

Art A LA CARTE: Cultural Art

Unit Overview

This unit revisits the arts of North American First Nations and Egypt and introduces European Cave Art, and Roman Mosaic art. The lessons can easily be integrated with Social Studies. These step-by-step, guided art lessons use basic styles and shapes used by each culture and explores the use of colour particular to each culture.

The lessons are presented just as they are taught and real-sized teacher samples are provided for posting to demonstrate how to draw each shape and then combine them to create the final image. The steps can be drawn by the Educator directly from the unit, one step at a time onto large chart paper with students following the lead. The enclosed step pages can be posted on a display board for student use and shows actual size of each image. Rough drafts are first created as the students follow the demonstrated steps. Good copies are then done once the image is mastered, this allows for practice and results in a better finished product. Each lesson stands on its own, though it is advised to present them in order as several techniques become progressively more difficult.

STUDENT PROJECTS

1. Decorative Haida Claws
2. Flute Player
3. Navajo & Zuni Sun
4. Cree Floral
5. Cave Art- Deer
6. Cave Art- Bison & Horse
7. Aztec Bird
8. Haida Whale
9. Inuit Hunter
10. Pueblo Motif
11. Egyptian Falcon
12. Egyptian Duck
13. Egyptian Lady
14. Egyptian Fresco
15. Roman Mosaic- Animals
16. Geometric Roman Mosaic

