

NEW ZEALAND ART OF THE MAORI INSPIRED BY THE KORU

Over 1000 years ago the first Polynesian people came to New Zealand and began living off the abundant birds and sea life. They were skilled in wood, bone and jade carving and incorporated the Koru (the unfolding fern leaf) in their art as a symbol of new life, growth, strength and peace. It is recognizable in all Maori art forms, including tattoos on both men and women, and has become a symbol used by artists all over the world.



Collaborating with artist, Puti Houraki, in her gallery in Christchurch, New Zealand

Vocabulary

New Zealand -- a country formed by two major islands located south of Australia in the South Pacific

Maori (pronounced mou-r) – New Zealand people who are of Polynesian descent

Indigenous – native to a country – living in an area prior to colonization

Marae – Maori tribal meeting place

Koru – Curved pattern/design used in Maori art, originating from the fern plant

Organic -- Referring to shapes found in nature, curving and flowing shapes

Fronde – the unfolding fern leaf

Botany – the study of plants

Tattoo – permanent design on a body made by etching indelible ink into the skin

Morphing – transitioning or transforming a shape into different shapes and designs.

Introduction and Motivation Set

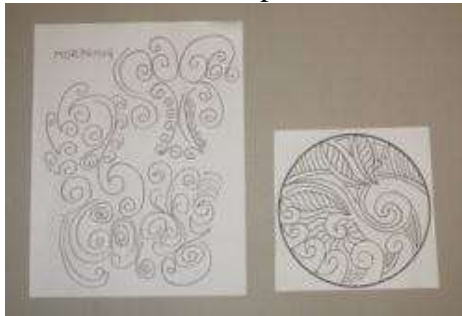
Introduction to traditional and contemporary Maori art and how it reflects the culture of the indigenous people of New Zealand. The Maori continue to use the koru design in their art as a symbol of life, strength, hope and peace. How does the koru express these words? What art tools do the Maori use? What art forms are their specialties? Where do we find their art? What happened to the Maori after the British arrived in New Zealand? What is their place in New Zealand society today?

What symbols of communication do we recognize today through advertising and technology? What are symbols that communicate your culture to the world? Begin morphing and drawing images and symbols based on the curved lines in the koru on sketch paper. Personalize drawings.

Instruction

Lesson 1: Following the introduction, teacher reviews the elements of design with students. Teacher and class discuss ways to compose their drawings, combining imagery and symbols about their own lives. Students are given sketch paper and complete an

exercise in morphing the Koru symbol into different shapes and designs. Students work on thumbnail sketches for their final compositions.



Morphing exercise and thumbnail sketch for final painting

Lesson 2: Students and teacher create a rubric for assessment of the lesson. Using a template, students trace a circle onto heavy watercolor paper. The sketch is transferred and outlined with permanent black marker. Selected sections are filled in with the marker to create positive-negative shapes.



Lesson 3: Students look at Koru art designs again. They are encouraged to be inspired by other artists. Do the artists use symbols, images and color in imaginative ways? Can you find abstractions of the koru symbol? Students are encouraged to think about color patterns before they begin painting. Teacher demonstrates proper preparation of watercolors, application of paint and clean-up procedures. Teacher demonstrates wet-on-wet, blending of colors and line detailing with water colors. Students paint their final designs and store them carefully to dry.



Lesson 4: Students embellish images and background sections with silver and gold watercolor and liquid metal markers. The finished circle paintings are cut out and mounted on construction paper and then on tag board. After completion students take time to write about their learning experience, explaining the meaning of symbols and images they have used. A group critique follows and allows students time to ask classmates about their paintings. Teacher and students complete the rubric created in Lesson 2.



Teacher example for Grades 5-8

Activities

(1) Guided Practice:

- A. Students learn about Maori art. They learn about the koru symbol used in both traditional and contemporary works. Students watch teacher's step-by-step demonstrations and discuss examples of Maori art.
- B. Students discuss images and symbols representing their world today and specifically those representing their own cultures for the world. They transfer these ideas into art works inspired by Maori art.

(2) Independent Practice and Check for Understanding:

- A. Teacher circulates through the room during student work time, answering questions and offering support as needed. Teacher differentiates as needed to help students achieve success. Additional visuals are available for student reference. Koru templates are given to students who need support with representation of the koru.
- B. Teacher notes students' understanding of directions and reviews with the class.

(3) Closure

- A. Students complete a short written self-reflection of the lesson and discuss their work in small group critiques.
- B. Students discuss the importance of respect for individuality.

