

# ART A LA CARTE: Part III - First Nations Art

## UNIT OVERVIEW

This unit introduces the arts of First Nations peoples from the North American Continent, Asia, Egypt and Australia. The lessons can be easily integrated with Social Studies. These step-by-step, guided art lessons impart the basic styles and shapes used by each culture as well as exploring the special use of colour particular to each culture.

The lessons are presented just as they are taught and real-sized teacher samples are posted to demonstrate how to draw each shape and combine them to create the final image. The lessons can be drawn by an individual directly from the unit or, by reproducing each step onto pages, an entire class can be guided through the lesson. One preferred strategy is for the teacher to demonstrate the steps with students following along creating a “rough draft”. This allows students to make mistakes and practice the various techniques resulting in a better final product. Although each lesson stands on its own, it is better to teach them in order. Several techniques are being explored which become progressively more difficult.

## STUDENT PROJECTS

1. Egyptian Heket Hieroglyphic
2. Egyptian Hawk
3. Egyptian Locust
4. Hieroglyphic Mandella
5. North American Petroglyph - Circular Shapes
6. North American Petroglyph - Oval Shapes
7. North American Petroglyph - Triangular Shapes
8. North American Petroglyph - Animal Shapes
9. First Nations Loon
10. Zuni Turtle
11. Zuni Lizard
12. Navajo Kachina
13. Zuni Spider
14. Inuit Owl
15. Australian Kangaroo
16. Haida Shapes: (Mouth, Eye, Noses, Ears, Feathers, Hands)
17. Thompson Style Eagles
18. Asian Lady



### GOALS AND OBJECTIVES

1. To familiarize students with the artistic styles and symbols of various cultures. Students will be able to identify several art works, their origins and in some cases their significance or special meaning.
2. To impart an appreciation for the art of other cultures.
3. To explore the symbolic use of art as language as in the case of petroglyphs and hieroglyphics. That glyphs impart a message or records a significant event.
4. To teach the meaning of some of the symbolic glyphs.
5. To integrate art with Social Studies and the study of other cultures.
6. To lead students to the understanding that many images are created through the combination of several basic shapes, and that many cultures use similar shapes to create or build differing images.

### EVALUATION

Teachers can evaluate students in any manner they choose. However, one suggested approach is for students to select 10 projects out of the 18 to be submitted for marking. This allows students to pick and choose which works they would like to complete. This also means that students should have several works in progress in their art files, and can work on these whenever a project proves to be too difficult or if there is extra time. If students do not complete 10 projects, they likely have made poor use of their time, or may have other issues that need attention.



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### HEKET (The Frog)

Step #1



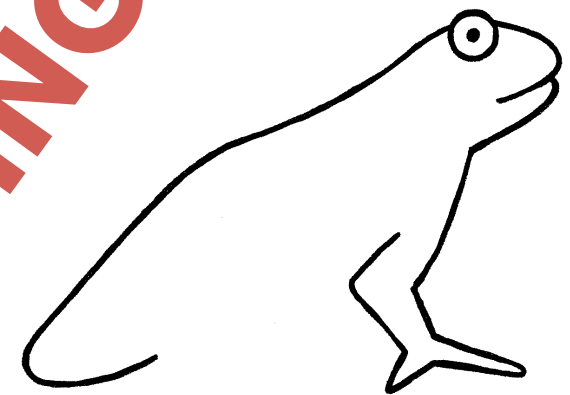
Step #2



Step #3



Step #4



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Step #5



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### PROJECT #6 - OVAL PETROGLYPHS

#### Materials:

display samples, demonstration paper, water-based, wide-tip felt pen for the demonstration, draft paper for student use, pencils, pencil crayons in the other tones (pale yellow through to deep oranges and reds), fine-tip black felt pens, books and pictures of petroglyphs.

#### Method:

##### Bear

This motif is drawn using the letter "n" about the same size as the sun. (5 cm) A base is added so that the letter has a closed bottom. To this base, a series of short lines (1 cm) are drawn which are symbolic of the bear claws. At the mid-point of the arch, on the top edge, a line is drawn looking much like a handle. To the end of this line a small letter "V" is added. The entire shape is then outlined using a dark, burnt- orange or brown. The paw part is coloured with an orange tone.

