

Lesson Plan: Ditema, The Art of African Mural Painting Length: Six Classes - 3rd Grade

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

First, a brief art history lesson will be given on the traditional Ditema on the Promethean board, students will put demonstrate symmetry and knowledge of geometric shapes on a square panel. As a class, the students will also answer what symbols represent.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are an adventure seeker, a traveler of the world! You have recently come upon a town in South Africa, called QwaQwa. As you see more and more of the town, you notice some houses that are elaborately decorated in bright colors and geometric patterns. You are curious why the houses are decorated, so you knock on the door. There you meet the woman of the house. She tells you all about the Ditema tradition and you are intrigued!

She offers to let you help and teach you the process. You have been with her through the process and learned the history behind the art form. You travel back to America and are excited to share all of the history and traditions that you have learned. You get to make your own Ditema panel and you will collaborate with other artists to decorate a house. You will do subject matter that is meaningful and relevant to you while practicing the Ditema process. Time to build!

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Symbol, tradition, pattern, repetition, culture, shape, value, process.

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Enduring Understanding (s):
Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Cultures demonstrate their values in traditional ways using symbolism.

- Standards: (All lessons should address all standards.)**
1. Observe and Learn to **Comprehend**
 2. Envision and Critique to **Reflect**
 3. Invent and Discover to **Create**
 4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:
Objectives **describe a learning experience** with a **condition + behavior (measurable) + criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

After a presentation on Ditema art, the student will be able to explain the visual characteristics and meaning behind the traditional art form. (Bloom's: Comprehension; Standard: Observe; GLE: 1.1)

Using the Promethean Board and sketch paper, the student will be able to plan ideas and demonstrate symmetrical compositions. (Bloom's: Application; Standard: Reflect; GLE: 2.1)

Using joint compound and cardboard, the student will be able to create a wall panel with a composition that is symmetrical and uses symbolism and shapes. (Bloom's: Synthesis; Standard: Transfer; GLE: 4.1)

Using symbols, shapes, and line, the student will be able to communicate what is important to them.(Bloom's: Comprehension; Standard: Reflect; GLE: 2.2)

By working in groups of four, the student will be able to build a collaborative sculpture that includes four panels and found objects.(Bloom's: Application; Standard: Create; GLE: 3.1)

After finishing the panel and sculpture, the student will be able to write an artist statement that explains the process and the subject of their work. (Bloom's: Evaluation; Standard: Reflect; GLE: 2.2)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Sketches can be done on Promethean Board, on sketch paper, or in Chrome Books. Panels can be decorated with engraving or painting with either water colors or tempera paint. Before sketching, option to make a concept map to choose subject matter.	Multiple ways to plan work. Variety in use of materials, experiment with multiple paints. Plan in sequential way, extra help to think of subject matter.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Create a drawing of your symbols and write what they mean and why you drew them on your Ditema panel.	Analyze what you were communicating with your symbols and the personal relevance.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary: Symbolism, Ditema, mural, contrasting, repetition, pattern, symmetry, process art, tradition.

Literacy and Numeracy: Practicing symmetry, artist statement, concept map of values.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- sketch paper
- pencils
- markers
- crayons

- chrome books
- cardboard
- dry wall joint compound
- spoons and knives
- tempera paint
- watercolor paint
- paint brushes
- water cups
- hot glue
- found objects
- fabric

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Slide show with images are attached to lesson.

South Sotho Mural Art video.





**Preparation:**

What do you need to prepare for this experience? List steps of preparation in a bulleted format.

- prepare slide show
- get materials donated
- make example, test different paints onto joint compound
- get images and video
- cut cardboard
- set up class for mural lesson
- prepare small sheets of cardboard to show demo on
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Safety:

Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format.

Do not use fingers or hands to work with the joint compound.
Wash the joint compound off hands so you do not inhale dust.
Wear safety gloves when working with the hot glue guns.
Be careful when cutting materials.

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Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

What is a mural? What is symbolism?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Preliminary sketches
- Watercolor worksheet
- Watercolor practice

