

LESSON PLAN:

Teacher: Ms. Nisha Drinkard

Lesson Title: Siapo Cloth

Date: October 15th, 2009

Subject: Arts

Class Description: Grade 2, 25 students

Duration of Lesson: 45 minutes

I. Lesson Rationale: Students need to understand the world in which they live. By using art from around the world, students will be introduced to art from various countries, shown a country on the world map and then create piece from that country.

II. Where this lesson fits into my unit/Follow-up activities: As part of our learning art from around the world unit. Follows elements in art unit and is before unit on media specialization.

III. Goals

- A) Students will recognize the country of Samoa on the map and cultural designs from the country used on cloths.**
- B) Students will create geometric designs.**
- C) Students will create Siapo cloth pieces.**
- D) Students will be able to activate prior knowledge skills.**

IV. Objectives:

- A) Given examples from selected art, historical and contemporary, students will demonstrate their knowledge of siapo cloth.**
- B) Given the opportunity students will create their own siapo cloth out of brown grocery bag and tempera paints.**
- C) Given their prior knowledge students will participate in classroom discussion and will be knowledgeable of Samoa and process of siapo cloth creation.**

V. Materials

- A) Chalkboard**
- B) Brown grocery bag**

- C) Scissors**
- D) Tempera paints (markers, crayons or color chart can be used instead of paint)**
- E) Paintbrushes**

VI. New Jersey Core Curriculum Standards

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

VII. Lesson Development

- A) Anticipatory Set: The teacher will begin the lesson by asking the question "Can clothing be made out of bark?"**

This sentence will be written on the board as well.

- B) The teacher will then go through images of artwork showing cloth made from bark. Asking questions of the class, "Does anybody know where Samoa is? How do they think the cloth was made from bark?"**

- C) Teacher will direct questions about geometric patterns used on cloth, asking for symbolic meaning of patterns. Teacher will encourage students to create their own geometric patterns for their cloths.**
- D) Teacher will explain lesson for brown grocery bag and for scrunching the bag into a ball to create wrinkles on the bag.**
- E) Students, working independently, painting or using markers to create designs on grocery bag. Teacher will monitor students' independent work, answering questions individually and drawing class attention to various works in progress.**
- F) Teacher will direct discussion of completed student artwork for classroom critique.**
- G) Guided Practice: Since the students are learning a new skill under the supervision of the teacher, this entire lesson serves as an example of guided practice.**
- H) Student Evaluation: The teacher will assess the progress of the students through her observation during the lesson; use of a rubric for grading project; through individual conferencing; etc.**
- I) Teacher Evaluation and Reflection: After the conclusion of today's lesson, I will reflect upon what went well and what can be improved next time. I will write notes in my teaching journal.**
- J) Accommodations: Because this is an inclusion class, there are learners who have special needs. I will provide the necessary accommodations for them as stated in their Individualized Education Plans.**
- K) References:**
<http://www.siapo.com/>

<http://anthromuseum.missouri.edu/minigalleries/tapacloth/intro.shtml>

<http://www.kew.org/collections/ecbot/collections/topic/bark-cloth/index.html>

Gillow, John and Sentence, Bryan. World Textiles. Boston: Bulfinch Press Book, 1999.