

Native American Art
Arts Bridge Lesson 5
Thursday, November 14

Objective: Students will “recognize and describe the contributions of different cultural groups in Utah and the nation” (2nd Grade Social Studies Standard 1, Objective 2) and “Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity; Experiment with various materials and tools to explore personal interest in a work of art or design; Repurpose objects to make something new.” (Standard 2.V.CR.1-2, 4)

Total Lesson Time: 45 minutes

Materials:

- *The Girl Who Loved Wild Horses* by Paul Goble and/or *The Legend of the Indian Paintbrush* by Tomie dePaola
- Teal, red, white, black acrylic paint
- Paint brushes for each student
- Paper plates for the paint
- 5-6 ft brown or tan butcher paper
- Large, flat concrete slab (about 2x2 ft)
- 1-2 tan woven place mats or flat baskets
- Pictures & explanations of Navajo Sand Paintings, Anasazi Petroglyphs, and Ute Basket Art (see appendix)

Plan:

Introduction & Story Time (10 minutes)

Gather students at the carpet, and explain that they will be learning about Native Americans. Explain that a big part of Native American culture is to tell and share stories or legends. Let the students decide which book they would prefer to read between *The Girl Who Loved Wild Horses* by Paul Goble or *The Legend of the Indian Paintbrush* by Tomie dePaola (or you decide beforehand which one you like better). Spend 10 minutes reading them one of these Native American Legends. Point out the elements of art in the illustrations.

Native American Art Creation (35 minutes)

Send students back to their desks (desks are arranged in 3 groups of 4-8 students). Share with the class the pictures of the Navajo Sand Paintings, Anasazi Petroglyphs,

and Ute Basket Art and give a little background to each Native American tribe. Assign each group of desks one of the tribes (group A - Navajo; group B - Anasazi; group C - Utes) and inform the students that they will be creating art as a group in the style of the tribe they are assigned to.

Students will spend time studying the pictures of their tribe's style of art. As a group, they will then create a story or legend on their assigned material and illustrate it using acrylic paints.

- Group A will use brown or tan butcher paper to create a Navajo-style Sand Painting.
- Group B will use a concrete stone (or other substitute if you can't find one) to create Anasazi-style Petroglyphs.
- Group C will use tan woven placemats or basket to create Ute-style Basket Art.

See Appendix below for the pictures.

Be sure to remind the students that less is more with paint, and they are not allowed to goof around when using it.

Reflection (5 minutes)

Each group will share with the class what they created and the story that they illustrated.

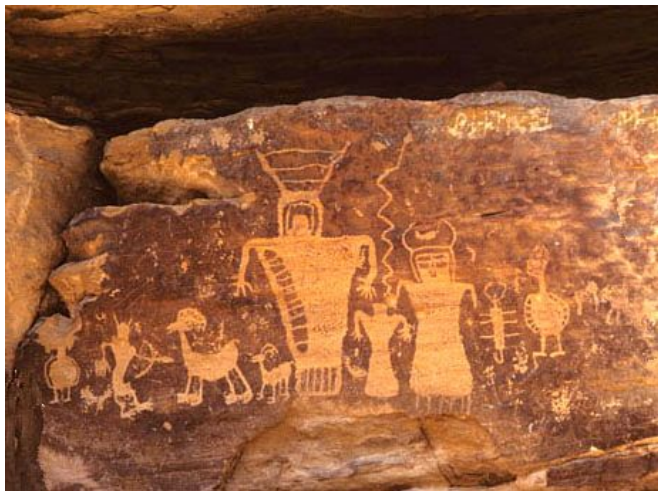
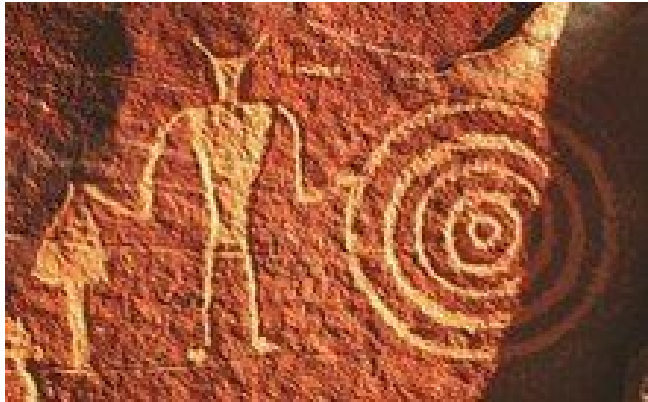
Appendix

Navajo Sand Paintings



- Sand Paintings Mean: “Places where the gods come and go”
- Tell stories of Navajo legends
- Use them in ceremonies
- Elements of symmetry. Round, square shapes.
- Located in Southeastern Utah

Anasazi Petroglyphs



- Made over 8,000 years ago
- Carved or painted on stone surfaces
- Tell stories of legends or hunting scenes
- Located in Southeastern Utah

Ute Basket Art



- Creating for 10,000 years
- Some woven so tight, they could carry water
- Used for sorting & preparing food
- Located in Northeastern Utah