

(2024-2025)

Title *My Identity*

Work of Art *Coyote where are you going? By Rick Bartow*

Educators *Mrs. Parada and Ms. Hórreo*

School and District *Meredith Middle School, Appoquinimink School District*

Grade level *Grades 7-8*

Content *Spanish and Visual art*

OVERVIEW

Students will explore Rick Bartow's artwork and how he expressed his identity through his art. They will then write an essay about their own identity. Finally, they will create an artwork inspired by Rick Bartow's style to visually represent their own identity.

TIME REQUIRED

We will devote 3 lessons to the unit content material and 2 lessons to the creation of the art piece. Lessons are 42 minutes long.

STANDARDS FOR INSTRUCTION AND ASSESSMENT

Creating

VA:Cr1.2.6a

Formulate an artistic investigation of personal relevant content of creating art.

VA: Cr3. 1.6a

Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

W. L Goals: Communities

Lifelong Learning: Learners set goals and reflect on their progress in using language for their enjoyment, enrichment, and advancement.

Presenting

VA: Pr 5.1.6a

Individually or collaboratively develop a visual plan for displaying work of art, analyzing exhibit spaces, the needs of the viewer, and the layout of the exhibit.

W. L Goals: Communication

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Responding

VA: Re.7.1.6a

Identify and interpret works of art or design that reveal how people live around the world and what they value.

W. L Goals: Communication

Interpersonal Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Connecting

VA: Cn11.1.6a

Analyze how art reflects changing times, traditions, resources, and cultural uses.

W. L Goals: Cultures

Relating Cultural Products to perspectives: Learners use the language to investigate, explain, and reflect on their relationship between the products and perspectives of the culture studied.

STUDENT “I CAN STATEMENTS”

Creating

I can develop and plan a work of art that relates to me personally.

I can reflect on, revise, and refine works of art in response to personal artistic vision.

I can set goals and reflect in my progress using language for my enjoyment, enrichment, and advancement.

Presenting

I can plan an art display alone or with my peers.

I can present ideas to explain a variety of topics using the appropriate media and adapting to various audiences of listeners, readers, or viewers.

Responding

I can identify and interpret works of art or design that reveal ways people live around the world and what they value.

I can present information about a topic related to my identity.

Connecting

I can analyze how art reflects changing times, traditions, resources, and cultural uses.

I can reflect on the relationship between the products and perspectives of the culture.

MATERIALS

- ✓ Drawing paper
- ✓ Picture frames
- ✓ Brushes
- ✓ Watercolors
- ✓ Fine tip markers
- ✓ Pencil
- ✓ Spray bottle
- ✓ Paper Towel

LESSON PLANS

Lesson 1

- Students will learn and investigate Rick Bartow's life and work.
- Students will complete a booklet with the information investigated and studied about Rick Bartow.

Lesson 2

- Students will explore the concept of identity and its key elements.
- Students completed a graphic organizer about important elements of identity in their own lives.
- Students will choose aspects of their identity to share in a personal essay.

Lesson 3

- Students will familiarize themselves with a personal essay and its characteristics.
- Students will write an essay about their identity.

Lesson 4

- Students will learn about Rick Bartow's drawing techniques, style and the evidence of his identity in each piece.
- Students will choose the animal they believe represent them best.
- Students will work on their picture using watercolors and fine tip pens.

Lesson 5

- Students will work collaboratively to create a display for their pieces that will be presented to parents in the school.

ASSESSMENT FOR LEARNING

Formative:

- ✓ Students will present their booklets. [All about Rick Bartow](#)
- ✓ Students will present their essay draft. [Formativa Ensayo personal](#)

ASSESSMENT OF LEARNING

Summative:

- ✓ Students will present their final version of the essays. [Persanal Essay Rubric in English and Spanish](#)
- ✓ Students will present their paintings. [Rubric in Spanish and English](#)

VOCABULARY

1. arte
2. pintura
3. acuarela
4. pinceles
5. identidad
6. nativo americano
7. herencia cultural
8. cultura
9. técnica
10. estilo
11. cuadro
12. creencia
13. afiliación tribal
14. exposiciones
15. influencia
16. resiliencia

RESOURCES AND REFERENCES

Website Resources

[Artsy](#)
[Rick Bartow](#)

Handouts

[Booklet/cuadernillo](#)
[My Identity](#)

Slides

[El Ensayo Personal](#)
[Mi Identidad](#)
[Todo sobre Rick Bartow](#)

EXTENSION

Field Trip to the National Museum of the American Indian to see the sculpture “We were always here” and learn more about Native American cultures and influence.