##### Rain

Draw a rainbow shape about 10 cm long. A series of lines are then drawn inside of the arch shape. These lines indicate the rain falling down, thus they go from the arch edge towards the "south". The entire shape is outlined in black. If students wish to represent the actual motifs as they were drawn thousands of year ago, the drawing is outlined in a red ochre tone. If students want a more modern touch they can outline in black adding blue to each line.

##### Fish

Draw an almond shape that is about 5 cm long and 1 cm wide at its widest part. To the left end of the almond add "fins" by drawing two small triangles, one top and one bottom. At the other end a tail is drawn by sketching in a tipped over letter "V". The fins, tail and basic outline of the fish are then traced over in black. Some geometric designs can be added to the belly of the fish. An orange ochre tone is then added.

##### Clouds

Clouds are created by drawing a series of half circles one on top of the other and then alternating black with an light ochre tone. To start this motif, draw a 10 cm long base line which runs parallel with the page top or bottom edge. Draw small half circles onto the line. 10 circles can be placed upon the line if each is 1 cm in size completing the first row. The second row is then drawn by starting the first half circle at the mid-way point of the circle below it. Continue this row of circles to end at the mid-way point of the last circle in the first row. This is repeated for each row until the motif is complete. A total of six to ten rows will be drawn depending on how equal a student can keep each circle. The image is then outlined in black and a pattern of black rounds, and ochre rounds can be coloured in.



