

## **Fine and Performing Arts Assessment Activity—Visual Arts** Elementary Two- and Three-Dimensional

### *Aboriginal Art*

#### **Introduction:**

Aboriginal art is a highly distinctive environmental art form associated with the spiritual beliefs of the native people of Australia. Traditionally, Aboriginal art includes rock paintings, dot paintings, bark paintings, and x-ray style paintings. Often, aboriginal designs illustrate the “Dreamings” that underpin Aboriginal spiritual and cultural life. The human and other natural and animal images of Aboriginal art are representative of stories and/or dreams handed down from generation to generation. In this activity, students draw an Aboriginal art animal image, apply color to the drawing in patterns of dots, lines, and shapes characteristic of Aboriginal art, and/or create a sculpture of the chosen animal using the completed drawing as a pattern.

#### **In this assessment activity you will:**

- 1) Analyze examples of Aboriginal art based upon the techniques, styles, and themes represented.
- 2) Practice the Aboriginal techniques on a drawing of an animal shape.
- 3) Apply patterns of dots, lines, and shapes, using traditional Aboriginal art techniques, to your animal.
- 4) Use your animal drawing as a pattern to create a sculpture, using clay, papier maché, or another 3-D medium.
- 5) Write a story, poem, dream sequence, or legend with your chosen animal as the main character.
- 6) Critique art based on the elements of design.

#### **Art assessed:**

- Analysis of Aboriginal art based upon the techniques, styles, and themes represented.
- Application of the techniques, styles, and themes seen in Aboriginal art to an original drawing of a chosen animal using the elements of design.
- Application of color, to the animal drawing, using patterns of dots, lines, and shapes seen in Aboriginal art.
- Application of appropriate construction techniques and principles of design to a sculpture form of your chosen animal.
- Application of traditional Aboriginal techniques to the sculptural surface using the drawings as a reference.

## Aboriginal Art Critique

Name \_\_\_\_\_

Class \_\_\_\_\_

**1. Describe Aboriginal Art in terms of culture, time, style, and place (Choose two.):**

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**2. Circle the elements you used in your project:**

**Line    Shape    Color    Texture    Value    Form**

**3. Explain which elements you used in your composition:**

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**4. List the four Aboriginal Art styles or techniques:**

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**5. Of the four aboriginal art styles you learned, which was your favorite and why?**

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**6. Tell how you feel about Aboriginal art. (Does it express a feeling, idea or emotion to you?):**

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**7. How does your story, poem, or dream sequence tell something about you and/or your culture?**

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## Standards and Benchmarks

- An “A” in the table below indicates the standards assessed in this assessment activity.
- An “I” indicates formative activities which relate to that standard but are not assessed.
- An N/A indicates that this standard is not addressed by this activity.

### 11<sup>th</sup> grade:

|     | <b>Standard</b>  |
|-----|--|
| N/A | <b>FPA11.1: CREATIVE EXPRESSION THROUGH PRODUCTION:</b> Students create, perform, exhibit, or participate in the arts.   |
| N/A | <b>FPA11.2: AESTHETIC PERCEPTION:</b> Students process, analyze, respond to, and make informed judgments about the arts.                                       |
| N/A | <b>FPA11.3: HISTORICAL AND CULTURAL CONTEXT:</b> Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society. |
| N/A | <b>FPA11.4: APPLICATIONS TO LIFE:</b> Students connect and relate the Arts to other disciplines and to society.  |

### 8<sup>th</sup> grade:

|     | <b>Standard</b>   |
|-----|---|
| N/A | <b>FPA8.1: CREATIVE EXPRESSION THROUGH PRODUCTION:</b> Students create, perform, exhibit, or participate in the arts.   |
| N/A | <b>FPA8.2: AESTHETIC PERCEPTION:</b> Students process, analyze, respond to, and make informed judgments about the arts.                                       |
| N/A | <b>FPA8.3: HISTORICAL AND CULTURAL CONTEXT:</b> Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society. |
| N/A | <b>FPA8.4: APPLICATIONS TO LIFE:</b> Students connect and relate the Arts to other disciplines and to society.  |

