UNIT OF STUDY: Roger Broer, printmaker/painter

TITLE OF LESSON PLAN: What Do You Think?

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

U.S. History:
• 3.US.2.2 Students are able to identify a community’s culture and history.

Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.
• Visual Arts Standard Three 3-4 – Students will describe how selected works of art have recorded and preserved history.

Speaking:
• 3.S.1.1 Students are able to present oral information in a clear and organized manner.
• 4.S.1.1 Students are able to use complete sentences to express ideas and convey information in a clear and organized manner.
• 5.S.1.1 Students are able to present oral information in an organized manner, supporting it with appropriate details and examples.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS

LEARNING OBJECTIVES:
• Students will learn about South Dakota artist Roger Broer.
• Students will evaluate the painting using VTS techniques.
• Students will examine the painting from different perspectives.
• Students will present to the class what symbol they believe is in this painting.

TIME REQUIRED:
• One class period of 30 minutes
MATERIALS/TECHNOLOGY NEEDED:
• Images of Roger Broer’s painting: “Fluffy Formal Perspective”

BACKGROUND INFORMATION:
Roger Broer is a South Dakota artist who is a member of the Oglala Lakota Nation. He has won many awards and is a nationally recognized Native American artist.

This is a fun activity to do with younger students, because it is all up to interpretation. As students gain a better understanding of Native American symbols, their interpretations might change.

This is a great way to teach students to respect other student’s opinions (a major component of VTS).

LESSON DESCRIPTION:
• Break students into small groups.
• Pass out a copy of the image of Roger Broer’s print “Fluffy Formal Perspective” to each group (make sure you provide citation information along with the picture).
• Using VTS observations have students figure out what this image is. The copies of this print are necessary so that students can turn the picture to look at it from different perspectives.
  • Have groups write down what they believe the image is and have them explain why they think this way.
  • Some students might see a bird, some might see a person, some might see a buffalo, etc.
  • Again with older students, they might be more familiar with Native American culture and may see something totally different.

ENRICHMENT:
Have students create a drawing made of chalk where they can distort the original image and have students try to figure out what is in the picture.

BIBLIOGRAPHY/RESOURCES:
• South Dakota Art Museum Collection
• Roger Broer
• “Fluffy Formal Perspective.” Image courtesy of Roger Broer.