

Place-Based Learning Project Planning Guide

Project Title: From Appalachia to Art Application: The Connection between European/Mediterranean Art & the Appalachian Arts and Crafts Tradition

Project Leader(s): Julie Midkiff and Allison Shriver

Grade Level(s) Pre-Kindergarten-5th **School Name:** Bradley Elementary **School District:** Raleigh County Schools, West Virginia

Content Areas: Science Arts Math Technology Foreign Language Social Studies _____

Other

1. Project Objective(s): To make real world relationships between generational learning we will investigate the guild & systems of art/craft education from European/Mediterranean cultures & plan interactive, hands-on activities for students at our school.

- To collect & record information about the guild & educational systems of arts & traditional craft training from the Greek, Roman, Medieval, Renaissance, Post Renaissance, & contemporary modern works of current European & Mediterranean cultures.
- Study the media used to create Art & Architecture from early Greek art through modern & contemporary Art/Architecture & how media has changed throughout the centuries with the invention of modern processing techniques of raw materials & the usage of 18th -21st century technologies.
- Compare the techniques & media used by Renaissance artists & the differences in their work in relationship to their living & studio location throughout various part of Europe.
- Engage in the usage of media & techniques to learn the art of Turkish carpet weaving, create mosaics like those found in Pompeii, & learn painting techniques from the Renaissance, to those of Post-Impressionism in relationship to Vincent Van Gogh & Pablo Picasso's Cubist paintings.
- Find & document the Greek & Roman influence on Renaissance & Post Renaissance work as this period of time is known as a "rebirth of classical ideals" that were lost during the Middle Ages due to war, famine, & widespread disease.
- Compare & survey of the similarities & differences in museum & gallery experiences from Europe and Mediterranean regions in comparison to American art galleries. Documenting these experiences through traditional journal writing, observation notes, photography, & video journalism.
- Create an interactive, walk through, hands-on journey for students to experience Greek to Post-Modernistic European & Mediterranean Art & Architecture.



2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

Using the stated project objectives, we are impacting 25 teachers, 511 students (471 students from Bradley Elementary & 40 gifted students from additional elementary schools, members of the Raleigh County Schools administration, our local Board of Education, the Tamarack Foundation (pending), and the Beckley Area Foundation (pending).

3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

In Appalachian culture, there is great pride in passing down the “how to” make traditional arts & crafts such as woodworking, quilting, building structures, etc. in which our students can relate to. To make a real world relationship between passing down traditions & information from generation to generation in Appalachian culture, we used this trip to collect & record information about the guild & educational systems of arts & traditional craft training from the Greek, Roman, Medieval, Renaissance, Post Renaissance, & contemporary modern works of current European & Mediterranean cultures. For instance, we studied and viewed Venetian/Murano Glass Making and the educational process of being a glass artisan while we were in Venice, Italy. Immediately in our region there is a resident glassblower in the studios of Tamarack: The Best of West Virginia, an arts and crafts retail and learning location for West Virginia artisans in Beckley. Also within our state are two glass manufactures, Fenton and Blenko Glass, that have been training and producing glass and glass artisans since the late 1800 and early 1900’s. Students will watch virtual, digital, and actual demonstrations of glass artisans working and learning in Italy, have local opportunities to watch glass blowing at Tamarack, and watch a demonstration by Julie Midkiff, art teacher at Bradley Elementary, after safety issues have been addressed with administration and Raleigh County Schools. Students will also research and compare glass making in Italy and West Virginia from an economic standpoint and how the industry is currently thriving in each county/region. Students will also learning and apply the same concepts to the Arts/Crafts traditions of weaving, sculpture in various media, dying fabric/materials for fiber work, painting techniques, jewelry, etc.

4. Essential Question: What is the essential question addressed by the work of the students and community partners?

The examples below are relating to the glass working processes, but all essential questions will relate to the educational process of the artisans, materials/media, and economic impact.

- What is educational training/guild process of the glassblowers/lamp workers in the past and today?
- How are the processes of working with glass changed over time due to advances in materials, technology, educational training etc.?
- Is glass working a dying or thriving art process?
- How does glass working impact the economics of the region/country in comparison to Appalachia and specifically to West Virginia?



5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1. Identify the raw materials and media used to create Art/Craft objects.	West Virginia Visual Arts Standards and Objectives for Kindergarten through 5 th grade students.	Students will have to orally and in written form identify various media used to create Art/Craft objects.
2. Identify and understand the processes of using specific media to make an Art/Craft object.	West Virginia Visual Arts Standards and Objectives for Kindergarten through 5 th grade students.	Students will demonstrate via object/project creation their proficiency by using the processes of using specific media. Formative and Summative Assessment.
3. When media is age/safety appropriate for students, create an Art/Craft object using the media and processes. (Weaving, quilting, painting, etc.)	West Virginia Visual Arts Standards and Objectives for Kindergarten through 5 th grade students.	Rubric Assessment of Project. Formative and Summative Assessment.
4. Analyze the processes of creating Art/Craft objects and make connections between the objects connection to the past and present in the scheme of Art History.	West Virginia Visual Arts Standards and Objectives for Kindergarten through 5 th grade students.	Students will have to orally and in written form demonstrate their ability to make connections between objects and their connections to the past and present. Rubric Assessment/Summative Assessment.
5. Make real world connections between the Art/Craft making processes and it's impact on a culture/society's economical and cultural evolution.	West Virginia Visual Arts Standards and Objectives for Kindergarten through 5 th grade students.	Students will have to orally and in written form demonstrate their ability to make real world connections between the Art/Craft making processes and it's impact on a culture/society's economical and cultural evolution. Rubric Assessment/Summative Assessment.

6. Literacy Acquisition:

Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?



Self to text.	Students will have to orally and in written form identify various media used to create Art/Craft objects.	Rubric Assessment/Summative Assessment.
Text to text.	Students will have to orally and in written form demonstrate their ability to make connections between objects and their connections to the past and present.	Rubric Assessment/Summative Assessment.
Text to real world.	Students will have to orally and in written form demonstrate their ability to make real world connections between the Art/Craft making processes and it's impact on a culture/society's economical and cultural evolution.	Rubric Assessment/Summative Assessment.
7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?		
Goals: What 21 st Century skills with students apply?	Assessment: How will you assess 21 st Century outcomes?	
Identify and relate to the technology of the past in the creation of Art/Crafts objects and the impact of new technology on the Art/Craft making processes today.	Students will have to use digital media such as video/digital cameras, tablet technology, and computers to create written narratives with pictures/video of the media, processes, and techniques used to make Art/Craft objects relating to the places and origins of the Art/Craft. Rubric Assessment and Formative Assessment.	
Students will research Art/Craft objects, processes, global locations and history using 21 st Century Technology.	Rubric and Summative Assessment of the Digital Product created containing their research such as a PowerPoint, Prezi, a blog, etc.	
<p>8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing? Students will have to use digital media such as video/digital cameras, tablet technology, and computers with software capable of producing presentations such as Power Points, Prezis, blogs, etc.</p>		
<p>9. Authenticity: How does this problem connect to the local community OR Where in the “real world” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.) I In Appalachian culture, there is great pride in passing down the “how to” make traditional arts & crafts such as woodworking, quilting, building structures, etc. in</p>		



which our students can relate to. To make a real world relationship between passing down traditions & information from generation to generation in Appalachian culture, using our resources and learning from this trip in addition to student generated research, we will collect & record information about the guild & educational systems of arts & traditional craft training from the Greek, Roman, Medieval, Renaissance, Post Renaissance, & contemporary modern works of current European & Mediterranean cultures. Students will also research and compare the Arts/Crafts traditions of weaving, sculpture in various media, dying fabric/materials for fiber work, painting techniques, jewelry, etc. of the Mediterranean/European countries and West Virginia from an economic standpoint and how the industry is currently thriving or in danger in each county/region.

10. Adult Connections:

10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?
 Yes No Not Sure Yes, two local, college professors of Art Education and Art History.

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?
 Yes No Not Sure Yes, as approved from our district. If not approved, a Skype or Face time interview may have to be implemented.

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?
 Yes No Not Sure Yes, pending with the Tamarack Foundation or several local artisans.

10d. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

Local artisans and craftsmen have said they are willing to visit our school or Skype/Face time to answer questions about their work, media, and techniques used to fuse glass, lamp work, carve wood, turn wood on a lathe, dye fabric, quilt, and weaving.

Two local college professors have agreed to visit our classes or Skype/Face time and answer questions that we may have about a particular type or Art/Craft or region of origin.



11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Yes: Interviewing
- Yes: Observing, documenting, and/or surveying
- Yes: Video or audio-taping
- Yes: Gathering and reviewing published information
- Yes: Searching on-line and electronic databases
- Yes: Creating a symbolic representation (g/g/, model building, map making)
- Yes: Discussion
- Yes: Experimentation
- Other

12. Additional Assessment Information:

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Yes: Journals and work logs
- Yes: Conferences with teachers or adult mentors
- Yes: Conferences with peers
- Yes: Using a rubric or other assessment measure
- Yes: Reviewing their progress against a work plan they developed for the project
- Yes: Identifying areas where improvement has occurred and where it is needed

12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes No Not Sure The Art exhibition of student work as part of Bradley Elementary's Night of the Arts, a music, physical education, and visual arts exhibition/performance opportunity for the students to participate in the is unique to our school. Students will also have the opportunity to demonstrate and teach the researched information to small groups as part of an interactive exhibition currently being planned at our school.

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

While all students will receive an overview and demonstration of the Art/Crafts techniques and have the opportunity to interact and use media, as it is safe per grade level, students will be able to voice their interest in studying/creating a more in-depth project based upon what they have learned as an individualized project or course of study. All students will participate in the economics portion of the units by creating one piece of artwork that will be digitally transferred into products that can be bought online and will help create small craft projects to be sold at different times throughout the school year (Holiday store, Valentine's Day, Spring Fundraiser, etc.). Students, the teachers, and the principal will have a hand in deciding how any of the funds will be spent such as new equipment for the Art and Gifted Programs, school improvement, helping a charity, etc.



Please attach any lesson plans to this guide. At this time, lesson plans are pending due to school and grant funding and approval. Once funding decisions have been made, we will send the Lesson Plans to the Global Rural Trust. Thank you.

