



Aim/Goal of the 8-wk Curriculum:

Over the course of eight weeks students will explore the world around them through the basic five senses: sight, hearing, smell, taste, and touch. They will have an opportunity to experience the world differently as their senses are enhanced or taken away. Each week students will experiment with a variety of media to exercise three aspects of the senses. They will become more aware of their own senses as well as understand how animals and plants use senses in everyday life.

Fine Arts Goals Met by the Objectives:

1. *State Goal 25.A.1d* Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
2. *State Goal 26.A.1* Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).
3. *State Goal 26.A.1e* Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.
4. *State Goal 27.B.1* Know how images, sounds and movement convey stories about people, places and times.

Objectives: Students will...

- Understand ideas about identity by looking at hand and footprints.
- Explore the concept of “individuality” through examination of the unique pattern of their own thumb print, and the variety of different types of footprints left behind by animals.
- Create their own stylized thumbprint art by exploring the tactile qualities of unconventional art materials (i.e. spaghetti noodles).
- Learn to work with basic art tools, such as scissors, tempera paint and glue.
- Exercise observational skills to differentiate types of animal tracks.



- Mimic animal movement through collaborative class activity.
- Create a stylized representation of a fingerprint while experiencing tactile qualities of material.

Vocabulary:

- Identity: What makes us who we are
- Texture: The way something feels when we touch it (i.e. Birds' feathers are smooth and soft, cacti needles are prickly, spaghetti noodles are sticky and squishy).
- Magnification: When we look into a magnifying glass, we can see small objects
- Footprint: When our feet make marks on the ground after we walk through water or mud. Footprints come in all shapes and sizes (shoes, bare feet, etc). We can see our footprints in the snow, the sand, or in the dirt if we look where we just walked. We can follow footprints to see where somebody may have gone. Animals leave tracks and are all unique, too!
- Thumbprint: Everyone has their very own thumbprint. There are circle shapes on our fingers
- Individuality: What makes us special in a big group of people, what makes us unique, what makes us different-- "one of a kind."
- Animal tracks: footprints or other marks left by an animal

Multicultural/Historical exemplars:

1. Vik Muniz's "Food Medusa"



- Vic Muniz is a visual artist (starting his career in the mid 1980's) who often appropriated the imagery of historical pieces through unconventional means by using garbage and food products instead of typical artistic implements. In studying Muniz, students will learn that their art-making is not only bound to standard materials. Additionally, by handling the cooked spaghetti, students will explore their sense of touch all while recreating the print of a body part (fingers/thumbs) that in turn, helps them to feel and experience what they are touching.



2. Raul Guerrero's "Chorizo Combo: La Posta"



3. *Identity* by Renata Fros (2007)

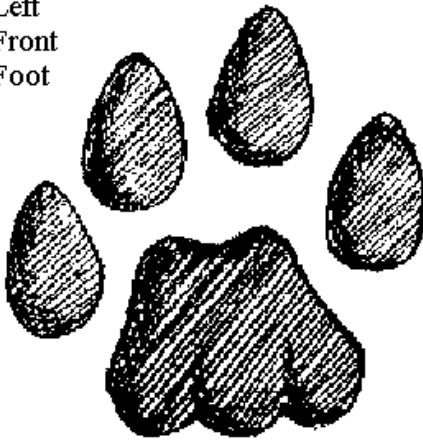




Renata Fros is a student in the University of Illinois Urbana Champaign Art in the Public Places course. Her fingerprint maze sculpture was displayed outside of the Krannert center, and is made from cardboard and glue. This piece represents the search for one's own personal identity, and the likely chance of getting lost along the way. While working, I would like my students to reflect on what it means to be able to recreate one's own thumbprint, an inherent sign of individuality.

