

## **Stuffed Sculpture/Native American Art**

Students will explore fiber arts techniques and printmaking techniques while studying the symbolism of a cultural group. Generations to follow will study our modern society as ancient history. The symbols used in our lives today will intrigue and teach the future generations. Cultural symbols represent the most significant stereotype values of a particular culture which have inherent associations with the philosophical traditions, thinking patterns, nationally shared values, national characters as well as historical and economic realities.



**Target Grade:** 5

**Goal (Terminal Objective):** Students will identify, define, and execute printmaking and fiber arts techniques in a sculptural artwork.

**Objective:**

Students will observe how and pattern emerges through repetition of line and shape in a repeat design.

Students will become familiar with characteristics of Native American surface design.

Students will become aware that a culture's artistic exemplars reflect environment, heritage, ritual beliefs, traditions, and cultural symbolism.

Students will recognize formal elements in a work of art.

Students will explore fiber art techniques.

Students will explore printmaking techniques.

**National Standards:**

Visual Arts Grades 5-8 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades 5-8 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 5-8 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

**Social Studies Cross Curriculum Connection**

**Purpose:** Students will become aware of variations of media, techniques, and processes

used to investigate pattern and texture in an artwork. Students will become familiar with the use of symbolism in Native American mythology. Students will also familiarize themselves with characteristics found in Native American surface design.

**New Vocabulary:** pattern, repeat, elements of art, principles of art, geometric shape, tradition, culture, texture, motif, environment

**Materials:**



#22-1206 Liquid Metal Acrylic Paint



#22-1103 Craft Glue



#66-5412 Acrylic Jar Set



#22-1530 Classic Broad Tip Markers

burlap, yarn, feathers, stitchery, stitchery needles, muslin, beads

**Time:** This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

**Introduction and Motivation (Set):**

View project exemplar.

View exemplars of Native American art such as sculpture, pottery, beadwork, fiber design, sand painting, etc. Direct students to list similarities in motif design and note art exemplars having repeat design.

Discuss symbolism in Native American art. Note the use of Kachina symbols, whirling log, water symbols, lightning or zig zag lines, etc. Observe the use of geometric shape in the surface design of the Native American art exemplars.

**Instruction:**

Teacher demonstration of techniques used in the project exemplar.

Teacher will provide guide to stitches such as cross, chain, running and satin stitch.

Teacher will demonstrate printing techniques using gadget printing techniques.

Teacher will provide guide to achieving geometric repeat design gadget print techniques.

**Activities:**

(1) Guided Practice:

1. Students select a pre-cut circle of muslin and draw a face resembling a Native American on the front of the circle using Sargent Markers.



2. Students will select two pieces of pre-cut burlap figure shape and place on separate sheets of background paper or newspaper. Using a selection of gadget print objects, students will create repeat printing on the surface of the two pieces of burlap.



3. After the first layer of paint is dry, students will embellish the surface around the printing by applying a variety of stitches to decorate the surface.



Chain Stitch



Running



Whip stitch



Couching

Beading



4. Students will use beading techniques to sew beads to the surface of the fiber art design.



5. Students will glue muslin face to top of one side of the figure.



6. Students will use the whip stitch to stitch the two sides of the figure together.



7. Students will use yarn to create hair for the sculpture.



8. Students will use fabric scrap for the headband and apply feathers and beads.

(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides reinforcement.

(3) Closure: Students record the symbolism conveyed and the elements used to convey those concepts similar to the exemplar. They will include innovations they provided to the piece.

**Evaluation:**

Level One -- The finished stuffed sculpture very successfully demonstrates the student's understanding of repeat design, characteristics of Native American surface design, and symbols used relating to the culture of the Native American. Pattern and texture is successfully implied in the design by the use of the student's understanding of stitchery and printmaking techniques. There is an example of each stitch demonstrated by the teacher. The student successfully completed the writing component describing, in depth, the symbolism used and the innovations provided to their piece.

Level Two -- The finished stuffed sculpture shows good understanding of the student's understanding of repeat design, characteristics of Native American surface design, and symbols used relating to the culture of the Native American. Pattern and texture is implied in the design by the use of the student's understanding of stitchery and printmaking techniques. There is an example of each stitch demonstrated by the teacher. The student successfully completed the writing component describing the symbolism used and the innovations provided to their piece.

Level Three --The finished stuffed sculpture painting shows limited understanding of repeat design. Pattern and texture is implied by use of two of the demonstrated stitches. There is evidence of some printmaking to imply repeat design.

Level Four -- The finished stuffed sculpture shows a lack of understanding of the focused elements of design as well as little understanding of the concept of surface design. Technical skill and craftsmanship is poor. The student has provided a limited writing component.

**Extension:** Students may create an environment for their sculpture.

**Resources:**

<http://www.artnatam.com/>

<http://www.native-languages.org/art.htm>

<http://www.dia.org/collections/aonwc/nativeamericanart/nativeamericanart.html>

<http://www.wisegorilla.com/images/nativeamerican/nativeamerican.html>

<http://www.princetonol.com/groups/iad/lessons/middle/diversit.htm>

<http://www.wisegorilla.com/images/nativeamerican/nativeamerican.html>

BY JANE STRICKER  
Art Consultant