

Fulbright-Hays Summer Seminar for Elementary Teachers 2010

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Preface: I went to India without a focused idea of a possible curriculum project. I knew I wanted to make a connection for my third graders about the concepts of “community” and “culture”. One day during a school visit, I saw a poster with delightful artwork. I asked and was told the poster contained designs by the Warli tribe. In my spare time during the trip I tried to read all I could about the Warli and their art. At a school in Pune, I met the art teacher, who I was told as we were leaving, produced various forms of art in the Warli style, with her own special twist. I hurriedly asked for her phone number since our Fulbright bus was leaving, and a few days later, Nikita Hunter (another Fulbrighter and art teacher) and I visited Vaishali Pathak at her home. She allowed us to interview her about her style and process in creating art. We also met her delightful family. It was a truly memorable afternoon. I am now fascinated with learning more about the Warli tribe, their history, art, customs, traditions, and the effects of globalization on their society. My goal in this sequence of lessons is to not only share information about the Warli and their techniques for creating art, but also to use the Warli as a example of how cultural traditions are preserved and passed down from generation to generation.

I chose the national Core Standards for English language literacy and mathematics as well as national standards for the visual arts and geography since my lesson plan can be implemented by any teacher who accesses it. For my own use, I will insert the appropriate benchmarks for the State of Florida. Florida adopted the Core Standards in July, 2010, and many other states have already done the same or are considering their adoption.

Curriculum Project Title: Art of the Warli

Subject Area: Social Studies/Language Arts/Visual Arts

Grade Level: 3-5

Time Required: 3-5 class periods

Established Goal(s):

Core Standards for Reading, K-5 (<http://www.corestandards.org/the-standards>)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

4. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
5. Delineate and evaluate the argument and specific claims in a text, including the validity of the

reasoning as well as the relevance and sufficiency of the evidence.

6. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Core Standards for Writing, K-5:

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

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

Core Standards for Mathematics, Geometry, Gr. K-5

1. Reason with shapes and their attributes.

Visual Arts Standards (National Consortium of National Arts Education Associations)

NA-VA.K-4.4 Understanding the Visual Arts in Relation to History and Cultures

- Students know that the visual arts have both a history and specific relationships to various cultures
- Students identify specific works of art as belonging to particular cultures, times, and places.
- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

National Geography Standards (National Geographic)

6. How culture and experience influence people's perceptions of places and regions

Understanding(s):

Students will understand that . . .

1. Many activities that reflect the culture of the Warli tribe's daily life are the subjects of their paintings.
2. The painters (originally women, although men are now participating in this traditional art form) teach their children and grandchildren how to paint in the Warli style.
3. The Warli paintings are one example of how aspects of culture (values, technology,

Essential Question(s):

1. What is culture?
2. How is culture transmitted within a family, community, or society?
3. What can be learned about Indian culture from the Warli tribal paintings?

<p>symbols, norms) are transmitted from generation to generation within a family, community, or society.</p> <p>4. Children learn about the culture of his/her family, community, and country through everyday experiences with his/her family, at school, at a religious service, and from TV, groups, clubs, and sports,</p>	
<p>Students will know:</p> <ol style="list-style-type: none"> 1. Culture is all around and part of everything we think, do, and say. 2. We learn about our family, community and country from our daily experiences and the examples that we see on television, read in books, and belonging to a religious group or club that teaches specific values. 3. From the Warli paintings we can learn about daily life (clothing, plants, animals, chores) in the Indian countryside and the way Indian people celebrate holidays and festivals. 4. An artist (or musician) expresses ideas and feelings in his/her own unique way through a sketch, painting, sculpture, weaving, paper cutting, how a home is decorated, and even in cooking and baking! 5. Students will recognize experiences and skills that they have acquired from an older family member or through participation in a religious observance, membership in a group such as Boy or Girl Scouts, or playing a team sport, as the transmission of culture. 	
<p>Performance Task(s)</p> <ul style="list-style-type: none"> • learn new vocabulary • apply the concept of culture to his/her own experiences • plan a project • write a reflective paper • learn a painting technique by observation • practice a painting technique • produce a piece of art • work cooperatively to plan, produce, and review a finished product 	<p>Vocabulary/Key Words</p> <p><u>Culture</u>: the way of life of a group of people, to include daily activities, family structures, customs, religions, clothing, celebrations, art, and music.</p> <p><u>Warli Tribe</u>: Warli is the name of the largest tribe found on the northern outskirts of Mumbai, in Western India. Despite being in such close proximity of the largest metropolis in India, Warli tribesmen shun all influences of modern urbanization.</p> <p><u>Narrative Painting</u>: a painting that tells a story, generally about some person, place or activity that the artist knows well.</p> <p><u>Technique</u>: the way in which an artist, musician, writer, or craftsman uses his/her tools and the steps of his/her creative process.</p>

Introduction for the Teacher

The Warlis or Varlis are a scheduled tribe (recognized in the Indian Constitution) residing in the administrative districts of Thane, Nasik and Dhule in the state of Maharashtra, Valsad district of Gujarat, and Union territories of Dadra and Nagar Haveli, and Daman and Diu. The Warli staunchly preserve their traditional customs and way of life, despite their close proximity to the metropolis of Mumbai on the Western coast of India. Warli drawings on the walls of their homes were first discovered in the 1970s. Since that time, the simple designs have been popularized and are now reproduced by the Warli and others on paper, canvas, and in weavings that are sold all over India.

