



*Artwork by Kylee Beatus*

**Galena City School District**  
**Cultural Arts Curriculum**  
***K-8 Koyukon Studies and Visual Arts***  
**First Edition**

# Introduction and Acknowledgements

The Galena City School District (GCSD) recognizes that by studying fine arts, students develop critical thinking skills, initiative, discipline and perceptual abilities that extend to all areas of life. The GCSD believes that a comprehensive arts education program should be an integral part of the basic education offered to all students. The District also recognizes the unique cultures and traditions represented in our school population, and is committed to celebrating and supporting our community's culture and heritage. This K-8 Cultural Arts Curriculum strives to present fine arts education through the unique cultural lens of Koyukon Studies. Through this blend of art and cultural education we hope to instill in students an appreciation for beauty in art and culture, skills for lifelong artistic expression, and support as they develop their own cultural identities.

The Alaska State Board of Education also recognizes the importance of art and culture in a quality education. The Alaska Content and Performance Standards include guidance in both Art and Culture which form the basis of this curriculum. The Cultural Standards for Alaska Students were prepared by the Alaska Native Knowledge Network, which has published Guidelines for Nurturing Culturally Healthy Youth, a document which was also used in the development of this curriculum. Numerous school districts across the state have thoughtfully developed Visual Arts curricula with the help of Alaska Department of Education and Early Development (DEED) and the Alaska State Council for the Arts (ASCA). These curricula are based on the Art Standards for Alaska Students and have much in common, but are often tailored specifically to the cultural heritage of each school district. We have drawn heavily from the Copper River School District and Bering Strait School District visual arts curricula, but recognize that artists and educators from all across the state have contributed to the development of these resources.

Koyukon cultural components of the curriculum are drawn from the Cultural Standards for Alaska Students, input from community members, and the legacy of a long, successful Koyukon Studies program at GCSD. Additional ideas came from the Alaska Native Education K-6 curriculum overview developed by Fairbanks North Star Borough School District.

We wish to sincerely thank all of the community members, parents, teachers and administrators who have helped to develop this curriculum. We dedicate this work to our Elders who have inspired us with their lives and their wisdom, and our youth that they may carry all of this culture and beauty into the future.

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# Goals and Instructional Approach

Through the K-8 Cultural Arts education the GCSD seeks to:

- Introduce students to art and culture, with particular emphasis on the local community's cultural heritage and artistic traditions.
- Help students develop life skills in artistic expression and provide opportunities for creative endeavor.
- Encourage students become aware of their own cultural identity and heritage, as well as a sense of belonging to a larger community, as they develop their own identity.
- Preserve and pass elements of Koyukon culture on to future generations.
- Teach students to appreciate other cultures without diminishing the value of their own.

The GCSD K-8 Cultural Arts curriculum is arranged in three modes of learning across the grade levels:

**ENCOUNTER and EXPLORE:** Students are introduced to new concepts in art and culture and learn from accomplished artists and wisdom keepers from the past and present. Through these experiences students are instructed and inspired to then create their own art and participate in cultural activities (Produce and Perform). Grade level encounters and explorations take into consideration students' age and interest, social studies and science themes, and a historical, multicultural and gender balanced overview.

Goals for ENCOUNTERING and EXPLORING art and culture:

- Learn about Koyukon culture, traditions, values, language and art.
- Compare the arts of different cultures, in Alaska and throughout the world.
- Respect differences in personal and cultural perspectives.
- Make statements about the significance of arts and beauty in students' lives.
- Explore the role of seasons and environment in the development of art and culture, and how and why cultures change over time.
- Learn from the experiences of Elders in respectful ways.

Alaska State Content Standards addressed: *Arts B, C, & D; Culture A, B, D, & E*

**PRODUCE and PERFORM:** This is the most active, hands-on portion of the curriculum. Students become engaged in the creative process; they explore media, tools, and techniques and learn to cultivate individual creativity and problem-solving skills. Artistic and cultural skills are practiced, developed and internalized, equipping the students with new means of expression. Suggested art activities can be tailored to enhance cultural content and support instruction in other subject areas.

Goals for PRODUCING and PERFORMING art:

- Use new and traditional materials, tools, techniques and processes appropriately.
- Develop lifelong skills for artistic and cultural expression
- Collaborate with others to create works of art.
- Refine artistic skills and self-discipline through practice and revision.
- Develop a sense of connectedness to the community and its heritage.
- Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.
- Creatively explore and develop self-identity and skills to maintain a healthy lifestyle.

Alaska State Content Standards addressed: *Arts A; Culture A, B, C, & D*

**REFLECT and RESPOND:** Students benefit from taking time to respond to and reflect upon what they have learned. This is an important way for students to integrate what they are doing, what they are learning, and who they are becoming. Suggested activities and experiences contribute to the development of speaking and listening skills, social interactions and roles in community, healthy life choices, and lifelong appreciation of beauty.

Goals for REFLECTING ON and RESPONDING TO art and culture:

- Learn and apply criteria (elements, principles, etc.) used to describe and evaluate art.
- Examine historical and contemporary art from Alaska and the world, as well as students' own art.
- Describe elements of culture (values, beliefs, traditions, etc.) and how these affect themselves, the community, and the world.
- Identify elements of the natural environment and discuss how these are valued by and influence culture.
- Consider ways of transforming what they have learned into life skills.

Alaska State Content Standards addressed: *Arts B, C & D; Culture A, B, C, & E*

# Alaska Content Standards for ART

## ***A. A student should be able to create and perform in the arts.***

A student who meets the content standard should:

1. participate in dance, drama, music, visual arts, and creative writing;
2. refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
3. appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4. demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
5. collaborate with others to create and perform works of art;
6. integrate two or more forms to create a work of art;
7. investigate careers in arts production.

## ***B. A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.***

A student who meets the content standard should:

1. recognize Alaska Native Cultures and their arts;
2. recognize United States and world cultures and their arts;
3. recognize the role of tradition and ritual in the arts;
4. investigate the relationships among the arts and the individual, the society, and the environment;
5. recognize universal themes in the arts such as love, war, childhood, and community;
6. recognize specific works of art created by artists from diverse backgrounds;
7. explore similarities and differences in the arts of world cultures;
8. respect differences in personal and cultural perspectives;
9. investigate careers relating to arts history and culture.

## ***C. A student should be able to critique the student's art and the art of others.***

A student who meets the content standard should:

1. know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
2. examine historical and contemporary works of art, the works of peers, and the student's own works as follows: a.) identify the piece, b.) describe the use of basic elements, c.) analyze the use of basic principles, d.) interpret meaning and artist's intent, e.) express and defend an informed opinion;
3. accept and offer constructive criticism;
4. recognize and consider an individual's artistic expression;
5. exhibit appropriate audience skills;
6. investigate careers relating to arts criticism.

***D. A student should be able to recognize beauty and meaning through the arts in the student's life.***

A student who meets the content standard should:

1. make statements about the significance of the arts and beauty in the student's life;
2. discuss what makes an object or performance a work of art;
3. recognize that people tend to devalue what they do not understand;
4. listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
5. consider other cultures' beliefs about works of art;
6. recognize that people connect many aspects of life through the arts;
7. make artistic choices in everyday living;
8. investigate careers related to the search for beauty and meaning, which is aesthetics.

# Alaska Content Standards for CULTURE

## ***A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.***

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems.

## ***B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.***

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

## ***C. Culturally-knowledgeable students are able to actively participate in various cultural environments.***

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

***D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.***

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

***E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.***

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.

# **Grade-Level Cultural Arts Curriculum**

# Encounter and Explore: Kindergarten

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

<b>Elements of Art</b>	
General	<ul style="list-style-type: none"> <li>• Generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce students to <b>line</b> and <b>color</b>.</li> <li>• Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature.</li> <li>• Observe shapes in art and nature</li> </ul>
Color	<ul style="list-style-type: none"> <li>• Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple).</li> <li>• Observe the use of color in paintings, illustrations, or other art.</li> </ul>
Line	<ul style="list-style-type: none"> <li>• Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</li> <li>• Observe different kind of lines in examples of art.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>• After students have been introduced to elements of art and a range of artwork and artists, engage them in looking at pictures and talking about them.</li> <li>• Ask students about first impressions: What do they notice first? What does the picture make them think or feel?</li> <li>• Discuss lines, colors and details not obvious at first, why they think the artist chose to depict things in a certain way, etc.</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>• Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>• Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>• The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>• Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>• Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>• Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>• Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>• Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>• Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Kindergarten

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Practice drawing using a wide variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Colored pencils</li> </ul>
<ul style="list-style-type: none"> <li>Create and describe many different lines and shapes.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw from stories, imagination, nature, memory, and observation</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>Be introduced to a variety of paints.</li> </ul>	<ul style="list-style-type: none"> <li>Finger paint</li> <li>Tempera paint</li> <li>Variety of papers</li> <li>Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>Paint with large and small paintbrushes.</li> </ul>	
<ul style="list-style-type: none"> <li>Paint on a variety of surfaces – both on an easel and tabletop</li> </ul>	
<ul style="list-style-type: none"> <li>Explore mixing colors</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>Create images by printing found objects (vegetables, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Stamps</li> <li>Paint</li> <li>Stamp pad</li> <li>Crayons</li> </ul>
<ul style="list-style-type: none"> <li>Make a monoprint by making a print from a wet painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Make rubbings of different textures.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>Manipulate clay or modeling dough using rolling and pinching techniques; add textured patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Variety of paper</li> <li>Wood</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>
<ul style="list-style-type: none"> <li>Learn to bend, fold, swirl, and glue paper into 3-D forms.</li> </ul>	
<ul style="list-style-type: none"> <li>Use found objects to create a sculpture.</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials to create artwork.</i>	
<ul style="list-style-type: none"> <li>Make a cut or torn paper collage.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Varieties of paper</li> </ul>
<ul style="list-style-type: none"> <li>Make a collage that has different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Make a picture about themselves using different materials.</li> </ul>	

## Produce and Perform (continued): Kindergarten

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Practice stringing large beads onto pipe cleaners and/or lacing.</li> </ul>	<ul style="list-style-type: none"> <li>Large-holed beads of many colors and materials (plastic, glass, wood)</li> <li>Pipe cleaners, lacing</li> </ul>
<ul style="list-style-type: none"> <li>Explore colors and patterns when selecting beads.</li> </ul>	
<ul style="list-style-type: none"> <li>Make simple necklaces and bracelets.</li> </ul>	
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Develop sewing skills using lacing card or similar objects with holes through which large needles and yarn can be pulled.</li> </ul>	<ul style="list-style-type: none"> <li>Yarn</li> <li>Plastic needles with large eyes</li> <li>Lacing cards or other materials</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Touch, feel, identify different local animal furs and hides and discuss how they are alike and different. Learn about how these animals are harvested and how skins and hides are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Samples of local animal furs and hides</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make basic woven paper mats or other two- or three-dimensional shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Paper of contrasting colors</li> <li>Scissors</li> <li>Glue</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Demonstrate cultural values of respect, sharing and helpfulness in the classroom and in the presence of Elders.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>Explore different winter recreational and subsistence activities with hands-on experiences. Create a depiction of a winter camp with tools, animals and plants.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn about traditional Athabascan family roles including the role of Elders as teachers.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Learn to understand and say at least ten new Koyukon words such as weather terms, animal names, and classroom commands.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Listen to and retell traditional stories from Elders.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Learn at least one Koyukon children's' song.</li> </ul>	

# Reflect and Respond: Kindergarten

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Observe a variety of lines and name them.
Shape/Form	Recognize a circle, square, triangle, rectangle, or oval.
Color	Recognize primary colors (red, yellow, blue).
Value	Discern between light and dark in same colors.
Texture	Find actual or visual texture and invent descriptive words.
Space/Perspective	Be aware of near and far, and be able to discuss what looks closer in pictures or other art.

<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Begin to recognize patterns.
Rhythm/Movement	Look for repetition and the suggestion of motion/movement in art
Proportion/Scale	Compare size of objects in an artwork as an introduction to scale.
Unity	Discuss whether an artwork seems complete/finished.
Emphasis	Discuss where the center of interest is in a work of art.

<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Kindergarten

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: First Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

Elements of Art	
General	<ul style="list-style-type: none"> <li>Generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce students to <b>line</b> and <b>color</b>.</li> <li>Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature.</li> <li>Observe shapes in art and nature</li> </ul>
Color	<ul style="list-style-type: none"> <li>Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple).</li> <li>Observe the use of color in <u>paintings, illustrations, or other art</u>.</li> </ul>
Line	<ul style="list-style-type: none"> <li>Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</li> <li>Observe different kinds of lines in examples of art.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>Introduce students to <b>portraits, self-portraits, and still life</b>. After students have been introduced to elements of art and a range of artwork and artists, engage them in looking at pictures and talking about them.</li> <li>Ask students about first impressions: What do they notice first? What does the picture make them think or feel?</li> <li>Discuss lines, colors and details not obvious at first, why they think the artist chose to depict things in a certain way, etc.</li> </ul>
Exploring Culture	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: First Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Practice drawing using a wide variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Colored pencils</li> <li>Oil pastels</li> <li>Variety of papers (colors, textures, shapes)</li> </ul>
<ul style="list-style-type: none"> <li>Create and describe many different lines.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw from stories, imagination, nature, memory, and observation</li> </ul>	
<ul style="list-style-type: none"> <li>Draw on a variety of surfaces – different kinds, shapes, sizes</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>Use a variety of paints.</li> </ul>	<ul style="list-style-type: none"> <li>Finger paint</li> <li>Tempera paint</li> <li>Watercolor crayons</li> <li>Variety of papers and other surfaces</li> <li>Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>Paint with large and small paintbrushes.</li> </ul>	
<ul style="list-style-type: none"> <li>Paint on a variety of surfaces (fabric, cardboard, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Discover secondary colors by mixing primary colors.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>Create images by printing found objects (vegetables, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Stamps</li> <li>Paint</li> <li>Stamp pad</li> <li>Crayons</li> </ul>
<ul style="list-style-type: none"> <li>Make a monoprint by making a print from a wet painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Make rubbings of different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Make printed papers using sponges and paints, finger paints, etc. to be used for cut/torn paper collages at another time.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>Manipulate clay or modeling dough using rolling and pinching techniques; add textured patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Variety of paper</li> <li>Wood</li> <li>Wire and pipe cleaners</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>
<ul style="list-style-type: none"> <li>Model simple forms in clay.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn to bend, fold, swirl, and glue paper into 3-D forms.</li> </ul>	
<ul style="list-style-type: none"> <li>Use found objects to create a sculpture</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	
<ul style="list-style-type: none"> <li>Make a cut or torn paper collage.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Variety of paper</li> </ul>
<ul style="list-style-type: none"> <li>Make a collage that has different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Make a picture about self or family using different materials</li> </ul>	

## Produce and Perform (continued): First Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Use small beads, needles and thread to create simple necklaces and bracelets. Continue to explore color and pattern in bead selection.</li> </ul>	<ul style="list-style-type: none"> <li>Beads</li> <li>Needles</li> </ul>
<ul style="list-style-type: none"> <li>Learn single needle bead applique on felt using random colors. (Patterns may be pre-drawn on felt.)</li> </ul>	<ul style="list-style-type: none"> <li>Thread, elastic</li> <li>Felt</li> </ul>
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Sew small square or rectangular pillow(s) using a straight running stitch. Express personal choice in cloth color/pattern selection.</li> </ul>	<ul style="list-style-type: none"> <li>Needles</li> <li>Thread</li> <li>Cloth, stuffing</li> </ul>
<ul style="list-style-type: none"> <li>Learn basic knitting techniques and knit a small potholder or scarf</li> </ul>	<ul style="list-style-type: none"> <li>Yarn</li> <li>Knitting needles</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Touch, feel, identify different local animal furs and hides and discuss how they are used in traditional clothing. Learn about how these animals are harvested and how skins and hides are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Samples of local animal furs and hides and traditional articles of clothing made from them</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Learn about traditional uses of birch bark, and make a replica of a traditional birch bark container using paper.</li> </ul>	<ul style="list-style-type: none"> <li>Paper printed with birch bark pattern</li> </ul>
<ul style="list-style-type: none"> <li>Learn when and how birch bark is harvested.</li> </ul>	<ul style="list-style-type: none"> <li>Photos or examples of birch bark containers</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Explore different spring recreational and subsistence activities and movements with hands-on experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>Learn about traditional Athabascan family roles including child, parent, and Elder.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Learn to understand and say at least ten words or phrases related to introductions, weather, animals, numbers and/or family members.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Listen to and retell a traditional story related to spring.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Give a personal account of spring recreation or subsistence activity.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn and perform at least one traditional song.</li> </ul>	

# Reflect and Respond: First Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Identify lines in artwork of self and others.
Shape/Form	Find basic geometric shapes in art and name them.
Color	Recognize primary and secondary colors on a color wheel.
Value	Discern between light and dark in the same colors.
Texture	Find texture in art pieces.
Space/Perspective	Find overlapping objects and discuss what looks closer and why.

<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize patterns in the environment and in artwork.
Rhythm/Movement	Look for repetition and the suggestion of motion/movement in art.
Proportion/Scale	Compare size of forms and objects in an artwork as an introduction to scale.
Unity	Discuss whether an artwork seems complete/finished.
Emphasis	Discuss where the center of interest is in a work of art.

<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): First Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Second Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present. \*See Resource section for more information.

Elements of Art	
General	<ul style="list-style-type: none"> <li>• Generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce students to <b>line</b> and <b>color</b>.</li> <li>• Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature.</li> <li>• Observe shapes in art and nature</li> </ul>
Color	<ul style="list-style-type: none"> <li>• Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple).</li> <li>• Observe the use of color in <u>paintings</u>, illustrations, or other art.</li> </ul>
Line	<ul style="list-style-type: none"> <li>• Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</li> <li>• Recognize lines as horizontal, vertical or horizontal. Explore symmetry.</li> <li>• Observe different kinds of lines in examples of art and <b>architecture</b>.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>• Review <b>portraits</b> and <b>still life</b>, and introduce <b>landscapes</b>. Compare <b>lifelike</b> and <b>abstract art</b>. After students have been introduced to elements of art and a range of artwork and artists, engage them in looking at pictures and talking about them.</li> <li>• Ask students about first impressions: What do they notice first? What does the picture make them think or feel?</li> <li>• Discuss lines, shapes, colors, and textures; details not obvious at first, why they think the artist chose to depict things in a certain way, etc.</li> </ul>
Exploring Culture	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>• Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>• Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>• The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>• Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>• Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>• Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>• Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>• Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>• Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

# Produce and Perform: Second Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Practice drawing, with increasing details, using a wide variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Colored pencils</li> <li>Oil pastels</li> <li>Variety of papers (colors, textures, shapes)</li> </ul>
<ul style="list-style-type: none"> <li>Explore geometric and organic shapes in drawing.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw from stories, imagination, nature, memory, observation and cultural themes.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw on a variety of surfaces – different kinds, shapes, sizes.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	<ul style="list-style-type: none"> <li>Finger paint</li> <li>Tempera paint</li> <li>Watercolor crayons</li> <li>Watercolor paints</li> <li>Variety of papers and other surfaces</li> <li>Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>Continue to use a variety of paints and paintbrushes.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue experimenting with paint on a variety of surfaces, including watercolor and wet on dry surfaces.</li> </ul>	
<ul style="list-style-type: none"> <li>Create a prepared paper using paint, sponges, etc. to be used for collage</li> </ul>	
<ul style="list-style-type: none"> <li>Continue experimenting with mixing colors and recognize colors on a color wheel.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Paint</li> <li>Printing foam</li> </ul>
<ul style="list-style-type: none"> <li>Create images by printing found objects (vegetables, etc.).</li> </ul>	
<ul style="list-style-type: none"> <li>Make a monoprint by making a print from a wet painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Make rubbings of different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Make a simple stencil and print</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Variety of paper</li> <li>Wood</li> <li>Wire and pipe cleaners</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>
<ul style="list-style-type: none"> <li>Create sculpture from found objects and/or wire.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to model a variety of forms in clay.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue paper sculpture techniques.</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials to produce artwork.</i>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Variety of paper</li> </ul>
<ul style="list-style-type: none"> <li>Combine material to make collages.</li> </ul>	
<ul style="list-style-type: none"> <li>Make a collage that has different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore fiber arts (e.g. stitchery and weaving with found objects)</li> </ul>	

## Produce and Perform (continued): Second Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>• Create small beaded articles such as a pin, medallion or keychain using single needle applique on felt.</li> </ul>	<ul style="list-style-type: none"> <li>• Beads</li> <li>• Needles</li> <li>• Felt</li> <li>• Paper patterns</li> </ul>
<ul style="list-style-type: none"> <li>• Explore use of color in appliqued bead patterns.</li> </ul>	
<ul style="list-style-type: none"> <li>• Learn to transfer provided patterns to felt for beading.</li> </ul>	
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>• Sew a patchwork pillow or small blanket (teacher may need to machine finish project)</li> </ul>	<ul style="list-style-type: none"> <li>• Cloth</li> <li>• Sewing needles</li> <li>• Thread</li> <li>• Yarn</li> <li>• Knitting needles, crochet hooks</li> </ul>
<ul style="list-style-type: none"> <li>• Continue knitting and learn basic crochet to create small articles such as a pot holder, trivet, tea cozy or hat.</li> </ul>	
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>• Learn about traditional skinning and tanning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of local furs and hides, commercially and traditionally tanned</li> </ul>
<ul style="list-style-type: none"> <li>• Compare traditionally and commercially tanned furs and hides and learn about the appropriateness of each in making traditional clothing and beadwork.</li> </ul>	
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>• Make a small yarn-coil trivet or basket.</li> </ul>	<ul style="list-style-type: none"> <li>• Yarn</li> <li>• Coil core</li> <li>• Yarn needles</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>• Invite an Elder to the classroom to share stories and knowledge, and show them proper hospitality and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Local Elders and subsistence harvesters, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>• Learn about traditional summer activities, plant/animal/fish harvest and reinforce learning by preparing an art display or performance.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore tools used in summer subsistence activities and learn how to weave a portion of fishnet.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>• Learn how to perform a simple introduction of self in Koyukon.</li> </ul>	<ul style="list-style-type: none"> <li>• Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>• Learn to understand and say at least ten words or phrases including weather observations, counting animals, and body parts.</li> </ul>	
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>• Listen to and retell a traditional story related to summer.</li> </ul>	<ul style="list-style-type: none"> <li>• Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>• Give a personal account of summer recreation or subsistence activity.</li> </ul>	
<ul style="list-style-type: none"> <li>• Learn and perform at least one traditional song.</li> </ul>	

# Reflect and Respond: Second Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Describe lines found in the classroom and in art.
Shape/Form	Recognize difference between geometric and organic shapes.
Color	Recognize the relationship between primary and secondary colors.
Value	Find colors in a piece of art that show light and dark values.
Texture	Experience actual texture and compare images that imply texture (i.e. rubbings).
Space/Perspective	Recognize that objects appear closer when placed lower on page (placement); closer objects appear larger (relative size); begin to recognize concept of foreground and background.

<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Find patterns in art and invent descriptive words to name them.
Rhythm/Movement	Look for repetition of elements in art (lines, shapes, colors, etc.).
Proportion/Scale	Compare size of forms, objects, and people as an introduction to scale.
Unity	Discuss whether a work of art seems complete/finished.
Emphasis	Identify the focal point, or where your eye is drawn in a work of art.

<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Second Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Third Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

<b>Elements of Art</b>	
Light	<ul style="list-style-type: none"> <li>Build on what the students have learned in earlier grades to further introduce concepts of <b>light</b>, <b>space</b>, and <b>design</b>.</li> <li>Observe light and shadow in nature.</li> <li>Notice how artist use light and shadow in various artwork.</li> <li>Explore <b>color value</b> (the relative lightness or darkness of a color)</li> </ul>
Space	<ul style="list-style-type: none"> <li>Understand the following terms: <b>two-dimensional</b> (height, width) and <b>three-dimensional</b> (height, width, depth).</li> <li>Observe relationships between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.</li> <li>Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings.</li> </ul>
Design	<ul style="list-style-type: none"> <li>Explore the concept of <b>design</b> (how elements of art work together).</li> <li>Become familiar with how pattern, balance and symmetry may be used in art.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>Begin to compare Alaskan art to art from other cultures, particularly those being studied in other subjects (e.g. language arts, social studies, etc.).</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Third Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Continue drawing using a variety of tools and both geometric and organic shapes. Explore textures in drawings</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers, crayons</li> <li>Colored pencils</li> <li>Colored Chalk</li> <li>Oil pastels</li> <li>Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>Draw from still life, imagination, memory, nature observation, and cultural themes.</li> </ul>	
<ul style="list-style-type: none"> <li>Practice quick sketches and extended drawings</li> </ul>	
<ul style="list-style-type: none"> <li>Draw on a variety of surfaces – different kinds, shapes, sizes.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>Continue to use a variety of paints and paintbrushes.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue experimenting with wet and dry surfaces.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore color schemes using warm and cool colors to produce a painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore color value by adding black and white to a color.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolor paints, crayons and papers</li> <li>Tempera paint and cakes</li> <li>Variety of papers and other surfaces</li> <li>Variety of paintbrushes</li> </ul>
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>Make a more complex monoprint by making a print from a wet painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Create a composition by rubbing and overlapping with a variety of textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Use stencils to make a two-color stencil print</li> </ul>	
<ul style="list-style-type: none"> <li>Create a relief block print</li> </ul>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Crayons</li> <li>Stamps and stamp pad</li> <li>Paint</li> <li>Cutting mats and tools</li> </ul>
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>Continue to create wire sculptures adding new materials.</li> </ul>	
<ul style="list-style-type: none"> <li>Create relief and free standing sculptures using different materials.</li> </ul>	
<ul style="list-style-type: none"> <li>Use found objects to create a sculpture</li> </ul>	
<ul style="list-style-type: none"> <li>Continue paper sculpture techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Variety of paper</li> <li>Wood</li> <li>Wire and pipe cleaners</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	
<ul style="list-style-type: none"> <li>Combine materials to make collages.</li> </ul>	
<ul style="list-style-type: none"> <li>Make a collage that has different textures.</li> </ul>	
<ul style="list-style-type: none"> <li>Weave with paper or simple cardboard loom and yarn</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Variety of papers</li> </ul>

## Produce and Perform (continued): Third Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Use single needle applique technique on felt or moose hide to create a small beaded object (medallion, pin, keychain).</li> </ul>	<ul style="list-style-type: none"> <li>Beads</li> <li>Thread</li> </ul>
<ul style="list-style-type: none"> <li>Begin a personal collection of beadwork designs.</li> </ul>	<ul style="list-style-type: none"> <li>Needles</li> </ul>
<ul style="list-style-type: none"> <li>Create own beadwork pattern on paper, and transfer pattern onto material for beading.</li> </ul>	<ul style="list-style-type: none"> <li>Felt or pre-cut moose hide</li> <li>Patterns</li> </ul>
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Learn to create and use a pattern to cut out material and sew a small object such as stuffed shape or animal.</li> </ul>	<ul style="list-style-type: none"> <li>Cloth, stuffing</li> <li>Sewing needles</li> <li>Thread</li> </ul>
<ul style="list-style-type: none"> <li>Knit or crochet a small article such as a hat or scarf. Explore use of colors and try making own designs rather than using patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Yarn</li> <li>Crochet/knitting needles</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Learn basic skin sewing techniques using rabbit fur, including the importance of even whip stitches (spacing and tension), evenly pieced fur, and appropriate knots.</li> </ul>	<ul style="list-style-type: none"> <li>Rabbit fur</li> <li>Thread</li> <li>Needles</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make a large basket or tray using yarn coil techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Yarn</li> <li>Yarn needles</li> </ul>
<ul style="list-style-type: none"> <li>Explore natural materials used in basket making.</li> </ul>	<ul style="list-style-type: none"> <li>Coil core</li> <li>Natural materials</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Learn about types of Athabaskan potlatches, village and seasonal variations, and differences between past and present potlatches.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>Prepare food for a classroom potlatch.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn about fall subsistence and express learning in art or performance.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn about cultural rites of passage for young people.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Learn a more complex introduction of self, including home village and parent's and grandparent's names.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>Learn to understand and say at least ten words or phrases related to food, potlatch, and family.</li> </ul>	
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Learn about the traditions and role of songs in potlatches; learn and perform at least one potlatch song.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and retell a traditional story related to fall.</li> </ul>	

# Reflect and Respond: Third Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Find the line at the edges of shapes
Shape/Form	Distinguish between shape (2-dimensional) and form (3-dimensional).
Color	Recognize and distinguish between warm and cool colors.
Value	Recognize that a piece of art may use many values (light/dark) of one color.
Texture	Use texture words when discussing art (i.e., rough).
Space/Perspective	Discuss foreground and background in artwork as part of "perspective".

<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Begin to recognize that repetition of elements in patterns creates the visual allusion of rhythm.
Rhythm/Movement	Look for repetition that suggests movement.
Proportion/Scale	Look at an object and compare the relationship of one part to another and to the whole.
Unity	Discuss whether a work of art seems complete and unified (all the parts seem to fit)
Emphasis	Identify the focal point, or where your eye is drawn in a work of art.

<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Third Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Fourth Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present. \*See Resource section for more information.

<b>Elements of Art</b>	
Color	<ul style="list-style-type: none"> <li>Introduce the terms <b>brightness, dullness, and intensity</b> for describing color.</li> </ul>
Light	<ul style="list-style-type: none"> <li>Continue to study concepts of light, space, and design. Introduce the idea of <b>positive</b> and <b>negative</b> space.</li> <li>Observe light and shadow in nature.</li> <li>Notice how artist use light, shadow and color value in various artwork.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Understand the following terms: <b>two-dimensional</b> (height, width) and <b>three-dimensional</b> (height, width, depth).</li> <li>Observe how artists make objects look three-dimensional using <b>shading</b> according to light sources.</li> <li>Continue observing the foreground, middle ground, and background in paintings.</li> </ul>
Design	<ul style="list-style-type: none"> <li>Observe how elements of art work together to create design.</li> <li>Become familiar with how pattern, balance and symmetry are used in art.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>Look at a variety of paintings, including landscapes, and discuss the “mood” that the artist creates through their work. Discuss what elements evoke feelings in the viewer.</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> <li>Begin comparing local traditions with those of other cultures, particularly those being studied in other subject areas.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

# Produce and Perform: Fourth Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Continue making quick sketches and extended drawings from observation, nature, imagination, memory, still life, and cultural themes.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers, crayons</li> <li>Colored pencils</li> <li>Colored Chalk</li> <li>Oil pastels</li> <li>Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>Practice contour line drawings.</li> </ul>	
<ul style="list-style-type: none"> <li>Use positive and negative space in drawing.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw on a variety of surfaces – different kinds, shapes, sizes.</li> <li>Create drawings which include different textures.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>Use several watercolor techniques, such as resist, dry-on-dry, wet-on-wet, and wash.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolor paints, crayons and papers</li> <li>Tempera paint and cakes</li> <li>Variety of papers and other surfaces</li> <li>Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>Continue creating values by mixing black and white into colors and apply multiple values of a color to a painting.</li> </ul>	
<ul style="list-style-type: none"> <li>Mix complimentary colors and observe how they affect each other (brightness, dullness, intensity) when placed near each other.</li> </ul>	
<ul style="list-style-type: none"> <li>Create a painting expressing mood.</li> </ul>	
<ul style="list-style-type: none"> <li>Paint a landscape.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>Make relief block prints using Styrofoam or cutting mats and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Ink and paint</li> <li>Cutting mats and tools</li> <li>Brayers and rollers</li> <li>Glue, string, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Begin to experiment with “collagraph” (printing from collages made of glue lines, string, found objects, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Use stencils to make a two-color stencil print.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>Create 3D sculptures with a variety of materials and surface patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Paper and wood</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>
<ul style="list-style-type: none"> <li>Create a subtractive sculpture by starting with a block of soap or clay and carving a form out of it.</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	
<ul style="list-style-type: none"> <li>Create mixed media drawings, paintings, and collages.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>Create a landscape using mixed media.</li> </ul>	
<ul style="list-style-type: none"> <li>Make masks using a variety of materials (consider Alaskan and world cultures).</li> </ul>	

## Produce and Perform (continued): Fourth Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Learn two needle beadwork applique technique on felt to create small items such as pins, barrettes, keychains. Add to pattern collection.</li> </ul>	<ul style="list-style-type: none"> <li>Felt</li> <li>Needles</li> <li>Beads</li> </ul>
<ul style="list-style-type: none"> <li>Learn edging techniques to complete projects.</li> </ul>	
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Sew a shoulder bag using basic sewing, patchwork, applique, cross stitch techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Cloth</li> <li>Needles</li> <li>Thread</li> <li>Embroidery floss</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Practice good skin sewing techniques such as even whip stitches, evenly pieced fur, and appropriate knots.</li> </ul>	<ul style="list-style-type: none"> <li>Rabbit fur</li> <li>Needles</li> <li>Thread</li> </ul>
<ul style="list-style-type: none"> <li>Sew a patchwork pillow of alternating colors of rabbit fur.</li> </ul>	
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make a coil basket using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Raffia in two or more colors</li> <li>Large needles</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Learn about other Athabascan cultures and other native groups in Alaska, and express learning through art displays or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>Learn how to thank members of another community when you visit.</li> </ul>	
<ul style="list-style-type: none"> <li>Make food for a classroom potlatch and invite at least one Elder.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Begin learning sentence structure, and converse with other classmates in simple Koyukon sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>Learn at least 10 new words or phrases.</li> </ul>	
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Learn about seasonality of traditional storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Listen to and retell a traditional story that includes native language words.</li> </ul>	
<ul style="list-style-type: none"> <li>Perform a traditional song as a class to another class or group.</li> </ul>	

# Reflect and Respond: Fourth Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Recognize contour lines in drawings.
Shape/Form	Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.
Color	Recognize intensity changes through use of complimentary colors.
Value	Recognize that artwork uses many values (light/dark) of color.
Texture	Compare/contrast different textures of artwork.
Space	Identify positive and negative space.
Perspective	Use perspective terms including placement, overlapping, size/scale, foreground/background, and detail when discussing art.
<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize how using color, line, shape, and form can create patterns.
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.
Proportion/Scale	Begin to learn body proportions.
Balance	Recognize symmetry and asymmetry in art; consider whether a work of art seems balanced.
Unity	Discuss whether a work of art seems complete and unified (all parts seem to fit).
Emphasis	Identify the focal point, or where your eye is drawn in a work of art.
<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Fourth Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Fifth Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

<b>Elements of Art</b>	
Color	<ul style="list-style-type: none"> <li>Build on the concept of color value to introduce <b>monochromatic</b> color schemes.</li> </ul>
Line	<ul style="list-style-type: none"> <li>Identify and compare contour lines and sketching in artwork.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Observe how placement, overlapping, size and scale of multiple forms in a piece of artwork create perspective.</li> <li>Observe foreground, middle ground, background, and detail in artwork.</li> </ul>
Design	<ul style="list-style-type: none"> <li>Observe how elements of art work together to create design.</li> <li>Become familiar with how pattern, balance and symmetry are used in art.</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> <li>Begin comparing local traditions with those of other cultures, particularly those being studied in other subject areas.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Fifth Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Continue making quick sketches and extended drawings from observation, nature, imagination, memory, still life, and cultural themes.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers, crayons</li> <li>Colored pencils</li> <li>Colored Chalk</li> <li>Oil pastels</li> <li>Charcoal and blending stumps</li> <li>Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>Continue to explore and practice contour line.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore value in drawings using different shading techniques.</li> </ul>	
<ul style="list-style-type: none"> <li>Use examples of positive and negative space in drawings.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw from still life.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore portrait and human body proportions.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	<ul style="list-style-type: none"> <li>Watercolor paints, crayons and papers</li> <li>Tempera paint and cakes</li> <li>Variety of papers and other surfaces</li> <li>Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>Practice and name a variety of brushstrokes such as stipple, hard edge, and soft edge while using tempera.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue mixing values (adding white and black to colors) and complimentary colors and use results in a piece of artwork.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to use and name color schemes (e.g. warm, cool, monochromatic).</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to use different watercolor techniques.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Ink and paint</li> <li>Cutting mats and tools</li> <li>Brayers and rollers</li> <li>Glue, string, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints.</li> </ul>	
<ul style="list-style-type: none"> <li>Create an edition of three prints; sign and number properly.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	<ul style="list-style-type: none"> <li>Clay and clay tools</li> <li>Modeling dough</li> <li>Paper and wood</li> <li>Wire pipe cleaners</li> </ul>
<ul style="list-style-type: none"> <li>Create a 3D work of chosen material and embellish it with surface patterns.</li> </ul>	
<ul style="list-style-type: none"> <li>Create a sculpture based on Alaska Native art.</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials</li> <li>Beads and feathers</li> <li>Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>Combine a variety of materials to create mixed-media drawings, paintings and collages.</li> </ul>	
<ul style="list-style-type: none"> <li>Use mixed media to create a piece of art related to cultural themes or topics being studied in other subject areas.</li> </ul>	

## Produce and Perform (continued): Fifth Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Use two needle applique technique to make a beadwork project such as a barrette or headband on moose hide. Finish the project with edging.</li> </ul>	<ul style="list-style-type: none"> <li>Beads</li> <li>Needles</li> <li>Thread</li> <li>Patterns</li> </ul>
<ul style="list-style-type: none"> <li>Make a pair of beaded earrings.</li> </ul>	
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Make a traditional personal sewing kit.</li> </ul>	<ul style="list-style-type: none"> <li>Cloth</li> <li>Sewing needles</li> <li>Thread</li> <li>Yarn</li> <li>Knitting/crochet needles</li> </ul>
<ul style="list-style-type: none"> <li>Knit and/or crochet an intermediate project such as socks, mittens, hat. Learn to use multiple stitches (knit, purl, etc.).</li> </ul>	
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Use rabbit fur in a traditional art project, such as adding to pin edges, or pillow. Learn how to cut fur and conserve material.</li> </ul>	<ul style="list-style-type: none"> <li>Rabbit fur</li> <li>Needles, thread</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make a small birch bark basket.</li> </ul>	<ul style="list-style-type: none"> <li>Birch bark</li> <li>Awl</li> <li>Roots</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Learn about traditional organization and leadership, modern tribal leaders, government, and decision making that affects subsistence lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, Koyukon culture resources</li> </ul>
<ul style="list-style-type: none"> <li>Practice positive interactions with classmates and how to give compliments. Explore the process and importance of unlearning stereotypes.</li> </ul>	
<ul style="list-style-type: none"> <li>Make something or provide help for a local Elder.</li> </ul>	
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Continue to learn sentence structure and develop conversational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>Learn at least ten new words or phrases including those related to subsistence activities.</li> </ul>	
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Listen to and retell a traditional story that includes native language words.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Learn about traditional value of public speaking and its importance in leadership and cultural events.</li> </ul>	
<ul style="list-style-type: none"> <li>Perform a traditional song as a class to another class or group.</li> </ul>	

# Reflect and Respond: Fifth Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Distinguish between contour lines and sketching.
Shape/Form	Differentiate between a variety of shapes and forms in art.
Color	Begin to recognize monochromatic color schemes, including value differences.
Value	Recognize that artwork uses many values (light/dark) of color.
Texture	Differentiate between pieces of art that use actual and visual (implied) texture.
Space	Identify positive and negative space.
Perspective	Use perspective terms including placement, overlapping, size/scale, foreground/background, and detail when discussing art.
<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize pattern in increasingly complex works of art.
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.
Proportion/Scale	Continue to learn body proportions. Study proportion and scale within indigenous arts.
Balance	Identify examples of visual balance in art.
Unity	Discuss whether a work of art seems complete and unified (all parts seem to fit).
Emphasis	Find and identify examples of focal point in a work of art.
<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Fifth Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Sixth Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

Elements of Art	
Color	<ul style="list-style-type: none"> <li>Recognize <b>analogous</b> and other color schemes in relationship to basic <b>color theory</b>.</li> <li>Distinguish between <b>opaque, translucent</b> and <b>transparent</b> and consider how they relate to lightness/darkness or value.</li> </ul>
Line	<ul style="list-style-type: none"> <li>Recognize contour line, outline, and sketching</li> <li>Identify lines used in creative and inventive ways.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Investigate how perspective is implied in an artwork using the concepts of overlapping, scale, placement, foreground/background, degree of detail, and <b>color intensity</b>.</li> <li>Recognize that converging lines show depth.</li> </ul>
Exploring Culture	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> <li>Begin comparing local traditions with those of other cultures, particularly those being studied in other subject areas.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Sixth Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>• Draw using a wide variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers, crayons</li> <li>• Colored pencils</li> <li>• Colored Chalk</li> <li>• Oil pastels</li> <li>• Charcoal and blending stumps</li> <li>• Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>• Use line in creative and intensive ways; draw using sketch, outline, and contour.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use placement, overlapping, size, scale, and detail when drawing to show perspective; learn how color intensity fades with distance and use this in drawing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use forms and light sources to study shading.</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to draw from stories, nature, memory, imagination, observation, still-life, and cultural themes. Use music, movement and mood for inspiration.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore actual textures and create implied texture in drawing.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>• Use a variety of painting medium (e.g., tempera, watercolor, and painting crayons) in one artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolor paints, crayons and papers</li> <li>• Tempera paint and cakes</li> <li>• Variety of papers and other surfaces</li> <li>• Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>• Use a variety of painting techniques to create different effects (e.g., stipple, hard- and soft-edged, spatter, fluid).</li> </ul>	
<ul style="list-style-type: none"> <li>• Learn and use analogous as well as warm, cool, neutral, and complimentary color schemes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore the use of opaque, translucent and transparent colors/paints.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create a painting that shows mood.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>• Use and combine different printing techniques such as stamping, rubbing, stenciling, relief blocks, and monoprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Ink and paint</li> <li>• Cutting mats and tools</li> <li>• Brayers and rollers</li> <li>• Glue, string, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Construct a relief print using two of the following: cardboard, glue lines, found objects, string.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create an edition of three prints; sign and number properly.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>• Create a 3D work of chosen material and embellish it with surface patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Clay and clay tools</li> <li>• Modeling dough</li> <li>• Paper and wood</li> <li>• Wire pipe cleaners</li> </ul>
<ul style="list-style-type: none"> <li>• Combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling, carving).</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	
<ul style="list-style-type: none"> <li>• Combine a variety of materials to create mixed-media drawings, paintings and collages. Create a piece that “makes a statement.”</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric, felt, yarn, paper</li> <li>• Craft materials</li> <li>• Beads and feathers</li> </ul>
<ul style="list-style-type: none"> <li>• Use mixed media to create a piece of art related to cultural themes or topics being studied in other subject areas.</li> </ul>	

## Produce and Perform (continued): Sixth Grade

<p><b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i></p>	<p><b>Materials</b></p>
<ul style="list-style-type: none"> <li>Use two-needle applique techniques to make one large or several small beaded items such as barrette, jar-top, headband, glove tops. Continue to add to pattern collection and create own patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Needles, thread</li> <li>Beads</li> <li>Bead looms</li> <li>Earring hooks</li> </ul>
<ul style="list-style-type: none"> <li>Make a bracelet or necklace on a bead loom using traditional patterns.</li> </ul>	
<ul style="list-style-type: none"> <li>Make earrings or zipper pull using peyote stitch.</li> </ul>	
<p><b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i></p>	
<ul style="list-style-type: none"> <li>Make a small or medium sized hand sewn item using an existing pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Cloth</li> <li>Needles, thread</li> <li>Patterns</li> <li>Yarn</li> <li>Knitting needles</li> <li>crochet hooks</li> </ul>
<ul style="list-style-type: none"> <li>Make a small hand sewn item using a self-made pattern.</li> </ul>	
<ul style="list-style-type: none"> <li>Knit or crochet an item to be given away; conduct a class charity project.</li> </ul>	
<p><b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i></p>	
<ul style="list-style-type: none"> <li>Make a moose-hide wallet or other small item. Decorate with beads or fur.</li> </ul>	<ul style="list-style-type: none"> <li>Moose hide</li> <li>Fur</li> <li>Beads</li> <li>Needles, thread</li> </ul>
<p><b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i></p>	
<ul style="list-style-type: none"> <li>Create a container or model canoe using birch bark.</li> </ul>	<ul style="list-style-type: none"> <li>Birch bark</li> <li>Awl</li> <li>Roots</li> <li>Small wood pieces</li> </ul>
<p><b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i></p>	
<ul style="list-style-type: none"> <li>Learn about circumpolar cultures and historic interactions of Koyukon Athabascans with other cultures, including trade networks, wars, and European contact, and express learning through art or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Regional history, culture, and government resources</li> <li>tools/equipment used for outdoor survival</li> </ul>
<ul style="list-style-type: none"> <li>Investigate natural resource management and seasonal subsistence activities, including making/using tools and equipment necessary for subsistence activities and outdoor survival.</li> </ul>	
<p><b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i></p>	
<ul style="list-style-type: none"> <li>Learn at least ten new words or phrases. Focus on loan-words adapted from Russian and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<p><b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i></p>	
<ul style="list-style-type: none"> <li>Listen to and tell traditional and personal stories related to seasonal cycles and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Learn about protocols regarding use of songs from different villages.</li> </ul>	

# Reflect and Respond: Sixth Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Distinguish between contour lines and sketching.
Shape/Form	Differentiate between a variety of shapes and forms in art.
Color	Identify primary, secondary, warm, cool, neutral, analogous and monochromatic color schemes.
Value	Recognize sequential value changes in a single color.
Texture	Differentiate between actual and visual (implied) texture.
Space	Identify positive and negative space.
Perspective	Recognize how placement, overlapping, size/scale, foreground/background, degree of detail, and color intensity create perspective.
<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize symmetry and pattern in increasingly complex works of art.
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.
Proportion/Scale	Continue to learn body proportions.
Balance	Identify examples of visual balance and contrast in art.
Unity	Discuss whether a work of art seems complete and unified (all parts seem to fit).
Emphasis	Find and identify examples of focal point in a work of art; look for visual accents, stress.
<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Sixth Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Seventh Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

<b>Elements of Art</b>	
General	<ul style="list-style-type: none"> <li>Investigate the relationships between art and the individual, society and the environment.</li> <li>Compare art from multiple cultures.</li> <li>Recognize the role of tradition, ritual, and environment in art.</li> </ul>
Color	<ul style="list-style-type: none"> <li>Identify primary, secondary, warm, cool, neutral, analogous, and monochromatic color schemes.</li> <li>Distinguish between opaque, translucent and transparent and consider how they relate to lightness/darkness or value.</li> </ul>
Line	<ul style="list-style-type: none"> <li>Recognize contour line, outline, and sketching.</li> <li>Identify lines used in creative and inventive ways.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Investigate how perspective is implied in an artwork using the concepts of overlapping, scale, placement, foreground/background, degree of detail, and color intensity.</li> <li>Recognize that converging lines show depth.</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> <li>Begin comparing local traditions with those of other cultures, particularly those being studied in other subject areas.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Seventh Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>• Draw using a wide variety of tools. Include texture and shading.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers, crayons</li> <li>• Colored pencils</li> <li>• Colored Chalk</li> <li>• Oil pastels</li> <li>• Charcoal and blending stumps</li> <li>• Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>• Use line in creative and intensive ways; draw using sketch, outline, and contour.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use placement, overlapping, size, scale, and detail when drawing to show perspective; learn how color intensity fades with distance and use this in drawing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to draw from stories, nature, memory, imagination, observation, still-life, and cultural themes. Use music, movement and mood for inspiration.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work on unconventional formats, experiment with breaking edges.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	<ul style="list-style-type: none"> <li>• Watercolor paints, crayons and papers</li> <li>• Tempera paint and cakes</li> <li>• Variety of papers and other surfaces</li> <li>• Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>• Use a variety of painting medium (e.g., tempera, watercolor, and painting crayons) in one artwork.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a variety of painting techniques to create different effects (e.g., stipple, hard- and soft-edged, spatter, fluid).</li> </ul>	
<ul style="list-style-type: none"> <li>• Experiment with using analogous, monochrome, warm, cool, neutral, and complimentary color schemes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore the use of opaque, translucent and transparent colors/paints.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create paintings that show mood. Determine mood and colors beforehand.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple</i>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Ink and paint</li> <li>• Cutting mats and tools</li> <li>• Brayers and rollers</li> <li>• Glue, string, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Use and combine different printing techniques.</li> </ul>	
<ul style="list-style-type: none"> <li>• Construct a relief print using cardboard, glue lines, found objects, string, etc.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create an edition of multiple prints; sign and number properly.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	<ul style="list-style-type: none"> <li>• Clay and clay tools</li> <li>• Modeling dough</li> <li>• Paper and wood</li> <li>• Wire pipe cleaners</li> </ul>
<ul style="list-style-type: none"> <li>• Create a free standing sculpture using at least 3 different materials and various joining techniques.</li> </ul>	
<ul style="list-style-type: none"> <li>• Combine multiple construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling, carving).</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric, felt, yarn, paper</li> <li>• Craft materials</li> <li>• Beads and feathers</li> </ul>
<ul style="list-style-type: none"> <li>• Combine a variety of materials to create mixed-media drawings, paintings and collages. Create a piece that “makes a statement.”</li> </ul>	
<ul style="list-style-type: none"> <li>• Use mixed media to create a piece of art related to cultural themes or topics being studied in other subject areas.</li> </ul>	

## Produce and Perform (continued): Seventh Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Produce and advanced beadwork project such as slipper tops, glove tops, purse. Continue to create and add to pattern collection.</li> </ul>	<ul style="list-style-type: none"> <li>Beads</li> <li>Needles, thread</li> </ul>
<ul style="list-style-type: none"> <li>Make a beaded suncatcher.</li> </ul>	<ul style="list-style-type: none"> <li>hoops</li> </ul>
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Learn to use a sewing machine and make a small project such as a pillow or pillow case.</li> </ul>	<ul style="list-style-type: none"> <li>Sewing machine</li> <li>Cloth</li> </ul>
<ul style="list-style-type: none"> <li>Invite an Elder to teach sock knitting or crocheting pillow covers and afghans, and complete a project based on what is learned.</li> </ul>	<ul style="list-style-type: none"> <li>Thread</li> <li>Yarn</li> </ul>
<ul style="list-style-type: none"> <li>Sew an item used for outdoor use, such as a dog-harness, pack or bag.</li> </ul>	<ul style="list-style-type: none"> <li>Knitting needles, crochet hooks</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Create a pair of beaded gloves using pre-made gloves, fur and beaded glove tops.</li> </ul>	<ul style="list-style-type: none"> <li>Gloves</li> <li>Rabbit or beaver fur</li> <li>Moose hide or felt</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make a basket or other traditional item using birch bark or other natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Birch bark</li> <li>Roots</li> <li>Grass, etc.</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Use wood to create models of a traditional item such as a log cabin, fishwheel or dogsled.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-made and found wood pieces</li> <li>Glue</li> </ul>
<ul style="list-style-type: none"> <li>Investigate traditional trapping methods and learn about how trapping regulations are made. Make/use tools and equipment necessary for subsistence activities and outdoor survival.</li> </ul>	<ul style="list-style-type: none"> <li>tools/equipment used for subsistence and outdoor survival</li> </ul>
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Learn at least 10 new words or phrases related to trapping and winter.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>Invite an Elder to come and share words or stories in Koyukon.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders</li> </ul>
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Learn at least two new Koyukon stories (legends or Elder accounts) and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Tell traditional stories and teach songs to students in a younger grade.</li> </ul>	

# Reflect and Respond: Seventh Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Distinguish between contour lines, outlines and sketching.
Shape/Form	Differentiate between a variety of shapes and forms in art.
Color	Identify primary, secondary, warm, cool, neutral, analogous and monochromatic color schemes.
Value	Recognize sequential value changes in a single color.
Texture	Differentiate between actual and visual (implied) texture.
Space	Identify positive and negative space.
Perspective	Recognize how placement, overlapping, size/scale, foreground/background, degree of detail, and color intensity create perspective.
<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize symmetry and pattern in increasingly complex works of art.
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.
Proportion/Scale	Continue to learn body proportions.
Balance	Identify examples of visual balance and contrast in art.
Unity	Discuss whether a work of art seems complete and unified (all parts seem to fit).
Emphasis	Find and identify examples of focal point in a work of art.
<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Seventh Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

# Encounter and Explore: Eighth Grade

Learn about concepts in art and culture, and learn from accomplished artists and wisdom keepers past and present.

<b>Elements of Art</b>	
General	<ul style="list-style-type: none"> <li>Investigate the relationships between art and the individual, society and the environment.</li> <li>Compare art from multiple cultures.</li> <li>Recognize the role of tradition, ritual, and environment in art.</li> </ul>
Color	<ul style="list-style-type: none"> <li>Identify primary, secondary, warm, cool, neutral, analogous, and monochromatic color schemes.</li> <li>Distinguish between opaque, translucent and transparent and consider how they relate to lightness/darkness or value.</li> </ul>
Line	<ul style="list-style-type: none"> <li>Recognize contour line, outline, and sketching.</li> <li>Identify lines used in creative and inventive ways.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Investigate how perspective is implied in an artwork using the concepts of overlapping, scale, placement, foreground/background, degree of detail, and color intensity.</li> <li>Recognize that converging lines show depth.</li> </ul>
<b>Exploring Culture</b>	
Cultural Values and Traditions	<ul style="list-style-type: none"> <li>Make students familiar with Athabascan values, how they have shaped local culture and how they apply to their own lives. *</li> <li>Provide opportunities for students to learn cultural traditions through hands-on demonstrations of cultural knowledge, practices, and skills.</li> <li>Begin comparing local traditions with those of other cultures, particularly those being studied in other subject areas.</li> </ul>
Seasons and Subsistence	<ul style="list-style-type: none"> <li>The cycle of the seasons and related activities are central to Koyukon Athabascan culture. Throughout the school year, activities can be oriented around the seasons to make students familiar with the annual cycle of traditional activities.</li> <li>Students become familiar with the need for, and activities related to subsistence harvest, and how these have changed over time. Activities incorporate native science and outdoor exploration.</li> </ul>
Learning from Elders	<ul style="list-style-type: none"> <li>Elders, as the tradition-bearers, can help nurture culturally healthy youth by sharing their wisdom</li> <li>Students acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.</li> <li>Students learn from Elders of the past through books and sound recordings.*</li> </ul>
Alaskan Artists	<ul style="list-style-type: none"> <li>Alaska has been home to many artists, native and non-native, past and present. Provide examples of Alaskan artwork that pertains to the subjects being studied and explored.*</li> </ul>
Alaskan Literature	<ul style="list-style-type: none"> <li>Students learn about local culture, traditional stories and history through age-appropriate books.*</li> </ul>

*\*See Resource section for more information.*

# Produce and Perform: Eighth Grade

*Students imagine, plan, and create works of art including those that reflect cultural traditions.*

<b>Drawing:</b> <i>The portrayal of an idea using line and/or tone.</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>• Draw using a wide variety of tools. Include texture and shading.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers, crayons</li> <li>• Colored pencils</li> <li>• Colored Chalk</li> <li>• Oil pastels</li> <li>• Charcoal and blending stumps</li> <li>• Variety of papers</li> </ul>
<ul style="list-style-type: none"> <li>• Use line in creative and intensive ways; draw using sketch, outline, and contour.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use placement, overlapping, size, scale, and detail when drawing to show perspective; learn how color intensity fades with distance and use this in drawing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to draw from stories, nature, memory, imagination, observation, still-life, and cultural themes. Use music, movement and mood for inspiration.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work on unconventional formats, experiment with breaking edges.</li> </ul>	
<b>Painting:</b> <i>The application of paint to a surface.</i>	
<ul style="list-style-type: none"> <li>• Use a variety of painting medium (e.g., tempera, watercolor, and painting crayons) in one artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolor paints, crayons and papers</li> <li>• Tempera paint and cakes</li> <li>• Variety of papers and other surfaces</li> <li>• Variety of paintbrushes</li> </ul>
<ul style="list-style-type: none"> <li>• Use a variety of painting techniques to create different effects (e.g., stipple, hard- and soft-edged, spatter, fluid).</li> </ul>	
<ul style="list-style-type: none"> <li>• Experiment with using analogous, monochrome, warm, cool, neutral, and complimentary color schemes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore the use of opaque, translucent and transparent colors/paints.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create paintings that show mood. Determine mood and colors beforehand.</li> </ul>	
<b>Printmaking:</b> <i>The process of transferring an image with multiple copies.</i>	
<ul style="list-style-type: none"> <li>• Use and combine different printing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Ink and paint</li> <li>• Cutting mats and tools</li> <li>• Brayers and rollers</li> <li>• Glue, string, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Construct a relief print using cardboard, glue lines, found objects, string, etc.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create an edition of multiple prints; sign and number properly.</li> </ul>	
<b>Sculpture:</b> <i>The creation of forms that fill space or three dimensions.</i>	
<ul style="list-style-type: none"> <li>• Create a free standing sculpture using at least 3 different materials and various joining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Clay and clay tools</li> <li>• Modeling dough</li> <li>• Paper and wood</li> <li>• Wire pipe cleaners</li> </ul>
<ul style="list-style-type: none"> <li>• Combine multiple construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling, carving).</li> </ul>	
<b>Mixed Media:</b> <i>The use of a combination of materials in artwork.</i>	
<ul style="list-style-type: none"> <li>• Combine a variety of materials to create mixed-media drawings, paintings and collages. Create a piece that “makes a statement.”</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric, felt, yarn, paper</li> <li>• Craft materials</li> <li>• Beads and feathers</li> </ul>
<ul style="list-style-type: none"> <li>• Use mixed media to create a piece of art related to cultural themes or topics being studied in other subject areas.</li> </ul>	

## Produce and Perform (continued): Eighth Grade

<b>Beadwork:</b> <i>Using beads alone or applied to other materials to create traditional artwork</i>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Produce and advanced beadwork project such as slipper tops, glove tops, purse. Continue to create and add to pattern collection.</li> </ul>	<ul style="list-style-type: none"> <li>Beads</li> <li>Needles, thread</li> </ul>
<ul style="list-style-type: none"> <li>Decorate a bottle or other small item using peyote stitch.</li> </ul>	<ul style="list-style-type: none"> <li>Small bottles</li> </ul>
<b>Cloth Sewing and Handwork:</b> <i>Using needle, thread, cloth, yarn to produce traditional clothing or other items.</i>	
<ul style="list-style-type: none"> <li>Use a sewing machine and cut out and sew a <i>bets'eghe hoolaane</i> or snow shirt.</li> </ul>	<ul style="list-style-type: none"> <li>Sewing machine</li> <li>Cloth</li> <li>Thread</li> </ul>
<ul style="list-style-type: none"> <li>Invite an Elder to teach sock knitting or crocheting pillow covers and afghans. Make items to give away.</li> </ul>	<ul style="list-style-type: none"> <li>Yarn</li> <li>Knitting needles, crochet hooks</li> </ul>
<b>Fur and Skin Sewing:</b> <i>The preparation and use of fur and hides for traditional purposes.</i>	
<ul style="list-style-type: none"> <li>Complete and advanced project such as gloves, skin boots, or patchwork fur/beaded pillow.</li> </ul>	<ul style="list-style-type: none"> <li>Moose hide</li> <li>Rabbit or beaver fur</li> <li>Needles, thread</li> </ul>
<b>Basketry:</b> <i>The production of baskets and other traditional items using natural materials such as birch bark, willow, spruce roots and other materials.</i>	
<ul style="list-style-type: none"> <li>Make a basket or other traditional item using birch bark or other natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Birch bark</li> <li>Roots</li> <li>Grass, etc.</li> </ul>
<b>Other Cultural Skills:</b> <i>Creating tools, cultural items, or developing skills used in a variety of traditional activities.</i>	
<ul style="list-style-type: none"> <li>Use wood to create a diorama of a traditional scene including items such as log cabins, fishwheels and dogsleds.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-made and found wood pieces and other items</li> </ul>
<ul style="list-style-type: none"> <li>Investigate traditional hunting and fishing practices and how modern regulations are made. Make/use tools and equipment necessary for subsistence activities and outdoor survival.</li> </ul>	<ul style="list-style-type: none"> <li>Glue</li> <li>boards</li> <li>tools/equipment used for subsistence and outdoor survival</li> </ul>
<b>Koyukon Language:</b> <i>Understanding spoken and written Koyukon words and phrases, and communicating with others in the Koyukon language.</i>	
<ul style="list-style-type: none"> <li>Learn at least 10 new words or phrases related to hunting and fishing.</li> </ul>	<ul style="list-style-type: none"> <li>Koyukon language resources</li> </ul>
<ul style="list-style-type: none"> <li>Invite an Elder to come and share words or stories in Koyukon.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders</li> </ul>
<b>Storytelling, Song and Dance:</b> <i>Learning and performing traditional stories, songs and dance.</i>	
<ul style="list-style-type: none"> <li>Learn at least two new Koyukon stories (legends or Elder accounts) and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Local Elders, audio and written Koyukon stories and songs</li> </ul>
<ul style="list-style-type: none"> <li>Tell traditional stories and teach songs to students in a younger grade.</li> </ul>	

# Reflect and Respond: Eighth Grade

Analyze and evaluate the process of learning about and participating in art and culture.

<b>Students will DESCRIBE ART using these design elements:</b>	
Line	Distinguish between contour lines, outlines and sketching.
Shape/Form	Differentiate between a variety of shapes and forms in art.
Color	Identify primary, secondary, warm, cool, neutral, analogous and monochromatic color schemes.
Value	Recognize sequential value changes in a single color.
Texture	Differentiate between actual and visual (implied) texture.
Space	Identify positive and negative space.
Perspective	Recognize how placement, overlapping, size/scale, foreground/background, degree of detail, and color intensity create perspective.
<b>Students will ANALYZE ART using these design principles:</b>	
Pattern	Recognize symmetry and pattern in increasingly complex works of art.
Rhythm/Movement	Recognize that repetition of elements creates the visual illusion of rhythm and movement in art.
Proportion/Scale	Continue to learn body proportions.
Balance	Identify examples of visual balance and contrast in art.
Unity	Discuss whether a work of art seems complete and unified (all parts seem to fit).
Emphasis	Find and identify examples of focal point in a work of art.
<b>Students will DESCRIBE CULTURE using these terms and concepts:</b>	
Heritage	<ul style="list-style-type: none"> <li>Understand local history and factors that have contributed to the development of local culture and their own identity.</li> <li>Recount their own genealogy and family history.</li> </ul>
Values/Beliefs	<ul style="list-style-type: none"> <li>Become familiar with cultural values and how they affect behavior.</li> <li>Understand relationships between beliefs, world view and the way knowledge is formed and used.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>Learn about local traditions of the past and present.</li> <li>Understand how and why cultures change over time.</li> </ul>
Subsistence	<ul style="list-style-type: none"> <li>Describe seasonal subsistence activities and the role they play in developing culture and identity.</li> <li>Identify historic changes in technology and the consequences of their use for improving the quality of life in the community.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Understand how common heritage and experiences create community, and how community shapes individuals.</li> <li>Determine the place of their cultural community in regional, state, national, and international political and economic systems.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>Learn how subsistence activities and cultural traditions affect and are shaped by the natural environment.</li> <li>Become familiar with local plants and animals.</li> <li>Understand concepts of sustainability and respect for environment.</li> </ul>

## Reflect and Respond (continued): Eighth Grade

<b>Students will EXPRESS CULTURE in their own lives:</b>	
Identity	<ul style="list-style-type: none"> <li>Recognize the role culture and language play in determining who they are and how they understand the world around them.</li> <li>Integrate cultural values and traditions into everyday behavior.</li> <li>Assume responsibility for their role in relation to the wellbeing of the community.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Treat self, classmates, teachers, Elders and other community members with kindness.</li> <li>Show respect to Elders in the community by assisting them in any way possible.</li> <li>Value and treat elements of the natural world in a responsible manner.</li> <li>Acquire insights from other people and cultures without diminishing the integrity of their own.</li> <li>Consistently act as a good role model, showing respect and providing support to others.</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Use cultural values as guidance in making healthy choices that contribute to physical, mental and spiritual wellbeing in self and others.</li> <li>Associate with friends who are healthy role models that make a positive contribution to your growth and development toward adulthood.</li> <li>Engage in realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</li> <li>Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.</li> <li>Become actively involved in local activities and organizations that contribute to the quality of life in the community.</li> </ul>
Stories	<ul style="list-style-type: none"> <li>Acquire and pass on the traditions of the community through oral and written history.</li> <li>Use storytelling as a way of communicating experiences and values with others.</li> <li>Use critical judgment in the selection of popular media for reading, viewing and listening and make sure these are the stories you want to guide you in becoming an adult.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.</li> </ul>

## **Additional Resources**

# Alaska Native Knowledge Network Guidelines for Nurturing Culturally-Healthy Youth

## Guidelines for Youth

*Culturally-healthy youth take an active interest in learning their heritage and assume responsibility for their role as contributing members of the family and community in which they live.*

Youth can nurture their own cultural well-being through the following actions:

- a. Learn all you can about your family, kinship relations and community history and cultural heritage.
- b. Participate in subsistence activities with parents, Elders and other members of the community and learn the stories and lessons associated with those activities.
- c. Become actively involved in local activities and organizations that contribute to the quality of life in your community.
- d. Show respect to the Elders in your community by assisting them in any way you can.
- e. Get involved in regional, state and national issues and organizations that impact your community.
- f. Make healthy choices in your lifestyle that contribute to the wholeness and well-being of yourself and those around you.
- g. Always be a good role model, show respect and provide support to others.
- h. Participate in apprenticeships with cultural experts in the community and acquire traditional conflict resolution skills.
- i. Seek to acquire all the knowledge and skills associated with the "cultural standards for students" (published in the Alaska Standards for Culturally-Responsive Schools.)
- j. Use critical judgment in the selection of popular media for reading, viewing and listening and make sure it is aligned with your aspirations as an adult.
- k. Associate with friends who can provide healthy role models that will make a positive contribution to your growth and development toward adulthood.

## Alaska Native Knowledge Network

### **Guidelines for Educators**

***Educators are responsible for providing a supportive learning environment that reinforces the cultural well-being of the students in their care.***

Educators (teachers, administrators, aides, counselors, etc.) can help nurture culturally-healthy youth through the following actions:

- a. Learn traditional child-rearing and parenting practices to link the knowledge base of the school to that of the community.
- b. Recognize that students' developmental needs undergo substantial changes in early adolescence that can effect academic performance, so instructional strategies will need to be adapted accordingly.
- c. Adopt curricular and instructional strategies that connect to the cultural and physical world in which the students are situated.
- d. Make effective use of local expertise, especially Elders, as co-teachers whenever local cultural knowledge is being addressed in the curriculum.
- e. Take steps to recognize and validate all aspects of the knowledge students bring with them and assist them in their ongoing quest for personal and cultural affirmation.
- f. Develop the observation and listening skills necessary to acquire an in-depth understanding of the knowledge system indigenous to the local community and apply that understanding in teaching practice.
- g. Visit the student's homes and learn about the parents aspirations for their children as well as their expectations for you.
- h. Carefully review all curriculum resource materials to insure cultural accuracy and appropriateness and assist students in making similar critical judgments themselves.
- i. Make every effort to utilize locally-relevant curriculum materials with which students can readily identify, including materials prepared by Alaska Native authors.
- j. Serve as a role model for students by utilizing constructive forms of discipline over punishment and providing positive reinforcement over negative feedback.
- k. Provide sufficient flexibility in scheduling Elder participation so they are able to fully share what they know with minimal interference by the clock and provide enough advance notice for them to make the necessary preparations.
- l. Align all subject matter with the Alaska Standards for Culturally-Responsive Schools and develop curriculum models that are based on the local cultural and environmental experiences of the students.
- m. Recognize the importance of cultural and intellectual property rights in teaching practice and honor such rights in all aspects of the selection and utilization of curriculum resources.
- n. Participate in community events and activities to acquire the insights needed to develop appropriate motivation and discipline practices in the school.

## Alaska Native Knowledge Network

### **Guidelines for Schools**

***Schools must be fully engaged with the life of the communities they serve so as to provide consistency of expectations in all aspects of students' lives.***

Schools may help nurture culturally-healthy youth through the following actions:

- a. Establish an easily accessible repository of culturally-appropriate resource materials and a reliable process for the daily involvement of knowledgeable expertise, including respected Elders, from the community.
- b. Include the voices of representatives from the local culture in the curriculum materials used in the school.
- c. Provide developmentally-appropriate curricula that take into account the cultural variability of the social, emotional, intellectual and spiritual needs of each child and community, especially during the critical period of identity formation that takes place during the adolescent years.
- d. Utilize the natural environment of the community to move educational activities beyond the classroom as a way of fostering place-based education and deepening the learning experiences of students.
- e. Support the implementation of an Elders-in-Residence program in each school and classroom and teach respect for Elders at all times.
- f. Provide an in-depth cultural orientation program for all new teachers and administrators.
- g. Promote the incorporation of the Alaska Standards for Culturally-Responsive Schools in all aspects of the school curriculum, while demonstrating their applicability in providing multiple avenues to meet the state Content Standards.
- h. Utilize Elders and Native teachers from the local community to acquire a comprehensive understanding of all aspects of the local, regional and statewide context in which the students live, particularly as it relates to the well-being and survival of the local culture.
- i. Make use of locally-produced resource materials (reports, videos, maps, books, tribal documents, etc.) in all subject areas and work in close collaboration with local agencies to enrich the curriculum beyond the scope of commercially-produced texts.

# Athabaskan Cultural Values

Source: Denakkanaaga Elders Conference 1985

*Self-sufficiency and Hard Work*

*Care and Provision for the Family*

*Family Relations and Unity*

*Love for Children*

*Village Cooperation and Responsibility to Village*

*Humor*

*Honesty and Fairness*

*Sharing and Caring*

*Respect for Elders and Others*

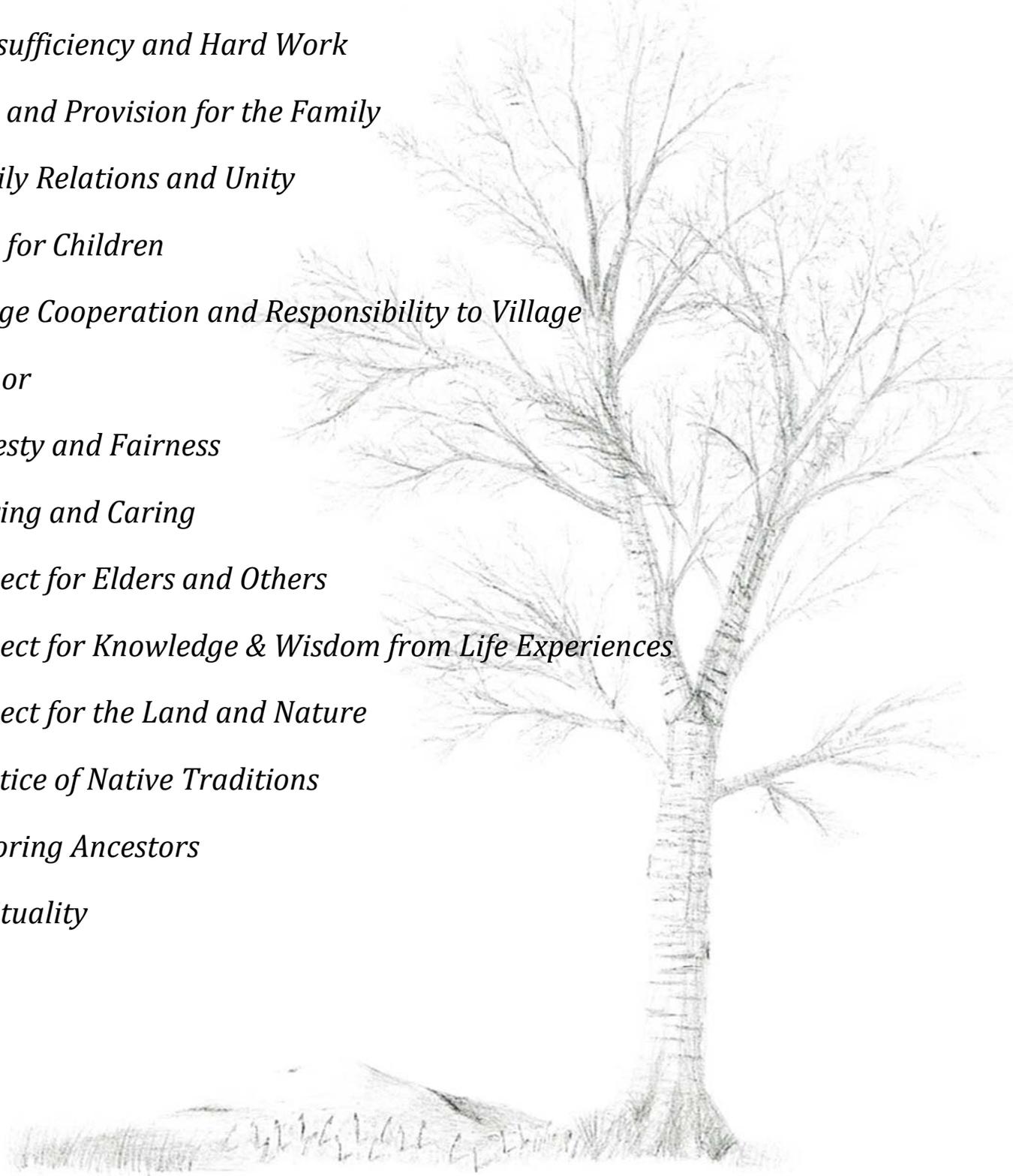
*Respect for Knowledge & Wisdom from Life Experiences*

*Respect for the Land and Nature*

*Practice of Native Traditions*

*Honoring Ancestors*

*Spirituality*



# Koyukon Elders' Biographies and Oral Histories

## Yukon-Koyukuk School District Biography Series:

Henry Beatus Sr. – Hughes	Edgar Kallands– Kaltag
Joe Beetus– Hughes	Billy McCarty, Sr. – Ruby
Altona Brown – Ruby	Simeon Mountain – Nulato
Roger Dayton– Koyukuk	Josephine Roberts – Tanana
Henry Ekada – Nulato	Goodwin Semaken – Kaltag
Moses Henzie– Allakaket	Edwin Simon– Huslia
John Honea – Ruby	Madeline Solomon– Koyukuk
Martha Joe – Nulato	

## Other Personal Narratives:

*Nulato, an Indian Life on the Yukon* by Poldine Carlo. 1983.

*Spirit of the Wind: The Story of George Attla, Alaska's Legendary Sled Dog Sprint Champ* by Lew Freedman, Epicenter Press 2001.

*Yugh Noholnigee: The Stories Chief Henry Told* by Chief Henry, transcribed and edited by Eliza Jones, Fairbanks: Alaska Native Language Center, 1979.

*On the Edge of Nowhere* by Jimmy Huntington with Lawrence Elliott, Epicenter Press.

*Shadows on the Koyukuk: An Alaska Native's Life along the River* by Sidney Huntington with Jim Rearden, Alaska Northwest Books. 1993

## Project Jukebox audio recordings: Raven's Story

[Available at <http://jukebox.uaf.edu/RavenStory/START.htm>]

Huslia: Steven Attla, Catherine Attla, Cue Bifelt, Franklin Simon, Lloyd and Amelia DeWilde

Kaltag: Goodwin Semaken Sr., Franklin Madros

Koyukuk: Benedict Jones, Eliza Jones

Galena: Edgar Nollner, Hazel Strassburg, Sidney Huntington, Margie Attla, Lillian Olin

Hughes: Bill Williams, Joe and Cecelia Beatus, Henry Beatus

Allakaket: Johnson Moses, Pollock Simon, Kitty and David David, Sarah Simon

Nulato: Eddie Hildebrand, Pauline Peter, Justin Patsy, Humphrey Ambrose

Ruby: Henry Titus, John and Lorraine Honea, Altona Brown, John Honea, Pauline Chapelle, James Johnson Sr.

# Athabascan Language Resources

## **Koyukon Language**

Alaska Native Language Center: <http://www.uaf.edu/anlc/>

*Koyukon Athabaskan Dictionary* by Jules Jetté, Jules and Eliza Jones. (book and PDF/CD format)

*Denaakkenaage' Koyukon Grammar* by Eliza Jones and Joe Kwaraceius.

*Junior Dictionary for Central Koyukon Athabaskan* by Eliza Jones.

## Yukon-Koyukuk School District:

*Koyukon Language Scope and Sequence* (265 pp.);

*Koyukon Language Curriculum Student Workbook* (158 pp.);

*Koyukon Language Curriculum Lesson Plans* (89 pp.).

by Chad Thompson, Melissa Axelrod, and Eliza Jones. 1983.

## Koyukon Stories:

*Bekk'aatugh Ts'uhuney / Stories We Live By* by Catherine Attla, Eliza Jones and Melissa Axelrod, Alaska Native Language Center.

*K'etetaalkkaanee: The One Who Paddled Among the People and Animals* by Catherine Attla and Eliza Jones, Alaska Native Language Center.

*Sitsiy Yugh Noholnik Ts'in' (As My Grandfather Told It)* by Catherine Attla, Eliza Jones and Melissa Axelrod, Alaska Native Language Center.

*Sitsiy Yugh Noholnik Ts'in' (As My Grandfather Told It): A Teacher's Guide* by Niki McCurry and Eliza Jones, Alaska Native Language Center.

*Tales from the Dena: Indian Stories from the Tanana, Koyukuk, & Yukon Rivers* by Frederica de Laguna, University of Washington Press, 2002.

*On Ten'a Folk Lore* by Jules Jette, Journal of the Royal Anthropological Institute of Great Britan and Ireland Vol 38 (298-367), 1908.

*On Ten'a Folk Lore (Part II)* by Jules Jette, Journal of the Royal Anthropological Institute of Great Britan and Ireland Vol 39 (460-505), 1909.

*Make Prayers to the Raven: A Koyukon View of the Northern Forest.* by Richard K. Nelson, University of Chicago Press, 1983.

*Donooghnotok'idaatlno : \_Gaadoo\_k* by Sally Pilot with Eliza Jones, Alaska Native Language Center, 1975 [available electronically at Alaska's Digital Archives, <http://vilda.alaska.edu/>]

The Koyukon Cultural Enrichment Program: Anchorage, 1973 [Available electronically at Alaska's Digital Archives, <http://vilda.alaska.edu/> use search term: *Koyukon*]

*Consonants (Lower Koyukon)*

*Deeltsa-aa dil-aa K'idogheeltaan*

*Dibaa Asdlaan? and Demaa Aslaan?*

*Doatsoan' Yokoaq Oak'onaatt'uk*

*I. Donoogh-Notok'idaatno, II. Gaadook*

*Dot'aan?*

*Dotson' Nonot'oh (Raven Got Fooled)*

*Dotson' sa Taateebaay Laatghaan*

*(How the Raven Killed the Whale)*

*Game of Memory*

*Hadohudi Gi-eeyah: I am learning*

*K'adoants'idnee*

*K'adonts'idnee*

*My Alphabet : Lower Koyukon Athapaskan*

*Paul Dineega Oko Antaalkaan*

*Saan Gaaga, Ghonoyee, Łook'a Yił*

*Sam*

*Tobaan atsaħ*

### Koyukon Songs:

*Koyukon Athabaskan Dance Songs* prepared by Tupou L. Pulu from stories and songs provided by Madeline Solomon, National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska [available electronically at: [http://library.alaska.gov/hist/hist\\_docs/docs/anlm/41699107.pdf](http://library.alaska.gov/hist/hist_docs/docs/anlm/41699107.pdf)]

*Soonaaneyh K'eleek: Joyful Songs* compiled by Susan Paskvan, Yukon Koyukuk School District, 2009. [Available electronically at: <http://www.yksd.com/Page/157>]

### Koyukon Riddles:

*Koyukon Riddles* adapted by Richard Dauenhau, Alaska Bilingual Education Center, Alaska Native Education Board, 1975. [Available electronically at Alaska's Digital Archives, <http://vilda.alaska.edu/>]

*K'ooltsaah Ts'in'. Koyukon Riddles* by Chief Henry, Fairbanks: Alaska Native Language Center, 1976.

*Riddles of the Ten'a Indians* compiled by Jules Jette, *Anthropos* 8:181-201, 1913.

### Other Koyukon Language Resources:

*Spoken Koyukon: teaching units for beginning second language* by the Koyukon Language Team, Marjorie Attla, et al. Alaska Native Education Board, Alaska Bilingual Education Center, 1975. [Available electronically at Alaska's Digital Archives, <http://vilda.alaska.edu/>]

*Koyukon Locationals* by David and Kay Henry, *Anthropological Linguistics* 11(4): 136-42, 1969.

*Koyukon Ethnogeography* by Eliza Jones, Alaska Historical Commission, 1986.

### **General Works on Athabaskan Languages**

*Alaska Native Languages: Past, Present, and Future* by Michael E. Krauss, Fairbanks: Alaska Native Language Center, Research Paper Number 4. 1980.

*Native Peoples and Languages of Alaska.* by Michael E. Krauss, Fairbanks: Alaska Native Language Center, 1982. (Full-color wall map with populations, territories, and language status.)

*Alaska Native Languages: A Bibliographical Catalogue. Part One: Indian Languages* by Michael E. Krauss and Mary Jane McGary, Fairbanks: Alaska Native Language Center, Research Paper Number 3, 1980.

*Teaching Yukon Native Languages: A Guidebook for Native Language Instructors* Yukon Native Language Centre Publications/Yukon College. Whitehorse, Yukon. 2003. ISBN 1-55242-230-5. This comprehensive guide to teaching Athabaskan and Tlingit language classes at the elementary level includes a ten month curriculum outline, a variety of detailed teaching activities, and resource materials.

## Other Books of Regional Interest

### Children's Books

#### Books by Kirkpatrick (Pat) Hill:

*The Year of Miss Agnes* Alladin Paperbacks, 2002.

*Miss Agnes and the Ginger Tom* CreateSpace Independent Publishing Platform, 2011.

*Dancing at the Odinochka* Margaret K. McElderry Books, 2000.

*Winter Camp* Alladin, 2007.

*Toughboy and Sister* Margaret K. McElderry Books, 2000.

#### Books illustrated by John Van Zyle:

*Raven and River*

*Alaska Sketchbook*

*Iditarod Memories*

*Mardy Murie Did!*

*Dougie, Sled Dog Hero*

*Arctic Lights, Arctic Nights*

*Disappearing Lake*

*Honey Paw and Lightfoot*

*River of Life*

*Big Alaska*

*The Eyes of Gray Wolf*

*The Great Serum Race*

*Sled Dogs Run*

*Gone Again Ptarmigan*

*A Caribou Journey*

*A Woolly Mammoth Journey*

*Survival at 40 Below*

*Three Dogs, Two Mules and a Reindeer*

### Cultural and Historical References

#### Alaska Geographic Publications:

*Middle Yukon River* by Penny Reddick, The Alaska Geographic Society, 1990.

*Up the Koyukuk* by Robert A. Henning, The Alaska Geographic Society, 1983.

*Alaska's Great Interior* The Alaska Geographic Society.

*Alaska's National Wildlife Refuges* The Alaska Geographic Society.

*Who Lived in This House?: A Study of Koyukuk River Semisubterranean Houses* by A. McFadyen Clark, Canadian Museum of History, 1996.

*Batza Tena: Trail to Obsidian: Archaeology at an Alaskan Obsidian Source* by Donald W. Clark and A. McFadyen Clark, Canadian Museum of History, 1993.

*Travels Among the Dena: Exploring Alaska's Yukon Valley* by Frederica de Laguna, University of Washington Press, 1999.

*A Special Gift: The Kutchin Beadwork Tradition* by Kate Ducan, University of Alaska Press, 2007.

*Anna's Athabascan Summer* by Arnold Griese, Boyd Mills Press, 1995.

*Ann's Creations – Designs and Instructions for Making Your Own Athabascan Beadwork* by Ann Goessel, 1990.

Books by Glenn R. Gregory:

*Alaska, My Alaska*, Trafford Publishing 2006.

*Never Too Late to be a Hero*, Todd Publications 1997.

*The Trading Post*, Ulu Books 1997

*Missing Lynx*, Ulu Books 1999.

*Call of the Wild, My Escape to Alaska* by Guy Grieve, Hodder and Stoughton, 2007.

*The History of Ruby, Alaska, the "Gem of the Yukon"* by Betsy Hart, National Bilingual Materials Development Center, Rural Education, University of Alaska, 1981. *Plants of the Western Forest: Alaska to Minnesota Boreal and Aspen Parkland* (earlier edition: *Plants of the Western Boreal Forest and Aspen Parkland*) by Derek Johnson, Linda Kershaw, Andy MacKinnon, and Jim Pojar, Lone Pine Publishing, 2009.

*Two in the Far North* by Margaret Murie with Terry Tempest Williams, Alaska Northwest Books, 2003.

Books by Richard K. Nelson:

*Make Prayers to the Raven: A Koyukon View of the Northern Forest*. Chicago: University of Chicago Press, 1983.

*Hunters of the Northern Forest: Designs for Survival among the Alaskan Kutchin*. University of Chicago Press, 1973.

*The Athabaskans: People of the Boreal Forest*. Fairbanks: University of Alaska Museum, 1983.

*The Island Within*. Vintage, 1991.

*The Cruellest Miles: The Heroic Story of Dogs and Men in a Race Against an Epidemic* by Gay Salisbury and Laney Salisbury, W.W. Norton & Company, 2005.

*A History of Alaskan Athapaskans* by William E. Simeone, Anchorage: Alaska Historical Commission 1982.

*Ten Thousand Miles with a Dog Sled: A Narrative of Winter Travel in Interior Alaska* by Hudson Stuck, Cosimo Classic, 2007.

*Melozzi: A Teenager's Search for A Summer Job Lands Him An Adventure In The Alaska Bush* by Michael Travis, Publication Consultants, 2010.

*The Race to Nome* by Kenneth Ungerman, 1993.

*Athapaskan Adaptations: Hunters and Fishermen of the Subarctic Forests* by James W Van Stone, Aldine Pub. Co. 1974.

# Films of Regional Interest

## Association of Interior Native Educators publications:

<http://ainealaska.org/publications.html>

*The Alaska Project "Preserving a Culture"* (57 minutes) Learn about the Athabascan culture from Native Elders at the Alaska Indigenous Peoples' Academy campsite on the Yukon River. Seven certified Native teachers of the Association of Interior Native Educators discuss ideas on how to use the information in the classroom.

*Ten Thousand Years of Learning* (25 minutes) In August 1996, six Native Elders and eleven certified teachers attended an Elders Academy in Old Minto. Since then, AINE has hosted a camp each summer at different locations in Interior Alaska. The Elders have taught the teachers many traditional Athabascan skills, such as how to make a Soos (winter cache), cut fish, birch bark basket, fish net, and the use of traditional tools. Many stories were told about the items they used and the traditional values associated with each.

*The Alaska Project "Remembering the Elders"* (25 minutes) Join the Association of Interior Native Educators members and selected Elders at their 6th Annual Elders Academy held at Howard Luke's Gaalee'ya Spirit Camp in August 2001. The Camp is located near Old Chena Village on Tanana River. The focus of this year Elders Academy was on Caribou.

This video has four sections:

- Caribou Tufting (Selina Alexander)
- Caribou Legging Boots (Paulina Stickman and Pauline Peter)
- Willow Root Basket Making (Lina Demoski)
- Willow Fish Trap (Howard Luke)

## Other films:

*Make Prayers to the Raven* produced by Mark Badger, Richard K. Nelson and Wayne Attla; KUAC-TV, University of Alaska-Fairbanks, 1987. This film series explores the ways traditional spiritual values and beliefs guide the day-to-day lives of Alaska's Athabascan Indians on the Koyukuk River. Each half-hour occurs in a single season, revealing the surprising blend of Western and non-Western beliefs which shape and control that season's hunting, gathering and living. Five episodes with a running time of 28 minutes each.

*Spirit of the Wind* directed by Ralph Liddle, 1979. The film is a semi-autobiographical story based upon the early life and rise to prominence of Koyukuk River Native dog musher George Attla, Jr. (born 1933).

*Lands and Rivers of the Koyukon Region: Koyukuk and Nowitna National Wildlife Refuges and Natural Resources of the Koyukon Region: Koyukuk and Nowitna National Wildlife Refuges* by The United States Fish and Wildlife Service. These two films document the natural history of the Koyukuk and Nowitna National Wildlife Refuges, research done by refuge biologists, and connections between the land and local residents.

*Icebound* by Daniel Anker and Susan Kim, 2012. The gripping true-life story of the legendary 1925 "Serum Run," in which 34 men and more than 150 dogs, rushed life-saving anti-toxin across the frozen arctic to save the children of Nome, AK from a deadly outbreak of diphtheria. Includes interviews with Galena Elders.

## Other Curriculum Resources

Alaska Native Knowledge Network: <http://ankn.uaf.edu/>

The Alaska Native Knowledge Network (ANKN) is designed to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing. The site includes a database of downloadable lessons and units searchable by content and cultural standards, cultural region and grade level. Also includes Alaska Cultural Standards and Guidelines.

Athabascan specific units include: <http://ankn.uaf.edu/Curriculum/Units/>

*Beaver in Interior Alaska*

*Moose*

*Birds around the Village*

*Moose in Interior Alaska*

*Blackfish*

*Rabbit Snaring*

*Digging and Preparing Spruce Roots*

*Snowshoes*

*Dog Salmon*

Other Athabascan resources:

*Koyukon Plant/Ethnobotany Database* <http://ankn.uaf.edu/ANL/course/view.php?id=10>

*Athabascan Winter Unit: Kindergarten*

[http://ankn.uaf.edu/Curriculum/Athabascan/Fairbanks\\_School\\_District/ANProgram](http://ankn.uaf.edu/Curriculum/Athabascan/Fairbanks_School_District/ANProgram)

*Athabascans of Interior Alaska: 4th Grade Social Studies Unit: Athabascan Culture*

[http://ankn.uaf.edu/Curriculum/Athabascan/Athabascans/appendix\\_a.html](http://ankn.uaf.edu/Curriculum/Athabascan/Athabascans/appendix_a.html)

Association of Interior Native Educators: <http://ainealaska.org/publications.html>

The Association of Interior Native Educators (AINE) is a non-profit organization established to provide a voice for Native educators and advocacy for educational issues affecting Alaska Native people. AINE seeks to share with others, especially those in a variety of educational settings, Alaska Native cultural knowledge. AINE has published Culturally Based Curriculum Units, Resource Books, & Videos. Curriculum Units include:

*Interior Plant Project, 3-5 Grade* by Gertie Esmailka. 13 day interdisciplinary unit on the many uses of plants and their value to Athabascan People.

*Introduction to Athabascan Culture, 7-12 Grade*, by Carol Lee Gho. 15 day language arts and social studies unit on the Athabascan People.

*The Athabascan Potlatch, 6-8 Grade* by Sharon Attla. 10 day language arts and social studies unit on the Athabascan traditions surrounding the potlatch.

*Athabascan Games, 6-8 Grade* by Cora Maguire. 11 day interdisciplinary unit on Alaska Native Games.

*Athabascan Traditional Values*, 6-12 Grade by Rebecca Gallen. 12 day interdisciplinary unit on Athabascan family values.

*Fish Skin Boots & Geometry*, 9-12 Grade by Carol Lee Gho. 14 day math and social studies unit on Athabascan culture.

*Birch Bark Uses*, 3-5 Grade by Edith Nicholas & Kathleen Meckel. 13 day interdisciplinary unit on the uses of birch bark by Koyukon Athabascan People.

*Łookk'e in Their Seasons*, 6-8 Grade by Thelma Saunders & Kathleen Meckel. 12 day interdisciplinary unit on the subsistence uses of salmon by Koyukon Athabascan People.

*"Kkaakene" Caribou Legging Boots*, K-12 by "Nakukluk" Virginia Ned, Freda Beasley, Gertie Esmailka, Paulina Stickman, Pauline Peter. 14 day interdisciplinary unit on the use of caribou leggings to make a pair of moccasins or "Kkaakene", a Koyukon Athabascan word for skin boots.

*Traditional Snowshoes*, 6-8 Grade Joy Simon & Velma Schafer. 14 day unit about snowshoes and the traditional way of making them.

*Caribou Hair Tufting*, K-12 "Nakukluk" Virginia Ned, Freda Beasley, Gertie Esmailka, Selina Alexander. 14 day unit about caribou hair tufting.

**Alaskool:**

<http://www.alaskool.org/>

Online materials about Alaska Native history, education, language and cultures. For teachers, students and anyone interested in Alaska's first people.

**Alaska Humanities Forum, Alaska History and Cultural Studies Curriculum:**

<http://www.akhistorycourse.org/>

*Alaska History and Cultural Studies* is the new online curriculum designed to teach Alaskan high school students about their state, its rich history and its people. Never before has so much information about Alaska been accessible from one website. The curriculum is designed to meet Alaska's new Alaska History graduation requirement and related performance standards. The Alaska Humanities Forum and the state's leading historians, anthropologists, geographers and educators developed the course. It is an authoritative compilation of information and thought provoking questions about the 49th State.

# Notable Alaskan Artists

By Kesler Woodward, Professor of Art Emeritus. University of Alaska Fairbanks.



Albert J. Operti *The Highest North of All Time*

Personal challenge, physical and spiritual adventures, encounters with other cultures, the prospect of riches, a desire to build different societies -all of these are reasons artists have looked to Alaska for a new frontier.

Unlike the rich tradition of Native art in Alaska, which is thousands of years old, European and American artwork of Alaska has a precise and much more recent starting point. These early works were attempts to understand and describe a new and 'exotic' people and place, to fit them into a more familiar version of the world.

Beginning with the Russian voyage led by Danish navigator Vitus Bering in 1741, American, English, French, Spanish, and Russian explorers made more than 100 voyages to Alaska during the 18th and 19th centuries. Although the making of artistic pictures was not a premier motivation for these voyages, virtually all the expeditions included documentary artists in their entourages, to document the discoveries made by captains and their crews. Prior to the Gold Rush, painters confined themselves to coastal settlements. Trained professional artists of some reputation produced the majority of surviving images, but their work was unvaryingly under strict restrictions against any distortion, embellishment, or interpretation. Today, our awareness that artists were directed to depict what they saw with complete and accurate 'realism' makes it even more interesting that interpretive cultural biases are nonetheless evident in their work. For example, explorer art often emphasized exaggerated details such as Native women with bared breasts, or facial tattooing, perhaps to underline the artists' cultural perception of their 'uncivilized' state.

Widely associated with the years of early Alaskan exploration is the much published art of **John Webber** (1751- 1793), the prolific official artist for British Captain James Cook's landmark voyage of discovery from 1776-1780. Official artist **Gaspard Duché de Vancy** (d. 1788) recorded the French voyage of explorer Jean Francois Galaup de la Perouse, from 1785 to 1788. **Louis Choris** (1795-1828), who accompanied the Russian voyage of Otto von Kotzebue, between 1815 and 1817, succeeded in conveying reality perhaps more than most of the artists who accompanied

explorations in the late 18th and 19th centuries. Choris managed to produce empathetic, insightful images of Alaska's native people, capturing an astonishing variety of details of the material culture, without the stereotyping that is typical of much 'expedition art'.



George Ahgupuk *Bouncing Game*

Some of the most fascinating depictions of Eastern Arctic exploration in the late 19th century were by **Albert J. Operti** (1852-1927), who painted many canvases chronicling the polar exploration of the era, and was himself a member of the 1896 and

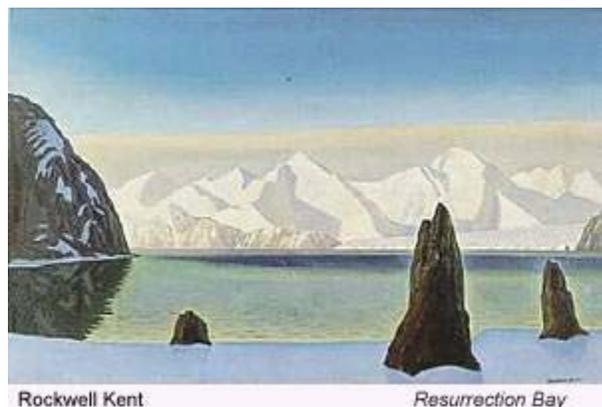
1897 expeditions of Robert E. Peary. The last great exploring venture to Alaska was the Harriman expedition of 1899, which traveled up the coast of Alaska as far as Plover Bay in Siberia. Sponsored

by the railroad and mining magnate and sportsman Edward Harriman, the elaborately outfitted expedition included such well-known scientists and naturalists as John Burroughs and John Muir. Artists **Frederick S. Dellenbaugh** (1853-1935) and **Robert Swain Gifford** (1840-1905) were retained to record landscapes; **Louis Agassiz Fuertes** (1874-1927) was employed to paint birds; and **Edward S. Curtis** (1868-1952), then a little known photographer, to photograph the scenery and crew.

