

Lesson Plan: Coming of Age

Essential Questions

- What does coming of age mean?
- Why is this an important phase in a person's life?
- What does it mean to become an adult?
- What kind of responsibilities come with being an adult?
- What kind of mental, physical, and emotional changes occur with becoming an adult?
- How can we explore physical, emotional and mental changes through art making?
- How does art reflect a culture's perspective?

Knowledge

- Students will know the definition of coming of age, and some variations on this definition depending on cultures
- Students will know that more responsibilities are gained when one becomes an adult.
- Students will know that societies reflect on their perspectives in life through art making.
- Students will know some recurring patterns and images are used for specific reasons in society's artwork.
- Students will know how to use line and pattern successfully in a drawing.

Skills

- Students will research ways in which the Inuit, Maasai, and Japanese societies celebrate coming of age.
- Students will identify recurring patterns and images from particular cultures.
- Students will draw pattern samples they find in Inuit, Maasai and Japanese art.
- Students will use new knowledge to create a self portrait using the art style of *one* society.
- Students will draw a self portrait using lines and patterns seen in the referenced artwork.

Understanding

- Students will distinguish some differences between being a child/ adolescent and being an adult.
- Students will identify some mental, physical and emotional changes that occur when becoming an adult.
- Students will understand that self- portraits allow us to learn about ourselves both physically and emotionally
- Students will understand how art is an expression of a culture and its values.

Stage 2

- Students will research one of three societies (Inuit, Maasai in Tanzania, and Japanese) in groups. Students will answer guided questions and respond to observation prompts for the artworks of their particular culture. Students will present the information they gathered to the rest of the class, and all students will need to have all questions answered for the three societies by the end of class.
 - Students will hand in completed graphic organizer
- Students will work on a self- portrait using the style of ONE of the societies' traditional artwork. A list of expectations will be given to them, including appropriate face proportions, and successful use of style of art. **Use term rubric.**
- Students will critique each other's work. Students will use critique format that has been explained to them previously. I will be assessing their ability to use art vocabulary, to analyze other students' work and justify their reasoning for their critiques.

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Daily Performance Objectives:

Knowledge

- Students will know the definition of coming of age, and some variations on this definition depending on cultures
- Students will know some recurring patterns and images are used for specific reasons in society's artwork.

Skills

- Students will research ways in which the Inuit, Maasai, and Japanese societies celebrate coming of age.
- Students will identify recurring patterns and images from particular cultures.
- Students will draw pattern samples they find in Inuit, Maasai and Japanese art.

Understandings

- Students will distinguish some differences between being a child/ adolescent and being an adult.

Prior Knowledge:

- Students can draw faces proportionately, and have worked on details of features.
- Students have used line and pattern in previous projects.

Core Standards:

Connecting: Relating artistic ideas and work with personal meaning and external context

Anchor Standard **VA:Cn11.1.1a:** Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Adaptations:

- ELL- give directions to ELL students in their native tongue and/or written down in english. Give students a visual explanation of what they need to do by giving them an example of the expected finished work.
- Special Needs: Give students a visual explanation of what they need to do by giving them an example of the expected finished work. Students will be given an extra class to finish their work.

Assessment: Graphic organizer as exit slip

Essential Questions

- How can we explore physical, emotional and mental changes through art making?
- How does art reflect a culture's perspective?
- What does coming of age mean?

Knowledge

- Students will know that societies reflect on their perspectives in life through art making.
- Students will know some recurring patterns and images are used for specific reasons in society's artwork.

Skills

- Students will use new knowledge to create a self portrait using the art style of *one* society.
- Students will draw a self portrait using lines and patterns seen in the referenced artwork.

Understanding

- Students will understand that self- portraits allow us to learn about ourselves both physically and emotionally
- Students will understand how art is an expression of a culture and its values.