EVALUATION - INDIVIDUAL ART WORK

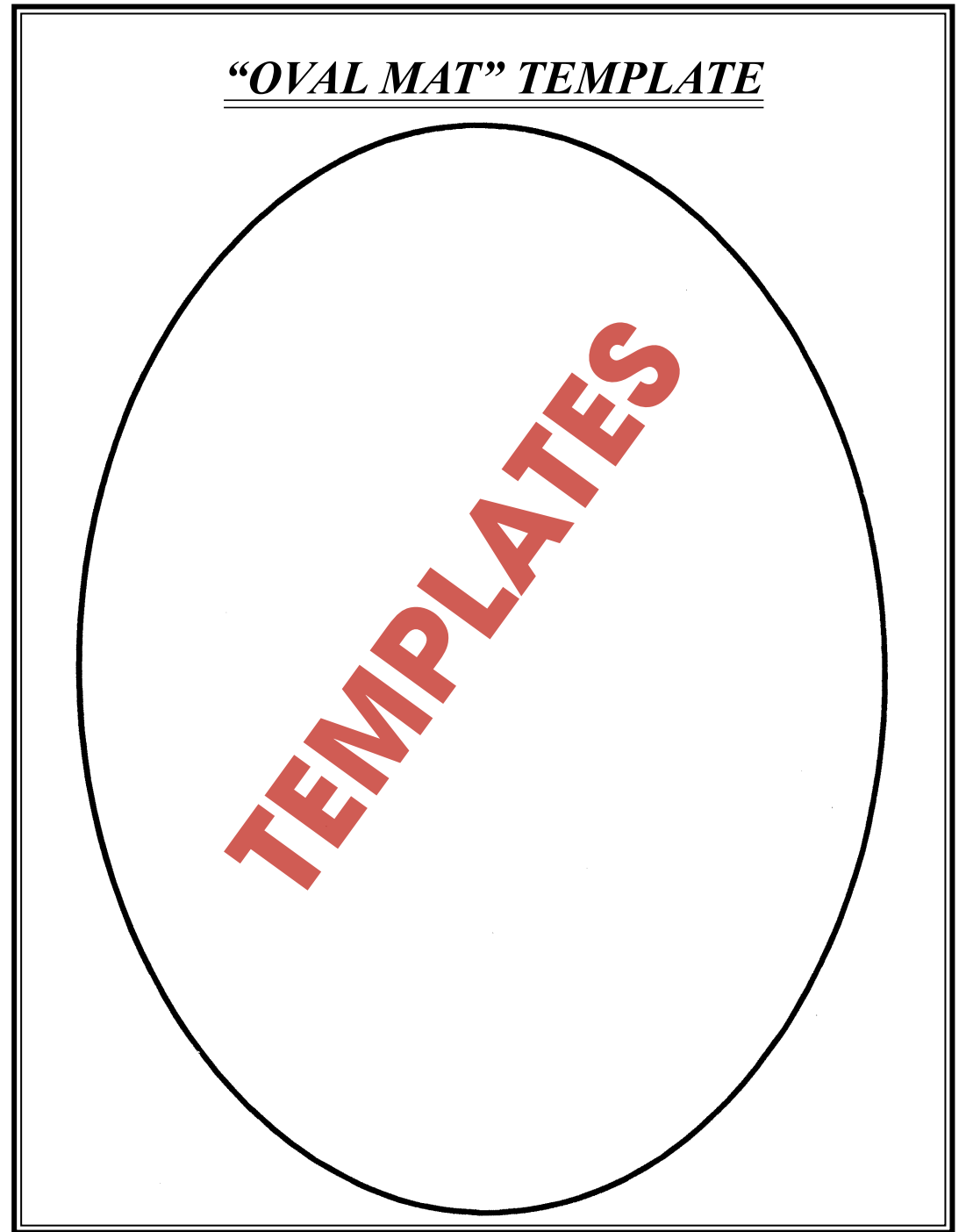
Name: _____

Date: _____

• following steps and direction	/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:

"OVAL MAT" TEMPLATE



Project #2 - Flute Player

Materials:

Draft paper, circle or oval mat template drawing paper, pencils, pencil crayons, poster sized demonstration paper, teacher samples, fine tip black felt pens, books and pictures depicting Zuni arts as well as decorative geometric First Nations Designs for an added musical touch the teacher can play First Nations flute music.

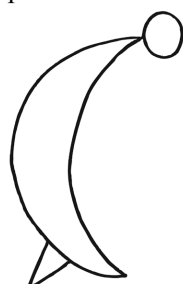
Method:

Post a sample of the finished product next to the demonstration sheet. Distribute draft paper for students to learn how to draw this image. Remember that the demonstration is meant to guide students through the steps, and that demonstration drawings will be three or four times larger than the students work. Once the drafts are done the students can then use the circle or oval mat template paper for creating their good copy. Once the good copies are done they can be cut out and then mounted onto complimenting tone construction paper for display.

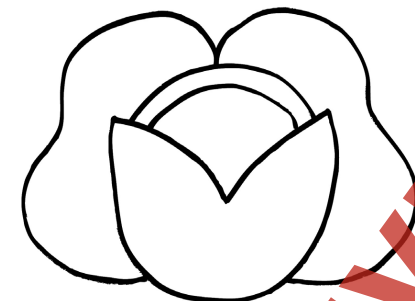
Step #1 Tell the children to draw a half moon shape about as long as their hand centred to the page. (Your shape will of course be larger than hand size) Add a ball shape to the top tip of the moon shape. The ball shape should be about the size of a dime. (your ball will be larger)



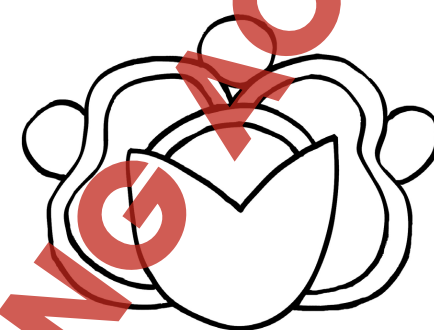
Step #2 Draw a small triangular shape on the base of the moon shape. The triangle should be about the same size as the point of the moon shape opposite it.



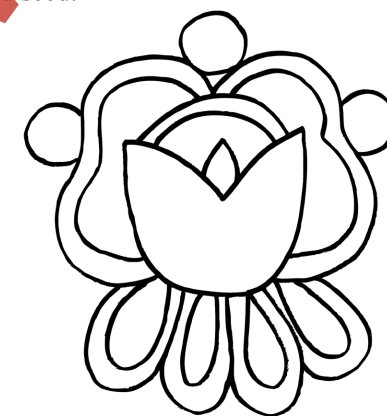
Step #3 Draw two cloud or bean like shapes on either side of the tulip. These should meet near the middle of the arc, and go nearly to the tulip base.



Step #4 Double the line of the edge of each cloud shape. Add three circle shapes, one where the bean or cloud shapes meet, and one over each of the indentations in each bean or cloud.



Step #5 Add four loops to the bottom of the tulip shape. Add an almond shape in the tulip centre, this is a stylized seed.



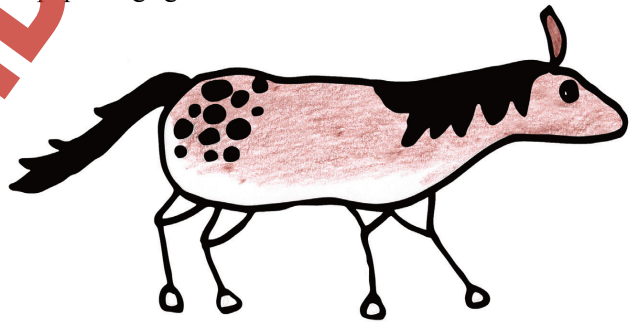
Step #6 Draw a pointy ended egg in front of the “n” shape. It should be about as thick as your finger and about two finger spaces long. Add an ear and some mane. Colour the mane in with black. Draw an eye.