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1: Intro & Planning	<ol style="list-style-type: none"> 1. Start class with introductory slide show. Introduce the art form of Ditema, the South African Lesotho culture, and perform pre-assessment. <ol style="list-style-type: none"> a. Where is South Africa, and what is QwaQwa like? What do you think the town is like? What is in the town? What does the landscape look like? Talk about how South African has rich culture and tradition, and they live just like we do. They live in houses, they have stores, they use technology, etc. b. What is Ditema? What is a mural? What do you see on the examples? 	<ol style="list-style-type: none"> 1. Reasoning dialogically: evaluating perspectives, interpretations or theories. Listening critically; the art of silent dialogue. 	Time
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	<p>Teacher will discuss symmetry, symbolism, contrasting colors, and repetition.</p> <ul style="list-style-type: none">c. Pre-assessment: What is symmetry? On the Promethean board, 8 students will come up and draw the lines of symmetry onto a Ditema image.d. After that, talk about symmetry of the work and how the entire outside of the home is covered. After that transition into the purpose of doing Ditema.e. Why do these women spend so much time decorating the outside of their homes just so that they will have to paint over it the next year?f. Present simple symbols to students. What does a heart make you think of? What does a smiley face make you think of? What does a sun make you think of? These are all just simple shapes put together that remind people of feelings or ideas, they have more meaning behind them. Women creating Ditema murals are doing this as well. Though we may not always be able to tell what they are trying to say, the traditional symbols have been passed down from generation to generation, so they are communicating different ideas.g. Introduce our project. Each of you are going to be making out own Ditema panels. They will have symbols on them that communicate an important		
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	<p>thing in your life. Remember that they should be symmetrical. You will do preliminary sketches today.</p> <p>2. Work time. Students will go to their tables and start their sketches. They can use just pencil, or can add color with markers. Start off folding your paper in half. From there, draw whatever symbols are important to you. Remember to fill in the entire space, as the murals also serve for a decorative purpose as well. There should be no white space.</p> <p>3. Clean up. Everyone should have their names on their art work. Sketches should be put away into the class drawer, markers should have cap and be placed in the marker bucket, and chairs should be pushed in. Each table will be dismissed to put their drawings away, and students will be seated and quiet before lining up. Quite tables will be dismissed to line up.</p> <p>4. After each table is lined up, students must tell the teacher three things that are important in Ditema art and why. After answering, they are free to walk to their classrooms.</p>	<p>2. Generating or assessing solutions. Comparing analogous situations: transferring insights to new contexts.</p> <p>3. Exercising fair-mindedness.</p> <p>4. Exercising fair-mindedness. Comparing analogous situations: transferring insights to new contexts.</p>	
Day 2:	<p>1. Today is a work day/ demo day. Since not everyone finished their sketches the first day, those students can finish today with marker. For the students who are finished or will finish later in class, we are going to have a quick demo and they will practice watercolor techniques before they paint on their panels.</p> <p>2. Before students start working, everyone will watch the water color demonstration. The</p>	<p>1. Listening critically; the art of silent dialogue.</p> <p>2. Listening critically; the art of silent dialogue. Developing confidence in reason. Developing criteria for evaluation:</p>	

	<p>demonstration will be given using the doc cam. We will start by talking about primary colors, secondary colors, and complementary colors. Then, the teacher will show a variety of watercolor techniques including wet on wet, color bleeding, color dropping, graded wash, and lifting off. If there are any questions, students can ask now.</p> <p>3. Students will start working either on their sketches or the watercolor worksheets. Students must check with the teacher to see if their sketches are complete. If they are complete, the teacher will place a sticker on the back of their drawing and they will be handed a worksheet. If students are sketching, they can draw for the rest of the class with pencil and marker. Markers should be used on the majority so that they can start thinking about what colors they want to use. For water colors, students can use large or small brushes and a small paper towel to experiment with the techniques. If students finish their sketches with at least fifteen minutes left of class, they can start the watercolor practice.</p> <p>4. Clean up. Students who are creating their sketches should put all the caps back onto the markers. If students are finished now, they can get stickers on the back of their sketches so they can start next time. If students did the water color practice, all of the water cups should be brought back to the sink by the artist that used it. Brushed should be in the water</p>	<p>clarifying values and standards.</p> <p>3. Generating or assessing solutions. Comparing analogous situations: transferring insights to new contexts.</p> <p>4. Exercising fair-mindedness.</p>	
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	colors .		
Day 3:	<p>1. As students come in, they will sit four to a table. Instructions will be given for the day:</p> <ol style="list-style-type: none"> Sketches need to be finished with a focus on symmetry and symbolism. When sketches are done, raise your hand so teacher can check sketches and get a sticker. When you have a sticker, come up to get cardboard, joint compound, and a spoon. Smooth the joint compound to cover the entire surface of the cardboard. When you are done, bring the spoon back up to the front and get a wooden applicator. With the wooden applicator, carve the same design you did on your sketch into your joint compound. Smooth out any inconsistencies. Place on the drying rack when you are done. <p>2. Demo on how to spread the joint compound. Using the outside of the spoon push the compound around at an angle to spread over the surface of the panel. Draw into the compound with the wooden applicator. Make sure that there are no clumps in the lines.</p> <p>3. Work time! If you are done with sketches, come show your sticker and get your materials. Other than that, start on sketches and follow the steps that were discussed before (which should also be projected on the screen or written on the chalk board).</p>	<p>1. Listening critically; the art of silent dialogue. Developing confidence in reason. Developing criteria for evaluation: clarifying values and standards.</p> <p>2. Developing criteria for evaluation: clarifying values and standards. Comparing analogous situations: transferring insights to new contexts.</p> <p>3. Generating or assessing solutions.</p>	

