

Segyp Kas'Ket Suit Taup

(Coyote, Where Are You Going,) Rick Bartow, 1997

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Woodbridge Early Childhood Education Center, Woodbridge School District

Grade 2

Visual Arts

OVERVIEW: Students will learn to work collaboratively to expand the creative process. They will create a work of art which answering the question, "Coyote Where Are You Going?" This is based on the artwork by Rick Bartow, *Segyp Kas'Ket Suit Taup*, 1997. The artwork produced by the second-grade students at WECEC will be compiled into a book representing the entire grade level. Each class will choose an "answer" to where the coyote is going: school, beach, city, State Fair, or mountains. Then students will choose a partner and a create panel depicting the coyote in the chosen space. Twenty panels will be chosen to represent the school at the Biggs Museum for the Adopt an Artwork show. All artwork will be represented in the completed book.

TIME REQUIRED: Several (3-5) 45-minute classes.

STANDARDS FOR INSTRUCTION AND ASSESSMENT

Creating: **VA:Cr1.1.2a EU: Creativity and innovative thinking are essential life skills that can be developed.**

Brainstorm collaboratively multiple approaches to an art or design problem.

Presenting: **VA:Pr4.1.2a EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.**

Categorize artwork based on a theme or concept for an exhibit.

Responding: **VA:Re7.1.2a EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.**

Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Connecting: **VA:Cn10.1.2a EU: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.**

Create works of art about events in home, school, or community life.

STUDENT "I CAN STATEMENTS"

Creating: I CAN share my ideas and materials with others to reach an artistic solution.

Presenting: I CAN organize artwork based on the same idea for an exhibit.

Responding: I CAN describe images from nature and things that are constructed.

Connecting: I CAN create works of art about people, places and things in my life.

MATERIALS: Example of artwork from the Biggs Museum, World Map, examples sheets of places/activities for the coyote, paper, pencils, markers, colored pencils, scissors, glue sticks, coyote print out.

LESSON ACTIVITIES:

Lesson 1. EQ(s): How do life experiences influence the way you relate to art? Responding

Students are introduced to the work, *Segyp Kas'Ket Suit Taup, (Coyote Where Are You Going)* 1997 by Rick Bartow.

Rick Bartow (Wiyot) December 16, 1946 - April 2, 2016

Bartow lived and worked in Newport, Oregon. In 1969 he graduated from Western Oregon State College with a BA in Secondary Art Education. Bartow was a Vietnam Veteran, a lifelong musician and songwriter, a widower, an enrolled member of the Mad River Band of Wiyot Indians, and is considered one of the most important leaders in contemporary Native American art. His art is held in over 100 public collections and was the subject of over 100 solo exhibitions at museums and galleries, including the retrospective Things You Know But Cannot Explain, organized by the Jordan Schnitzer Museum of Art at the University of Oregon in collaboration with Froelick Gallery. That retrospective toured 11 museums from 2015 to 2020 and was accompanied by a fully illustrated monograph.

Students learn about indigenous people of the Pacific North West and location on world map.

The Mad River band is a group of the Wiyot Tribe, an indigenous people of California:

Tribe: The Wiyot Tribe is a federally recognized tribe of the Wiyot people, who are the original inhabitants of Humboldt Bay, Mad River, and the lower Eel River. The Wiyot are culturally similar to the Yurok people.

Band: The Mad River band is part of the Wiyot Tribe.

Artist: Rick Bartow was a member of the Mad River band and a Native American artist. He created a variety of works, including drawings, paintings, wood sculptures, and etchings.

Language: The Wiyot language, also known as Soulatluk, was almost wiped out by colonization and genocide.

Culture: The Wiyot people are working to recover their traditional ways, including their language, ceremonies, and lifeways. They are also learning new skills and trades, and becoming professionals in many fields.

