



ELEMENTARY VISUAL ARTS

A Partnership Between:



Native American Heritage Day: Friday, November 25, 2016 Printmaking Honoring history and story through symbolism

What do traditions, symbolism and ritual tell about a specific people such as Native Americans?

LESSON OVERVIEW/OBJECTIVES

Students will be introduced to the Native American Heritage Day which is designed to celebrate and honor the accomplishments and contributions of Native Americans. After learning about the significance of Native American symbols and the meanings of color use, students will create their own symbols. Students will learn the art of printmaking to print their symbols using relevant colors.

KEY IDEAS THAT CONNECT TO VISUAL ARTS CORE CURRICULUM:

Based on Utah State Visual Arts Core Curriculum Requirements (3rd Grade)

Standard 1 (Making): The student will explore and refine the application of media, techniques, and artistic processes.

Objective 1: Explore a variety of art materials while learning new techniques and processes.

- a. Practice using skills for beginning drawings; e.g., blocking-in, stick figures, or drawing the action or gesture of a figure.
- b. Use simplified forms, such as cones, spheres, and cubes, to begin drawing more complex forms.
- d. Make one color dominant in a painting.

Objective 3: Handle art materials in a safe and responsible manner.

- a. Ventilate the room to avoid inhaling fumes from art materials.
- b. Dispose and/or recycle waste art materials properly.
- c. Clean and put back to order art making areas after projects.
- d. Respect other students' artworks as well as one's own.

Standard 2 (Perceiving) : The student will analyze, reflect on, and apply the structures of art.

Objective 1: Analyze and reflect on works of art by their elements and principles

- a. Determine how artists create dominance in their work; e.g., size, repetition, and contrast.

Objective 2: Create works of art using the elements and principles.

- a. Identify dominant elements in significant works of art.
- d. Create a work of art that uses all of the space on the paper.
- e. Create a work of art that uses contrast to create a focal point. Use that to convey the most important idea or part of the work.

Standard 3 (Expressing):The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

Objective 1: Explore possible content and purposes in significant works of art

- a. Explain possible meanings or interpretations of some significant works of art.
- b. Invent possible stories that may explain what is going on in these same works

Objective 2: Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for their own artworks.

- a. Group significant works of art according to theme or subject matter.
- b. Judge which works of art most clearly communicate through the use of symbols.
- c. Create symbols in art that express individual or group interests.
- d. Create a work of art that uses a similar subject matter, symbol, idea, and/or meaning found in a significant work of art.

Standard 4: Contextualizing: The student will interpret and apply visual arts in relation to cultures, history, and all learning.

Objective 1: Compare the arts of different cultures to explore their similarities and diversities.

- a. Describe why different cultures may have used different materials to create their arts and crafts.

Objective 2: Connect various kinds of art with particular cultures, times, or places.

- a. Predict how a work of art or a craft can be connected to an ancient culture.

Objective 3: Recognize the connection of visual arts to all learning.

- a. Use a visual arts form as a help in expressing an idea in a non-art subject; e.g., a science project, the writing of a poem, a social studies project.

INSTRUCTIONAL OBJECTIVES:

Students will:

- Enhance their understanding of Native Americans by learning about their history, achievements, and contributions.
- Understand the significance and meaning of some Native American symbols.
- Understand that Native American symbols represent ideas and convey emotions and feelings.
- Learn about certain colors in Native American culture that have religious or sacred meanings and connotations.
- Create their own Native American symbols.
- Learn about printmaking by creating and printing their own symbols.

SUPPLIES

- Images and samples of Native American symbols
- Mechanical pencils
- Newspaper print (thin paper) to sketch out ideas as well as serve as protective layer for student prints
- Ricepaper
- Brayers, brayer pads, brayer rollers
- Inks for printing
- Styrofoam
- 8.5" x 11" cardstock

VOCABULARY

Native American Heritage Day - Is a civil holiday observed on the day after Thanksgiving in the United States. It is a day to pay tribute to Native Americans for their many contributions to the United States.