The Warli use simple geometric shapes, the circle, triangle and square, as the main design elements in their work. Scenes depict aspects of daily life, a festival, or a family ceremony. They may be used to invoke the good will of the gods. Since the Warli have no written language, the drawings are used to preserve tribal records and share tribal stories. Their art reflects the fact that slowing the Warli are adapting to conveniences of modern life. In a painting you may now find a bicycle!

(For more information about Warli art, you may consult the government of India website:
<http://india.gov.in/knowindia/warlifolkpaintings.php>)

Procedure/Pedagogical Technique/Instructional Strategy: The 5 Es Instructional Model (<http://enhancinged.wgbh.org/research/eeeeee.html>)

Each of the “E”s below can be presented on separate days or may be combined as teacher judgment and available class time allow.

Engage

Teacher will present a PowerPoint slide show of various Warli peasant paintings (separate file). As each is projected, students will talk about what the people are doing, where the event is taking place, etc. Students may realize that the scenes represent daily life of the Warli tribesmen in India. The teacher will reinforce the conclusion that the painter chose events and scenes that he/she has observed, not imagined.

Explore

In small groups, students will brainstorm scenes from their daily lives that could be the subject of a painting. They will also examine examples of the paintings and notice the white on red/brown clay background and style of actual Warli paintings. Students will select a scene from their daily lives (school, homework, babysitting, shopping, playing outside, sports, music lessons, visiting relatives, a holiday celebration, etc.) to paint in the Warli style.

Explain

Students will plan a painting and prepare a preliminary sketch using washable markers, colored pencils, or white chalk on dark paper. A written summary of the event to be depicted will also be part of the planning process. In the written summary, students will explain the choice of subject and his/her visual concept of the event. Students will present their sketches and summaries to each other in small groups, and accept suggestions from peers that will enhance the final product. The teacher will then have a brief conference with each child about the planned painting and make suggestions as appropriate.

Extend

Given dark brown or black paper, brushes, and white paint, students will paint in the Warli style, using the basic shapes of triangle, circle, and square to develop outlines of people, landforms, homes, animals, and daily activities. Emphasis will be on telling a story and/or communicating not only the activity but also the feelings that accompany the particular event.

Evaluate

1. Students will plan, draft, and produce a painting in the Warli style using tempera or washable acrylic paint. Teacher will assess by observation of student use of basic shapes, and depiction of everyday events.
2. Following discussions and activities, students will write a reflective narration of a behavior, belief or skill that they have learned from a parent, grandparent or other adult. Assessment will emphasize content indicating that student understands that stories and skills are shared by older adults with children as part of his/her culture.

Discussion Points/Group Interaction

(See discussion points above included in the 5 Es.)

Closure/Extension

1. Student artwork will be displayed for school-wide viewing.
2. In an interview format, students will present what they have learned about the Warli painters for broadcast on the weekly closed-circuit TV school news show.
3. Students will write a thank you note to the individual identified in his/her personal reflection as having transmitted some aspect of our American culture to the student.
4. Students will select 3 paintings by their peers to send to Vaishali Prathak, art teacher in Pune, India, who paints in the Warli style.

Instructional Resources/Materials

1. PowerPoint presentation of Warli paintings depicting daily activities and special celebrations
2. Samples of Warli paintings acquired in India during July/August 2010.
3. Map of India (to show location of Maharashtra state, the metropolis of Mumbai, and the location of the Warli tribe on the northern outskirts of Mumbai)
4. White chalk, white tempera paint, paper, brushes
5. Reflective journals

Differentiated Instruction

KUD Differentiate Learning Model		
Know (facts, vocabulary, dates, rules, people, etc)	Understand (complete sentence, statement of truth or insight – want students to understand that....)	Do (basic skills, thinking skills, social skills, skills of the discipline, planning skills)
<p><u>Culture</u>: the way of life of a group of people, to include daily activities, family structures, customs, religions, clothing, celebrations, art, and music.</p> <p><u>Warli Tribe</u>: Native Indian tribe living on the outskirts of Mumbai in the state of Maharashtra on the west side of India.</p> <p><u>Narrative Painting</u>: a painting that tells a story, generally about some person, place or activity that the artist knows well.</p> <p><u>Technique</u>: the way in which an artist, musician, writer, or craftsman uses his/her tools and the steps of his/her creative process</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Culture is all around and part of everything we think, do, and say. 2. We learn about our family, community and country from our daily experiences and the examples that we see on television, read in books, and belonging to a religious group or club that teaches specific values. 3. From the Warli paintings we can learn about daily life (clothing, plants, animals, chores) in the Indian countryside and the traditional ways that Indian people celebrate holidays and festivals. 4. An artist (or musician) expresses ideas and feelings in his/her own unique way through a sketch, painting, sculpture, weaving, paper cutting, how a home is decorated, and even in cooking and baking! 5. Students will recognize experiences and skills that they have acquired from an older family member or through participation in a religious observance, membership in a group such as Boy or Girl Scouts, or playing a team sport, as the transmission of culture. 	<p>Students will</p> <ul style="list-style-type: none"> • learn new vocabulary • apply the concept of culture to his/her own experiences • plan a project • write a reflective paper • learn a painting technique by observation • practice a painting technique • produce a product • work cooperatively to plan, produce, and review a finished product