

WORLD ART TEACHER'S GUIDE



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1. Review Red Ochre Article/Make Handprints

Million years ago	Human Activity
6	Bi-pedal hominid
5	Australopithecus tool maker
2	Homo erectus has fire
1	Homo sapiens makes paint

Years Ago	What Happened with Ochre
1,000,000	Transported to sites in South Africa
400,000	Pigment and grinding equipment in Zambia
300,000	Stone tools and bones w/ 60+ pieces ochre many colors, French Riviera
130,000	Ochre rubbed on teeth and tusks
120,000	Red Ochre paint
77,000	Carved red ochre, South Africa
50,000	Hematite Mines, South Africa
30,000	Handprints in European Caves

Time Line Red Ochre Handprints

	Africa	Oceania	Eurasia	Americas
35,000 years ago	Handprints but no stencils	Handprints in Australia	Venus figures rubbed w/ red ochre Handprints in Euro caves	
1500 bce to present (3,500 years ago to now)				Handprints north and south

2. Why World Art? A Double Mandate!

To both improve test scores and prepare children for global society, world art is the essential axis mundi of American, if not world, K-12 education.

Improving test scores is a prime directive for many schools and scores improve when learning is by DOING, i.e., we employ the epistemology of making. We know that learning by doing is quite literally how we achieve most of our skills. We learn everything from how to tie our shoes to how to drive a car, not by reading about it or writing papers about it, but by DOING it. Art is a powerful way this learning method is available to every classroom in America. This not only meets legislative mandates for individualized learning using multiple intelligences; it synergizes the learning that is taking place in all subjects because the learning is unified through the power of DOING. We learn more when we internalize. We internalize when we DO....and the more senses we engage, the greater our success.

Beyond these gains in official 'test' scores, life in our technologically sophisticated and increasingly competitive world society requires good communication, the foundation of which is common understanding. Art based pan human history is our common patrimony as a species. Teaching this shared story in American classrooms and around the world gives us a common cultural heritage. This even playing field for all cultures and subjects moves us beyond the paralyzing conflicts between 'western' and 'other' viewpoints.

With all these benefits, one wonders, what IS world art exactly? Answers stretch back more than one hundred thousand years and cover the entire planet. One approach to World Art Education is called Four Quarters of the Earth. It divides the Earth into four equal parts: Africa, Oceania, Eurasia, and the Americas. Within each of these designated geographic areas are countless sub-categories and possible emphases. Here are three of the many ways to use the four quarters paradigm.

1. **Adapt** existing curriculum (to address each of the four geographic areas, or four time periods, or an art subject such as color.)
2. **Divide** every school year (into four parts and use each quarter of the school year as one of the Four Quarters of the Earth.)
3. **Devote** an entire year to each of the four quarters (e.g., Freshman study Africa, Sophomores study Oceania, Juniors study Eurasia, Seniors study the Americas.)

The benefits to using World Art as the educational *axis mundi* include:

1. Students see their own lives as part of the human story & deepen their understanding as they progress through the grades.
 2. Teachers meet government mandates (e.g., teach diversity and accommodate 'no child left behind.')
- and help children demonstrate their skills and knowledge in diverse and appropriate ways. World Art does all this AND

encourages teachers to collaborate and use thematic learning. These practices improve test scores and prepare students for global citizenship.

3. Framing World Art

SUMMARY GRID, SCALE EXERCISES, DETAILED BACKGROUND

In visual art studio class students learn the basics of art composition and design, including color, line, balance, and so forth as a world art educational foundation. This allows making, describing and comparing/contrasting art objects as well as relating and contextualizing art history and making with other subjects. (See article "World Art Overview" @ www.waterdragoninc.com).

A. SUMMARY GRID

I. World (pre-human earth history)		
Global	4.6 billion years ago	Geology: plate movements, pole shifts ice ages, time lines
	3.5 billions years ago	Life appears: Wave and particle communication systems are biochemical, tactile, visual, auditory, olfactory
II. Art (human species past and present)		
African Emergence	100,000bce	Erect posture; Language=Time Binder 'Create-Destroy' Cycles; Small hunting & gathering bands.
Oceanic Spread	50,000bce	Journals in petroglyphs, Navigation, Star Maps & Archaeoastronomy, Vessels.
Eurasian Flowering	25,000bce – 3500bce	Glaciers recede, Fauna & flora are domesticated; Writing & Stratified urban society.
American Invisibility	Present	Abstraction to invisibility: X-ray, radio, phone, TV, video, fax. AI, MRI, Hubble, Nano-Bio-genome, Cyberspace (internet websites, email).
III. Consciousness		
Global	Future	Art - history & practice develop consciousness and sustainable lifestyles.

B. SCALE EXERCISE

Legend

½ inch	=	1,000 years
1 inch	=	2,000 years
10 inches	=	20,000 years
50 inches	=	100,000 years
500 inches	=	1,000,000 years (one million)
aka 41 feet 8 inches		
aka 13 yards, 2 feet, 8 inches		
500,000 inches	=	1 billion years
aka 11,111 yards		
aka 6.34 miles		
22.190 miles	=	3.5 billion years (life begins on planet earth)
29.164 miles	=	4.6 billion years (planet earth formed)
95.10 miles	=	15 billions years (universe begins – big bang)

Questions and Answers

1. how long is the distance from the emergence of Homo to now?

(ANSWER: 69.44 yards)

{5 million years ago = 500 inches x 5 = 2500 inches aka 208.333 feet = 69.444 yards}

2. how long is the distance of the 'historic period'?

(ANSWER: 1. 5 inches)

{approximately 1000bce, and now it is approximately 2000ce, for a total of 3,000 years.

3 x ½ inch = 1 ½ inches}

3. What place is approximately 22 miles from you now?

(ANSWER: _____)

You select the correct answer and this will tell you what is comparable in your experience to the fact that Life has been around for 3.5 billion years (aka 22 miles) and human history is 1 ½ inches long. Our species has not been here very long and our individual lives average less than 100 years (1/50th of an inch!). How long will our species last? Does your individual behavior accelerate our extinction? Forestall it?

C. DETAILED BACKGROUND GRID

How many years ago?	What happened?	Engage with this information!
15 billion years ago 15,000,000,000	Universe big bang	How many zeros or places is this? answer: 9 and 11). recall the powers of ten video? Read conclusion of <u>Grammar of Creativity</u> by George Steiner.
4.6 billion years ago	Planet earth formed	Study solar system, geology, etc.
3.5 billion years ago	Life 'arises' on earth	What is definition of life?
5 million years ago	Homo genus occurs Walk upright Elongated esophagus	What is criteria for Homo?
2.5 million years ago	Larger brain, stone tools	Make a stone tool.
5 – 1.5 million years ago	Discover fire and Eat meat	Role of protein and/or fire in human story.
150 thousand years ago/150,000	'modern' humans	We could breed with them
100 thousand years ago	Homo erectus domesticates dog	Interspecies communication, animal: rights, companions and co-workers
30 thousand years ago	Art in upper Paleolithic shows memory, shift to permanence in symbol systems, rise toward sedentary	What do you remember? How do you remember it? When do you travel and when do you stay home? Make painting, petroglyph or pictograph in stone
10 thousand years ago 10,000 - now	Agricultural Revolution	Grains domesticated
5 thousand years ago	Written revolution Symbol systems and alphabetic writing codified.	Birth of the invisible abstraction. Literacy for a culture or a person. What is the effect of the conversion of the breath stream of spoken meaning to written words? Are we able to communicate except in words? What is lost when a dance is 'reduced' to words? 'traditional history' begins w/ the beginning of the written word.
2 thousand yrs ago 2,000 – 900bce 9 hundred bce – now	Bronze Age Historic Age	

900—bce - now		
2 hundred years ago 1800 ce to now	Industrial Revolution Machines do manual work	What is the effect of mechanizing functions? Do we turn machines into humans ala robots and artificial intelligence? Do we turn humans into machines as we replace their holistic labor with a smaller and smaller fragment of the whole?
100 years ago 1900 – now	Electric Revolution Machines automatically work	24 hours of daylight become possible and are the American norm. How does this remove you from natural rhythms and what effect does this have?
50 years ago 1950 – now	Computer Revolution and Green Awakening	Travel in exoskeletons, called a car, without thinking. The governor of my state proudly drives a gas guzzling 'hummer' which wastes, pollutes, etc. at the highest levels. This is the role model. We replace limbs & organs routinely, so the industrial and electrical and computer revolutions continue to 'change, support, update, upgrade' the human 'condition' even as the technologic lifestyle degrades the natural environment
NOW	Biotech Revolution Consciousness Revolution	Invisibility triumphs. Homo genetically design humans, clone, work with stem cells, nano-tech & virtual, cyber, internet worlds. Consciousness a non-local field phenomenon, neurosci and AI grow, rising interest in shamanism, interspecies communications, altered states, morphic fields.
Future - 50 500 5000 years from now?		

4. MORE INFO

EXPLORE WORLD ART PRACTICES, READ & LISTEN FOR FREE, CREATE WORLD ART LESSONS, ADDITIONAL READINGS.

A. EXPLORE WORLD ART PRACTICES

- **Africa** – Symbolizing, Consciousness, Identity, Society; Portrait Pots, Masks, Rock Painting; Pottery; Color and Red Ochre Handprints.
- **Oceania** –Walkabout (native species i.d.); Sail About; Water (cycle, gardens), Archaeoastronomy, Calendars, Navigation, Maps and Mapping, Mathematics, Colonization & Diaspora;; Dance; Dreaming; vessels, Lapita pottery. Read - “Suiseki and Shinto”; Goldsworthy Landscape Installations; Dot Painting a Birch Bark Maps; Miniature Dish Gardens; Dream Logs and Sharing; Singing, Dancing, & Oral Traditions.
- **Eurasia** – text and tower –, scroll-medieval codex, illustration-writing, *stupa-vastumandala & feng shui*. writing, papermaking, create journals, make mandalas, feng shui room.
- **Americas** – Styrofoam monuments, furniture, time based arts, performance, installation.

B. READ AND LISTEN FOR FREE

- World Art Audio (downloadable mp3 file)
- World Art Readings
 - “Overview - World Art”
 - “Power of Clay”
 - “Red Ochre Handprints”
 - “Suiseki & Shinto”
 - Four Quarters of the Earth

See also ~~~

www.worldhistorymatters.org for visual materials as ‘unpacking evidence’
www.metmuseum.org see their timeline to search on times, places & art objects
<http://worldimages.sjsu.edu> – for database of 30,000 images
 see specific interest groups for particulars, such as pacific arts assn for arts of oceania.

C. **CREATE WORLD ART LESSONS** – Correlate your art making instruction and activities with the learning needed in other classes.

1. What is the art principle that you wish to communicate?

Formal qualities include but are not limited to: color (color wheel, color symbolism, adjacent, analogous, complementary colors); line (line quality and use, such as creating lines of sight and uses of perspective. Compare, for example, the different use of perspective in China and Rome in 200 CE); figure/ground relations; symmetries (e.g., bilateral vs. asymmetry); media and working methods (e. g., when both wood and clay are available, why is one selected over the other?); dimensions {2-d is shape and 3-d is form – which is used and why?}; composition (pattern, rhythm, balance, unity, etc.).

2. How is the other subject you are supporting a vehicle for teaching the art principle?

Example: - Correlating Art and Social Studies/History.

Contextualizing issues include but are not limited to: who made the objects, for whom, why and under what circumstances; how long the object/performance lasted, whether the object still exists and if so under what conditions (e.g., museum, world heritage site, etc.), what it demonstrates with regard to the subject under consideration, such as trade, migration, slavery, or other behaviors being investigated. You may wish to ask this as 7 Questions:

1. **what** is made, done, etc? (what is under consideration?)
2. **how** is it done? (techniques, methods, preparations, epistemologies used?)
3. **who** makes it and for whom is it made?
4. **when** is it made, used, performed? (how long does it last?)
5. **where** is it made, used, etc.
6. **why** is it done?
7. **anything** corollary in your experience/culture?

3. World Art: Integrated Planning Sheet

Date _____

1. Subjects (art subject and complementary subject such as math , social studies, science)

2. Keys

- A. Ideas
- B. Geographic Location
- C. Time Period

3. Student Appropriate Activities

- 1. Look/Read
- 2. Visit
- 3. Select
- 4. Write
- 5. Make
- 6. Speak/Play (music, language, oral traditions)

4. Find Resources & Ask 7 Questions

Find Resources. Locate objects for study (books, websites, videos, articles, handouts may include maps, literature, images, clothing, shelter, food, etc.)

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(art bulletin book reviews on onians' and summers' cited works -- as well as onians world art panel from nyc caa 03 conference.)