

## Sydney, Kate and Sarah's Integrated Art Lesson

**Age Level:** 4<sup>th</sup> grade

**Subject(s) Area:** Art

**Materials Needed:** Construction paper, glue sticks, scissors, rulers

### **S**Standards:

**Code and description:** 4.4.1 Know that visual art has both a history and specific relationship to various cultures.

### **O**bjectives:

The students will **create** a Native American quilt by using symmetry, lines, fabric and construction paper.

### **L**earning Activities:

Before the lesson begins, we will have students clear their desks to have room to work on their projects. We would start by playing Native American music as the students come in the classroom. We would have a real Native American quilt on the board so students can look at it as they come in and sit down.

**Reflective Questions:** At the beginning of the lesson, we would ask the students, "Who remembers what they learned on Friday at the Heritage Center about Native American quilts and art?" 1-3 students would share and then we would discuss as a class). We would briefly about the music we had playing in the background as they came into the classroom. We would say, "This music is another form of Native American art-how does it make you feel? What sounds did you hear and what is different about it than the music you hear on the radio?" (again, 1-3 students would share their thoughts).

**Technology:** Computer for music/powerpoint

**Required Vocabulary:** Symmetry: the quality of being made up of exactly similar parts facing each other or around an axis.

**Instructional Methods:** We would start the lesson with the music and discussing what students learned at the Heritage Center.

-What do quilts symbolize? Material used to make them? Colors? (each of us would have our own part to discuss each part)

We would say, " Native Americans made quilts and they used symmetry in their designs...does anyone know what symmetry means/is?" Do you see how the morning star looks the same at each of the angles on it? That is because of symmetry. Discuss how to use symmetry-if you do something on one side, you have to do it on the other side as well. (ex., split face into  $\frac{1}{2}$ )

Morning Star quilt-one of the most common quilts. (Plains People)

Hand and mirror idea: we would have the students hold their hands out from their bodies and have them imagine a line between them. Examples of symmetry would be the two objects (hands) meeting up at the line and matching. Examples of non-symmetrical: hands coming in the opposite direction from one another (they don't match)

Then show pictures and how they match up with one another just as our hands did.

Each of us will discuss a point about the Native Americans (fabric, colors, materials and the people)

-Points include: why did the Native Americans use the colors/fabrics they did to create their quilts?

**Guided Practice Strategies:** This is an I do-we do-you do lesson: we are modeling a design, discussing how to make a quilt and then having the students create their own. Throughout this whole time we would be walking around and helping students when necessary.

To start off the lesson, we would pair students by having them find their matching Native American card design. The person with the matching card is their partner and will make the symmetrical shape that matches. Students can choose from stars, triangles (equilateral, obtuse and right), diamonds and half-circles. Depending on the amount of time/student learning level, when the groups are done creating their designs we would do a gallery walk and discuss the symmetry that they made. At the end, Mrs. Tescher can choose if she would like to put all the designs to create a large quilt to hang in the classroom.

**Differentiation:** Students would be working in groups/with partners. We want to pair high level with lower level students and have them work together.

**Wrap-Up:** We would say, "Today we discussed symmetry and how to create a quilt using construction paper. Now you know how to create a quilt and what shapes are found in it. Next time you are the heritage center or pow wow, point out to your friends/family the symmetry and patterns in the quilts!"

## **A**ssessment:

**Formative:** Our formal assessment would be to see if the students design a symmetrical shape along with their partner.

## **R**eflection: