

Art – my voice to the world!



Art reflects the human experience and provides insight into its values, ideologies, and beliefs. Art has become a vital form of communication across time and space, from centuries-old masterpieces and indigenous artworks to contemporary designs.

From Australian aboriginal cave paintings and ancient Greek statues to Monet's Impressionism, art has always played an integral part in how we perceive culture now and how it will be remembered. It can spark debate, highlight societal issues, and affect people's thoughts and actions.

Art has also been used to express faith, emotions, personal histories, and special occasions. It can be found in religious ceremonies worldwide, used to tell stories in ways that words cannot reach while also connecting humans to something greater.

Art is a beautiful way to express feelings and thoughts. It allows people to delve into their emotions, transfer them to materials like paper or canvas, and then share their tales and sentiments with the rest of the world. Whether you're talking about a painting, sculpture, or any other artwork, each allows you to explore and express your inner self.

Lesson

Arts

Grade

6

Learning Objectives

- ✓ Recognize various cultural art forms and common features across the world;
- ✓ Explore opportunities to express human experience through art;
- ✓ Recognize how art can lead to a common understanding of shared values.

Duration

Two classes (90 minutes)

Required Materials

- ✓ Paper, sketchbooks, or canvas
- ✓ Paints, markers, and crayons
- ✓ Visual aids (images of different forms of art)
- ✓ Whiteboard, flip chart for group discussion/video projector/interactive board
- ✓ Music (optional, for creating a calming atmosphere)
- ✓ Post-it notes

Preparation and Implementation

Prepare Materials:

- ✓ Duplicate visual aids for each group
- ✓ Arrange an art corner with necessary supplies for the activity

Space Setup:

- ✓ Arrange tables and chairs for collaborative or individual work.
- ✓ Create a calming environment with soft music or natural sounds playing in the background.

PROCESS

1

INTRODUCTION (20 Minutes):

- Start with a warm-up activity (10 min):
 - ✓ Ask students to write down any form of art they know from different cultures (e.g., *henna*, *totem poles*, *origami*, *Aboriginal dot painting*, *African masks*) on post-it notes.
 - ✓ Place the notes on the board in clusters by region (Asia, Africa, Americas, Europe, etc.). Students will be able to visualize the diversity of global artistic expression.
- Facilitate a brief discussion (10 min):
 - ✓ What do you notice about the different cultural art forms listed?
 - ✓ Why do you think people from different cultures create art?
 - ✓ Do you see any similarities/differences in the art forms from different regions? Do people illustrate in the same way how they feel? Are art forms different depending on the message they send across? (such as fear, joy, loneliness, peace, restlessness, worry, etc)
 - ✓ How can art reflect shared human experiences like celebration, personal or community disasters or storytelling?
 - ✓ If you went through a difficult situation (at personal or community level), what form of art would you choose to express the feelings you experienced? Why?

** Depending on the particularities of the class, the teacher can choose to use all the questions and thus extend the duration, or select only a few and consequently reduce the time allocated.*

2

MAIN ACTIVITY (40 Minutes)

Step 1: “Art Detective” (Individual Work – 10 mins)

- ✓ Each student receives an image of a cultural artwork (e.g., Native American pottery, Japanese woodblock print, Egyptian wall painting).
 - ✓ Teacher will share a worksheet containing these prompts:
 - Where is this art from?
 - What materials or techniques do you think were used?
 - What message or emotion does it seem to convey?
 - What human experience might it represent?
 - ✓ Students will fill in the information on the worksheet and at the end, they will share their work with the rest of the class.
- * Teacher should choose images that represent different experiences – both positive ones (achieving success, overcoming a stressful situation, birth, weddings, etc) and negative ones (natural disasters, famine, war, diseases, etc)*

Step 2: “Compare and Connect” (Small Groups – 10 mins)

- ✓ In groups of 3-4, students share their individual artwork and complete a **Venn diagram** comparing features.
- ✓ Students will concentrate on:
 - Visual similarities/differences (colour, shape, symbols)
 - Cultural significance
 - What experiences or themes do they have in common?