### 4<sup>th</sup> grade:

|   | <b>Standard</b>   |
|---|---|
| A | <b>FPA4.1: CREATIVE EXPRESSION THROUGH PRODUCTION:</b> Students create, perform, exhibit, or participate in the arts.   |
| A | <b>FPA4.2: AESTHETIC PERCEPTION:</b> Students process, analyze, respond to, and make informed judgments about the arts.                                       |
| A | <b>FPA4.3: HISTORICAL AND CULTURAL CONTEXT:</b> Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society. |
| I | <b>FPA4.4: APPLICATIONS TO LIFE:</b> Students connect and relate the Arts to other disciplines and to society.  |

## Teacher Supplement

### *Aboriginal Art*

#### **Description:**

- The teacher presents examples (through videos, prints, folklore, and other reference materials) of Aboriginal art with the associated stories and gives an overview of techniques, styles, and themes illustrated.
- Using appropriate terminology, the teacher refers to the Aboriginal art examples to model the process of analyzing the representative artworks.
- Students apply the techniques, styles, and themes seen in Aboriginal art to their own drawings and then transfer those ideas and concepts to the surface of their 3-D form.

#### **Prerequisite Skills/Knowledge:**

- Knowledge and skills of observation in analyzing works of art
- Knowledge and skills in drawing
- Knowledge and skills in the application of color to a drawing
- Knowledge and skills in sculpture construction for chosen medium
- Writing knowledge and skills

#### **Webb's Depth of Knowledge Level:**

1. Students recall basic knowledge of drawing and/or sculpture, use of color, and writing.
2. Students apply skills appropriate to the chosen medium and the techniques and style of Aboriginal art to a representative animal drawing and/or sculpture.
3. Students use strategic thinking in combining all artistic design elements in the composition.
4. Some students use extended thinking in creating personality or capturing expression in their work.

#### **Suggested Use in BOE System and Curriculum:**

Visual Art – Two- or Three-Dimensional (drawing and/or sculpture) – Elementary

#### **Considerations:**

1. Two-dimensional drawing/painting:
  - Determination of size of the final piece.
  - Medium for applying color (marker, crayon, pastels, paint)
2. Three-dimensional sculpture
  - Medium to use (clay, papier maché, or other 3-D media)
  - Preparation of clay slab or other materials used for the chosen medium

#### **Recommended Resources:**

- National Geographic video on Aboriginal Art
- *Australian Dreamings* by Julee Nordin and Pat Johnson

- *Aboriginal Art and Ideas* by Howard Murphy
- *Jirrbal Rainforest Dreamtime Stories* by Maisie Yarrcali Barlow
- *Pheasant and Kingfisher* by Catherine Berndt and Raymond Meeks (“x-ray” style)
- *Tjarany Roughtail* by Gracie Greene, Jo Tramacchi, and Lucille Gill (dot style)

**Materials and information to be supplied to each student:**

- Information:
  - Examples of Aboriginal Art with the associated stories through videos, prints, folklore, and other reference materials
  - Rubrics and teacher-provided guidelines of expectations in the use of line, color, space, pattern, texture, and/or proportions.
- Supplies (depending on medium and two- and/or three-dimensional representation):
  - Tag board or appropriate paper
  - Pencil and scissors
  - Clay or materials for papier maché (or other medium)
  - Kiln, cutting tools, sponge, water, water cups, if clay is used
  - Paint and brushes.

Teachers are asked to provide guidelines as mentioned above. The guidelines clarify the appropriate skill level expected of students. Using the clarifying guidelines, students can better understand the meaning of the proficiency level descriptors.

## **Teacher directions to the students:**

### **Part one: Developing an Understanding of Historical and Cultural Context (4.2, 4.3; one 55-minute class period)**

- Show the examples of Aboriginal Art and analyze the works based upon the techniques, styles, and themes represented.
- Mention the representations of line, color, pattern, texture, and proportions you see. (Examples should include rock painting, dot painting, bark painting, and x-ray painting.)

#### **Instructional/Formative**

### **Part two: Drawing**

#### **(4.1; three to four 55-minute class periods)**

- Students create a drawing/painting, of a chosen animal, based on the techniques, styles, and themes found in Aboriginal art.
- Students apply color to the drawing in patterns of dots, lines, and shapes, according to the traditional techniques/styles found in Aboriginal art. (In addition to the rubrics, the teacher provides guidelines of expectations for this drawing composition including: use of line, space, color, pattern, and proportion.)

