

Sense of Place/Alabama Heritage

These standards are examples that demonstrate authentic connections for deepening student learning and understanding. Please note that the lessons can be adapted to cross grade levels and subject areas.

Partnership for 21st Century Skills

Information, Media, and Technology Skills: Information, Communications and Technology Literacy

- Using technology as a tool to research, organize, evaluate and communicate information

Alabama Courses of Study

Visual Arts Content Standard-4th Grade

2.) Use traditional and digital media in the production of graphic design to communicate ideas and feelings.

Social Studies– 4th Grade

10.) Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state heritage

Learning Activity-Elementary and Secondary

Students will view portions of the documentary, *Alabama Craft: Tradition and Innovation*, dedicated to craft artists Gene Ivey and John Phillips (see the Digital Media Resources section below.) Students will discuss the cultural contributions demonstrated in each artist's body of work, focusing on the utilitarian nature of their creations. Students will locate where each artist lives on a map of Alabama. They will analyze and evaluate how the cultural heritage and interests of these regions may have influenced and impacted the artists' work. Using the documentary materials as a guide, students will describe the areas where the men live and work. They will describe with detail how each artist has learned his art form. What is an apprenticeship? Students will research fields that still offer apprenticeship training, using not only the internet and other media, but also discussions with teachers, family members and friends. Are there any art forms (music, visual arts, theatre, dance, etc.) being taught to students by family members or friends? What areas might students be interested in apprenticing in and why?

Learning Activity-Elementary and Secondary

Students will read the definitions of traditional and contemporary craft. Using these definitions, they will compare and contrast Ivey and Phillips. In small groups, they will discuss and evaluate the artists and their work. Which artist uses problem solving as the inspiration for his creations, and why was he drawn to his particular art form? Which artist sees his work as a legacy, and how does he continue to share his art with future generations? How has each artist's work impacted Alabama's art heritage? Students will work collaboratively to research, design, create and present a digital presentation (Power Point or another format) that

reflects their understanding, analysis and assessment of the artists and their work. Individual roles for the presentation will be determined. Class reflection and discussion will afford students the opportunity to analyze and evaluate each group's production, reflect deeper awareness and appreciation for Alabama's art heritage, and express personal perspectives on the creative process.

Digital Media Resources

Gene Ivey

- [Interview](#)
- [Legacy](#)
- [Work Samples](#) (Slides 19-22)

John Phillips

- [Interview](#)
- [Demonstration](#)
- [Workshop Tour](#)
- [Work Samples](#) (Slides 31-34)

Additional Resources

- Carry On* (PDF available online); www.traditionalculture.org
- Coat of Many Colors* (APT documentary, including Gene Ivey); www.alabamaarts.org
- www.phillipsmetalworks.com (additional information on Phillips, samples of his work and article "The Works of John Phillips," *Anvil's Ring*, Summer 2003)
- www.southernartistry.org
- Alabama Arts Radio Series (www.alabamaartsradio.com)