

Syllabus Native American Art RCHS

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

Course Description

Students will become acquainted with traditional Native American culture and art forms, design, and techniques through the use of contemporary media. Students will utilize the various methods and skills of Native American arts within projects.

Course Learning Outcomes

You will demonstrate the Artistic Thinking Process (ATP) through the creation of 9 Original Works of Art (OWA).

Course Learning Outcomes:

- **Create a work of art that represents your personal kinship.**
- **Create a scale model of a traditional Oceti Sakowin lodge.**
- **Create a work of art that depicts the Original or Current Camp Circle arrangement of the Oceti Sakowin.**
- **Create Beadwork using the looms, beads and materials provided in the art studio.**
- **Create a piece of Ledger Art that depict either traditional or modern life.**
- **Create a work of art centered on traditional, indigenous Oceti Sakowin food.**
- **Create a work of art that gets across the ideas of “Mitakuye Oyasin;” the idea that we are all related and should therefore treat every person with respect.**
- **Create a Dream Catcher.**
- **Explore the person of Iktomi from Oceti Sakowin culture.**
- **Create a work of art that demonstrates “tahokmu,” the Dakota style used by Oscar Howe.**
- **Evaluate and summarize your thoughts regarding how stereotypes in art affect the identities and relationships among Native and non-Native people in society.**

Overarching *Artistic Thinking Process* Outcomes:

- It starts with Inspiration. Getting cool ideas for what you want to make.
- Development is next. Making a plan for how to do your artwork.
- Creation of the actual Original Work of Art (OWA).
- Then you'll Reflect on how it went, and what you learned.
- During the whole thing you'll be Sharing. Talking with the teacher, looking at other classmates' work, getting and giving ideas.

Each module has a few basic requirements.

- Learn about the module's category (like a theme), its techniques, and materials either in class or in Canvas.
- Some modules have short quizzes.
- Fill out the Art Journal sheets that go with the Module.

- Create and submit the art project.
- Complete the Reflection & Feedback Sheets in the Art Journal with Wiebe either in class or virtually.
- Move on to the next Module.

Each module will have specific Lesson Objectives and Oceti Sakowin Essential Understandings standards, including **OSEU: 1.5, 2.1, 2.3, 3.1, 4.1, 5.3, 6.4, 7.2, and 7.3.**

Classroom Expectations

As learners are creating art, it is important to keep these three concepts in mind.

1. You want to create original work. **Respect** other's work.
2. In order to do so, you'll want to use class time productively. Be **Present**.
3. If you get stuck, and it happens to all of us sooner or later, it's best to be persistent no matter what you think of your work in progress. Have **Courage**.

Students should come to class prepared for the projects they are working on that day. This may include art project materials they are bringing from outside of school, pencils, pens, markers, etcetera.

Each class period Students will be expected to either actively participate in learning activities such as classroom discussions, quizzes, or demonstrations; or smoothly transition to working on their art projects. At the end of each class period students will be expected to clean up the studio and put away projects.

Cell phones can be a distraction or a learning tool; manage their use in class responsibly. If students choose to have their cell phones on vibrate, they must leave the classroom prior to taking the call.

Students with excused absences will have at least as many school days as they were absent, plus one additional day, to complete make-up work. If the absence is unexcused, students must make-up work on their own time (before school, after school, during Advisory time or when they have an open period) and supervised by a staff member.

An unexcused tardy will be given if a student is ten minutes or less late and they don't have a note from the office, another teacher, or a parent. If a student is later than ten minutes it will be counted as an absence, but I still want you in class!

Respect is something we all want, especially as adults. The trick is, respect is a two-way street, if you want it, you have to give it. In Art we respect one-another, we respect the studio space, we respect our materials. In turn, if we respect these then they will respect us, resulting in better relationships with our peers and teachers, better results from our materials because they're well-maintained, and cleaner more organized environments within which to be creative.

Grading

Each Art Project asks the artist to complete all expectations.

- No progress results in a project grade of 0% out of 100 points.
- Partial completion of art project expectations is a grade of 80% out of 100 points.

- Completion of learning activities, Art Journal sheets, and project artwork is a grade of 98% out of 100 points.
- Quizzes, Reading Responses, and supplemental assignments will have varying point values less than project grades.

The grades are based on feedback and progress as discussed by students/artists and the teacher. Summary/Reflection/Feedback Rubric sheets in the Artist Journal will be used. They are a way for the artist to demonstrate understanding and effort. They let one know exactly what is needed to do to get the grade wanted. It's less about natural ability and more about effort!

Weekly Engagement Grade: Learning and growth occur through the Artistic Thinking Process. For this reason, you, the artists, will be assessed based on a weekly engagement grade. The expectation is that you are fully engaged in the process daily, taking part in all activities.

I: Inspiration - Maintains their Art Booklet/Journal. Explores new media and techniques.

D: Design - Brainstorms ideas. Develops a plan. Creates Lesson Objectives/Artistic Goals

C: Creation - Develops original works of art. Uses class time productively. Persists even when problems arise.

R: Reflection - Reviews work. Completes Booklet/Journal sheet. Considers display/presentation options.

	Engaged = 98 points	Compliant = 80	Disengaged - 0
Week 1	I D C R		
Week 2	I D C R		
Week 3	I D C R		
Week 4-9	Repeats through the 9 th week of the quarter.		

Grades will be maintained and updated frequently in Canvas and Skyward so that it stays up-to-date including mid-term, and final grades.

Grade Scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

0 – 59% = F

Course Calendar: This course is paced according to student progression and mastery of content. There are several projects each student will need to complete. There is an order to the progression provided below. The average student will take approximately 9 weeks to complete the course. It is possible to complete the course early if mastery is demonstrated for each module.

List of Modules

- Red: Pre-Horse Age
 - Kinship
 - Lodges
- Yellow: Horse Age
 - Camp Circles
 - Beadwork
- White: Encroachment Age
 - Ledger Art
 - Food from Nature
- Black: Modern Age
 - Mitakuye Oyasin
 - Dream Catchers
 - Oscar Howe & “tahokmu”
- Closing the Circle
 - Stereotypes & Native American Art

Course Structure: The course has thematic modules represented in the list above. Each Module takes about a week, and consists of mini lessons, skill/technique acquisition, art challenges, and student choice Original Works of Art (OWA). Sprinkled throughout the Modules there will be small quizzes.

Original artwork is emphasized in this course. Every student is an artist and as such will be responsible for designing, creating, and self-evaluating no less than nine Original Works of Art by quarter’s end.

Textbook

There is no textbook for this course.

Instructional Resources

All resources will be provided in the art studio or in the online Canvas course.