Evaluation

Teacher and students complete the rubric created during Lesson 2. Art works are evaluated on the following criteria: composition, originality, message and craftsmanship. (A = 15-16 points, B = 11-14 points, C = 7-10 points, D = 4-6 points, F = 0-3 points).

Composition = 4-0 points (The student arranged images into a balanced composition that fills up the space with interest to the viewer).

Originality = 4-0 points (The student used positive and negative space and included a variety of lines and organic shapes in the design).

Message = 4-0 points (The painting includes reference to the koru and a visual message about its meaning. The student can explain the meaning of the koru to others).

Craftsmanship = 4-0 points (The student worked carefully, neatly and respectfully with selected paints and tools).

Notes and Tips

To help students with learning challenges, images from the sketch drawings may be enlarged on a copier, cut out and traced onto the final circle drawing.

Students should be reminded to allow painted areas to dry thoroughly before painting sections next to them.

Extension Activities

1. Students may use the internet to research further information about New Zealand and the Maori culture. They may create a bulletin board or slide show with the information and images they find.
2. Students may research the art of paper quilling and create a 3-D art work that is inspired by their paintings.
<http://increations.blogspot.com/2009/10/paper-quilling-for-children-10-tips.html>
3. Students may create a “zentangle” that incorporates koru spirals. The drawing may be completed with markers or colored pencils.

Modification for K-4

Use 12 x 18 construction paper. Instruct students not to paint in the prepared border. This will hinder paper from curling when paint is applied. Follow above introduction and lesson goals. Students will draw organic shapes inspired by the koru with black oil crayon and paint them with Sargent Art washable tempera paints, blending colors as teacher demonstrates. Borders are removed from the finished paintings and mounted on 12 x 18 construction paper. A new design in the added border is drawn with brush tip markers.



Teacher example for Grades K-3

Materials for Grades K-4



#55-5618 Washable tempera paints



#17-3999 Washable glitter paints



#22-1520 20 ct. Washable brush tip pebble
pouch



#22-2015 Oil pastels



#22-5103 Children's smart smock
(light blue color)



#22-1610 10 ct. No-Spill paint cup assorted set



#56-1004 Jumbo brush pack, plastic handle



#56-3013 Children's taklon brush set

12 x 18 construction paper, rulers, mounting papers, teacher-made handouts

Modification for 9-12

Use 8 x 10 stretched canvas board. Prime with black acrylic paint. Students may practice morphing on sketch paper and then create a final sketch with pencil. Students transfer sketches onto canvas board with white chalk. Acrylic paints are used to complete the painting. Large areas are painted first, followed by layering detail after paint is dry. Students are instructed to paint the edges of the canvas board for a complete-painting appearance. Paintings are embellished with liquid metal acrylic paint and liquid metal markers.



Chalk sketch on canvas board



Teacher example for Grades 9-12

Materials for Grades 9-12



#66-5524 acrylic paints



#22-1206 liquid metal acrylics



#22-1506 liquid metal markers



#90-3001 canvas board



#66- 3012 chalk



#56-1004 stubby brushes



#22-7290 #2 pencils



#56-3015 Golden taklon brushes:



#56-3013 6ct. Children's Taklon Brush Set



#56-3011 3ct. Round Assorted Set

sketch paper, erasers, teacher-made hand-outs

Resources

http://en.wikipedia.org/wiki/haka_of_the_all_blacks (All Blacks rugby team Haka)

http://www.newsfinder.org/site/more/haka_the_maori_war_dance/

<http://www.tuarangi.com/meaning-of-maori-symbols-and-designs/> (Maori symbols)

<http://kohatu.connemaraony.co.nz/kowhaiwhai.html> (kowhaiwhai patterns)

<http://www.tourism.net.nz/new-zealand/about-new-zealand/maori-culture.html>
(Maori facts)

http://en.wikipedia.org/wiki/Koru_Flag (Koru flag)

http://images.search.yahoo.com/search/images;_ylt=A0oG71S7_UJPFzcA0MdXNyoA?p=maori%20koru%20designs&fr=yfp-t-701&fr2=piv-web (Koru designs)

Tattoo Maori Designs, www.ideatattoo.com

The Maori of New Zealand, Steve Theunissen, Lerner Publications, 2003

New Zealand artist references

Raewyn Harris (teacher/artist) www.raewynharris.co.nz

Puti Hauraki (artist) Visually Maori Art Gallery, Tauranga, NZ

Kim Lannon (teacher) <http://www.kinderart.com/multi/koruart.shtml>