4. <http://www.bear-tracker.com/guide.html> (website gives examples of different animal tracks)

Left
Front
Foot



Bobcat's left front foot

5. John Chalkley, *Animal Tracks*, Giclee Print



Learners Materials:

- Printed student's fingerprints scanned and enlarged (got finger prints from last class) (32)
- Elmer's glue (20)



- Safety scissors (32)
- Sponge (4)
- Paper towels (3 rolls)
- Newspaper
- Baking pans (12)
- Tempura paint (10 bottles)
- Butcher paper (1 large piece)
- Construction paper (60)
- Precooked and dyed spaghetti (8 boxes)
- Acetate sheets (40)
- Pre made wooden planks with string (33)
- Wonderfoam (60 sheets)

Procedures:

Project 1: “Yum Prints” 35 minutes (9:20 – 9:55)

- Demonstration: 5 minutes (9:20– 9:25)
 - Teacher will reference images from Vik Muniz.
 - Look at examples of artwork made with food.
 - Teacher will show teacher exemplar to class.
 - Teacher will place each student’s magnified fingerprint underneath the self-adhesive contact paper, and will demonstrate how to use the colored spaghetti to replicate their original finger print.
 - Teachers will help students to help students to adhere their piece to a sheet of matte paper for extra support after production.
 - The enlarged fingerprint will be in between the contact and matte paper
- Design/work session: 35 minutes (9:25 – 10:00)
 - Students will be provided with an enlarged copy of their own thumbprints attached with tape beneath a sheet of clear contact paper. Names should be pre-written on each copy of the magnified thumb prints.
 - Students will be provided with several containers (3-4 colors per table) of pre-cooked spaghetti noodles, colored with various food dyes and glue.
 - The magnified finger print copy will show through the acetate paper so students can see the ridges and lines.



- Students will place the spaghetti on to the paper following the lines of their fingerprint.
- Students will glue the spaghetti to the contact paper.
- Students will be asked to take notice of the texture of the wet noodles as they work.
- Students will then bring their finished work to the drying/showcase area.

Project 2: Collaborative animal tracks 45 minutes (10:00 – 10:45)

- Demonstration: 10 minutes (10:00– 10:10)
 - Teacher will reference images from “bear-tracker.com”
 - Look at examples of different tracks animals make
 - Teacher will ask students what are examples of other animals to help brainstorm ideas for other types of animal tracks to make
 - Teacher will show teacher example to class.
 - Teacher will also demonstrate process of applying the tracks onto paper using paint.
 - Teacher will then show how to make the tracks with the foam on the wooden planks
 - Teacher will remind students how to use scissors, adhere their foam, and the safety rules of cutting away from hands and body
 - Teacher will show students how to tie the wooden plank with their design on it to the bottom of their shoes
 - Students can tie a knot like they are tying their shoes
 - Before heading over to the creating area, teacher will go over guidelines with students about where they can make tracks by staying on the newspaper and then on their paper
 - Teacher will show students where to make their artwork in the creating area near the back of the room
 - Students will go to a pan that has [tempera](#) paint in it and press there wooden plank into the paint
 - Each student will have their own piece of paper where they can practice making there tracks by stepping on their paper
 - Students will all contribute to a class collaborative paper where students will walk across the paper a few at a time and make their tracks
 - Teacher will show students where to collect materials and when they finish, they should always return the extra materials to the original places.
- Design/work session: 40 minutes (10:05 – 10:45)
 - Teacher distributes premade wooden planks with string attached to them
 - Students first decide what animal track they are going to represent
 - Students can cut their shapes out of wonderfoam
 - Students can adhere their shapes to the wood by peeling off the sticky back of the foam
 - When finished with their desired design students will put on their wooden planks by placing them under there feet and tying them around their shoes



- Students will head over to the creating area
- Students will first practice making their tracks on their own
- Students will then wait in line and watch classmates participate in class collaborative project
- Students will look at the class collaborative piece and discuss the different tracks made
- Students will then move on to clean up
 - Wooden planks will be taken off in the creating area so they stay on the newspaper
 - Paper towels will be available for students to wipe off any excess paint if gotten on shoes