

# **Multi-Cultural Arts Curriculum Maps**

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<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: African</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• African Mask Making</li> <li>• Tie Dye</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Recognize the historical value of mask making and its contributions to the African culture</li> <li>• Recognize the historical value of tie dye and its contributions to the African culture</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is mask making a part of the African culture?</li> <li>• How is tie dye a part of the African culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of mask making</li> <li>• Introduction to tie dye</li> <li>• Exploration and creation of mask making</li> <li>• Exploration and creation of tie dye</li> <li>• Document Africa (United Nations flag) in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. <ul style="list-style-type: none"> <li>12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>1.3.12.D.2 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> </ul> </li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Plaster, Acrylic Paint, mask forms, African visuals, various decorations for mask (feathers, yarn, glitter, fabric)</li> <li>• Cotton fabric, dye, rubber bands, rubber gloves</li> </ul>

Grade:9-12 Subject: Multi-Cultural Arts	<b>Unit of Study: Asian Arts (Japan and China)</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Gyotaku</li> <li>• Kanji Symbols</li> <li>• Sumie</li> </ul>
<b>Enduring Understandings</b>	Recognize the historical value of various Asian arts and its contributions to the Asian culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using gyotaku?</li> <li>• How is Sumie a part of the Asian cultural?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of calligraphy and Asian culture</li> <li>• Exploration and creation of gyotaku, kanji symbols, and sumie</li> <li>• Document Japan and China in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. <ul style="list-style-type: none"> <li>12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> </ul> </li> <li>• 1.3.12.D.2 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Rubber fish, paint, printing paper, rice paper, bamboo brushes, Indian ink, various asian visuals

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Australia</b>
<b>Big Idea/Rationale</b>	Aboriginal Art (Dot Painting)
<b>Enduring Understandings</b>	Recognize the historical value of Aboriginal Dot Painting and its contributions to the Australian culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is Aboriginal Dot painting differ from other paining styles?</li> <li>• How is the Aboriginal Dot Painting a part of the Australia's culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of Dot Painting and Aboriginal culture</li> <li>• Exploration and creation dot painting on paper mache bowl</li> <li>• Document Australia in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Acrylic or Tempera paint, Gesso, paper mache project, paint brushes, q-tips, various visual of Aboriginal dot painting, gloss finish

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: England</b>
<b>Big Idea/Rationale</b>	Macramé
<b>Enduring Understandings</b>	Recognize the historical value of Macramé and its contributions to the British culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using various rope like materials?</li> <li>• How is macramé a part of the British cultural?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of macramé and British culture</li> <li>• Exploration and creation of macramé square knot</li> <li>• Document Guatemala in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.12.D3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Embroidery floss, jute, hemp, cotton twine, various beads, sculptey, masking tape

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: France</b>
<b>Big Idea/Rationale</b>	Paper mache
<b>Enduring Understandings</b>	Recognize the historical value of Paper Mache and its contributions to the French culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using the application of paper mache?</li> <li>• How is the paper mache art form a part of the French culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of paper mache and French culture</li> <li>• Exploration and creation of a paper mache bowl</li> <li>• Document France in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools</li> </ul>
<b>Materials/Resources</b>	Newspaper, wheat paste, plastic container, various plastic bowls

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Germany</b>
<b>Big Idea/Rationale</b>	Gingerbread House
<b>Enduring Understandings</b>	Recognize the historical value of gingerbread house construction and its contributions to the German culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using gingerbread/graham crackers?</li> <li>• How is the gingerbread house construction a part of the German culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of gingerbread house and German culture</li> <li>• Exploration and creation of a gingerbread house</li> <li>• Document German in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Cardboard, Graham crackers, frosting, plastic utensils, various candy for decorating, tape, scissors

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Greece</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Mosaic</li> <li>• Pottery</li> </ul>
<b>Enduring Understandings</b>	Recognize the historical value of Mosaics or Pottery and its contributions to the Greek culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you create a successful Mosaic?</li> <li>• How would you create a successful Greek pot?</li> <li>• How is the Mosaic or pottery art form a part of the Greek culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of Mosaic or pottery and Greek culture</li> <li>• Exploration and creation of a Mosaic</li> <li>• Exploration and creation of Greek vase</li> <li>• Document Greece in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Tile, grout, plywood, tile glue, newsprint, clay, Greek images of mosaics or pottery, various clay tools

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Guatemala</b>
<b>Big Idea/Rationale</b>	Worry Doll
<b>Enduring Understandings</b>	Recognize the historical value of Worry Dolls and its contributions to the Guatemalan culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using embroidery floss and clothes pin?</li> <li>• How are worry dolls a part of the Guatemalan cultural?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of worry dolls and Guatemalan culture</li> <li>• Exploration and creation of a worry doll</li> <li>• Document Guatemala in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Embroidery floss, clothes pin, Elmer’s glue, sharpie markers, envelop, toothpicks, yarn, pipe cleaners

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Poland</b>
<b>Big Idea/Rationale</b>	Wycinanki
<b>Enduring Understandings</b>	Recognize the historical value of Wycinanki and its contributions to the Polish culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you create a successful Gwiazdy?</li> <li>• How would you create a successful Leluja?</li> <li>• How is the Wycinanki art form a part of the Polish culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of Wycinanki and Polish culture</li> <li>• Exploration and creation of a Gwiazdy</li> <li>• Exploration and creation of a Leluja</li> <li>• Document Poland in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.
<b>Materials/Resources</b>	Practice paper, Colored Computer Paper, Construction Paper, Scissors, Hole punchers, Different edged scissors, glue, final presentation paper, exacto knife

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: Switzerland</b>
<b>Big Idea/Rationale</b>	Calligraphy
<b>Enduring Understandings</b>	Recognize the historical value of Calligraphy and its contributions to the Swiss culture
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can you create using calligraphy?</li> <li>• How is calligraphy a part of the Swiss cultural?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of calligraphy and Swiss culture</li> <li>• Exploration and creation of calligraphy</li> <li>• Document Switzerland in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the <u>elements of art</u> and <u>principles of design</u> in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.12.D3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.</li> </ul>
<b>Materials/Resources</b>	Various nib sizes, pen handles, ink, calligraphy packet, rulers, pencils, watercolor paper, watercolors, watercolor brushes, salt, plastic wrap, water cups, straws, toothbrushes, tape, sponge

<b>Grade:</b> 9-12 <b>Subject:</b> Multi-Cultural Arts	<b>Unit of Study: United States of America</b>
<b>Big Idea/Rationale</b>	Native American Art Forms
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Recognize the historical value of Native American art forms and its contributions to the Native American culture</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How would you create a successful Sand Art?</li> <li>• How would you create a successful Weaving (fabric or basket)?</li> <li>• How are the Native American art forms a part of the Native American culture?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Introduction to the tradition of Native American art forms and Native culture</li> <li>• Exploration and creation of Sand art</li> <li>• Exploration and creation of a Weaving</li> <li>• Document United States of America in Graphic Organizer (Passport)</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 12.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history</li> <li>• 1.3.12.D.2 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools</li> </ul>
<b>Materials/Resources</b>	Various colors of sand, glue, cardboard, wood, needles basketry tools