#### **Assessment Evidence: Finished Drawing**

### **Part three: Create the Sculpture**

#### **(4.1; three to four 55-minute class periods)**

- Using the original drawing as a pattern, trace the animal onto a slab of clay.
- Cut out the animal, smooth the edges and add any desired texturing before firing.
- After firing, students will paint the animal using their original drawing as a reference. (In addition to the rubrics, the teacher provides guidelines of her expectations for the animal sculpture, including: use of color, pattern, texture, and proportion.)

Another medium may be used, such as papier maché; although steps outlined above would need to be edited by the teacher.

#### **Assessment Evidence: Sculpture**

### **Part four: Worksheet**

#### **(4.2, 4.3; one 55-minute class period)**

Students respond to their learning on the attached worksheet.

Teachers may provide definitions or clarifications of worksheet language if students request.

#### **Assessment Evidence: completed worksheet**

**---NOT TO BE SENT IN FOR SCORING---**

### **Part five: Tell the Story**

#### **(4.1; one 55-minute class period)**

Write a story, poem, dream sequence, or legend with your chosen animal as the main (or one of the main) character(s).

#### **Assessment evidence: Written Prose/Poetry**

**---NOT TO BE SENT IN FOR SCORING---**

**Part six: Critique of Art Work  
(4.3; one 55-minute class period)**

- Critique your own work (and the work of others), using the rubrics and criteria (or a worksheet) provided by your teacher.
- Describe your project, emphasizing your design choices and analyzing the effectiveness of the design elements you incorporated in your work.

**Instructional/Formative**

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 4<sup>th</sup> GRADE**  
**Creative Expression Through Production**

| <b>Evaluation Criteria</b>   | <b>Advanced</b>   | <b>Proficient</b>   | <b>Basic</b>  | <b>Below Basic</b>  |
|--|---|---|---|---|
| <b>Definitions</b>   | Students create or perform at an accomplished level using appropriate and effective skills, techniques, concepts, and/or processes.   | Students create or perform using appropriate skills, techniques, concepts, and/or processes.  | Students create or perform using basic skills, techniques, concepts, and/or processes.  | Students demonstrate little or no ability to create or perform using basic skills, techniques, concepts, or processes.  |
| <b>CREATIVE EXPRESSION THROUGH PRODUCTION</b><br>Create, perform, exhibit, and/or participate. | <ul style="list-style-type: none"> <li>• <b>Demonstrates accomplished</b> skill level in the application of technical skills*</li> <li>• <b>Demonstrates accomplished</b> skill in the application of the elements of design*</li> <li>• <b>Demonstrates accomplished</b> use of artistic processes.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates effective</b> skill level in the application of technical skills* (<b>media techniques in the chosen media</b>).</li> <li>• <b>Demonstrates effective</b> application of the elements of design* (<b>color, pattern, shape, line, texture, form</b>)</li> <li>• <b>Demonstrates effective</b> use of artistic processes * <b>to create a work that represents one of the three styles of aboriginal art (x-ray, dot, bark).</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates limited</b> skill level in the application of technical skills*</li> <li>• <b>Demonstrates limited</b> application of the elements of design*</li> <li>• <b>Demonstrates limited</b> use of artistic processes.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates little or no</b> skill level in the application of technical skills</li> <li>• <b>Demonstrates little or no</b> evidence of the elements of design</li> <li>• <b>Demonstrates little or no</b> application of the artistic processes.</li> </ul> |

\* Assessment criteria, specific to the assessment activity being scored, for skill and style is added to the proficient column.

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 4<sup>th</sup> GRADE**  
**Aesthetic Perception**

| <b>Evaluation Criteria</b>   | <b>Advanced</b>  | <b>Proficient</b>   | <b>Basic</b>  | <b>Below Basic</b>  |
|--|--|---|---|---|
| <p><b>Definitions</b></p>  | <p>Students analyze the elements and impact of an artistic work, and state personal preferences, with rationale.</p>   | <p>Students describe the elements and emotional impact of an artistic work and state personal preferences.</p>  | <p>Students describe an artistic work, refer to its emotional impact, and state personal preferences.</p>   | <p>Students describe an artistic work, but make no reference to the emotional impact and state little or not personal preference.</p>   |
| <p><b>ESTHETIC PERCEPTION</b><br/>                     Process, analyze, respond to, and/or make informed judgments.</p> | <ul style="list-style-type: none"> <li>• <b>Analyzes</b> an artistic work, <b>making reference</b> to the elements of design that contribute to the ideas communicated.</li> <li>• <b>States</b> personal preferences, <b>with rationale</b>, when <b>analyzing</b> an artistic work.</li> <li>• <b>Analyzes</b> the emotional impact of the artistic work.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work, <b>making reference</b> to the elements of design that contribute to the ideas communicated.</li> <li>• <b>States</b> personal preferences when <b>describing</b> an artistic work.</li> <li>• <b>Describes</b> the emotional impact of the artistic work.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work, <b>making limited reference</b> to the elements of design.</li> <li>• <b>States</b> personal preferences for an artistic work.</li> <li>• <b>Refers</b> to the emotional impact of an artistic work.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work.</li> <li>• <b>States little or no</b> personal preference.</li> <li>• <b>Makes no reference to</b> the emotional impact of an artistic work.</li> </ul> |

