

5 E's Lesson Plan Template

Lesson: Oscar Howe (*Mazuha Hokshina*)

Personal Expression

Student Learning Objectives:

To create art, reflect on it, and identify its meaning

To create tempera paintings depicting self-awareness and self-expression inspired by personal experiences and a study of Oscar Howe (*Mazuha Hokshina*)—his life and artistic styles.

Essential Question(s):

How can culture influence the formation of art?

How can art tell a story?

How does art reflect and record history?

Materials/Resources

Essential Vocabulary

Teacher:

- Leftover of mat board (ask in framing shops) or rectangular pieces of cardboard (recycled corrugated cardboard)
- Sturdy flat brushes
- Liquid tempera paint
- Small containers for paint

Websites: Search: *Oscar Howe White Buffalo Dancer* for paintings

- Oscar Howe biography.
<http://aktalakota.stjo.org/site/News2?page=NewsArticle&id=8858>
- Paintings, not all work is Howe's.
<https://www.pinterest.com/ellenbounds92/art-work-of-oscar-howe/?lp=true>

Student:

- In-the-moment sketching.
<https://cdn.dick-blick.com/lessonplans/arp-art-and-intuitioni/arp-art-and-intuitioni-art-intuition.pdf>
- Beginners/observing pictures:
<http://svam.org/education/09b.pdf> lines and color;
<http://svam.org/education/16a.pdf>
- Elements and Principles of Art

Style
Casein
Tempera
Cubric
Abstract
Traditional
Indian-oriented

Learning Experience

Standards and Practice:

OSEU 2: Identity and Resiliency

South Dakota Visual Arts Standards:

Visual Arts Standards

Creating

Anchor Standard 1: K-12. Cr.1: Generate and conceptualize artistic ideas and works. *HSa. VA.Cr.1.1*

Anchor Standard 2: K-12. Cr.2: Organize and develop artistic ideas and work. *HSp. VA.Cr.2.1*

Anchor Standard 3: K-12. Cr.3: Refine and complete artistic work. *HSp.Cr. VA.Cr.3.1; HSa. VA.Cr. 3.1; HSa.VA.Cr.3.2*

Visual Arts Standards—Presenting

Anchor Standard 6: K-12. Pr.6: Interpret meaning from the presentation of artistic work *HSp.VA.Pr.6.1*

Visual Arts Standards—Responding

Anchor Standard 6: K-12. Pr.6: Interpret meaning from the presentation of artistic work

Visual Arts Standards—Connecting

Anchor Standard 10: K-12. Cn.10: Synthesize and relate knowledge and personal experience to make art. *HSa. VA.Cn.10.1*

Cultural Integration:



Oscar Howe, the Lakota artist/painter, brings forth Lakota culture through his subject matter and “Indian-oriented” art techniques. Students imitate his painting styles with the personal art they create.

Points 1 and 2 in the *Explain: Learning Experiences* section of this plan demonstrate how students’ cultural backgrounds integrate into discussions and learning.

I Can Statement(s):




- I can identify style and patterns found within Oscar Howe paintings
- I can explain the major themes Howe used and where he got most of his subject matter in his works
- I can create my own Oscar Howe-inspired work of art
- I can observe key details in Howe’s paintings
- I can find commonalities among Oscar Howe collections (colors, mood, emotion) to replicate in my own work of art
- I can use creative color, symmetrical balance and shapes in the production of my work of art.
- I can describe Howe’s most significant contributions to the world

Engage: Activating Strategy/Hook:



“It is my greatest hope that my paintings may serve to bring the best things of Indian culture into the modern way of life.” –Oscar Howe

The class discusses and shares ideas about two Oscar Howe paintings, with Essential Questions in mind and poses their own questions about Oscar Howe and his work. <https://www.joslyn.org/collections-and-exhibitions/permanent-collections/american-indian/>

<p>Explore: Learning Experiences</p>  <p>The Creation of Weotanica By Oscar Howe</p>	<p><i>Big Idea</i> How can individual experience impact the way art is created?</p> <ol style="list-style-type: none"> 1. Students: Research Oscar Howe biography and attempt to explain why/how he painted the way he did. (Teacher probe: Where did he live? What did he see? Where was he educated? Who was he? What information was most interesting?) 2. Teacher: Pose the question: How are paintings evaluated? (Provide examples if needed—artist intent, meaning, themes, quality, detail, mood, emotion, feelings). What about geometric pictures, tints/shades, lines and color? (See websites above.) 3. Students: Use responses from 2. (above) to make a <i>Chart for Evaluating Paintings</i>. Discuss the chart and modify it as necessary. 4. Students: View Oscar Howe paintings online. https://www.usd.edu/fine-arts/uag/oscar-howe-reproductions 5. Make observations, using the <i>Chart for Evaluating Paintings</i>. Then, choose a favorite painting and one that represents an element of culture that holds special interest. 6. Students: In groups of four discuss paintings selected: What do you see in the painting? What techniques do you recognize? What are your opinions about the paintings? What questions do you have or can you generate?
<p>Explain: Learning Experiences</p>	<ol style="list-style-type: none"> 1. Students: Brainstorm. What words are important to you? What are your personal, family, or event stories? What cultural, personal values or treasures are part of your experience? 2. In-the-moment sketches—how could sketches without a preconceived plan reveal real-life personal experiences? https://cdn.dick-blick.com/lessonplans/arp-art-and-intuitioni/arp-art-and-intuitioni-art-intuition.pdf 3. Which technique(s) will work is best for your work?
<p>Elaborate: Extending & Defining</p>	<p>Prepare materials to create a painting in the style of Oscar Howe that depicts some life experience, event, or aspect of your life.</p> <p>What was one of the most significant contributions made by Oscar Howe?</p>
<p>Evaluate: Summarizing Strategy</p>	<p>Assessment(s): Examples of Student Work Teacher/Student Developed assessment or See Rubric below</p>
<p>Differentiation Strategies</p>	

Extension	Intervention	Language Development	
Repeat Nos.1, 4, and 5 in the <i>Explore</i> section of this lesson plan to examine works of other Lakota artists, such as Arthur Amiotte, Donald Montileaux, Richard Red Owl.	Collaborate to produce a collage of student-created images		
Assessment(s)			
Formative		Summative	
Assessment(s) <ul style="list-style-type: none"> • Student Daily Logs • Examples of Student Work in Progress • Teacher Observations and Questions 		Teacher/Student Developed assessment (or See Rubric, below)	
Rubric and Teacher Reflection: (Next steps?)			
Process	Below Avg.	Satisfactory	Excellent
1 Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2 Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3 Communicated efforts with peers/teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product	Below Avg.	Satisfactory	Excellent
1 Creativity	1, 2, 3	4, 5, 6	7, 8, 9
2 Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
3 Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
4 Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
5. Depicts self-awareness & expression	1, 2, 3	4, 5, 6	7, 8, 9, 10
Total Score: _____			
Teacher Comments:			

