



## *The Robbins Museum of Archaeology & Massachusetts Public Schools*

### *Learning Through Artistic Endeavors*

#### **ART SPEAKS!**

#### **VISUAL ARTS CONNECTIONS STRANDS**

#### **MASSACHUSETTS CURRICULUM FRAMEWORKS FOR VISUAL ARTS GRADES PREK-12**

(We suggest that you also refer to the *Massachusetts Arts Curriculum Framework*, October 1999; pages 72, 76 - 79 for some additional ideas!)

**Standard 3: Observation, Abstraction, Invention and Expression** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. Students will:

- 3.3** Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy: *draw a family member from memory, illustrate a character in a folktale or play, build a clay model of an ideas place to play, or make images that convey ideas such as friendship.*



**NOTE:** After visiting the Robbins Museum, students can draw from several exhibits to create works of art that will serve as an assessment piece for what they have learned about Native cultures, legends, and lifeways. As well, students can draw from the exhibit, *Two Voices* to create a visual representation of the differing ways cultures are perceived by different groups.

**Standard 4: Drafting, Revising, and Exhibiting** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork; drafts, critique, self-assessment, refinement, and exhibit preparation. Students will:

- 4.1** Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made and why it was chosen for discussion: choose a painting and tell how the colors were mixed and discuss the decisions made.

*The Legend of Crow*

4.2 Select works for exhibition and work as a group to create a display.

4.3 As a class, develop and use criteria for informal classroom discussion about art..

**NOTE:** Create a classroom display for peers and/or younger students. Set goals and define the message about Native Americans your group wishes to convey. Draw from ideas and forms such as pictographs and legends; symbolism found in bead colors; look to other styles of art (including Native American) and even to Native legends and Oral History for inspiration! Invite parents, other adults, even the media to an “opening” ceremony. Staff at the Robbins Museum will work with your group to help you plan, design, and create your exhibit!



Native American Beaded Collar

**Standard 6: Purposes and Meaning in the Arts** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and where appropriate, interpret their meaning. Students will:

6.1 Ask and answer questions such as: "What is the artist trying to say?", "Who made this and why?", "How does this work and make me feel?"

6.2 Investigate uses and meanings of art in the child's daily life, home, and community: *family and cultural heritage*.

**NOTE:** Compare/contrast artistic expression in different cultures. Again, a Venn Diagram might be useful in evaluating “common” artistic trends. If you’d like, incorporate this data into your Exhibit!

**Standard 7: Roles of Artists in Communities** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and the present. Students will:

7.1 Investigate how artists create their work. Read about, view films about, or interview artists: *illustrators, painters, sculptors, craftspeople or architects*.

**NOTE:** Investigate works created by local Wampanoag artists, past and present. (Many examples are shown at the Robbins Museum). Invite a local Native artist to work with students creating some of their own expressions! Recreate pots here at the Museum or analyze the ways in which artifacts reflect a sense of artistry and creative processes.

**Standard 8: Concepts of Style, Stylistic Influences, and Stylistic Change** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by identifying when and where artworks were created and by analyzing characteristic features of artworks from various historical periods, cultures, and genres. Students will:

**8.1** Identify characteristic features of the visual arts of native populations and immigrant groups to America, for example:

Styles of North American Native cultures of the East Coast

**8.3** Create works inspired by historical or cultural styles.

**NOTE:** What artistic traits define Native American artistic expression? What symbols are used and what do they mean? Draw from Native ideas of art, culture, and legend to create works of art that either draw from nature or utilize natural objects in creating works of art. Use our *Native Americans & The Landscape: A Source of Creative Expression* or our *Native American Symbols* activities to augment these lessons!



Anthropomorphic  
Figure

**Standard 9: Inventions, Technologies, and the Arts** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works. Students will:

**9.1** When using or handling and viewing artifacts, ask and answer questions such as: "What is this made of?", "How does it work?", "Would I design it differently?", "Who first thought of making something like this?"

**NOTE:** Refer to **Dance As Expression Learning Standard** 3.1; 3.2; and 4.1 to integrate another curricula tie! These standards invite youth to explore how movement can show feelings and ask them to compare dance forms from different cultures. Alternately, we suggest you watch a pow-wow; listen to Native American music. Several books are available that introduce students to peers who participate in Native American dances.



Hunter Dance performed by Annawon & David Weedon. From: *Cape Cod Times*

**Standard 10: Interdisciplinary Connections** Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. Students will:

**10.1** Integrate knowledge of visual arts and apply to learning other disciplines:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages,
- researching American folk art and creating a drawing, painting or an illustration to enhance understanding of history and geography.

**NOTE:** Here, investigate a Native American legend or read, research, and learn more about how Native groups became marginalized through time. Draw the emotions you –and they- felt. Make collages that represent different aspects of feeling and the many experiences of the Wampanoag community. Use traditional ideas of color, form, symbolism, expression as you relay what you have learned and experienced!



## VISUAL ARTS CONTENT STRANDS *Grades 5 – 8*

Native American Women Weeping

**Standard 3: Observation, Abstraction, Invention and Expression** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. Students will:

**3.5** Create symbolic artwork by substituting symbols for objects, relationships, or ideas.

**3.6** Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention and/or conveys ideas and emotions.

**NOTE:** how is 3.6 reflected in Native American art, crafts, and tools? Use **beads** and the symbolism of **wampum** to create a story or summarize your experiences as you have learned about NA laneways. Use **items found in nature** (leaves, twigs, etc.) to create your own work of art. Use our *Native Americans & The Landscape: A Source of Creative Expression* or our *Native American Symbols* activities to augment these lessons!



Strands of Wampum Beads

**Standard 4: Drafting, Revising, and Exhibiting** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork; drafts, critique, self-assessment, refinement, and exhibit preparation. Students will:

**4.8** Create and prepare artwork for group or individual public exhibitions.

**NOTE:** After visiting the Robbins Museum, students can draw from several exhibits to create works of art that will serve as an assessment piece for what they have learned about Native cultures, legends, and lifeways. As well, students can draw from the exhibit, *Two Voices* to create a visual representation of the differing ways cultures are perceived by different groups.

**Standard 6: Purposes and Meaning in the Arts** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and where appropriate, interpret their meaning. Students will:

- 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.



Whale Effigy Carved From Stone

**NOTE:** What artistic traits define Native American artistic expression? What symbols are used and what do they mean? Draw from Native ideas of art, culture, and legend to create works of art that either draw from nature or utilize natural objects in creating works of art. Use our *Native Americans & The Landscape: A Source of Creative Expression* or our *Native American Symbols* activities to augment these lessons!

**Standard 7: Roles of Artists in Communities** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and the present. Students will:

- 7.2 Describe the roles of artist in specific cultures and period, and compare similarities and difference in these roles.
- 7.4 Describe the function of cultural organizations and arts institutions such as museums, symphonies, repertory theatre, dance companies, and historical preservation organizations.

**Standard 9: Inventions, Technologies, and the Arts** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works. Students will:

- 9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures.

**NOTE:** Compare/contrast POTS made of steatite and clay. What artistic embellishments are possible (or not!) for each media? Why? What do designs on pots tell you about a culture or tribe? By whom are pots made? Comment on how this group is included or left out of the creative process artifacts imply. How accurate are artifacts in telling us about this group's work and/or artistic endeavors?



Castellated Pot Crafted by  
A Wampanoag Woman c. 1,000 years ago