Symbol - Is a person or a concept that represents, stands for or suggests another idea, visual image, belief, action or material entity. Symbols take the form of words, sounds, gestures, ideas or visual images and are used to convey other ideas and beliefs.

Tradition - The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

Printmaking - Is the process of making artworks by printing, normally on paper. Printmaking normally covers only the process of creating prints that have an element of originality, rather than just being a photographic reproduction of a painting.

INSTRUCTIONAL PLAN

Introduction

Before beginning the lesson, introduce students to Native Americans and their use of symbols in their culture. Show images of Native American symbols and explain the meanings and significance of some of them. Highlight the valued use of symbols as a means of communication. Point out how few lines are needed to accurately represent the symbol. Tell students they will be creating their own symbols. In addition, they will learn about printmaking by printing their own symbols.

About Native Americans

In the United States, Native Americans are considered to be people whose pre-Columbian ancestors were indigenous to the lands within the nation's modern boundaries. These peoples were composed of numerous distinct tribes, bands, and ethnic groups, and many of these groups survive intact today as sovereign nations.

After the thirteen colonies revolted against Great Britain and established the United States of America, President George Washington and Henry Knox conceived of the idea of "civilizing" Native Americans in preparation for assimilation as U.S. citizens. Assimilation (whether voluntary, as with the Choctaw, or forced) became a consistent policy through American administrations. Expansion of European-American populations to the west after the American Revolution resulted in increasing pressure on Native American lands, warfare between the groups, and rising tensions. In 1830, the U.S. Congress passed the Indian Removal Act, authorizing the government to relocate Native Americans from their homelands within established states to lands west of the Mississippi River, accommodating European-American expansion. This resulted in the ethnic cleansing of many tribes, with the brutal, forced marches coming to be known as The Trail of Tears.

As American expansion reached into the West, there were increased conflicts with settler, miner migrants and Native American tribes. Over time, the United States forced a series of treaties and land cessions by the tribes and established reservations for them in many western states. U.S. agents encouraged Native Americans to adopt European-style farming and similar pursuits, but European-American agricultural technology of the time was inadequate for often dry reservation lands, leading to mass starvation. In 1924, Native Americans who were not already U.S. citizens were granted citizenship by Congress.

Contemporary Native Americans have a unique relationship with the United States because they may be members of nations, tribes, or bands with sovereignty and treaty rights. Cultural activism since the late 1960s has increased political participation and led to an expansion of efforts to teach and preserve Indigenous languages for younger generations and to establish a greater cultural infrastructure: Native Americans have founded independent newspapers and online media, recently including First Nations Experience, the first Native American television channel; established Native American studies programs, tribal schools and universities, and museums and language programs; and have increasingly been published as authors. [wikipedia.org](https://www.wikipedia.org)

About Native American Symbols

Native American Symbols can vary in meaning from one tribe to another and across different regions. These symbols were used for a variety of reasons and depicted on numerous objects. War paint, body decoration, used by Indian warriors contained secret symbols - even horses were painted with symbols. Many were spiritual in nature conveying religion and beliefs. Others conveyed immediate secret messages to other tribe members identifying specific clans. Some Native American symbols were specific to individual families and passed down from one generation to another. Others had a practical purpose such as providing directions or indicating good hunting or designating an area for a specific purpose. Traditional Native American pictures were usually flat, highly colorful, and two-dimensional. Native American symbols were geometric portrayals of celestial bodies, natural phenomena and animal designs.

INSTRUCTIONAL PLAN CONTINUED

About Printmaking

Fine art printmaking involves the creation of a master plate from which multiple images are made. Simply put, the artist chooses a surface to be the plate. This could be linoleum, styrofoam, metal, cardboard, stone or any one of a number of materials. Then the artist prepares the printing plate by cutting, etching or drawing an image onto the plate. Ink is applied (in a variety of ways) and paper is pressed onto the plate either by hand or by way of a hand-run printing press. The finished print is pulled from the plate.

