/classroom/>

<http://nga.gov/kids>

[www.akhistorycourse.org/](http://www.akhistorycourse.org/)

<http://library.thinkquest.org/15413/history/music-history.htm>

<http://www.adzuma.com/english/guide/morgue/>

[http://www.kidinfo.com/American\\_History/Native\\_Americans.html](http://www.kidinfo.com/American_History/Native_Americans.html)

[www.voiceofdance.com](http://www.voiceofdance.com)

[www.abt.org](http://www.abt.org)

<http://en.wikipedia.org/>

[www.groups.com](http://www.groups.com)

## Book Resources

- 1 ~ The Encyclopedia of Watercolor Techniques, by: Hazel Harrison
- 2 ~ Hands-On Celebrations - Art Activities For All Ages, by: Yvonne Merrill
- 3 ~ Hand-On Alaska, by: Yvonne Merrill
- 4 ~ 1000 Craft Projects From Around the World, by: Reid Junior
- 5 ~ Survival Kit for the Secondary School Art Teacher, by: Helen D. Hume
- 6 ~ Drawing On the Right Side of the Brain, by: Edwards
- 7 ~ Drawing for Older Children and Teens, by: Monica Brooks
- 8 ~ Sharing Alaska Native Cultures, by: University of Alaska Museum
- 9 ~ Good Earth, by: Kohl and Gainer
- 10 ~ North American Animals in Origami, by: John Montroll
- 11 ~ Drawing Real People, by: Lee Hammond
- 12 ~ Start Exploring Masterpieces, by: Martin and Zorn
- 13 ~ Start Exploring Architecture, by: Dobrin and Driggs
- 14 ~ Draw Squad, by: Mark Kistler
- 15 ~ Exploring Drawing (textbook), Davis Publishing, 1988
- 16 ~ Creating and Understanding Drawing (textbook), Davis Publishing, 1990
- 17 ~ Art Talk (textbook), Glencoe Publishing, 1995
- 18 ~ Art In Focus (textbook), Glencoe Publishing, 1994
- 19 ~ Exploring Visual Design (textbook), Davis Publications, 1982
- 20 ~ Design Dialog (textbook), Davis Publications, 1990
- 21 ~ Design: Elements and Principles, by: Dorothea C. Malcolm
- 22 ~ How to Draw and Paint Watercolors, by: Walter Foster Publishing, Inc.
- 23 ~ Architecture, by: Peter Dobrin
- 24 ~ Hand-Shaped Art, by: Diana Bonica
- 25 ~ Masterpieces, by: Mary Martin

## **Competitions/Contests**

- 1 ~ Bristol Bay Goose Calendar (U.S. Fish and Wildlife Service - USFWS)
- 2 ~ Junior Duck Stamp (U.S. Fish and Wildlife Service - USFWS)
- 3 ~ Bristol Bay Fishing Regulation Art Cover Competition (Alaska Department of Fish and Game - ADF&G)
- 4 ~ LPSD Christmas Card Art Contest
- 5 ~ Bristol Bay Fire Safety Poster Contest
- 6 ~ Alaska Native Oratory Society Competition (AKNOS): <http://aknos.uaa.alaska.edu/>
- 7 ~ Drama, Debate, Forensic (DDF): High School Competition: <http://www.asaa.org/ddf/>
- 8 ~ IDida Movie: <http://www.aste.org/>
- 9 ~ Art in the Capital: <http://w3.legis.state.ak.us/students/capart/artinthecapitol.DOC>

## Student Art Critique Form

Name \_\_\_\_\_

Art Critiqued \_\_\_\_\_

### What is a critique?

A critique is an oral or written discussion strategy used to analyze, describe, and interpret works of art. Below is a sample set of focus questions for an art critique related to four major areas of art criticism: description, analysis, interpretation, judgment.

#### Focus Questions

#### Critique

Focus Questions	Critique
<b>Description</b>  Describe the work without using value words such as "beautiful" or "ugly":	
<ul style="list-style-type: none"> <li>• What is the written description on the label or in the program about the work?</li> </ul>	
<ul style="list-style-type: none"> <li>• What is the title and who is (are) the artist(s)?</li> </ul>	
<ul style="list-style-type: none"> <li>• When and where was the work created</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe the elements of the work (i.e., line movement, light, space).</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe the technical qualities of the work (i.e., tools, materials, instruments).</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe the subject matter. What is it all about? Are there recognizable images?</li> </ul>	
<ul style="list-style-type: none"> <li>• What was the inspiration (if known)?</li> </ul>	
<b>Analysis</b>  Describe how the work is organized as a complete composition:	
<ul style="list-style-type: none"> <li>• How is the work constructed or planned (i.e., acts, movements, lines)?</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify some of the similarities throughout the work (i.e., repetition of lines, two songs in each act).</li> </ul>	

<ul style="list-style-type: none"> <li>Identify some of the points of emphasis in the work (i.e., specific scene, figure, movement).</li> </ul>	
<ul style="list-style-type: none"> <li>If the work has subjects or characters, what are the relationships between or among them?</li> </ul>	
<p><b>Interpretation</b></p> <p>Describe how the work makes you think or feel:</p>	
<ul style="list-style-type: none"> <li>Describe the expressive qualities you find in the work. What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)?</li> </ul>	
<ul style="list-style-type: none"> <li>Does the work remind you of other things you have experienced (i.e., analogy or metaphor)?</li> </ul>	
<ul style="list-style-type: none"> <li>How does the work relate to other ideas or events in the world and/or in your other studies?</li> </ul>	
<p><b>Judgment or Evaluation</b></p> <p>Present your opinion of the work's success or failure:</p>	
<ul style="list-style-type: none"> <li>What qualities of the work make you feel it is a success or failure?</li> </ul>	
<ul style="list-style-type: none"> <li>Compare it with similar works that you think are good or bad.</li> </ul>	
<ul style="list-style-type: none"> <li>What criteria can you list to help others judge this work?</li> </ul>	
<ul style="list-style-type: none"> <li>How original is the work? Why do you feel this work is original or not original?</li> </ul>	

### Museum/Cultural Center Reference Guide

Name of Museum/Cultural Center	Contents of Museum/Cultural Center	Website	Address	Telephone	Contact Name	Date Entered in Guide	Name of Person who Made Entry