

Aim/Goal of the 5-wk Curriculum:

- Students will learn about the differences between “looking” and “seeing,” especially in regards to natural world. By paying particular attention to nature, students will become more aware of the complex, yet simple elements of the Earth via immersion in the outdoors, observation of small details present in earthly spaces, and the influence of the organic in everyday life. Students will learn about ways in which various artists depict nature, how they convey certain aspects (light, shadow, movement, ephemerality), reasons why their interpretations differ from reality, and how that impacts each work as a whole, including ways in which the viewer sees the piece. Students will also consider ways in which they interact with nature, how the planet is effected by humans, and how they can help to keep the outside world beautiful, much like an art form.

Fine Arts Goals Met by the Objectives:

27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).

26.B.2d Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

25.B.2 Understand how elements and principles combine within an art form to express ideas.

Objectives: Students will...

- Students will...
 - Learn about the history, customs, geography and art of the Haida tribe of the Pacific Northwest.
 - Learn ways in which nature is viewed in disparate societies.
 - Learn to identify common features between a shared artistic style.
 - Learn to identify repetition of pattern, shapes and color in works.
 - Learn to apply simplification and stylization to their works based on the native art making methods.
 - Learn about “form lines,” their presence in Haida art, and how to use different line weights to add stylization to their works.
 - Learn how to break down a complex form into simple shapes.
 - Learn to use geometric shapes to create complex patterns.

Vocabulary:

- (Nature): The organic world found in the outdoors through forests, trees, underground, mountains, oceanic life, etc.
- (Haida): Native American tribe of the Pacific Northwest region of North America.
- (Utilitarian): Created for functionality rather than aesthetics.
- (Form-line): Curvilinear lines that vary in thickness and serve as the contour for many Haida-style artworks.
- (Curvilinear): Curved, smooth lines void of any sharp angles.

- (Stylize): Adhering to a specific appearance or expression formed by common visual cues, via shapes, patterns, color scheme, etc.
- (Simplification): To reduce or to break down something into more recognizable forms or the basic essentials.
- (Line weight): Different thicknesses used to create variety in the contour lines of a figure.
- (Pattern): A rhythmic arrangement of shapes, lines, or pictures in repeating sequence.
- (Geometric): Surface shapes.
- (Repetition): Something that occurs over and over again, visually or otherwise.
- (Myth): A popular belief or tradition that has developed around something or someone-- usually embodies the ideals of a certain culture or society, typically with imaginary or fantastical features and attributes.
- (Realism): The art of portraying something with extremely photographic elements.

Teacher Materials: (30 students plus demos)

- Demo materials:
 - Teacher made exemplar
 - Drawing paper
 - Pencil
 - Eraser
 - Various sizes of black Sharpie marker
 - Animal reference
- For Student:
 - Drawing paper
 - Pencil
 - Eraser
 - Various sizes of black Sharpie marker
 - Animal reference
- Multicultural/Historical exemplars



Killer whale/orca - power, dignity, prosperity, longevity-- could capsize a canoe and turn humans into whales (whales off shore were thought to be transformed humans trying to communicate with their families left on land)



Raven - the raven discovered humans inside of a giant clam shell on the beach and released them into the world, using its beak to pry it open-- one of the most important symbols of the Haida tribe, along with the Eagle. "Children of the Raven and the Eagle"



Seal - the staple food of many coastal natives, celebrated around thanksgiving to ensure a good harvest



Wolf - symbol of hunting prowess, important family crest, in order to be an efficient hunter, one must acquire the spirit power associated with the wolf



