

# Lesson Plan: Art Around Us 1

Introduction to Art on Guam (part 1 of 3)

**Subjects:** Art, History, Social Studies, Music

**Time required:** 40 minutes

**Related links:** Guampedia [Art entries](#)

**Grade-level:** Elementary [3-5], Middle [6-8], High [9-12]

**Materials required:** Flipchart or chalk board, markers or chalk, internet connection, computer and projector

## Description

With this lesson students will recap the many forms artistic works may take. They will then list examples of these types, and in the process, examine whether they have overlooked local artistic traditions. A classroom discussion will then delve into reasons why local art forms are important.

## Objectives/Skills

- Students will recap the types of art with which they are familiar.
- In listing examples of artwork, students will become aware of their familiarity, or lack thereof, of artistic works on Guam.
- Students will discuss what makes artwork “important,” and why these reasons may or may not help local artwork.

## Questions or Assessment

- What are some of the many forms art may take?
- What examples of artistic works am I most familiar with?
- What sort of artistic works are present on Guam?
- Am I familiar with these on-island artistic movements?

## Procedure

**Teacher prep.** None

### ***Brief Exercise to Overview “Art” (15 minutes)***

Over the course of the year, your class has most likely covered numerous forms of art. This section will help students recap what they have learned, and in turn, position them to begin thinking about how these same art forms may exist on Guam.

1. Ask students to list the first things they think of when they hear the word “Art.”
  - List these terms on the board. Do not worry about right or wrong answers; this is more of an exercise to get them to warm up to the term “Art” and to begin thinking about their personal relationships with art.
2. Ask students to list different types of artwork.
  - List these types on the board. Encourage students to think outside of the box. Guide the class to cover a diverse number of art forms: paintings, sculpture, performance art, cinema, theater, dance, music, etc.
  - Emphasize to students that art may take numerous forms.

### ***Beginning to Think About Art on Guam (20 minutes)***

1. Ask students to list specific examples of artwork.
  - List these examples on the board. Most likely, students will neglect to list many (if any) [traditional crafts](#).
  - After listing examples on the board, if students have not cited many traditional craft examples, ask them why they may have overlooked artwork? Responses may range from “they’re not important enough and don’t count” to “we’re too familiar with them.” If students have actually cited numerous local examples, congratulate them and ask what prompted them to list examples originating from Guam.
  - Encourage students to openly discuss why they did (or did not) include local examples on their class list. There are no right or wrong answers. Prompt students to think about the “importance” afforded established works of art, and what qualities should make a work important to them.

### ***Recap (5 minutes)***

Recap what we’ve done and learned in the lesson:

“We’ve listed numerous, diverse types of art forms, and provided examples of each. In the process, we came to realize that it’s easy to overlook the rich local artistic traditions. We discussed reasons for this, and tomorrow we will delve further into the many art forms on Guam.”

Ask students for their favorite parts of the lesson.

# Lesson Plan: Art Around Us 2

Introduction to Art on Guam (part 2 of 3)

**Time required:** 45 minutes\*

\*(This may be extended and separated over two days.)

**Related links:** Guampedia [Art](#) and [Music](#) entries

## Description

With this lesson students will be introduced to the numerous, diverse forms of art that exist on Guam. By observing these art forms, students will understand that art movements are not the exclusive domain of Europeans, but that the history of Guam is rich with artistic expression.

## Objectives/Skills

- Having previously listed examples of art work, students will now be introduced to local examples of dance, ceramics, graphic arts, music, etc.
- Students will watch video examples of artistic works on Guam. (optional)
- Students will discuss other forms of local artwork with which they are familiar.
- Students will be tasked with profiling a local artist.

## Questions or Assessment

- What are some of the many forms art may take?
- What examples of artistic works am I most familiar with?
- What sort of artistic works are present on Guam?
- Am I familiar with these on-island artistic movements?

## Procedure

**Teacher prep.** Set-up a projector to a laptop with an internet connection. (optional)

### **Overview of art on Guam (20 minutes)**

Ideally, you will be able to use a computer and projector for this section. However, most classrooms do not have these accommodations. Should this be the case, you may make copies of the images referred to in this section and share these copies with the class (either in the front of the classroom, or by distributing individual copies to each student). Additionally, you may also wish to skip the video portion (part 2 of this section), and replace it with another section that focuses on images.

1. Once the computer is connected to the projector and working, visit [Guampedia.com](http://Guampedia.com), and go to the “Art” section (currently also linked on the front page).
2. Play the clip of [Kantan Chamorita](#).
  - Ask students if they find this to be a form of art. Encourage them to discuss their familiarity with it, and their opinions of Kantan Chamorita as an art form.
3. Show some images from the [Carving](#) entry.
  - Again, ask students if they view this as a form of art. Guide students toward accepting these examples as forms of art.
4. Allow the class to pick another section within art. Go through the images with them, and quickly read over some of the information in the body of the article.

### **Sharing personal (10 minutes)**

Having used Guampedia to show examples of different local art forms, now ask students to share their own knowledge of local artwork.

- Encourage students to share stories about artwork done by family members (quilts, necklaces, etc) and friends (poetry, paintings, bands etc.).
- If students appear stuck, suggest they think about items they have seen when visiting CHamoru Village.
- Encourage students to think broadly. Are Fokai t-shirts examples of art? Malafunktion musical skits? Sinanganta [poetry](#) slams?

### **Homework assignment (10 minutes)**

1. Have students, while at home (and ideally over a weekend), find and profile a local artist of their own.
2. Depending on the age and skill-level of the class, you may choose to have students write a paper, prepare a short formal presentation, or simply prepare for a casual “show-and-tell” type presentation.
3. Encourage students to be creative in selecting their artist profiles. Any art form is permissible. Also encourage students to select an artist whose work they find moving.

### **Recap (5 minutes)**

Recap what we've done and learned in the lesson:

“Yesterday we listed famous examples of artwork. Today, we've expanded on this list by seeing similar examples of local artists. We then discussed our personal experiences with art on island, and even discussed whether some newer forms of expression can be considered ‘art’ (e.g. t-shirts, radio skits, and slam poetry). For your assignment, please profile a [local artist](#) who moves you, and be prepared to share it with the class.”

Ask students for their favorite parts of the lesson.

## Lesson Plan: Art Around Us 3

Introduction to Art on Guam (part 3 of 3)

**Time required:** 65 minutes\*

**Materials required:** Flipchart or chalk board, markers or chalk

\*(Depending on the size of the class, the time required will vary. The time may be spread over two days.)

### Description

With this lesson students will share their artist profiles with the class. The subsequent discussion will emphasize the diversity of art forms present on Guam.

### Objectives/Skills

- Students will share their artist profiles with the class.
- Students will learn about local artwork from each other.
- Students will discuss the different types of artwork presented, and determine whether non-professionals can make artwork.

### Questions or Assessment

- How diverse is the art world on Guam?
- What do we consider to be “art”?
- Are all artists famous? Or, can artwork come from non-professionals (such as friends or family members)?

## Procedure

### **Sharing Artist Profiles (40 minutes)**

Students will present to the class their artist profiles.

1. Depending on the format assigned in the previous lesson, these presentations may be casual “show-and-tell”-like overviews of artists, or in-depth discussions of an artist and his/her life. Allot (and adjust) time accordingly.
2. Encourage students to ask questions of one another.
3. Be sure each student covers the basics:
  - Name
  - Art form (and why the student believes this is an art form)
  - How the student researched this individual (e.g. I asked them questions, I looked them up in an Guampedia, I researched this person online, etc.)
  - How and why this artist's work moves the student

### **Concluding Discussion (20 minutes)**

Ask students to share their thoughts on the presentations. Some topics of discussion may include:

1. What were their most surprising findings?
2. Who are the artists on Guam? Are they all professionals? Are there non-professional artists?
3. Can non-professional artists, like our friends and family members, create works of art that are equally moving as pieces made by professionals?
4. How diverse is the art world on Guam? Is it more or less diverse than we originally thought?
5. What makes an artwork moving?
6. What were some of your favorite pieces?

There are no right or wrong answers to these questions. Simply welcome students to express their opinions, and encourage differing ideas. The purpose of this discussion is to have students challenge their notions of art, and to share and develop these ideas with their peers.

***Recap (5 minutes)***

Recap what we've done and learned in the lesson:

“We've shared our artist profiles with each other, and in the process, learned a great deal about the art world on Guam. We've also discussed how our ideas have changed about art on Guam, and we shared our ideas on some important topics (e.g. professional vs. non-professional works, forms of artwork, and how art can shape our emotions). Having learned this, we may now view the our island with a greater appreciation for the diversity and depth of art forms present in our community.”

Ask students for their favorite parts of the lesson.