

Exploring Line, Shape, and Color the Navajo Way



Target Group: Grades 1-2

Goal (Terminal Objective): Students will create a blanket design inspired by the work of Navajo Indians.

Objective: Using finger paint, crayons, glue, and white paper, students will create a blanket design inspired by the work of Navajo Indians. The Elements of Art – Line, Shape and Color – will be present in the work, as well as the Principles of Art – Repetition and Pattern.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their works and the works of others

Visual Arts Grades K-4 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will explore the way lines, shapes, colors, and patterns are used by the Navajo Indians to create their blankets. Students will create their own blanket designs using the Navajo example.

New Vocabulary: horizontal, vertical, diagonal, zigzag, curved, repetition, pattern

Materials:



#22-0589 Peggable Box Big Ones Crayons



#66-7022 Washable Finger Paint Set w/paper & mixing stick



#22-1403 Washable Glue Stick



#22-0914 12 ct. Pointed Tip Student Scissors Best-Pack

White Sulphite Paper

Time: 3-5 art periods

Introduction and Motivation (Set):

Introduce students to the Element of Line. Discuss the different types of straight lines – vertical, horizontal, and diagonal and how they can be combined to make a variety of different types of lines. Discuss curved lines in the same way. Demonstrate and have the students create these types of lines on their own.

Show examples of Navajo blankets to the students. Share who the Navajo Indians are, where they live, and why their blankets are considered both functional and artistic.

Have the students identify the different kinds of lines that were used in the design of the blankets. Have them look at the different ways that the lines, colors, and shapes are repeated in the design to create patterns and how the patterns are repeated in the blanket design.

Have them discuss how they could use Line, Color, Shape, Pattern, and Repetition to create a blanket design in the style of the Navajo Indian artists.

Instruction: Students will begin with one sheet of 12”x18” white sulphite paper.



First Step



Finished Blanket Painting



Painting for Fringe

Demonstrate how to use the finger paint using your finger to create lines and shapes in the paint. Add one color at a time creating the lines, designs, and patterns in the paint before continuing with the next color. Demonstrate how using the pad of your finger will create a soft line and using your fingernail will create a harder line on the paper.

Have students practice the different designs, shapes, and patterns that they might want to use with pencil or crayons before actually using the paint.

After completing their painted designs for their blankets and the fringe, students will need to let their work dry. They will then enhance their designs with the Big Ones Crayons.



Blanket design with Crayon accents



Fringe designs with Crayon accents



Fringe will be cut and glued to the ends of the blanket design.

Students will then critique their work comparing it to the work of the Navajo Indians (same and different). They will also identify the different kinds of lines, shapes, colors, and patterns that were used as well as what was repeated in the designs.

Activities:

(1) Guided Practice:

1. Watch demonstration.
2. Create idea drawings in pencil or crayon for blanket designs and patterns.
3. Using one color of Sargent Finger Paints at a time, students will create designs and patterns using lines and shapes on their 12”x18” and their 9”x12” white sulphite paper as

demonstrated by the teacher.

4. Using the Sargent Big Ones Crayons, students will enhance their paintings (both the 12"x18" and the 9"x12") so that the designs and patterns will stand out and be more pleasing to the eye.
5. Students will then cut the 9"x12" paper in half long ways so that it is now 4½" by 12". This will be used for the fringe for the blanket.
6. The teacher will make a line across the top of each piece of fringe that is one inch from the top. Students can make the cuts for their fringe up to that line.
7. Students will then use their Sargent Glue Stick to make a glue line across the backside of their artwork along the 12" side. They will then affix the fringe to the back edge of the blanket design with that glue.

(2) Independent Practice and Check for Understanding: The teacher will circulate among the students as they work to make sure that they are using the materials correctly and to be sure that they are creating their designs using line, shape, pattern, and repetition. Teacher will ask direct questions when understanding is not observed and will redirect students in a kind and reassuring manner. Students will be encouraged and directed using positive reinforcement.

(3) Closure: Pictures of Navajo blankets will be displayed for students to see. Student artwork will be displayed. The teacher will guide a critique to help students learn the process. Compare student work to that of the Navajo Indians. Look for different kinds of lines, shapes and patterns in the works and how they create repetition in the work. Point out the strong qualities of successful compositions.

Evaluation:

Level One – The finished work will be a creative composition in the style of the Navajo blanket artists using a variety of lines, shapes, and colors to create repetition and pattern in the horizontal blanket design. Crayon should be added in such a way as to accentuate the designs made with finger paint. Craftsmanship and design should be excellent.

Level Two – The finished work will be a creative composition in the style of the Navajo blanket artists using a variety of lines, shapes, and colors to create repetition and pattern in the horizontal blanket design. Crayon should be added in a way as to accentuate the designs made with finger paint. Craftsmanship and design should be good.

Level Three – The finished work will have lines, colors and/or shapes. It may not have the concept of the Navajo blanket design using horizontal patterns repeated to create a composition. Crayon is added but not to make the finger paint designs show up. Craftsmanship is poor.

Level Four – The finished work does not have patterns made with lines or shapes. There is no evidence of understanding of the Navajo blanket design. Crayon has been added disregarding any design that was made with finger paint. Craftsmanship is poor.

Extensions: If time permits or as a take home project, students can create a different patterned design much like the Navajo blanket design using the Big Ones Crayons on a 4 ½"x 6" sheet of white sulphite paper. They will need to be sure that their crayon marks are dark and waxy for their lines and shapes. When they have finished with their work of art, it can be transferred to a t-shirt or a piece of unbleached muslin or other suitable fabric by placing a pad of paper underneath the fabric. The artwork would then be placed face down upon the fabric. A clean sheet of paper would be placed over that work of art and then an adult would iron over the work of art so that the crayon would melt onto the fabric leaving the design in the fabric for the student to wear or actually use as a small replica of a blanket. If fabric is used, the ends of the fabric may be frayed for the fringe.

Resources:

<http://www.mhiggins.com/weavings.htm>.

<http://chimayoweavers.com>

<http://espandaonline.com/artists.htm>.

<http://www.chimayoarts.com/weaveings.htm>

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www.sargentart.com 09/10/07