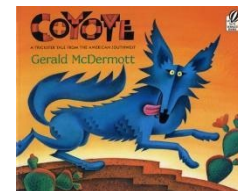
History: In the 1860s, white settlers killed hundreds of sleeping Wiyot people, nearly wiping out the tribe.

Number: There are about 450 Wiyot people today.

Students learn about the significance of the coyote to indigenous tribes. Coyote is featured in the mythology of numerous peoples from the area covered by the modern state of California, including the Achomawi and Atsugewi,[1] the Chumash,[2] the Diegueños,[3] the Gallinoméro,[4] the Juaneño,[5] the Karok,[6] the Luiseño,[7] the Maidu,[8] the Miwuk,[4] the Pomo,[9] the Rumsen,[10] the Shasta,[11] the Sinkyone,[12] the Wappo,[13] the Yana,[14] and the Yokuts.[10] In many of these stories he is a major sacred character with divine creative powers; in others he is a malevolent and often comical trickster. In some stories he combines both roles.

Students listen to and discuss the book, Coyote by Gerald McDermott

<https://www.youtube.com/watch?v=lpWd6iUCf7g>



Students learn about print making and limited series numbering.

Recalling the fish prints they made in kindergarten.

Students learn to read a work of art, looking for clues to make connections to the title. Rick Bartow's painting doesn't give the viewer a literal location as to where the coyote is going. There is no background information to clue a young viewer in on his travel plans. The metaphorical question, where are you going, could be a reference to the oppression faced by indigenous people of America. This concept is beyond a grade two level and so the assignment is presented in a literal, fun and light-hearted way. To what location do you think the coyote is going.

Students discuss places the coyote may be going: school, beach, city, State Fair, mountains and what he would do or see there.

Lesson 2. EQ: How does collaboration expand the creative process? Creating
Students choose a partner to create a half page panel answering the question, coyote where are you going. Students must equally contribute to the drawing and concept of the artwork.

Students are given reference images to help them with the scene they are creating. Students are given two options for the direction the coyote is going. The pre-printed coyote helps to convey a cohesive theme.

Lesson 3. EQ: How does making art attune people to their surroundings? Connecting

Each class is given a general location: school, beach, city, State Fair, mountains. The students compile a list of activities or sites which the coyote may interact with while on the location. Students are able to relate personal experiences to what the coyote is doing in their drawing.

Lesson 4. EQ: What criteria, methods, and processes are used to select work for preservation or presentation? Presenting

If the artwork adheres to the rubric and represents, in a clear, neat, and visually understandable way, where the coyote is going, the work will be considered to represent WECEC at the Biggs Museum. Students will critique artwork within each class. The top picks will be shared across the grade level.

Vocabulary: indigenous people, collaboration, perspective, landscape, emphasis, unity, proportion, space, value, form, rendering

RESOURCES AND REFERENCES:

Website Resources:

<https://froelickgallery.com/artists/26-rick-bartow/overview/>

<https://www.youtube.com/watch?v=lpWd6iUCf7g>

<https://studenttreasures.com/>

Handouts: Coyote, reference pages for places and objects.

ASSESSMENT FOR LEARNING:

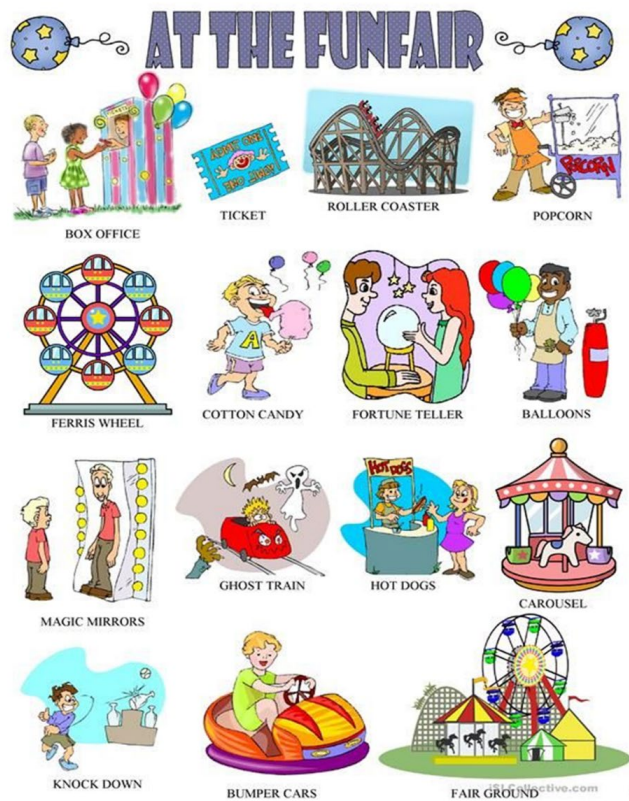
Formative: Check for understanding using thumbs up, Unicorn Horn, visual check by teacher walking around classroom and discussing with each partnership the work in progress and giving personalized instruction and support. Summative assessment rubric for student and teacher.

Points	Craftsmanship	Creativity	Elements/ Principles	Effort	Efficient Use of Time
2	Excellent use of materials, and highest level of details, very neat work	Excellent creativity, used my OWN ideas	Excellent use elements/p rinciples. Showed understanding of elements/p rinciples of art	Excellent use of effort, tried my best	Excellent use of time, I used my time efficiently. Completed project ON TIME
1	Good use of materials, some eraser lines, shows some details, some messy areas	Good use of creativity, used some of my own ideas	Good use of elements/p rinciples. Showed some understanding of elements, lack some elements/p rinciples of art	Good effort, tried some of the time, talked some of the time instead of working on project	Good use of time, I could have talked LESS and worked more to get project finished on time/ completed project on time
0	Poor use of materials, lots of eraser lines showing, few or no details, messy work	Poor use of creativity, used the same idea over and over,	Poor use of elements/p rinciples of art. No or little use of elements of	Poor effort, did not try my best, spent a lot of time talking and	Poor use of time, too much time talking, DID NOT finish project on time/INCOMPLETE work

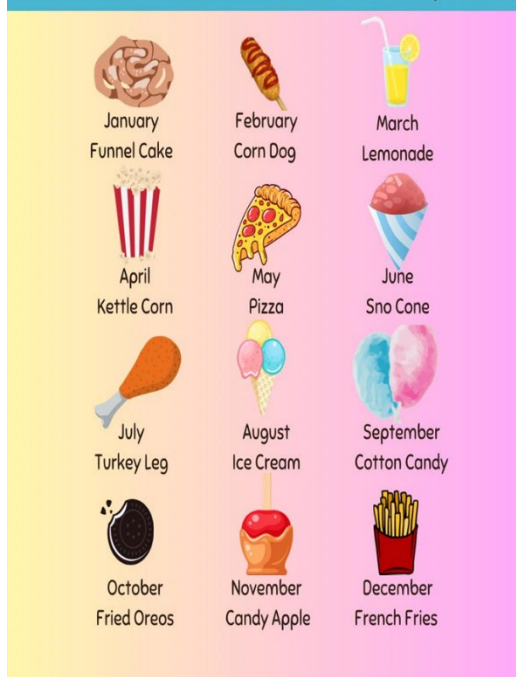
		used someone else's ideas	art. Lacked understand ing of elements of art	NOT working on project	
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Total out of 10 points_____

The following are worksheets and graphics to help students.



Favorite Fair Food Based On Your Birthday Month!



Scavenger Hunt-Beach Day Search

Can you find all 20?

 seagull	 yellow hat	 umbrella	 orange flip flops
 beach ball	 shell	 seaweed	 sand castle
 striped beach blanket	 sailboat	 polka dot bathing suit	 dog
 airplane	 green beach chair	 blue bucket	 sunglasses
 lifeguard	 surf board	 shiny rock	 kite

Vocabulary: *BEACH*



sandcastle

palm tree

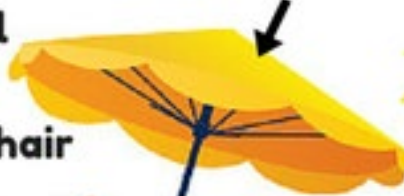


sailboat



beach ball

beach umbrella



sun



surfboard

beach chair



sand

pail



ice cream bar



sunglasses



sunscreen



flip-flops



lemonade



Outdoor Activities



Swing



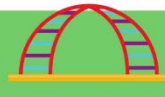
Seesaw



Slide



tunnel



jungle gym



Sandbox



Spring horse



monkey bars



merry-go-round



outdoor movies



sports



yoga



kite flying



camping



photography



picnic



gardening



rock climbing



water park



swimming



bungee jumping



hot air balloon rides



cycling



street hockey



running



walking



water balloon fight



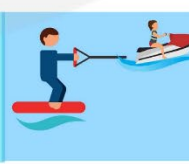
fishing



surfing



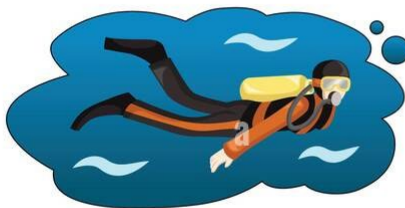
canoeing



water skiing



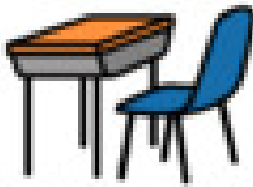
skiing





Things at School

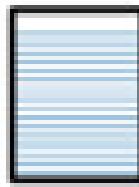
desk



smart board



paper



pencil



crayons



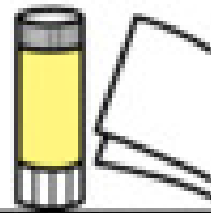
scissors



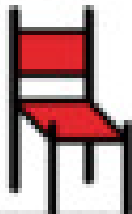
glue



glue stick



chair



table



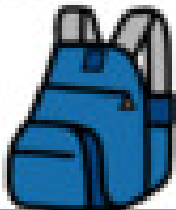
cubbies



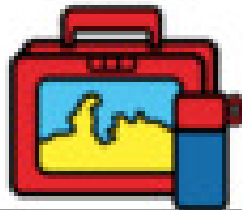
bookshelves



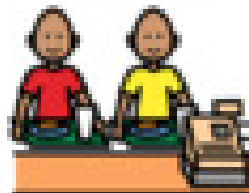
backpack



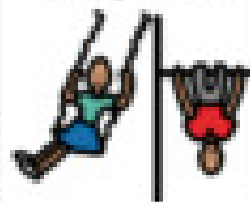
lunchbox



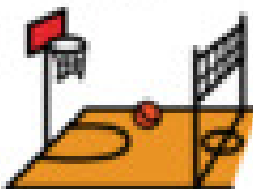
cafeteria



playground



gym



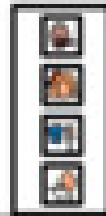
classroom



office



schedule



Places in the City VOCABULARY



HOSPITAL



BANK



BAKERY



FIRE STATION



TRAIN STATION



PARK



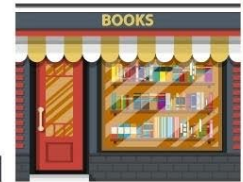
SUPERMARKET



MUSEUM



BUS STOP



BOOK STORE



LIBRARY



POLICE STATION



POST OFFICE



AMUSEMENT PARK



AIRPORT



SCHOOL



RESTAURANT



CAFE



HOTEL



ZOO



CINEMA



PLAYGROUND



STADIUM



GAS STATION



PHARMACY

FLASHCARDS, WORKSEETS, GAMES AND COLORING PAGES