	<p>4. Clean up. Anyone using the joint compound needs to finish. Helpers designated will pick up the dirty spoons and wash them. Sticks should be wiped off and put away in the box or thrown away. Markers and pencils should be placed back in their containers. Panels should have their names written on them and be placed on the drying rack. The panels will dry out, so they should be finished as much as possible. Once all the tables are cleaned, the quietest tables will be dismissed to line up.</p>	<p>4. Exercising fair-mindedness.</p>	
<p>Day 4:</p>	<ol style="list-style-type: none"> 1. Today is a work day. For those who did not finish their sketches, they have five minutes to finish any last details. Then they can start the Ditema panel. Those who finished their panels are going to paint their works today. Keep in mind the interesting effects you can get with mixing water into the tempera. These need to have color blending and smooth transitions between colors. Any other techniques from the worksheet can be used. If any part of the sketch is missing, they can be painted on instead of carved in. 2. All panels must be covered and decorated with joint compound. Students do not need to be finished with painting, as they will have one more class to work on it. 3. Clean up! Anyone using the joint compound needs to finish. Helpers designated will pick up the dirty spoons and wash them. Stickers should be wiped off and put away in the box or thrown away. Markers and pencils should 	<ol style="list-style-type: none"> 1. Listening critically; the art of silent dialogue. Developing confidence in reason. Developing criteria for evaluation: clarifying values and standards. 2. Generating or assessing solutions. 3. Exercising fair-mindedness. 	

	<p>be placed back in their containers. Panels should have their names written on them and be placed on the drying rack. The panels will dry out, so they should be finished as much as possible. Once all the tables are cleaned, the quietest tables will be dismissed to line up.</p>		
Day 5:	<ol style="list-style-type: none"> 1. Today is the last work day! Everyone should be painting their panels today. Keep in mind the interesting effects you can get with mixing water into the tempera. These need to have color blending and smooth transitions between colors. Any other techniques from the worksheet can be used. If any part of the sketch is missing, they can be painted on instead of carved in. 2. Clean up. Paint must be put back in the designated areas. Smocks must be put away in their bin. All brushes should be placed in the class water cup. When tables are clean, quiet tables will be dismissed to place their work on the drying rack and line up. 	<ol style="list-style-type: none"> 1. Developing confidence in reason. Developing criteria for evaluation: clarifying values and standards. Generating or assessing solutions. 2. Exercising fair-mindedness. 	
Day 6:	<ol style="list-style-type: none"> 1. Today, we are going to build a house! I have assigned you into groups of four. With the four of your panels, you must build a home and create a roof with found objects. With the hot glue gun and tab board, you will work together to attach your panels together. Then, using found objects, you must work together to figure out a way to make a roof. You must make sure that you are working together and talking to your group mates to make a roof that survives. Who ever has the most creative and stable roof may get a chance to put their 	<ol style="list-style-type: none"> 1. Generating or assessing solutions. Collaboration. Developing confidence in reason. 	

	<p>art in the art show at CSU!</p> <p>2. Clean up. Found objects need to be returned to the designated boxes or containers. Hot glue guns must be unplugged. Scissors and pencils must be put back into their cups. When tables are clean, quiet tables will be dismissed to place their work on the drying rack and line up.</p>	<p>2. Exercising fair-mindedness.</p>	
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Name:

DITEMA SELF-REFLECTION

What symbols did you use and why?

What did you do well with this project?

What do you wish you did different?

Post-Assessment (teacher-centered/objectives as questions):
Have students achieved the objectives and grade level expectations specified in your lesson plan?

After a presentation on Ditema art, was the student able to explain the visual characteristics and meaning behind the traditional art form?
Using the Promethean Board and sketch paper, was the student able to plan ideas and demonstrate symmetrical compositions?
Using joint compound and cardboard, was the student able to create a

Post-Assessment Instrument:
How well have students achieved the objectives and grade level expectations specified in your lesson plan?
Include your rubric, checklist, rating scale, etc.

Ditema Rubric: 4th Grade

Standar d	Advanc ed	Proficie nt	Develop ing
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<p>wall panel with a composition that is symmetrical and uses symbolism and shapes? Using symbols, shapes, and line, was the student able to communicate what is important to them? By working in groups of four, was the student able to build a collaborative sculpture that includes four panels and found objects? After finishing the panel and sculpture, was the student able to write an artist statement that explains the process and the subject of their work?</p>	Observe	Students show high understanding of symbolism verbally and throughout process.	Students show some understanding of symbolism verbally and throughout process.	Students show little or no understanding of symbolism verbally and throughout process.
	Comprehend	Students sketched well and used symmetry and personal symbolism in sketch. Paint practice fully completed.	Students sketched well and used little symmetry and a few symbols in sketch. Paint practice somewhat completed.	Students sketched but did not use symmetry or symbolism in sketch. Paint practice not completed.
	Create	Student created a clean	Student created a panel	Student created a panel

		panel that shows symmetry and personal symbols.	that shows some symmetry and universal symbols.	that does not show symmetry or symbols.
	Reflect	Student completed the reflection and was thoughtful about process.	Student completed the reflection and wrote little about process.	Student did not or hardly completed the reflection.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey