TITLE: Bark Painting

**Learning Goal(s):**

* The student will learn about Aboriginal Australians and their Bark Paintings.
* The student will learn to identify and create art in the style of these paintings using a limited color palette with lines, cross-hatching, and dots.
* The student will learn to identify traditional patterns and animals often portrayed in these paintings.

**Florida Standards/Benchmarks:**

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| --- | --- |
| [VA.68.H.1.3:](https://www.cpalms.org//PreviewStandard/Preview/4778) | Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population. |
| [VA.68.S.1.4:](https://www.cpalms.org//PreviewStandard/Preview/4756) | Use accurate art vocabulary to explain the creative and art-making processes. |
| [VA.68.S.1.5:](https://www.cpalms.org//PreviewStandard/Preview/4757) | Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent. |

**Vocabulary:**

Line

Cross-hatching

Dot

Bark

Earth Tones: red, yellow, black, brown, white

**Resources/Links:**

[Aboriginal Art History and Lessons](https://www.artyfactory.com/aboriginal-art/aboriginal-art-symbols.html)

[Museum of Natural and Cultural History](https://mnch.uoregon.edu/collections-galleries/aboriginal-australian-bark-paintings): Aboriginal Australian Bark Paintings

Video: [Bark Paintings-then and now](https://aiccm.org.au/carer-guide/bark-paintings/)

Video: [Old Masters: Australia’s Great Bark Artists](https://www.youtube.com/watch?v=52T_rnZk378&ab_channel=NationalMuseumofAustralia)

[Aboriginal Art Symbols](https://www.artyfactory.com/aboriginal-art/aboriginal-art-symbols.html)

[Australian Animals](https://www.animalspot.net/australian-animals)

**Media/Materials:**

* Brown paper from paper grocery bags
* Pencil or crayon for drawing
* Earth Tone Paints: red, yellow, black, brown, white
* Q-Tips and a variety of different sized paint brushes

**Directions:**

1. Introduce students to Australian Aboriginal Bark Painting.
2. Look at and/or create a handout for traditional symbols.
3. Look at native plants, animals, birds, fish…
4. Have students chose a main theme for their bark painting. Practice drawing it.
5. Cut out and flatten brown paper grocery bag. Consider tearing around edges and/or crumpling it to make it seem more like bark.
6. Draw your main element on grocery bag, add traditional symbols and patterns.
7. Paint using earth tones, lines, dots (Q-tips), and cross-hatching with thin brushes.

**GRADING RUBRIC:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **0 (0 points)** | **1 (5 points)** | **2 (10 points)** | **3 (15 points)** | **4 (20 points)** | **SCALE** |
| No animal or other main element as focal point | One incomplete main element/not focal point | One partial main element/focal point | One main element/focal point | Additional elements beyond those required |  |
| No additional Aboriginal symbols | One additional Aboriginal symbol | Some incomplete Aboriginal symbols | Drawing includes four traditional Aboriginal symbols | Additional elements beyond those required |  |
| No color | Most elements not colored | Some elements colored, but not all | All elements are completely colored | Detailed and creative use of color |  |
| No lines, cross-hatching, or dots | Some lines, cross-hatching, and dots | Most elements painted using lines, cross-hatching, and dots | All elements painted using lines, cross-hatching, and dots | Detailed use of lines, cross-hatching, and dots |  |
| No name, title, class, no craftsmanship | Missing title, name, and class, poor craftsmanship | Missing title, name, or class, craftsmanship could be improved | Title, student name, and class on back, good craftsmanship | Unique title, name, class, outstanding craftsmanship |  |
| Total Score | | | | |  |

**Reteach/Enrich:**

* Work with a partner/peer tutor
* Break down into smaller steps
* Reduce the elements in the assignment
* Make a smaller version of the assignment
* Make a second project
* Add additional details to original
* Help another student/peer tutor

 

