DEEP SPACE SPARKLE

THREE @ 50-MINUTE SESSION

AMERICAN INDIAN TUNIC
• Today I will learn about AMERICAN INDIAN TUNICS and how the women of the plains tribe made the clothes out of animal hides. I will use TEXTURE to make my tunic look like an animal skin by crumpling up the paper so it is smooth and soft.
• Today I will learn how to apply a chalk base to color my “animal skin” and paint decorative details with ACRYLIC paints.
• Today I will learn how to make a SYMMETRICAL tunic by folding the paper in half and cutting out a shape.

Supplies

• 12” x 18” BROWN SULPHITE PAPER OR A PAPER BAG
• CHALK PASTELS VARIOUS COLORS
• PENCIL
• SMALL BRUSH/WATER
• ACRYLIC PAINTS
• YARN IN VARIOUS COLORS
• MASKING TAPE

“I CAN” Objectives
Winner of Canada’s Governor General’s Award, *Ancient Thunder* by Leo Yerxa is a rare find. It’s one of those books that inspires you as soon as you set eyes on the cover. Fascinated by the Plains Indians and their relationship with horses, Yerxa re-creates animal hide tunics using a special watercolor technique. The beautiful illustrations draped across the tunics feature full and partial views of decorated horses.
The Plains Indians were hunters and used the hides of buffalos for their clothing. The women in the tribe hand made each piece of clothing. First they would tan the animal skin, which is a process for turning the skin into durable leather. Often the clothes would be decorated with feathers, animal fur, porcupine quills and even glass beads that they traded.
THE TIMELINE

1. Read students book. (10 minutes)
2. Give each child a piece of brown paper bag or a large brown paper. Crunch paper and flatten until smooth. (10 min)
3. Fold paper in half and draw half of a tunic. Look at the handout for shape suggestions. Cut Tunic. (15 minutes)
4. Use chalk pastels and divide tunic into sections. Color each section. (10 minutes)

— end of first class —

5. With a pencil draw a pattern, scene or horses on the tunic. (15 minutes)
6. Use acrylic paints to paint scene. (30 minutes)
7. Turn tunic over and add small strips of yarn to backside of tunic. Use masking tape to secure. (25 minutes)
MAKING THE TUNIC

Crumple a paper bag or brown piece of sulphite paper with hands. Be careful to crumple slowly as paper will rip. Once in a ball, crush with palm of hand or even foot! Rotate ball so that the paper compresses.
Smooth out as carefully as you can. Once smooth, fold tunic in half. Select a tunic shape from the selection on next page. Fold paper in half and starting at the neck, draw the half shape tunic. Use as much of the paper as possible.

Cut shape out with scissors.

If you accidentally draw the shape from the wrong side (shape should begin on the folded edge) and you end up with two pieces, simply tape pieces together.
TUNIC SHAPES
CHALK & PAINT LAYER

CHALK PASTEL
Divide tunic into color sections. A popular division is to draw a line that separates the top bodice from the bottom.
Using CHALK, press side of chalk into crumpled paper.
Run chalk over entire area. Use fingers to smooth chalk and push chalk particles into crevices.
Use two or more colors of chalk for this step.

ACRYLIC PAINTS
Use acrylic paints to create a scene on your tunic. You can draw a single horse against a night sky like the cover of the book, a group of decorated horses (see handout) or a design of your choice.

Whatever you decide, select one color as a base coat and after the base coat dries, you can add details over top.

To paint the image shown on the book’s cover, lay down a layer of dark blue acrylic paints, then a light blue acrylic paint.
Allow to dry then paint a moon on the blue paint and a horse on the white paint.
FRINGE FROM YARN

To make the fringe, cut a long piece of yarn into 2” lengths. Place yarn on back of tunic and use masking tape to secure.

I tried using glue but glue and yarn always seem to end up in a mess.

Good places to add a fringe are the bottom of the tunic as well as the sleeves.

Children will need 10-15 strips of masking tape. To accommodate this, you can place rolls on each table and allow children to serve themselves or cut off pieces and place on the sides of the tables.

To do this quickly, attached roll of tape to end of table. Pull a long strip and use scissors to quickly cut small lengths.
Fifth Grade Gallery
NATIONAL CORE ARTS STANDARDS—FIFTH GRADE

CREATING

☐ Generate and conceptualize artistic ideas and work — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making

☒ Organize and develop artistic ideas and work — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance

☒ Refine and complete artistic work—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

☐ Analyze, interpret and select artistic work for presentation— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation

☐ Develop and refine artistic work for presentation — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork

☐ Convey meaning through the presentation of artistic work — cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

☒ Perceive and analyze artistic work— compare interpretation of art to another’s interpretation —analyze cultural associations suggested by visual imagery

☒ Interpret intent and meaning in artistic work — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed

☒ Apply criteria to evaluate artistic work— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

☐ Synthesize and relate knowledge and personal experiences to make art— apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making

☒ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After introducing the students to the artwork and culture of the American Indians via children’s book, posters, PowerPoint, etc., students can be asked to answer questions orally to summarize what they have learned about their tunics and artwork, use of the elements of art, and principles of design in the form of a discussion.

CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

As students complete an artist statement (page 15), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition’s meaning.

CCSS.ELA-Literacy.SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

By having students create their own tunic inspired by American Indian culture, they are visually developing the main ideas they learned from their style of art making by painting a scene using color, contrast, and texture.
WHAT IS THE NAME OF YOUR ARTWORK?

HO W DID YOU CREATE YOUR ARTWORK? 
(What tools, supplies and techniques did you use?)

WHAT DOES THIS PIECE OF ART MEAN TO YOU? 
(You can use “I” statements and talk about your inspiration and what creating this piece of art means to you)
Main Ideas from Ancient Thunder Tunic:

STUDENT NAME:__________________________________________

☐ Can the student tell me how American Indian tunics were made?

☐ Did the student create texture resembling animal skin for their tunic?

☐ Did the student create a symmetrical tunic?