In the first century of outside contact, the unfamiliar Native culture attracted the attention of explorer-artists, and the dramatic landscape of Alaska served as a mere backdrop for documentary, ethnographic portrayal. By mid 19th century, however, the 'heroic' period of Arctic exploration by Europeans was ending, and exploration, as well as exploitation, of Alaska was increasingly taken up by Americans. More artists began to focus on the equally astounding landscape. This shift in emphasis is also reflective of the changing stylistic preoccupations of artists in America and abroad. The mid 19th century saw the flowering of the American landscape painting tradition, and energetic, ambitious artists visiting the Territory were well aware of such developments, and eager to adapt the new styles in painting to the Alaskan landscape. As the 19th century ended, the Native Alaskan traditional culture was under siege, due to events such as the Gold Rush, and non-Native artists, -European, Canadian, or American, often attempted to recapture by selective vision and representation, a lost exoticism, mystery, and 'otherness'. Artists gradually turned away from the portrayal of Native people, however, to tackle the more straightforward but still challenging subject of the landscape itself.

Up until approximately 1850, due to the difficulty and danger of travel within the region, the only artists with practical access to Alaska were those attached to official exploring expeditions and a few commercial operations. The period immediately following the purchase of Alaska from Russia in 1867 saw a gradual rise in boat traffic to the relatively milder climate of the Territory's South East portions. Regular service from United States ports to Sitka began immediately following the purchase, including sailings out of Portland and San Francisco. John Muir's writings of his visit to the Territory brought wide public attention. The onset of the Klondike Gold Rush spurred a meteoric rise in visitors. Among the thousands of fortune hunters and adventurous tourists were some of the best-known landscape painters of the day.

One of the first Americans to visit Alaska, Cleveland artist **Henry Wood Elliott** (1846-1930) created many works depicting the area, and is particularly noted as a savior of the fur seal. Elliott visited Alaska in 1866 in connection with an ultimately unsuccessful attempt to lay a Russian-American telegraph line across the Bering Strait. Later he was the official artist for the United States Geological Survey of 1869-71. Among the many professional artists who journeyed to Alaska after the purchase of the Territory were **Vincent Colyer**, **Frederick Whymper**, **Joseph Henry Sharp**, **William Keith**, **James Everett Stuart**, **Lockwood De Forest**, and **Eliza Rosanna Barchus**, and **Theodore Richardson**. Keith's paintings of Alaska were exhibited upon his return to San Francisco in a show at the Bohemian Club, titled 'Dreams of Alaska'. Keith's works are significant because they are not close transcriptions of actual scenery, but rather are fantasies inspired by Alaska. They are important as they represent a major break from the documentary

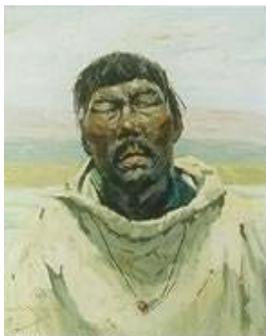


tradition in landscape painting of Alaska, as they show an interest in capturing its spirit versus just the topography. One of the most spectacular Alaskan landscapes of the 19th century is that by **Thomas Hill**, (1829-1908) who was commissioned by John Muir in 1887 to paint 'Muir Glacier'. Probably the best known painting of that time is that by **Albert Bierstadt** (1830-1902), 'Wreck of the Ancon, Loring Bay, Alaska', a stunning piece, quite atypical of the artist's work, depicting an abandoned vessel lying isolated and motionless in a misty fog. Particularly prolific in his paintings of Alaskan scenes was **James Everett Stuart**. **Henry Culmer** (1854-1914) is regarded as the first professional painter to penetrate the interior of the region, which he did while commissioned by the Alaska Steamship Company. From Cordova he traveled by rail to the Kennicott and Bonanza Mines, rich in copper, and also painted glaciers of the region.

Early in the 20th century, a new kind of motivation developed for visiting Alaska. The northern wilderness became not just a source of scenery, but a haven for the troubled spirit, and a purer source of inspiration, as was experienced by **Rockwell Kent** (1882-1971) in 1919 when he and his son spent almost a year on a remote island. **Walter B. Styles** (in Alaska during the 1880s) was one of the earliest artists to spend a prolonged time in the Territory, and while there he recorded life among the Tlingit Indians. Four artists who made their homes in Alaska for long periods are particular favorites of Alaskans. Known as the 'Alaska Four', they are **Sydney Laurence** (1865-1940), **Eustace Ziegler** (1881-1969), **Theodore Lambert** (1905-1960), and **Jules Dahlager** (1884-1952). These artists have, over time, taken on an almost mythic status in the minds of long-time Alaskans, and have influenced in varying degrees the way they see their own land. Alaska's most beloved and renowned resident artist and historical painter, **Sydney Mortimer Laurence** is best known for his trademark paintings of Mount McKinley. He, perhaps more than any other artist, helped create an image of Alaska as 'the last frontier'. Ziegler was a missionary and painter in Cordova, and his works covered a variety of subjects, from portraits, to Indian villages, to landscapes, as did the works of Dahlager, who also painted in the Cordova region. Ziegler is particularly significant for having depicted Natives neither as exotic, noble primitives, nor as downtrodden examples of a culture under siege. **Belmore Browne** (1880-1954), an artist often associated with Mount McKinley, was also a mountaineer and writer, and in the early 1900s created numerous depictions of the great mountain as well as Alaska's animals and landscapes.

**Augustus Dunbier** (1888-1977) was one of the first artists from the Midwest and likely the first from Nebraska to paint in Alaska in the early 20<sup>th</sup> Century. He spent the summers of 1926 and 1927 based in Sitka. From the first trip, he returned with twenty-two canvases, which he exhibited at the Seattle Art Association and the San Francisco Art Association before returning to Omaha.

The full, long, and rich history of Native Alaskan art is a separate subject from the more European traditions that are the focus of the AskART database. The influence of Western contact upon the evolution of Native art is, however, to be noted. Representational drawings on ivory and bone have a long history among native Alaskan cultures. These traditions were readily adapted to ivory scrimshaw during the Yukon Gold Rush and the heyday of the whaling industry of the late 19th Century. Beginning in the 1920s and 1930s, several Inupiat and Yup'ik Eskimo self taught artists began drawing on paper and on tanned skins and hides. **George Ahgupuk**, **Robert Mayokok**, **James Kivetoruk Moses**, and **Florence Nupok Malewotkuk** are widely regarded as the first artists to employ these new media. These artists recorded in pen and ink and/or watercolor drawings traditional lifeways that were quickly changing as natives became increasingly acculturated. European visitors and settlers brought with them materials and techniques that were new to Native



Eustace Ziegler  
Kobuk Native Head

artists, resulting in intriguing transfer of subject matter from one medium to another, for example changes from carving and engraving on ivory, to paper. As drawing materials became more widely available, a number of Eskimo artists made drawings on paper about their way of life, and the life of newcomers to their territory. **George Ahgupuk** (b.1911) along with his brother **James Kivotoruk Moses** (1900-1982), was a leader in the establishment of graphic arts on paper among Native Alaskan artists more than a century ago. Said to have been 'discovered' by **Rockwell Kent** in 1937, Ahgupuk, like a number of his compatriots, had taught himself to draw while hospitalized for tuberculosis. Perhaps because carving and engraving, and the drawing ability they required, was long considered the particular domain of male Natives, one woman, **Florence Malewotuk** (1906-1971), is especially notable for her exceptional drawings on paper, as well as on seal and walrus skin. Native artist **Guy Kakarook** (b. late 1800s) especially known for his drawings in watercolor, ink, and crayon on paper.

In the 20th century, and now the 21st, Native artists continue to draw upon their traditional images and materials, while adopting new materials and techniques. Their contribution to the development of drawing, painting, and sculpture in Alaska has been substantial, and Native artists are among the most prominent artists working in the region today. **Alvin Amason** (1948-), of Alutiiq ancestry, is regarded as one of the current best painters of the state, capturing Alaska's wildlife with humor, affection, and respect. **Ronald Senungetuk** (1933-), an Inupiat Eskimo, has perhaps the most extensive national and international exhibition record of any Alaskan artist.

Today a number of professional artists painting in Alaska are using their talents to bring world attention to issues of profound interest to the state, as artists are doing in many parts of the globe. For example, The Artists for Nature Foundation, a Netherlands based group of over 100 artists from the United States and more than twenty other countries, has selected Alaska's Copper River region one of their focus sites. These artists are dedicated to promoting, through their unique perspective, the conservation of natural and historical landscapes around the world, using the universal language of art to achieve these goals in a positive way. Some contemporary American artists who live in, or have traveled to, Alaska to participate in this work are **Tony Angell**, **Pat McGuire**, **Susan Ogle**, **Andrea Rich**, **David Rosenthal**, and **Todd Sherman**. Alaska is an inspiringly beautiful and rich land that they seek to protect and preserve, a region that continues to inspire generations of artists.

# A Brief History of Art in American Alaska

*from: Alaska's History and Cultural Studies, Alaska Humanities Forum*

## **Alaskan art falls into several categories**

During the American period, artists depicted Alaska in several ways. One form of art was documentary art. This work documented Alaska's people and places and included the work of early photographers. Another form of art was market art. Natives wove baskets and carved ivory, wood, and stone to sell. Non-Natives also carved ivory, wood, and stone. In general, market art had an Alaskan theme. A third form of art was landscape art. This form of art was popular in the late 1800s and early 1900s. It included oil paintings and watercolors. Little modern art was done in Alaska until after World War II when colleges established art departments and state-funded programs to encourage artists began.

## **Travelers record their observations**

Not long after 1867, photographers began to visit Alaska and record what they saw. Many of them worked for various government agencies. By 1880, professional photographers were traveling to Alaska for commercial reasons. They could sell their Alaska photographs to trading companies. Or, they could publish collections of their Alaska photographs.

Considered the first to take photographs of American Alaska, San Francisco landscape photographer Eadweard Muybridge traveled to Alaska in the summer of 1868. Muybridge accompanied Major-General Henry W. Halleck, then in command of the Military Division of the Pacific. His assignment was to photograph Alaska's military posts and harbors. For Muybridge, just moving his equipment was a challenge. His camera was bulky. Images were recorded on glass plates instead of plastic negatives. Despite the difficulties, a number of other professional photographers followed Muybridge. Among them were Edward de Groff and Reuben Albertstone who took photographs at Sitka and elsewhere in Southeastern Alaska during the 1880s. Although they engaged in photography on a part-time basis, they were professional photographers.

In 1893, Lloyd V. Winter and Edwin Percy Pond established their photography studio at Juneau. For over a half a century the two men recorded events in Juneau and the northern portion of Southeast Alaska. Among the subjects they witnessed and photographed were the Klondike gold rush, the growth of the salmon and mining industries in the area, and, after 1906, activities in Alaska's capital city. The partners also photographed the Tlingit people and non-Native residents of Juneau at work and play.

The Klondike gold rush lured a number of photographers to the north. Some stayed; some just passed through. After taking photographs along the Chilkoot Trail, E. A. Hegg opened studios in Cordova and Anchorage. During construction of the Alaska Railroad, he was the official photographer. For this project, he took over 1,500 photographs.

## **Alaska Natives find markets for their work**

Many of the early visitors to Alaska were fascinated with the baskets, blankets, and ivory carvings of the Native people. They were interested in purchasing such items. The Native people began to weave and carve pieces for sale. The Tlingits marketed baskets, moccasins, small totem pieces, Chilkat and button blankets. The Eskimos carved ivory, jade, and bone. Later, they sewed skins, and still later Eskimo women made dolls. The Aleuts wove intricate baskets. The Athabaskans decorated gloves with elaborate beadwork.

Alaska Native art became more popular as more people visited Alaska during the 1920s and 1930s. To assist the Native people with marketing, the U.S. Bureau of Indian Affairs created the Alaska Native Arts and Crafts cooperative. The cooperative opened stores in Seattle, Juneau, and Anchorage. This achieved wider distribution of the art pieces and increased sales. The interest in Alaska Native art continued into the 1980s.

## **Artists paint the Alaskan landscape**

Most artists of the late nineteenth and early twentieth centuries were schooled in painting landscapes. Such art depicted people and places realistically and grandly. Sydney Laurence, Ted Lambert, Rusty Hurlain, and Eustace Paul Ziegler are among the better known artists who painted Alaskan landscapes.

An artist by training, Sydney M. Laurence arrived at Juneau in 1903 and found work as a photographer. He was 38 years old. The next year he left Juneau for Valdez where he prospected for gold during the summers and worked at odd jobs during the winters. In 1912, he produced his first Alaskan painting, "Seldovia, Alaska." Laurence continued to work as a photographer at Valdez and Anchorage and to paint until 1925. Then he began to spend the winters in Los Angeles, painting Alaskan subjects sketched the previous summer, and in the 1930s he lived and painted in Seattle. His paintings realistically expressed the awesomeness of nature. Many were panoramic landscapes with Alaskan subjects such as trappers. Laurence particularly enjoyed painting views of Mount McKinley.

In January 1909, a 28-year old artist, Eustace Paul Ziegler who had been recruited by Peter Trimble Rowe, Episcopal Bishop of Alaska, arrived at Cordova. There he was to manage the Red Dragon, a club for railroad workers, and to serve as a missionary. In his spare time, Ziegler painted murals on the walls of the mission and the rotunda of the Lathrop Company theater in town. The Alaska Steamship Company and summer tourists purchased some of his paintings. His popularity grew. People felt he depicted early Alaska well. Ziegler's first show was held in the dining room of the Kennecott Mines. Later Ziegler worked for the Alaska Steamship Company. Today, many of his paintings are in museums.

## **The federal government sends a group of artists to Alaska**

In 1937, a group of 12 men and two women (one of whom was an artist) arrived at Ketchikan. They were employed by the Works Progress Administration, a depression era agency created by the federal government. They divided into groups and spent the summer

traveling around Alaska drawing and painting. They traveled along the Richardson Highway and the Alaska Railroad. Their work, except for several murals, was sent to Washington, D.C. One surviving mural is in the old federal building at Anchorage.

### **The military brings artists and photographers to Alaska during the 1940s**

The military forces stationed in Alaska during World War II included artists, photographers, and film makers. Joe Hones and Henry Varnum Poor were two. Although their emphasis was on documentation and not necessarily on art, much art was produced.

Lieutenant William F. Draper was one of five combat artists the navy assigned to cover World War II. Draper arrived at Kodiak in 1942. During his eight-month stay he also went to Umnak and Dutch Harbor. He was at Dutch Harbor about a month and produced nine paintings of military facilities.

### **Artists find an encouraging environment in post-World War II Alaska**

Following World War II, Alaska's population boomed. Artists found new markets for their work with the increased population. In addition to the University of Alaska, community colleges opened around Alaska. The schools created art departments and hired artists and photographers to teach.

In 1967, the Alaska legislature created the Alaska State Council on the Arts to promote development of the arts in the state. The program's goals included making grants to artists and art groups around Alaska. With an annual budget of almost six million dollars for the arts, Alaska ranked first in the country in terms of per capita state support for the arts.

Eight years later, in 1975, the legislature established the Percent for Art Program. This law required that a percentage of the construction cost of state buildings be spent to commission or purchase art works for the buildings. Between 1975 and 1984, over one million dollars was spent on almost 100 works of art for public buildings around the state.

# Glossary of Art Terms

## A

**Abstract-** A style of art that is not realistic. Unusual lines, colors, and shapes make the subject look unrealistic. It is often characterized by the use of geometric lines and shapes and bold, bright colors.

**Aesthetic-** Ideas about what makes a work of art beautiful or satisfying.

**Additive-** the means of building up a surface by adding, combining or building up materials.

**Analogous colors-** Colors that appear next to each other on the color wheel. Analogous colors have one hue in common. For example, blue, blue-green, and blue-violet all contain blue. Also called related colors.

**Animation-** Creating a motion picture that consists of a series of drawings, each of which shows a slight change from the drawing before it. When the drawings are photographed and projected in rapid succession, the figures seem to move.

**Animator-** A person who creates animation.

**Arch-** A curved shape in a building. An arch can frame a doorway and window or it can support a wall or ceiling.

**Architect-** A person who designs buildings and supervises construction of the building.

**Architecture-** The art and science of designing buildings and other structures.

**Art criticism-** The process of looking at, thinking about, and judging an artwork.

**Art history-** The study of art created in different times and cultures.

**Art media-** The materials used by artists.

**Assemblage-** A 3-dimensional work of art made by joining materials and objects together.

**Asymmetrical balance-** A type of balance in which the two sides of an artwork are not exactly alike, but are still visually balanced.

## B

**Background-** The part of an artwork that seems the farthest away.

**Balance-** The arrangement of the elements, in a work of art, to create a sense of equilibrium. Balance is a principle of art.