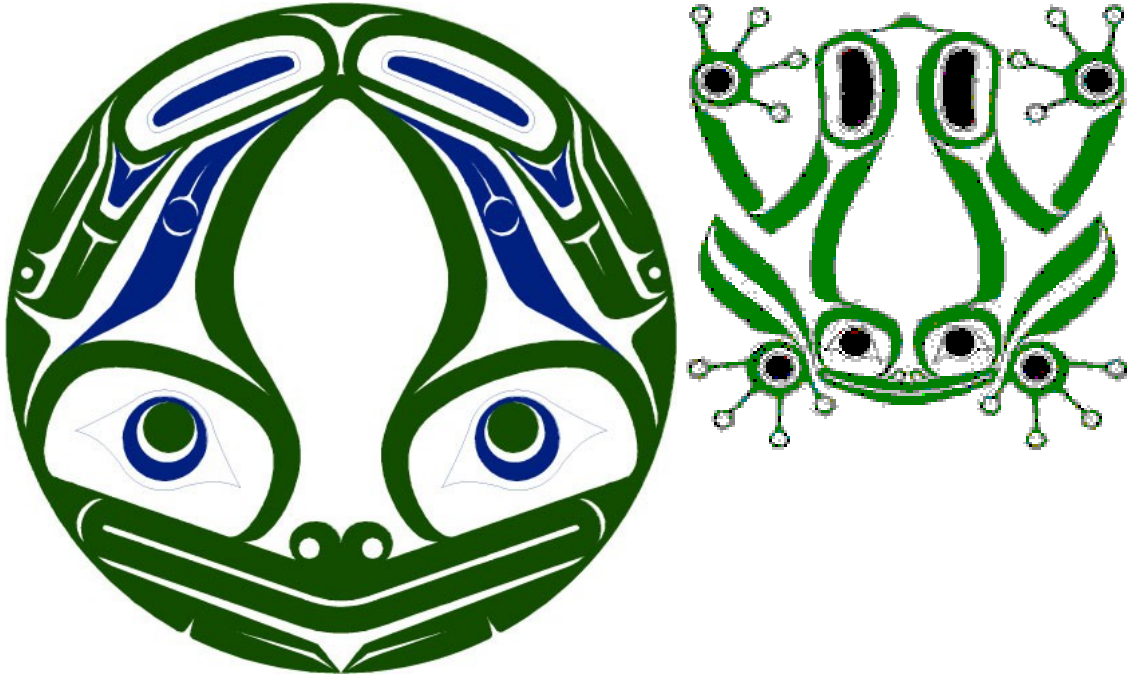
Dolphin - thought to be Haida people who fell off of the ancient land bridge made by the Sun creator and into the water,



Eagle - power and prestige, messenger of the Sun creator, one of the most important symbols in Haida culture, sacred symbol of peace and friendship, feathers are used in ritual ceremonies and on traditional masks/head-dresses



Salmon - humans with eternal life, offer selves to Haida villagers as food, and repeat the cycle after skeletons are returned back to the water



Frog - the only child to Mother Earth, voice of the people, lives in both the mortal and supernatural realm, spirit messengers of the Shaman, croaking is considered to contain great magic, symbol of wealth, associated with copper



Moon - exclusive crest of the highest-ranking chiefs of the Haida-- the Raven was said to have released the moon, and created the stars as a byproduct of the moon flung into the sky



Owl - Associated with the souls of deceased ancestors, very respected



Wasco - mythical creature of the Haida, part wolf, part killer whale-- orcas are said to be its favorite prey



Bear - teacher symbol, was thought to have taught the Haida people how to catch salmon and gather berries



Thunderbird - the most powerful supernatural creature-- lived in the mountains and fed on whales-- when it flapped its wings, thunder rolled; kept lightning snakes under its wings for hunting whales-- for this reason, whalers painted lightning snakes on their canoes.

Ovoid shapes

Katie Yankowski
October 9, 2012
Arte301



U-forms



Split-U shapes

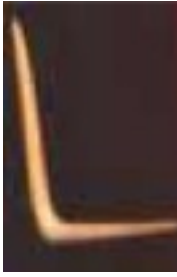


S-forms



L-form

Katie Yankowski
October 9, 2012
Arte301



Haida children and example of symbolism present on canoe/paddles



Traditional Haida attire



BA4099 [RM] © www.visualphotos.com



Haida geographical location



Learner Materials:

- Scratch paper
- Extra eraser
- Pencil

Motivation/Activities and Prompts:

- Discussion Board
- Interactive demos and teacher-made exemplars
- Historical/Multicultural exemplars

Procedures:

- DISCUSSION/PRESENTATION: (15 minutes)
 - Teacher begins discussion by asking students what Columbus Day means (in this situation, they would have had the previous day off for the holiday). Teacher picks several students to add their ideas to the out loud collaboration. In the year 1492, Columbus sailed the ocean blue. Teacher asks students if they think that he was the first to step foot onto North America, and explains that the Native Americans were present hundreds of years before Columbus had arrived, and that it is important not to forget their culture.
 - Teacher asks what comes to mind when they hear the phrase “Native American.” Teepees! Face paint! Feathers! Canoes! Hunting! Pocahontas! Totem poles!
 - Teacher explains that there are hundreds of Native American tribes present in the United States, but that we will primarily be focusing on the Pacific Northwest. Students attempt to read off an extensive list of tribe names. Teacher points attention to the Haida tribe, specifically.
 - Teacher provides a brief history of the Haida people, including their geographic location, their dress, their contemporary population count. Teacher shows several images of the Haida’s surroundings, including forests of cedar trees, mountains, orca whales, etc, and asks what students think was an important part of their culture? Nature!
 - Teacher explains that the Haida connection with nature was integrated with every aspect of their daily lives and religious beliefs. Haida people told stories in relation to the spirits of nature that explained the seasons, death, etc. Their relationship with animals was illustrated by portraying them on their houses, totem poles, canoes, paddles, kitchen utensils, weapons, etc.
 - Teacher provides examples of the utilitarian objects decorated with Haida art, and asks students to try and keep track of any repeated patterns, shapes, colors, themes, etc. The colors red, blue, yellow, black and white! Animals - eagles, whales, wolves, human faces, too! Thick black outlines! Geometric patterns and shapes!
 - Teacher shows several examples of the specific shapes that are repeated most frequently in Haida art-- the split-V, U, L, S, oval.
 - Teacher shows 6-10 examples of specific Haida-style animal imagery and gives a brief telling of each creature’s associated story, pointing out the various shapes, patterns and colors present in each.

DEMONSTRATIONS: (10 minutes)

- Teacher directs students’ attention to posted examples of each of the stylistic shapes and has them practice drawing each on their piece of scrap paper. (~3-5 minutes)
- Teacher used a half-completed exemplar and an animal photo reference to begin the demonstration. Teacher points out that the drawing is not meant to be “photo-realistic,” and should not be an identical copy of the provided reference. Instead, students should decide which basic shapes that the animal can be broken down

into-- i.e.. Can a bird's body be translated into a long oval? Can its head be interpreted as a small circle with a thin triangle as the beak?

- Teacher completes the simple contour drawing and begins to add patterns and shapes to the interior of the animal, similar to the Haida style. Teacher urges students to pick a few shapes from those provided and to use different sizes and orientations to create patterns.
- Teacher re-outlines the figure with a thick black marker, and does the same to the interior shapes, using a combination of thin and thick line-weights. This should only be done after students have lightly sketched out their animal using pencil. Teacher reminds students to use the various line-weights in order to create visual interest and a similar style to the Haidas.
- Teacher has students recite the colors (red, blue, or yellow) of Haida art and has them select one for which the teacher to demonstrate. Teacher fills in a few of the interior shapes in a pattern and reminds students that there should be some shapes left white and black to stay true to the cultural style. Students may use more than one of these prescribed colors in their works if they so choose.
- Teacher explains that later, they will cut their patterned animal out and glue them to a colored piece of construction paper. The final piece will be accompanied by a written name and story of their animal, a myth, just like the Haida custom.

• DESIGN/WORK SESSION: (25-30 minutes)

- Teacher instructs students to pick up 2 pieces of drawing paper, a permanent marker, a single animal reference, and to return to their seats.
- Students should begin to lightly sketch out their animal's contour with pencil, and if they are having difficulties, they should use their finger to begin to trace potential geometric shapes on their reference photo. Once they have divided the original form into easily recognizable shapes, they should begin to devise a simplistic contour outline. Students should let the teacher know if they need assistance or advice.
- After their contour is complete, students should choose a few of the featured shapes found in Haida art and start to build patterns around those. They should do their best to fill the entire interior space of the contour with these shapes.
- When the entire figure is filled, students should use their thickest marker to outline the parts of their line art that they think should be the most prominent (eyes, outer outline, etc), and their thinner markers for more precise moments, perhaps within their interior patterning.
- Before students color their figure, they should first plan out which 1 or 2 colors they will use, and where the hues will go. They should try to maintain a legible pattern between their various colors and shapes.
- Teacher reminds students to give the exterior outline of their animals a thick contour. If students are pleased with their work, they should cut out their animal and carefully place it on a piece of colored construction paper, using glue.
- If time permits, students should take out a piece of loose leaf paper and practice writing the short story (about 2-3 sentences maximum) of their mythological animal. After they are satisfied with their writing and have checked for potential

punctuation and spelling mistakes, they may transfer their writing to a small, pre-made sheet of “aged” paper, using a permanent marker. Students should be sure to have their name printed neatly on the back of each of their works.

- CLEAN UP: (5 minutes)
 - Students should carefully place their finished works in the provided display area and return to their work spaces to help one another collect borrowed pencils, markers and erasers. Students may keep their pieces of scratch paper. If there are any photo references left, they should be returned to the teacher, as well as any additional drawing or construction paper. Scraps should be disposed of in the trash can.

Katie Yankowski
October 9, 2012
Arte301