There are four main types of printmaking. The process and materials of these techniques influence the appearance of the final print. We will be working with relief printing. This is printing from a raised surface. A simple example of relief printing is a rubber stamp pressed into a stamp pad and pressed onto a piece of paper. Relief printing plates are made from flat sheets of material such as wood, linoleum, metal, styrofoam etc. After drawing a picture on the surface, the artist uses tools to cut away the areas that will not print. A roller - called a brayer - is used to spread ink on the plate. A sheet of paper is placed on top of the plate and the image is transferred by rubbing with the hand or a block of wood, or by being run through a printing press. The completed print is a mirror image of the original plate.

Lesson Plan

1. Hand out a piece of news print and a pencil to each student. The newsprint will function as the students' sketch paper as well as a protective layer for their prints.
2. Using Native American symbol samples and a white board or chalk board, ask students to list samples of objects, people, places or words that are part of their lives of communities. For younger students, be prepared to ask them famous people, places, things, or words that they would all know. Write these names down on the board.
3. After creating the lists, ask students to pick out a word from the lists or pick a word of their own choosing to create a symbol.
4. Before they begin drawing, explain that their symbols should be drawn with as few lines as possible. This method will work best with the printmaking. This is because their symbol will be more clean and clear when printed. As they are creating a form of relief printing, make sure to mention that the lines they draw will be the places without color in their prints.
5. While students are drawing their sketch samples, make sure printmaking stations are set up complete with rolling pad, brayer pad, brayer and an ink color.
6. After students have had time to make several drawings and have chosen their desired symbols that they want to print, pass out styrofoam plates (4" x 5.5" - a quarter size of 8.5" x 11" paper) and mechanical pencils (without lead) to each student. They will use mechanical pencils to impress their drawing into the styrofoam plates.
7. Pick a student who is finished and have everyone watch you demonstrate the first print. Show students how to dispense the ink and put it on the styrofoam block. *Do not use too much ink!* Use the brayer to roll out the ink evenly. Apply the ink to the styrofoam image. Lay the rice paper on the inked image. Use the brayer to press the image onto the paper, using the brayer to flatten the rice paper.
8. Show students how to wash off their styrofoam plate between each print. On the white board show the students how they can place and glue four printed images next to each other on an 8.5" x 11" cardstock paper.
9. After showing students how to print and clean, pass out rice paper to each student to begin their prints.

Note: For younger students, please be prepared to ink each plate for them. This means that you and the volunteers will need to man stations and change colors (optional) for students.

INSTRUCTIONAL PLAN CONTINUED

10. When finished, students will wash off their styrofoam plates. They will leave their prints on top of the newsprint to dry with the block underneath the newsprint. Ask the students to fold the newspaper around their prints when moving their art at the end of the day.

11. Finally, recap with the students. Ask them to describe their symbol and its meaning. Also ask how making multiple prints changes the way if any, that they see their art and symbol? What does it mean to be able to make so many pictures so easily?

Additional Resources:

