

Pottery of the Catawba Indians (1-5)

LESSON DESCRIPTION

Delve into the world of the Catawba Indians by taking a closer look at their unique process of making pottery and the animal symbolism in their artwork. The lesson culminates with students creating their own clay pot decorated with various animal symbols.

SC VISUAL ARTS STANDARDS

First Grade

- VA1-1.1 Use his or her own ideas in the creation of works of visual art.
- VA1-1.4 Use all art materials and tools in a safe and responsible manner.
- VA1-3.1 Recognize and describe the content in a work of visual art.
- VA1-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA1-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA1-4.1 Identify works of visual art as belonging to a particular time, culture, and place.
- VA1-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists
- VA1-5.1 Identify some of the purposes for the creation of works of visual art.

Second Grade

- VA2-1.4 Use all art materials and tools in a safe and responsible manner.
- VA2-3.1 Describe the content in a work of visual art.
- VA2-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA2-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA2-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.
- VA2-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.
- VA2-5.1 Identify purposes for the creation of works of visual art.

Third Grade

- VA3-1.1 Use his or her own ideas in creating works of visual art.
- VA3-1.5 Use all art materials and tools in a safe and responsible manner.
- VA3-3.1 Recognize and describe the content in a work of visual art.
- VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA3-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.
- VA3-5.1 Identify purposes for the creation of works of visual art.
- VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

Fourth Grade

- VA4-1.5 Use all art materials and tools in a safe and responsible manner.
- VA4-3.1 Identify and describe the content in a work of visual art.
- VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA4-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA4-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place.
- VA4-4.2 Discuss the qualities of specific works by artists who have had a diverse access to various technologies, tools, and materials.
- VA4-5.1 Identify and discuss some of the purposes for the creation of works of visual art.

Fifth Grade

- VA5-1.3 Use a variety of materials, techniques, and processes to create artworks.
- VA5-1.5 Use all art materials and tools in a safe and responsible manner
- VA5-3.1 Identify and describe the content in a work of visual art.

- VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA5-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA5-4.1 Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- VA5-5.1 Identify and discuss purposes for the creation of works of visual art.

SC SOCIAL STUDIES STANDARDS

Third Grade

- Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.
 - 3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)
 - 3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)