Prior Knowledge:

- Students can draw faces proportionately, and have worked on details of features.
- Students have used line and pattern in previous projects.
- Students have done research for three societies

Time Frame:

(If students need to present info)

10 minutes: Students will go into their groups and plan presentation. Who will talk, who is making a quick slideshow for the pictures?

30 minutes: Students present

(If students don't need to present)

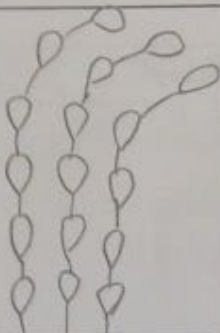
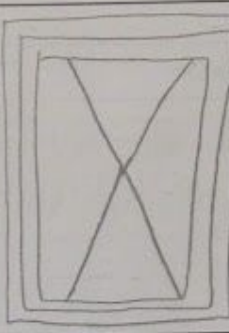
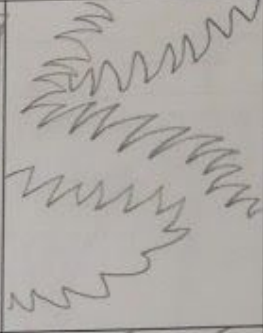
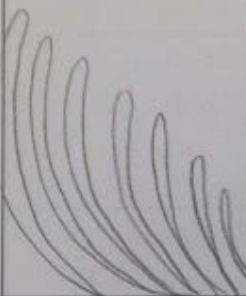
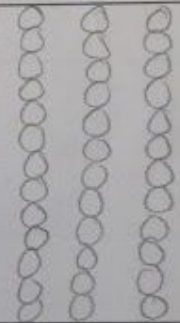
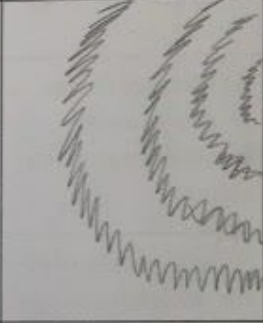
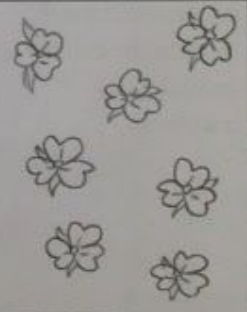
Intro: Connect to previous lesson, show samples - 10 minutes

Work session: students will sketch portraits, incorporating the patterns they drew for the society of their choosing.

- Students worked in assigned groups to answer questions about their given society.
- Students then presented their findings to the class, while the rest of the students filled out the information given to them by the presenters.
- Students chose one society to represent in their coming of age self-portraits and had to use the patterns found in the society's' traditional artwork.

	Inuit	Maasai	Japan ^{my group}
Where is this society located?	Arctic over Russia	East Africa, Southern Kenya	East Asia
At what age do the people celebrate coming of age in this culture?	11 and 12 years old	14-16 years of age	20 years old 2nd Monday of January
What is usually done for the coming of age of these children? What is the belief behind their tradition?	Boys go hunting in the woods to test their hunting skills and in modern days, also girls Females get married after hitting puberty	a group of elders speering heads Senior boys marriage Circumcision of the boys	They do Ceremonies The women wears kimonos The belief that they are becoming adults and they can drink smoke and etc. but have more responsibilities
Is this tradition only used for one gender?	No	Yes, only boys celebrate	No, it can be for both genders

Good!

<p>Pick out two more traditional art pieces from this culture. Draw recurring patterns or images that you see in their artwork.</p> <p>PATTERN 1:</p>			
<p>→</p> <p>PATTERN 2:</p>			
<p>→</p> <p>PATTERN 3:</p>		<p>white - purity blue - hospitality yellow - energy black - people red - bravery</p>	
<p>What does the artwork tell us about the values of the culture?</p>	<p>They value animals a lot because they're hunters</p>	<p>white - purity blue - hospitality yellow - energy black - people red - bravery</p>	<p>They are attracted to nature because of many cherry blossom fields and they value family and culture</p>









