

Totem Pole Making

Art493 (Sec., 1&2) Fall, 2009



Lesson Plan Title: Totem Pole Making

Grade Level: 3rd and 4th

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Objectives:

1. (Domain 1: Artistic perception) Student will learn the basic elements of art through Totem Pole making including, line, shape, color, form, and space.
2. (Domain 2: Creative Expression) Student will learn the basic technique of Totem Pole making by decorating their own section of a Totem Pole with assorted decorative materials to represent their culture or identity.
3. (Domain 3: Historical and Cultural Context of the Visual Arts) Student will be able to identify characteristics of Totem Pole making based on different geographic areas and cultures related to western United States.
4. (Domain 4: Aesthetic Valuing) Student will learn different meanings of Totem Poles according to different cultures.
5. (Domain 5: Connections, Relationships, and Application) This activity would be good in a history class to learn about Totem Poles from different cultures.

Students Materials:

1. Brown construction paper (base paper, 9x12)
2. Assorted colored construction paper
3. Assorted decorative materials
4. Glue
5. Pencil
6. Eraser
7. News paper (cover desks)
8. Scissors
9. Index cards

Teacher Materials:

1. Examples of artwork
2. Examples of Totem Poles
3. Video of Totem Poles
<http://www.youtube.com/watch?v=JHGNnBqDCZc&feature=related%A0>

Vocabulary:

1. Totem Poles
2. Collogue

Procedure:

Introduction: Watch video and slide show on Totem Poles and discuss cultural values of Totem Poles.

1. Show demonstration of previous students Totem pole work.
2. Brainstorm and sketch face or design that represents culture or self-identity.
3. Choose different colored paper and assorted materials to place on paper to express desired Totem Pole design.
4. Mount on brown construction paper.
5. Choose order of pieces and connect groups Totem Poles with tape or staples.
6. Mount on wall with description of each piece of Totem Pole on index card and discuss with class.

Visual Procedures:

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Step 1

Step 2

Step 3

Step 4

Assessments, Suggestions and/or Comments:

Does student show understanding of how to represent their culture or identity through Totem Pole making?

Does student effectively fill entire space using assorted materials to create Totem Pole?

Children's Artistic Development:

According to "Artwork: For Elementary Teachers" by Herberholz and Herberholz (2002) (pages 104-106) third and fourth graders will:

- have more attention to detail
- better body proportion
- have closer observation of environment
- have emergence of horizon
- use shadows and shading
- use realistic colors
- be more critical of own work

Historical/ Cultural Background:

Totem poles may recount familiar legends, clan lineages, or notable events. Each section of the Totem pole represents part of the story or an animal that represents their family or clan. Totem poles originated in the 18th century.

http://en.wikipedia.org/wiki/Totem_pole