Distance Learning at the Cleveland Museum of Art

The Art of Adornment

Grades 6-8

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Teacher note:

Please have students bring pencils and Frame Pages (or plain paper) to the distance learning program. Students may be asked to do “thumbnail” sketches of some of the objects discussed.
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Teacher Information Guide

Distance Learning at the Cleveland Museum of Art

The Art of Adornment

Grades 6-8

Program Objectives:
Students will learn and understand:

1. Definitions of beauty vary for different cultures and in different times.
2. Works of art can reflect cultural values.
3. Modern adornment methods relate to those used throughout history, for example: body shaping, tattooing, piercing, scarification, cosmetic use, and artful arranging of hair.

National Education Standards:
For Fine Arts - Visual Arts (grades 5-8):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):

- Understanding The Human Experience
- Evaluation Strategies
- Communication Strategies
- Applying Knowledge
- Developing Research Skills
- Multicultural Understanding
- Applying Language Skills

Common Core Standards:
English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects-
6th Grade:
CCSS.ELA-Literacy.W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4
CCSS.ELA-Literacy.WHST.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.7
CCSS.ELA-Literacy.WHST.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

7th Grade:
CCSS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.4
CCSS.ELA-Literacy.WHST.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.7.7
CCSS.ELA-Literacy.WHST.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8th Grade:
CCSS.ELA-Literacy.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.4
CCSS.ELA-Literacy.WHST.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.W.8.7**  
**CCSS.ELA-Literacy.WHST.8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-Literacy.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.8.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Prerequisite Activities:**

1. **Body Art Collage or Research Project:**
   
   Students will illustrate contemporary concepts of personal adornment.
   
   a) Have students work in groups to create body collages by selecting magazine pictures and other materials and arranging them and gluing them onto the poster board. Discuss ways in which their own culture and experiences are reflected in their choice of hairstyles, clothing, cosmetics, jewelry and body shape. If students make collages, please have them bring them to videoconferencing room and present to CMA teachers during the distance learning lesson.

   *Materials needed: poster board, old and current magazines and newspapers, scissors, glue, and other collage materials of varying colors and textures.*

   b) Have each student research and bring in an article with an illustration from magazines, newspapers, the internet, etc. that are relevant to adornment in different societies. Students should be prepared to summarize and discuss their findings during class.

**Selected Vocabulary:**

*Students should be familiar with these words in order to participate fully in the videoconference*

**Adornment** - the act of adding splendor or beauty.

**Body art** - any transformation of the external aspects of the body for social or personal values.

**Cicatration** - promoting a raised scar by applying irritants into decorative cuts in the skin.

**External** - outward appearance; outside the body.
**Impression** - marks made by pressure.

**Internal** - inside the body, mind, conscience, soul.

**Keloids** - fibrous scar tissue.

**Labret** - lip plug jewelry worn in a pierced area below the lip.

**Matrilineal** - tracing descent of kinship through the mother.

**Maya** - Ancient pre-Columbian civilization that occupied southern Mexico, Guatemala, Honduras, and Belize for well over a millennium. Scholars assign the dates AD 300-900 as the Classic period of Maya culture. The Maya established several powerful, independent city-states which shared cultural elements.

**Melanin** - natural pigments in skin.

**Realism** - true to life.

**Rite of passage** - ceremonial observance of a transition from one stage of life to another.

**Scarification** - to make superficial cuts in the skin, which leave permanent decorative scars.

**Tattoo** - permanent artistic design created in the skin by injecting dyes.

**Teaching Extensions:**

1. **Writing Activity**
   
   Have students select one of the following topics and write an expository piece or a persuasive essay that clearly states their opinion and provides supporting details, facts, and analyzes the subject. Rubrics are provided in this teacher information packet to help in evaluating student essays.

   - Who or what sets the fashion standard in your school or community? Is there one standard for everybody or does each group have its own standards? Use ideas from this lesson, observations from your school community, and other research materials.

   - Do you associate different hairstyles (or cosmetic or body adornment styles) with different cultures within our society? Do you make assumptions about a person’s background based on their hairstyle, if they have a pierced tongue, lack of cosmetics, etc?

   - Why do teenagers like to adorn themselves? Create an essay using readings, personal observations or experiences.

2. **Future Teenage Style**

   Using the human figure outline provided, have the students create collages for a typical middle schooler in the year 2025. Their collages should reflect the external
aspects of adornment (hairstyle, make-up, and other body adornments) that would represent the future culture and internal values of the teenager of the future.

3. Vocabulary Puzzle

Have students go to the website: http://www.puzzlemaker.com. Ask students to create crossword puzzles using 6-8 of the vocabulary words listed in the packet. After the puzzles are created, print an original and an answer key for each. Have an exchange day when everyone turns in their creation and receives another puzzle as an assignment.

4. Research Project

Have students choose an adornment (such as piercings, tattooing, hairstyles such as the Mohawk, body modification, or any other adornment) and research its origin. Where, when, and why is it first thought to have appeared? Who used it? Have the students share their research.

Web Sites:

“Hair Today” by Sandra Campbell: http://spiral.uic.edu/sites/Projects/P011/P011_first.html

Suggested Reading:

Resources for teachers...


Miller, Jean Chris. The Body Arts Book.


For students...
The following short stories or literature selections deal with questions of adornment and personal and social identity.

Soto, Gary. “Seventh Grade,” Baseball In April and Other Stories.

Additional books dealing with personal adornment:
Sanders, Clinton R. Customizing the Body: The Art and Culture of Tattooing.
Weiss, Stefanie Iris. Everything You Need to Know About Mehndi, Temporary Tattoos, and Other Temporary Body Art.
Wilkinson, Beth. Coping With the Dangers of Tattooing, Body Piercing, and Branding.
Writing About Art

Learning to write about art is a helpful tool in understanding it. Once the observer knows what to look for in a piece of artwork, it becomes easier to both write about and understand the work. Art critics use a process known as DAIE (Describe, Analyze, Interpret, and Evaluate) to critique an artwork. Listed below is a guideline that will help you engage in this process.

DESCRIBE:
1. *What do you see? What is this picture about?*
   - People
   - Objects
   - Scene – time and place
   - Action – what is going on?

2. *How is the work made? What materials, tools, or processes are used? What elements has the artist manipulated? The following list may be helpful.*
   - Oil, watercolor, pastel, ink, clay
   - Palette knife, brush, pen, chalk, etching, screen printing
   - Color, value, line, shape/form, space, texture

ANALYZE:
3. *How is the artwork organized? Do certain aspects stand out to you? How does your eye move over the piece? Is there any type of pattern or rhythm created in the work? Are elements proportionally correct (right size comparatively?)*

INTERPRET:
4. *How does the work make you feel?*
   - Happy, sad, anxious, angry, nostalgic, adventurous
   - Are the brushstrokes rough or smooth, or are they evident at all? Are the colors hot or cool? Is the subject matter active or quiet? Are the lines flowing, irregular or discontinuous?
In addition to analyzing the work, it is also important to do a little research about the artist such as when and where the artist lived. What were some of the things the artist was concerned about and how is this apparent in his or her work? Were there things in the artist’s life that inspired him or her? In short:

5. What can you learn about the artist?
   - What country is the artist from?
   - What can you find out about his or her experiences?
   - What ideas or feelings is the artist suggesting?

EVALUATE:

Finally, play the role of the art critic. Art criticism is based on a number of things. Think, for example, about the style the artist is using. You may want to consider the following approaches the artist may have taken:

- **Realism:** The artist accurately describes the subject matter – the art looks real.
- **Formalism:** The artist has experimented with shape, color, space in an unusual way.

Now put it all together! You decide-

6. Has the artist succeeded in doing what you think he or she tried to do? Explain your opinion with **why** you feel the way you do about the artwork.
Student Checklist for an Expository Piece

I will earn my best score if:

___ My writing focuses on the topic.
___ My writing has an introduction, a body, and a conclusion.
___ I begin with a good lead paragraph that captures the reader’s attention and interest and clearly states the problem being described.
___ I present details logically and clearly that explain the problem thoroughly.
___ I end with a well-stated conclusion.
___ My ideas are clearly stated.
___ The words I use are precise, vivid, and appropriate to the subject, purpose and audience.
___ I use transition words/phrases to tie my ideas together.
___ I use complete sentences and a variety of sentence patterns.
___ My subjects and verbs agree in number.
___ I use correct forms for nouns and verbs and my verb tenses are consistent.
___ I follow the rules for good grammar and proper usage.
___ I indent to begin a new paragraph for each new main idea.
___ I use capital letters at the beginnings of sentences, for proper nouns and adjectives, and for important words in titles.
___ I use proper punctuation.
___ I spell words correctly.
___ I maintain a point of view.

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Expository Piece Teacher Rubric
for
The Art of Adornment

Rate the following elements:
4 = Excellent   3 = Proficient   2 = Marginal   1 = Deficient

<table>
<thead>
<tr>
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<th>4</th>
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<td>Maintains point of view</td>
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<td>Subject-verb agreement</td>
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© 2003, The Cleveland Museum of Art
Student Checklist for a Persuasive Piece

I will earn my best score if:

___ My writing focuses on the topic.

___ My writing has an introduction, a body, and a conclusion.

___ I begin with a good lead paragraph that captures the reader’s attention and interest and clearly states my opinion.

___ I give sufficient facts/or reasons to support the opinion.

___ I give enough details which are presented in order of importance to fully develop the facts and/or reasons.

___ My ideas are clearly stated.

___ The words I use are precise, vivid, and appropriate to the subject, purpose and audience.

___ I use transition words/phrases to tie my ideas together.

___ I use complete sentences and a variety of sentence patterns.

___ I indent to begin a new paragraph for each new idea.

___ I use correct forms for nouns and verbs and my verb tenses are consistent.

___ I follow the rules for good grammar and proper usage.

___ I use capital letters at the beginnings of sentences, for proper nouns and adjectives, and for important words in titles.

___ I use proper punctuation.

___ I spell words correctly.

___ I maintain a point of view.

___ I use sentence combining including complex sentences.
Persuasive Piece Teacher Rubric

Rate the following elements:
4 = Excellent   3 = Proficient   2 = Marginal   1 = Deficient

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Outline for Future Teenage Style Collage

(Teaching Extension Activity #2)

The Art of Adornment
Selected Images

Distance Learning at the Cleveland Museum of Art

The Art of Adornment

**Headdress**, early 1900s
Guinea Coast, Nigeria, Ejaegham, early 20th century
Wood, antelope skin, bone, basketry, cane, metal
1990.23

**Baron FitzGibbon**, 1789
Gilbert Stuart (American, 1755-1828)
Oil on canvas
1919.910
Coffin of Bakenmut, c. 1000-900 BC
Egypt, Thebes, Third Intermediate Period, late Dynasty 21 (1069-945 BC) to early Dynasty 22 (945-924 BC)
Gessoed and painted sycamore fig
1914.561
The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________

Your School_____________________________________________________________

School Address (with zip code) _____________________________________________

E-mail Address _____________________________________________________

Grade/Class of students (e.g. 10th grade French) ____________________________

Program Title __________________________________________________________

Program Date ___________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey.

Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree  4= Agree  3= Neither Agree nor Disagree  
2= Disagree  1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.

   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.

   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.

   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.

   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.

   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.

   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   
   (circle one)   Yes          No

   If no, why? ______________________________________________________________

8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.
   
   (circle one)   Yes          No
9. Why did you choose The Cleveland Museum of Art Distance Learning?  
(circle one)  

a.) Price Point  
b.) Quality of lessons  
c.) Selection of lessons  
d.) Ease of working with CMA  
e.) Other  

10. How did you hear about The Cleveland Museum of Art Distance Learning program?  
(circle all that apply)  

a.) CMA inservice  
b.) CILC  
c.) TWICE  
d.) Conference  
e.) Brochure  
f.) The Cleveland Museum of Art website  
g.) The Teacher Resource Center  
h.) Other  

11. Do you have any additional comments about the distance learning lesson?  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  

Please return the completed teacher evaluation form to:  

Dale Hilton/Distance Learning  
The Cleveland Museum of Art  
11150 East Boulevard  
Cleveland, OH 44106  

Or fax to Dale Hilton at 216-707-6679