wikipedia.org

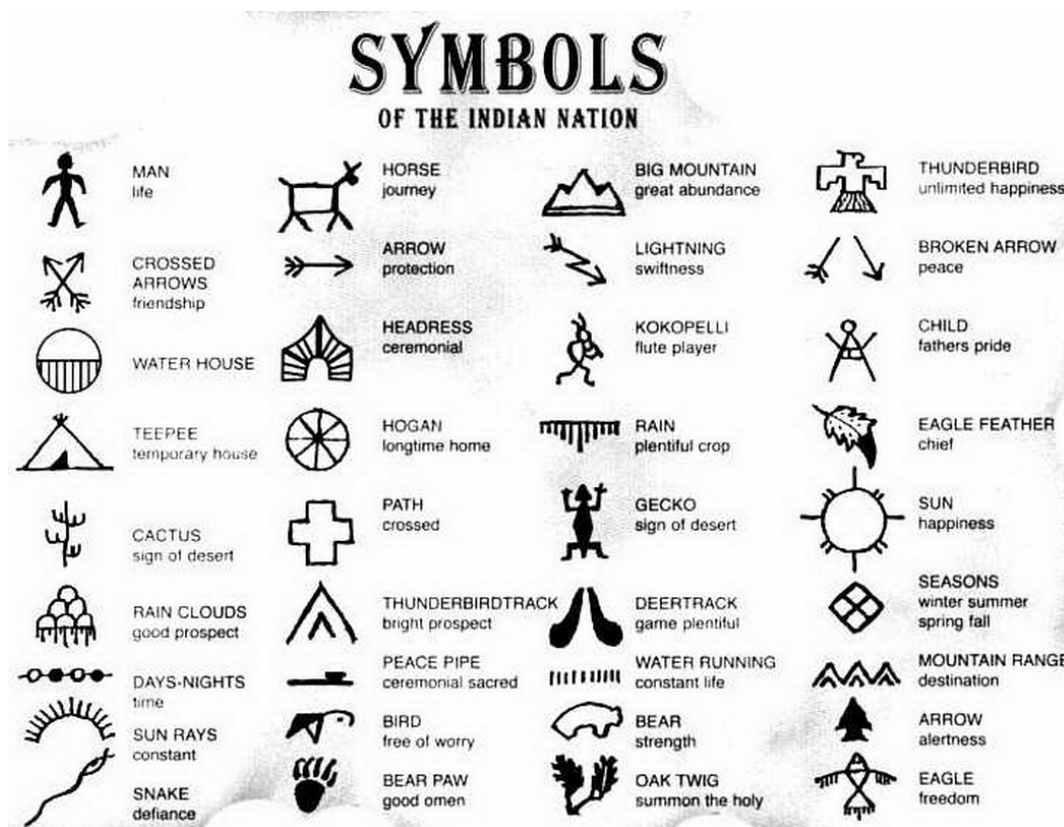
<http://www.kinderart.com/printmaking/print101.shtml>

https://en.wikipedia.org/wiki/Native_Americans_in_the_United_States










































https://en.wikipedia.org/wiki/Native_American_Heritage_Day



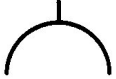








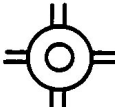


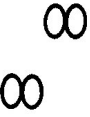





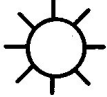





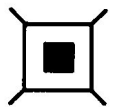

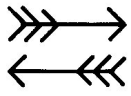

<http://www.warpaths2peacepipes.com/native-american-symbols/>

VISUALS



Indian Symbols and Meanings

 Horse journey	 Cactus Flower courtship	 Rattlesnake Jaw strength	 Fence guarding good luck
 Man human life	 Saddlebags journey	 Headdress ceremonial dance	 Boxed Enclosure enclosure for a ceremonial dance
 Sun Rays consistency	 Bird care, lighthearted	 Butterfly everlasting life	 Eagle Feathers chief
 Lasso captivity	 Running Water constant life	 Coyote Tracks coyotes	 Facing Arrows warding off evil spirits
 Thunderbird sacred bearer of happiness unlimited	 Raindrop and Rain plentiful crops	 Rain Clouds good prospects	 Cross paths crossing
 Crossed Arrows friendship	 Tipi temporary home	 Lightning and Lightning Arrow swiftness	 Broken Arrow peace
 Arrow protection	 Sky Band leading to happiness	 Days and Nights time	 Lightning Snake lightning
 Arrowhead alertness	 Medicine Man's Eye wise, watchful	 Morning Stars guidance	 Snake defiance, wisdom
 4 Ages infancy, youth, middle age, and old age	 Mountain Range mountain range	 Sun Symbols happiness	 Thunderbird Track bright prospects
 Cactus desert	 Hogan permanent home	 Big Mountain abundance	 Deer Track plentiful game
 Gila Monster desert	 Bear Track good omen	 House of Water water	

				
moon	morning	noon	evening	lightning
				
rainbow	teepee	blossom	rain	campfire
				
hunt	happy	spring	fast	deer
				
bird tracks	man	woman	river	summer
				
sun	sad	camp	horse tracks	mountain
				
friendship	good luck	good crops	war	bear

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