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 4<sup>th</sup> GRADE**  
**Historical/Cultural Context**

| <b>Evaluation Criteria</b>   | <b>Advanced</b>   | <b>Proficient</b>   | <b>Basic</b>  | <b>Below Basic</b>  |
|--|---|---|---|---|
| <p><b>Definitions</b></p> <p>Students describe, in detail an artistic works in the context of culture, time, style, and place, analyzing relationships between and among the arts, history, and culture.</p> | <p>Students describe artistic works in the context of culture, time, style, and place and relationships between the arts, history, and/or culture.</p>  | <p>Students partially describe artistic works in the context of culture, time, style, or place, making limited connections between the arts, history, or culture.</p>   | <p>Students demonstrate little or no ability to describe artistic works in the context of culture, time, or place or to understand the connection between the arts, history, or culture.</p>  | <p>Students understand the arts in relation to history, cultures, and contemporary society.</p>   |
| <p><b>HISTORICAL AND CULTURAL CONTEXT</b></p>  | <ul style="list-style-type: none"> <li>• <b>Describes, in detail</b>, artwork in terms of its culture, time, style <b>and</b> place. *</li> <li>• <b>Analyzes</b> the connections between the arts and history <b>and</b> culture.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describes</b> artwork in terms of <b>two or more</b> of the following: culture, time, style <b>and</b> place. *<br/>*Students recognize a variety of <b>aboriginal art images and identify the different aboriginal styles (x-ray, dot, bark).</b></li> <li>• <b>Describes</b> the connections between the arts and history <b>and/or</b> culture.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Partially describes</b> artwork in terms of <b>one or more</b> of the following: culture, time, style <b>and/or</b> place. *</li> <li>• <b>Makes limited</b> connections between the arts and history <b>and/or</b> culture.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates little or no ability to describe</b> artwork in terms of culture, time <b>or</b> place.</li> <li>• <b>Demonstrates little or no understanding</b> of the connections between the arts, history <b>or</b> culture.</li> </ul> |

**\*Activity-specific criteria is added to the proficient column.**

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 4<sup>th</sup> GRADE**  
**Applications to Life**

| <b>Evaluation Criteria</b>   | <b>Advanced</b>   | <b>Proficient</b>  | <b>Basic</b>   | <b>Below Basic</b>   |
|--|---|--|--|--|
| <b>Definitions</b>   | Students explain terms common to the arts and other disciplines. They demonstrate appropriate performance and audience behavior.  | Students identify terms common to the arts and other disciplines. They demonstrate mostly appropriate performance and audience behavior.   | Students identify some terms common to the arts and/or other disciplines. They demonstrate little appropriate performance and/or audience behavior   | Students demonstrate no ability to identify terms common to the arts or other disciplines. They demonstrate no appropriate performance or audience behavior.   |
| <b>APPLICATIONS TO LIFE</b><br>Connect and relate the arts to other disciplines and society. | <ul style="list-style-type: none"> <li>• <b>Demonstrates appropriate</b> behavior for the context and style of art presented.</li> <li>• <b>Explains</b> terms common to the arts and other disciplines.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates mostly appropriate</b> behavior for the context and style of art presented.</li> <li>• <b>Identifies</b> terms common to the arts and other disciplines.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates little appropriate</b> behavior for the context and style of art presented.</li> <li>• <b>Identifies</b> some terms common to the arts and/or other disciplines.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Demonstrates no appropriate</b> behavior for the context and style of art presented.</li> <li>• <b>Demonstrates no ability</b> to identify terms common to the arts or other disciplines.</li> </ul> |