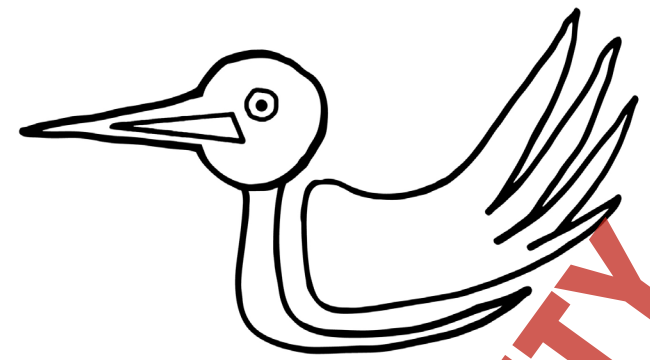
Step #7 Draw a long flowing tail. Add four triangle shapes for the top of the legs. Below each triangle draw in the lower legs by drawing longer thin lines ended by hooves. Changing the tilt or adding a slight curve to the lower legs can give the image the appearance of running. Students can experiment with the tail, mane and legs to give their horse a sense of movement, or show the horse standing still.



Step #8 Add colour. The back can be lightly shaded with brown pencil crayon, or decorated with black or grey ovals or spots. Once drafts are done the students can then create a herd scene, varying animal size and position. Drawing these on the plain backs or recycled brown paper bags gives an authentic cave wall look.



Step #7 Erase the lines where the “J” shape joins the bird head. Draw a wing, it should look a bit like a curved hand shape, without a thumb.



Step #8 Add the tail feathers by drawing three rows of two broken curved thin rectangles. Add a few extra curls for fancy feathers on either side of the tail and inside the wing. Add colour. You can have the entire bird be a dark tone, or go wild with bright tones. Aztec artists used both!

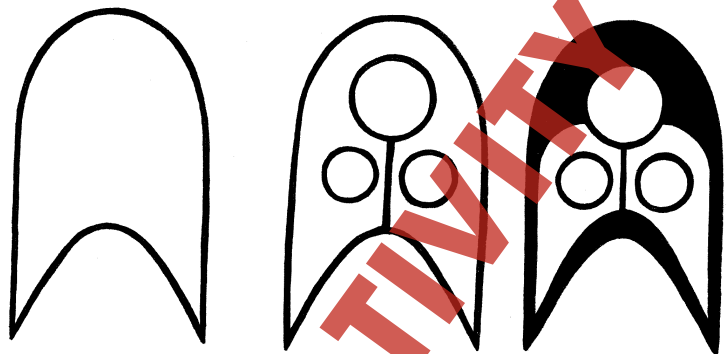


Variations

Both these shapes are based on variations of the “n” shape.

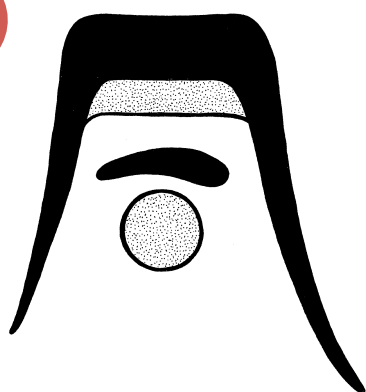
Feather

The feather is drawn by elongating the “n” shape. To close the base area a very steep crescent shape is drawn from left line to right line. Thus a curved base is drawn. A large circle is drawn at the top of the “n” shape. A line is then drawn right down the centre of the “n” to the base and two smaller red circles are drawn. Black outlines are added to the outer edge of the “n” shape, the base and to outline the circles. The black lines on the “n” shape should be thickest where the “n” shape is most curved.



Fin

The fin is drawn using the “n” shape again, extending the right end line much further than the left line. This “n” shape is outlined in black making the thickness of that line become gradually thicker as the top of the hill on the “n” is reached and thinning out as it comes close to the ends. A slash of red is added to the top of the “n”. Inside the “n” another curved line can be drawn to be coloured in with black. Just below that curved line, a circle is drawn which is then coloured in with red.



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7. Aztec Bird
8. Haida Whale