**Bird's-eye view-** A point of view looking down from above.

**Bisque-** Clay that has been fired once and is unglazed.

**Blend-** To mix or rub colors together.

**Block-** In printmaking, a piece of flat material, such as wood, clay, or metal, into which a design has been carved. It is also known as a plate. The block is used to print the design.

**Border-** A frame-like edge around a shape or image.

**Brayer-** In printing, a rubber roller used to spread ink over a surface.

**Brush stroke-** A line, shape, mark, or texture made with paintbrush.

## C

**Canvas-** A strong, closely, woven fabric, which is often used as a surface for painting.

**Career-** A person's job or profession.

**Cartoon-** An artwork that shows people or things in ways that are funny. Cartoons often have words that go with them.

**Carve-** To cut away parts from a block of wood, stone, or other hard materials.

**Center of Interest-** The part of an artwork that you notice first.

**Ceramics-** The art of making objects from clay and hardening them with fire.

**Cityscape-** Artwork that gives a view of a city.

**Clay-** A soft, moist material used to create artworks such as sculpture and pottery.

**Close-up-** A very near or close view of an object or subject.

**Coil-** A rope-like shape that has been rolled from clay or other such material.

**Collage-** Artwork made by gluing bits of paper, pictures, fabric, or other materials to a flat surface.

**Color-** What is perceived when waves of light strike the retina. Color is an element of art.

**Color wheel-** Colors arranged in a certain order in the shape of a circle.

**Complementary colors-** Colors that contrast with one another. Complementary colors are opposite one another on the color wheel.

**Compose-** To design or create something by arranging different parts into a whole.

**Composition-** An arrangement of the elements of art using the principles of art to express the artist's idea.

**Construct-** To make something by joining together materials.

**Contrast-** The effect of showing the difference between two unlike things, such as a dark color and a light color.

**Contour-** The outline of a shape.

**Contrasting colors-** Colors placed opposite one another on the color wheel. Also called complementary colors. For example, orange and blue are contrasting colors.

**Cool colors-** The family of colors that includes greens, blues, and violets. Cool colors bring to mind cool things, places, and feelings.

**Craftsmanship-** Skill, knowledge and neatness resulting in expert workmanship.

**Crayon etching-** A picture made by rubbing wax crayon onto paper and then scratching a design into the wax.

**Creative-** Having a skill or talent for making things in a new or different way; showing originality and imagination.

**Credit line-** The information that is given with a picture of an artwork. A credit line usually tells the artist, title, date, medium, size, and location of an artwork.

**Critique-** The process of using description, analysis, interpretation, and judgement to evaluate a work of art.

**Cross-hatching-** A method of showing value by using parallel lines at different angles that get darker as they are drawn closer together.

**Cultural style-** A style of art that shows something about the culture in which the artist lives or lived.

**Culture-** The customs, beliefs, arts, and way of life of a group of people.

## *D*

**Depth-** The apparent distance from front to back.

**Design-** A plan for the arrangement of the art elements (lines, spaces, colors, shapes, forms and textures in an artwork. Also, the act of arranging the parts of an artwork.

**Detail-** A small part of an artwork.

**Diagonal-** A slanted edge or line.

**Distance-** The sense of depth or space between objects in an artwork.

**Drawing-** An artwork consisting of lines and shapes/forms sketched on paper with materials such as pencils, pens, chalk, pastels.

## *E*

**Easel-**A stand used to hold a painting while an artist works on it.

**Edge-** The outside line of a shape or form.

**Elements of art-** The basic parts of an artwork. Line, color, value, shape, form, texture, and space are elements of art.

**Emphasis-** It is the importance given to certain object or areas in an artwork. Color, texture, shape, and size can be used to create emphasis. Emphasis is a principle of design.

**Enlargement-** Creating a design that is larger than the original.

**Exaggeration-** Showing something in a way that makes it seem larger or more important than it is.

**Expression-** A special look that communicates strong feeling. A smile is an expression of happiness.

**Expressionists-** A group of artists who use simple designs and brilliant colors to express feelings. Artists began using this style in Germany in the early 1900's. It gained interest in the United States in the 1940's and 1950's.

**Exterior-** The outer part of a building or other form.

## *F*

**Fabric-** Cloth made by knitting or weaving threads together.

**Fantasy-** Something that reflects the imaginary.

**Fiber Artist-** An artist who creates artworks by sewing, weaving, knitting, or stitching fibers together.

**Fibers-** The threads that made up yarn, string, fabric, and other such materials.

**Firing-** Heating clay to the required temperature to harden.

**Focal Point** – The area in a work of art that an artist emphasizes.

**Folk art-** Art made by people who have not been formally trained in art. Folk art usually reflects the artist's culture or tradition.

**Folk Artist-** Artists who have not been formally trained in art.

**Foreground-** The part of an artwork that seems the closest to you.

**Foreshortening-** Shortening lines or objects in an artwork to create an impression of depth and distance.

**Form-** A three-dimensional object, such as a cube or a ball. Form is an element of art. Form may be depicted on a 2-D surface.

**Found object-** Something that an artist finds and uses in an artwork such as a scrap of metal or a piece of wood, etc.

**Functional-** Designed with a useful purpose in mind.

## *G*

**Galleries-** Places where artwork can be seen and bought.

**Glaze-** A thin, transparent, glassy coating on ceramics. (Not generally used in elementary grades in Cy-Fair)

**Geometric-** A word describing shapes and forms such as squares, circles, cubes, and spheres.

**Gesture Drawing-** Quick scribbles to show movements of the body that quickly records an entire image.

**Greenware-** Unfired clay.

## *H*

**Harmony-** A principle of art that combines elements of art in a composition to stress similarities of separate but related parts.

**Highlights** – Areas of direct light on an object.

**Horizon line-** In an artwork, the line where the ground and sky appear to meet.

**Horizontal-** Moving straight across from side to side rather than up-and-down. For example, the top edge of a piece of paper is horizontal.

**Hue-** Another word for color.

## *I*

**Illusion-**An image that tricks the eye or seems to be something it is not.

**Illustration-** A picture used to help explain something or tell a story. An illustrator creates pictures for books, magazines, or other printed works.

**Imagination-** To have the power to visualize and build mental images; dream about things that have never happened; feel intuitively; and to reach beyond sensual or real boundaries.

**Implied-** Suggested, but not actually shown, as in an implied line.

**Impressionists-** A group of artists in the late 19th and early 20th centuries who paid special attention to light and its effect on subjects in their paintings.

**Intensity-** The brightness or dullness of a color.

**Interior-** The inside of a building or another hollow form, such as a box.

**Interior Design** - Is the art of planning and creating indoor spaces such as rooms.

**Intermediate Colors-** Colors that are a mixture of a primary and a secondary color. Blue-green, red-orange, and red-violet are examples of intermediate colors.

## *J*

**Judgement-** Fourth step in an art criticism process in which you formulate your own opinion on the success or failure of the artwork.

## *K*

**Kiln-** The furnace in which clay is fired to harden it.

## *L*

**Landscape-** A drawing or painting that shows outdoor scenery such as trees, lakes, mountains, and fields.

**Leatherhard-** Clay that is partially dry, no longer plastic. In a state ready for turning, burnishing, or building walls with slabs.

**Line-** A mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.

**Loom-** A frame or machine used to hold yarn or other fibers for weaving.

## *M*

**Mask-** An artwork made to be placed over a person's face for decoration or disguise.

**Mat-** Paper or cardboard cut to form a frame around an artwork.

**Media-** Materials used to create an artwork, such as clay or paint. The singular of media is medium.

**Middle ground-** In an artwork, the part between the foreground and the background.

**Mixed media-** Artworks that are created from more than one medium.

**Mobile-** A type of sculpture in which objects are suspended and balanced so that they are moved by currents of air.

**Model-** Someone or something an artist uses as an example when creating an artwork. Also a small copy of something.

**Monochrome-** A color scheme using only tints and shades of a single color.

**Monoprint-** A print made from a plate that can be used only once.

**Montage-** Combining parts of several photographs or drawings to produce a new single image.

**Mood-** The feeling created in a work or art.

**Mosaic-** An artwork made from small pieces of colored glass, stone, paper, or other materials.

**Motif-** An element that is repeated often enough to be an important feature of a design.

**Motion-** A sense of movement or action in an artwork.

**Mount-** Adhere an artwork to another larger paper or cardboard to form a border.

**Movement-** The sense of motion or action created in an artwork. Also, a trend in an art is called a movement.

**Mural-** A large artwork, usually a painting, that is created or placed on a wall or ceiling, often in a public place. A muralist creates murals.

**Museum-** A place where works of art are cared for and displayed.

## *N*

**Negative space-** The empty space around and between forms or shapes in an artwork.

**Neutrals-** A word used for black, white, and tints and shades of gray. (Some artists use tints and shades of brown as neutrals.)

**Non-Functional-** An artwork or other object that serves no useful purpose but is appreciated for its beauty alone.

**Non-objective-** A style of art that does not represent real objects.

## *O*

**One-point perspective-** The graphic system in which all diagonal lines converge to a singular point on the horizon line.

**Opaque-** Not letting light through; the opposite of transparent. Opaque paints obscure the paper or paint underneath.

**Organic-** A word describing shapes and forms similar to those in nature and the opposite of geometric.

**Outline-** The line that forms the edge of any shape or form. Also called the contour.

**Overlap-** To partly or completely cover one shape or form with another.

**Painting-** An artwork created by using a brush or other tool to apply tempera, watercolor, oil, acrylic, etc. to a surface.

## *P*

**Palette-** A flat surface (palette, boards, etc.) on which an artist holds and mixes colors.

**Papier-mâché-** A process of creating forms by covering an armature or other base with strips of paper that have been soaked in watery paste, and then molding the strips. The form hardens as it dries.

**Pastel-** A crayon made of either chalk or oil.

**Pattern-** Repeated colors, lines, shapes, or textures in an artwork. Pattern is a principal of design. Also, a plan or model to be followed when making something.

**Perspective-** A way of making a flat artwork look as if it has depth. In a painting, an artist creates perspective by making far-away objects smaller and nearby objects larger.

**Photogram-** A photograph made by placing objects directly on light sensitive material and exposing it directly to light.

**Pictographs-** Ancient drawings, often found on cave walls, that tell stories or record a culture's beliefs and practices.

**Pinch method-** A way of shaping a ball of clay into pottery by pinching, pulling, and pressing it with the hands.

**Plate-** In printmaking, a piece of flat material, such as wood or metal, with a design on the surface. The plate is used to print the design.

**Portrait-** A work of art created to show a person, animal, or group of people, usually focusing on the face.

**Pose-** The way subjects sit or stand while an artist paints portraits of them.

**Positive space-** Shapes, forms, or lines that stand out from the background in a work of art.

**Potter-** An artist who makes pottery.

**Primary colors-** The colors from which all other colors are made. The primary colors are red, yellow, and blue.

**Principles of design-** Guidelines artists use as they create art works. Unity, variety, emphasis, balance, proportion, pattern, and rhythm are the principles of design.

**Print-** An artwork created by making an impression of a design.

**Printmaking-** The process of making one or more prints.

**Profile-** Something that is seen or shown from the side, such as a side view of a face.

**Proportion-** The relation of one thing to another with respect to size and placement.

## R

**Radial balance-** A type of balance in which lines or shapes spread out from a center point.

**Realism-** Art style which renders life in a life-like way.

**Realistic-** Showing something, such as a person or scene, as it might really look.

**Relief print-** A print made by covering a printing block with ink or paint and pressing paper onto the block. The areas or lines gouged out do not print. (Examples: woodcut, block print, linocut, styrofoam plate, etc.)

**Relief sculpture-** A kind of sculpture in which a design or image is carved into a flat surface. May be high relief or low relief.

**Resist medium-** A material, such as wax, used to protect parts of a surface from paint or dye.

**Rhythm-** The repeating of elements, such as lines, shapes, or colors, that creates a pattern of visual motion in an artwork. Rhythm is a principle.

**Rubbing-** An artwork created by placing paper on a raised surface and then rubbing the paper with chalk, crayon, or a pencil.

## S

**Sculpture-** An artwork made by modeling, carving or joining materials into a 3-dimensional form. Clay, wood, stone, and metal are often used to make sculptures.

**Seascape-** An work that includes in the scene the sea, ocean, or shore.

**Secondary colors-** A color made by mixing two primary colors. The secondary colors are green, violet, and orange.

**Self-portrait-** A drawing, painting, photograph, or sculpture that shows the likeness of the artist.

**Shade-** A color made by adding black to a hue. For example, adding black to green results in dark green. Also a dark value of a color.

**Shading-** A way of showing gradual changes in lightness or darkness in a drawing or painting. Shading helps make a picture look more realistic.

**Shape-** A flat area, such as a circle or a square, that has clear boundaries. Shape is an element of art.

**Sketch-** A quick drawing. A sketch can be used to explore a subject or plan an artwork.

**Sketchbook-** A book or pad of paper used for drawing and keeping sketches

**Slab-** A method of making pottery in which a flat piece of clay is cut into shapes which are joined together to form an object.

**Slip-** Watery clay in a creamy consistency used with scoring to join two pieces of clay.

**Space-** An empty surface or area. Also, the area surrounding something.

**Still life-** An artwork showing an arrangement of objects that cannot move on their own, such as fruit or flowers

**Stippling-** Technique of using patterns of dots to create values and value gradation.

**Story quilt-** A quilt showing pictures that tell a story.

**Studio-** A room or building where an artist creates art.

**Style-** An artist's own way of designing and creating art. Also a technique used by a group of artists in a particular time or culture.

**Subject-** What an artwork is about. A person, animal, object, or scene

**Subtractive-** A word describing sculpture that is made by taking away, or subtracting, material from a larger piece or block.

**Surface-** The outside layer of a material, an object, or another form.

**Surrealism-** The Twentieth Century artistic style that uses dreams and fantasy as subject matter.

**Symbol-** A letter, color, sign, or picture that expresses a larger meaning, For example, a red heart is often used as a symbol for love.

**Symmetrical balance-** A type of balance in which both sides of an artwork look the same or almost the same.

**Symmetry-** Balance created by making both sides of an artwork the same, equal or almost the same.

## *T*

**Tactile-** A texture you can feel with your hands.

**Technique-** The way an artist uses art materials to create a certain type of artwork.

**Technology-** The way human beings use machines and other tools to make or do something.

**Tempera paint-** A chalky, water-based paint. Also called poster paint.

**Texture-** The way a surface looks and feels, such as smooth, rough, or bumpy. Texture is an element of art.

**Theme-** In an artwork, the artist's message about the subject of the work.

**Three-dimensional-** Having height, width, and thickness. Forms are three-dimensional.

**Tint-** A color such as pink that is created by mixing a hue with white. Also, a light value of a color.

**Translucent-** Something through which light can be seen. Intermediate between opaque and translucent.

**Transparent-** Something through which light and objects can be seen. Transparent paints allow the paper or underpaint to show through.

**Two-dimensional-** Having height and width; flat. Shapes are two-dimensional.

**Two-point perspective-** Perspective in which receding lines meet at two vanishing points.

**Unity-** The quality of seeming whole and complete, with all parts looking right together. Unity is a principle of design.

## V

**Value-** The lightness or darkness of colors. Tints have a light value. Shades have a dark value. Value is an element of art.

**Vanishing point-** A point on the horizon or eye-level line at which receding parallel lines meet in a perspective drawing.

**Variety-** The combination of elements or art, such as line, shape, or color, in an artwork. Variety is a principle of design.

**Vertical-** Moving up and down rather than side to side. For example, the side edge of a piece of paper is vertical.

**Visual rhythm-** In an artwork, rhythm created by repeating elements, such as colors and lines. Visual rhythm might remind a viewer of music or dance rhythm.

## W

**Warm colors-** The family of colors that includes reds, yellows, and oranges. Warm colors bring to mind warm things, places, and feelings.

**Warp-** In weaving, the vertical threads attached to the top and bottom of a loom.

**Weaver-** An artist who creates weavings

**Weaving-** An artwork made of thread, yarn, or other fibers laced or woven together on a loom.

**Wedge-** A method of cutting and reforming (kneading) clay to make it homogenous. This helps to eliminate air bubbles from the clay.

**Weft-** The threads woven back and forth, over and under the warp fibers on a loom.

**Worm's-eye view-** A point of view from ground level.

*Source: CFSID School District Elementary Art (<http://www.cfsid.net/>)*