

AFRICA - ADINKRA CLOTH

UNIT PLAN TITLE: Around the World in 6 Art Classes

ESSENTIAL QUESTIONS: How can I interpret and apply techniques from around the world in my personal work? What is culture? How do people around the world make art? What are similarities between these different artistic processes from different cultures? How are art and culture connected?

ESSENTIAL CONCEPTS: Drawing connections between people around the world through art making techniques and processes.

LESSON TITLE: Adinkra Cloth

Date the lesson will be taught: 3/24/18

Age Group of Children: 2nd & 3rd Grade

Lead Teacher: Kendra Walters & Maria Pairitz

PART I: *Brief overview of the mornings activities*

Very briefly and clearly describe the lesson on this day including the images that will be discussed, the concepts that will be taught, the techniques that will be used and the open-ended art project that will be posed. All lessons must relate to the theme and fit logically into your unit focus.

Students will come in and free sketch first. Students will learn about the Ashanti peoples and their Adinkra cloth through a powerpoint presentation. There will be a demonstration on how to design a symbol and the relief printmaking technique. Students will first have time to sketch their symbol after the presentation and first demonstration and then time to work on creating their stamps after the second demonstration. The third demonstration will show how to ink their stamp and press into their assigned square numerous times. Students will have the rest of class to work.

PART II: Standards, Objectives (Use the), key concepts and vocabulary
Identify at least one age-appropriate *specific* standard in each category:

Category Overarching National Standard	Anchor Standard	Performance Standard	Specific Objective for your lesson that relates to the Performance Standard; Must be written as observable/tangible/demonstrated ability

Creating	Anchor Standard 1:	<p>VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.</p> <p>VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p>	<p>Students will create a unique symbol to stamp on a collaborative classroom textile alongside their peers' symbols.</p> <p>Students will create a symbol that is of personal meaning.</p>
Responding	Anchor 7:	VA:Re.7.2.3a Determine messages communicated by an image.	Students will speculate what Adinkra symbols communicate.
	Key Concepts and Vocabulary	How will they be introduced or taught?	
Key Concepts to be Taught	Line Shape Repetition Printmaking Symbol Positive and Negative Space	During presentation and demonstration	
Key Vocabulary to be Emphasized	Adinkra Ashanti Relief Print Symbol	During presentation and demonstration	

Part III: Sketchbook Activity & Transition (Describe)

Students will have free drawing time prior to the start of class. I will not give any specific requirements for their drawings as I feel they would benefit from drawing whatever they want so they will get it out of their system when I ask them to do more specific tasks during class. To transition at the start of class I will ask them to take 30 more seconds to finish their drawing and then shut their sketchbooks and come to the front of the class.

PART IV: Opening: Looking at and Talking about an Artist's Image

Describe this part of your lesson, note images to be used and specific questions to be discussed. Remember that the discussion of the image should help you address your theme as well as concepts and vocabulary.

We will look at an image of an authentic Adinkra cloth. Questions to be asked include: What is this? How do you think it was made? Do you see symbols or stories? Do you see any form of organization? What are the marks inside the squares? How are these symbols repeated? Do you see positive and negative space? What about line? We will then discuss the techniques and materials used in creating Adinkra cloth.

Part V: Exploring Materials, Tools, and Techniques

*Discuss how you will demonstrate and introduce materials, techniques and tools
Describe how children will explore materials, techniques and tools.*

First, Maria will demonstrate how to create a symbol that uses line and positive and negative space. Students will then have time to sketch their own symbol in their sketchbook. After they have had time to sketch, students will watch a demonstration by Kendra on how to create their stamps. Students will then have time to create their stamps. Then Kendra and Maria will demo how to apply ink to their stamp and stamp onto the cloth. Students will have the rest of class to finish their stamps and stamp the cloth.

PART VI: POSING THE OPEN-ENDED PROBLEM

Today, you will create a symbol to stamp onto our collaborative Adinkra cloth using relief printmaking techniques.

PART VII: GENERATING IDEAS, MAKING PRELIMINARY PLANS

Describe how you will help the children generate ideas for their artwork and plan it ahead of time.

If the students are having trouble getting started, I may ask them if there are any certain shapes they are interested in and how to make them. I could ask them if they wanted to make a certain images with the shapes and cutouts. I could also ask them what they plan to do with and where to put their stained glass window and how they might want it to look like.

PART VIII: CREATING THE FINAL PRODUCT

After sketching their symbol, they will cut out their design from foam and paste onto cardboard cut into squares. They will then ink their prints and select an 8x8 square on the fabric to print their design 4 times in.

PART IX: SHARING AND REFLECTING

We will hang the cloth at the front of the class and try and “guess” what each other’s symbols represent. We will then listen to the students explain their meanings behind their symbols.

PART X: SUPPLIES

Styrofoam, cardboard, hot glue, scissors, pencils, erasers, sharpeners, sketchbook, 32 x 32” white cloth (each student gets 8x8” square)

PART XI: TIME AND ACTIVITY OVERVIEW CHART

For Date:

Time	Activity Description	Supplies needed	Location in room	Instructor Responsible	Notes/Transitions
10:00-10:10	Sketchbook time	Sketchbooks, papers, pencils, erasers	Everyone at a table	Kendra and Maria	Free draw
10:10-10:25	Slideshow	Computer	Front of the room	Kendra	Fidgety/disruptive kids can stay at the tables
10:25-10:30	Sketch their symbol	sketchbook, pencils, erasers	Everyone at their tables	Maria and Kendra	

10:30-10:40	Demo on creating stamp	Pencil, foam boards, cardboard, hot glue, scissors	Everyone at their tables		Hand out scissors and foam and cardboard
10:40-10:55	Create stamp	Pencil, foam boards, cardboard, hot glue, scissors	Everyone at their tables	Maria and Kendra	
10:55-11:00	Demo on apply printing ink and stamping	Stamp, printing ink, brayer, ink pad, fabric	Front of the room- demo table	Maria and Kendra	
11:00-11:20	Complete stamping cloth	Mod podge, black construction paper, scissors, cups, brushes	Everyone at their tables	Maria and Kendra	Continue to help the kids glue their tissue to their shapes
11:20-11:25	Write sentence about symbol	Pencil and paper	Everyone at their tables	Maria and Kendra	Help students with this!
11:25-11:30	Guess each other's symbols		Around the room		

PART XII: THOUGHTS ON SUPPLY ORGANIZATION AND DISTRIBUTION

Make sure to withhold materials until after demo or have colleague pass out materials while other does demonstration.

PART XIII: RESOURCES

https://www.youtube.com/watch?v=sAmJEMsbAU0&list=PL43qpHIF8muGI_nc6iAa11HiuHEUFYFA&index=2

<http://www.pbs.org/wonders/Kids/cloth/cloth.htm>

<https://africa.si.edu/exhibits/inscribing/adinkra.html>