Step 3: “Create a Cultural Story Tile” (Individual or Partner – 20 mins)

- ✓ Students design their own small piece of art that reflects a **shared human experience** (e.g., birth, coming of age, harvest, celebration, mourning) while taking inspiration from one cultural style they have looked at.

Extension: Assemble all tiles into a class mural to represent unity through diversity

3

DEBRIEF AND REFLECTION (20 Minutes)

- **Conduct a reflective discussion:**
 - ✓ What did you learn about different cultures through their art?
 - ✓ Were you surprised by any similarities?
 - ✓ How does art help us understand people from other places and times, as well as help us understand the joys or sorrows they went through?
 - ✓ Can art send the same message regardless of the time / epoque it was created in?
- **Summarize key points on the board:**
 - ✓ Even though we come from different places, art shows how much we have in common.

4

COOL-DOWN AND FINISHING THEIR WORK (10 Minutes)

- **“Art Gallery Walk”**
 - ✓ Display student-designed Cultural Story Tiles around the room.
 - ✓ Students walk quietly and observe others’ work.
 - ✓ Use sticky notes to leave one positive comment or question on a peer’s work

EVALUATION

- Observe students during the activity to assess:
 - ✓ Engagement with the process;
 - ✓ Creativity and expression in their artwork.
- Facilitate feedback:
 - ✓ Encourage students to share one positive observation about a peer's artwork.

RECOMMENDATIONS

1

Encourage students to express their opinions and their creativity.

2

Use digital tools if available:

- ✓ Students can create digital artwork or presentations to accompany their creations, if they choose so;

3

Extend the activity:

- ✓ Organize a collaborative exhibition or group project to symbolize unity and survival.

ANNEX

Alternatively, the teacher can **personalize** the lesson plan by choosing / adding cultural artworks from Europe, specifically from **Romania, Bulgaria, Turkey, and Greece** (instead of the *henna, totem poles, origami, Aboriginal dot painting or African masks* - mentioned at the beginning of the lesson plan). Please find below brief descriptions and some links to help students understand their context and meaning.

Romania – Traditional Painted Eggs

- **Art Form:** Egg painting, especially during Easter
- **Cultural Significance:** A folk tradition practiced during Orthodox Easter; intricate geometric and symbolic designs are painted using a wax-resist technique.
- **Themes:** Renewal, fertility, faith
- **Shared Human Experience:** Celebration of life, spring, and rebirth

<https://www.uncover-romania.com/attractions/history-culture/traditions/romania-painted-eggs/>

Bulgaria – Martenitsa

- **Art Form:** Red-and-white yarn bracelets or dolls
- **Cultural Significance:** Worn from March 1st until the wearer sees a stork or blossoming tree, symbolizing the arrival of spring; part of the Baba Marta Day tradition.
- **Themes:** Health, good luck, seasonal change
- **Shared Human Experience:** Hope for wellness and harmony with nature

<https://en.wikipedia.org/wiki/Martenitsa>

Turkey – Iznik Ceramics

- **Art Form:** Hand-painted pottery with floral and geometric motifs
- **Cultural Significance:** Developed during the Ottoman Empire; used in mosques, palaces, and homes
- **Themes:** Beauty, spirituality, craftsmanship
- **Shared Human Experience:** Desire to bring art and beauty into everyday life and sacred spaces

https://en.wikipedia.org/wiki/Iznik_pottery

Greece – Black-Figure Pottery

- **Art Form:** Painted ceramic vessels, especially amphorae
- **Cultural Significance:** Used in ancient times for storage and as decorative items; often depict mythological scenes or daily life
- **Themes:** Mythology, heroism, daily rituals
- **Shared Human Experience:** Storytelling, remembrance, and honouring tradition

https://en.wikipedia.org/wiki/Black-figure_pottery