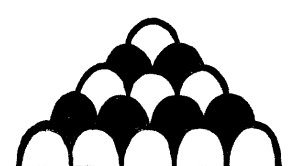
Bear



Rain



Fish



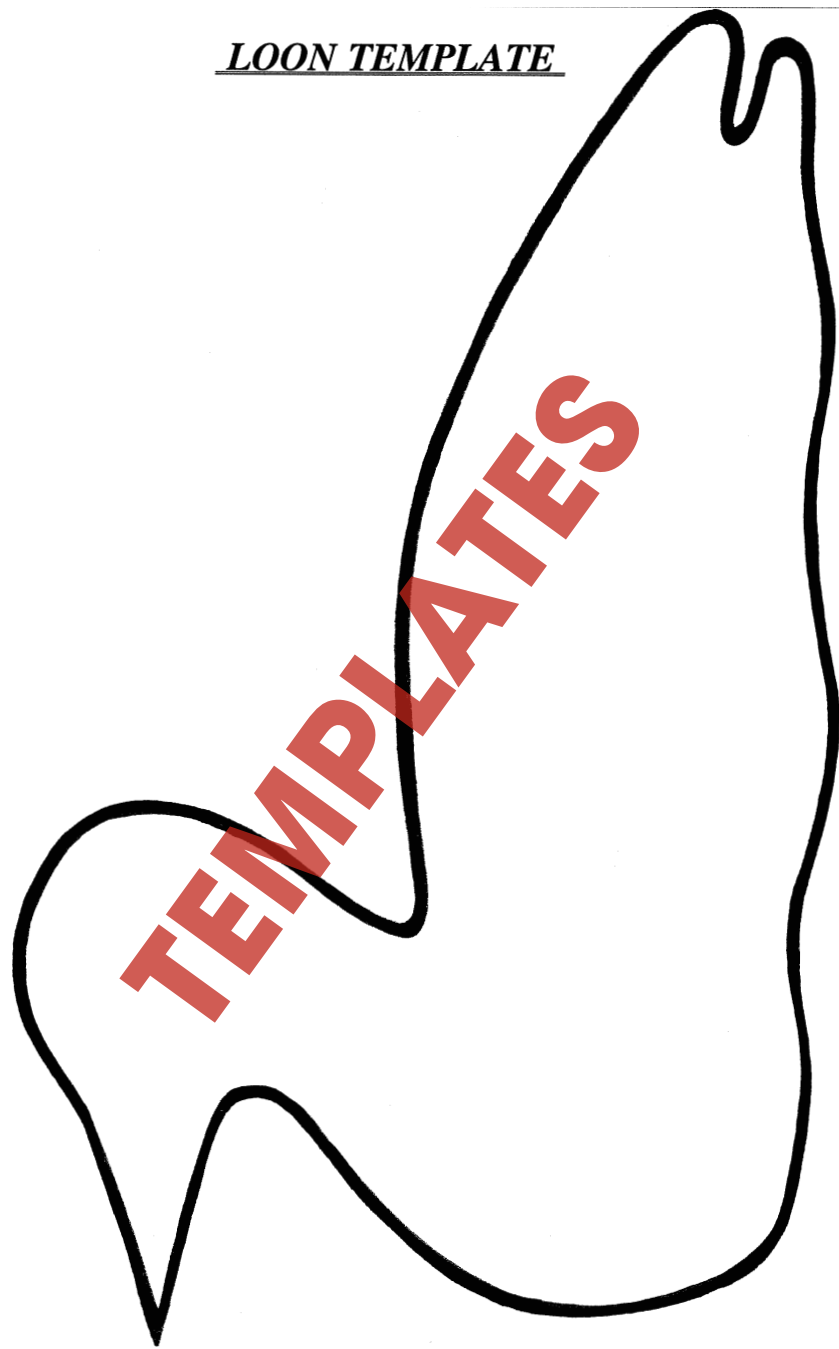
Clouds

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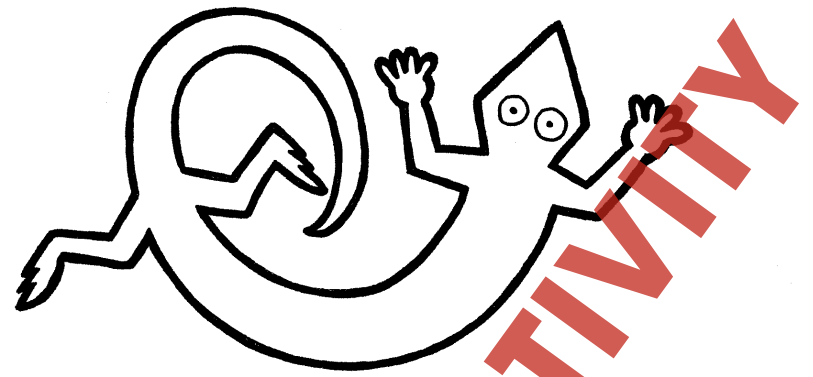
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LOON TEMPLATE



Step #4 To the "7's" add feet. From the area of the feet draw a tapering tail. For greater effect this tail should be curved and should trail back towards the lizard's belly. To the other end draw a diamond shaped head that is 5 cm long. Add the eyes.



Step #5 Designs are now added. Diamond shaped or geometric shaped designs can be drawn onto the back of the lizard. To the tail, segments, stripes or zigzags can be added. Outline all pencil marks with black felt pen.



Step #6 The final step involves adding colour. The Zuni favored terra cotta tones, browns, reds, yellows as well as black. Any combination of these will create an authentic image. Having books or pictures of Zuni, Anasazi or Hopi art will assist students in adding colour or designs to their work. When completed, the image can be trimmed and pasted onto a complementary coloured construction paper for framing.

EVALUATION - PORTFOLIO

Name \_\_\_\_\_ Date: \_\_\_\_\_

- following steps and directions /10
- correct use of materials /10
- varied use of techniques (colour blending, feathering, use of line, shading, use of dots, background, fine details, mixed medium, colour overlay, circular colouring) /10
- work shows care and effort /20
- doing one's best /10
- on task behaviour /10
- completion of tasks /10
- outstanding products /10
- positive attitude /10

Total: \_\_\_\_\_ /100

Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



1. Egyptian Heket Hieroglyphic



2. Egyptian Hawk



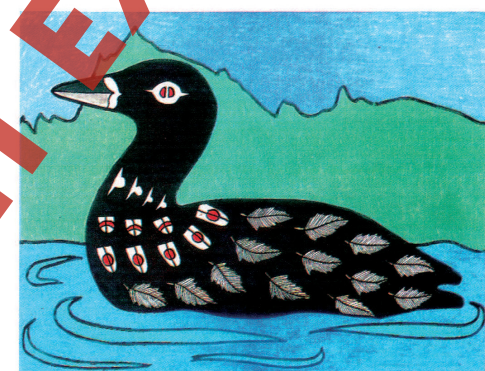
3. Egyptian Locust



3. Hieroglyphic Mandella



5-8. North American Petroglyphs



9. First Nations Loon



10. Zuni Turtle



11. Zuni Lizard