



**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:**

- *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.
- *State Goal 26.A.1c* Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).
- *State Goal 26.A.1e* Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing
- *State Goal 26.B.1d* Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- *State Goal 27.B.1* Know how images, sounds and movement convey stories about people, places and times.

**Objectives: Students will...**

- Identify the five sense organs of the body and the five senses.
- Exercise their listening and observational skills to differentiate types of animals.
- Learn about Pre-Columbian culture and their use of animal representations on artefacts.
- Examine how Pre-Columbian artists stylized animals.



- Mimic natural sound by making a rain stick influenced by Pre-Columbian artefacts.
- Create stylized representations of animals and incorporate the image on the rain stick.

**Vocabulary:**

- *Sense*: A way we interact and come to understand the world
- *Flavor*: Taste of food
- *Stylize*: To make some changes to a thing so that it looks different from the original
- *Feline*: Belong to the cat family
- *Llama*: A type of animal in the South American that looks similar to the camel with soft wool like sheep.
- *Instrument*: A tool for a specific purpose
- *Rain stick*: A sound instrument used to bring rain to the land

**Multicultural/Historical exemplars**

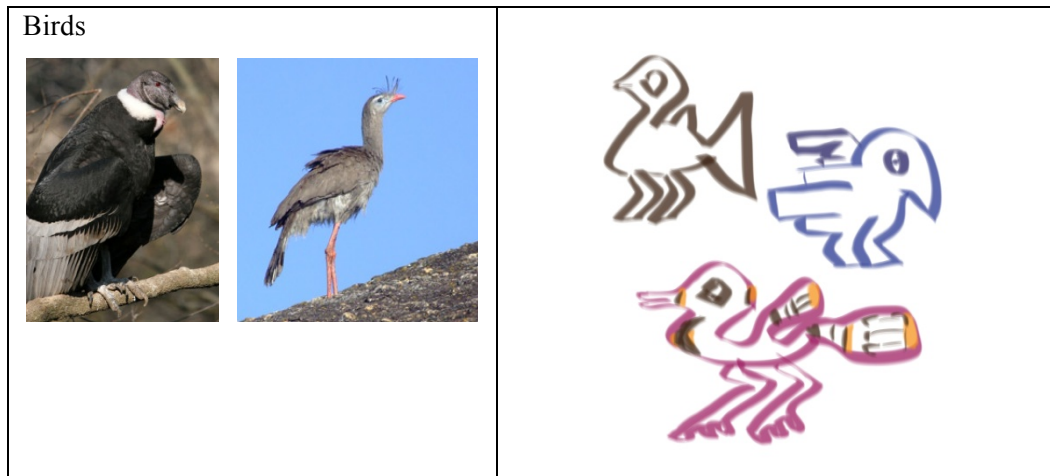
1. Objects in the Pre-Columbian Gallery in the Krannert Art Museum
  - #10 Feline Effigy Bottle
    - Peru – early Paracas Rio Grande Valley, c. 600 BCE
    - Probably a supernatural cat, though significantly there is no standardization of spirits/gods in the Andean world.
    - artist's knowledge of powerful felines such as the jaguar limited; this form reflects characteristics of the local ocelot (medium-sized wild cat)
    - Symbols:  
In addition to their concern for agricultural fertility, creatures of the animal kingdom held important meaning for the Paracas people, as well as other cultures within South America.
    - While other effigy jar may have stored food, we think this object may have held a liquid and was probably used during religious rituals.
  - #18 Single Spout Effigy Bottle
    - Nasca, 300
    - Stylized frog (symbolizing water to Nasca)
  - #26 Necklace
    - Nasca/Wari, 600
    - Braided llama wool and spondylus shells; common in graves



- There was a very heavy traffic in these shells throughout the Andes and were used as offerings to the gods as either small, crushed fragments or on necklaces
- #27 Painted Cloth Fragment
  - Chimu or Chancay, 1000-1470
  - Funeral shroud with horizontal bands of birds and animals
  - very consistent patterning, but slight variations tell us it was painted free hand
- #38 Slit Woven Panel Fragment
  - Chimu, 1300, cotton and alpaca wool
  - textiles wrapped the dead, who were usually put in a fetal position and buried in baskets with food and provisions for the afterlife
  - geometric, seated monkey figures in squares
  - Monkeys sometimes symbolized headhunting (heads of enemies taken as trophies: typically “conflict was not seen as a drama in human terms, with a victim and a victor, but in terms of its cosmic justification. By taking the head of a person, in which all his powers and energy reside, one group removes that power store from their enemies and adds it to their own...A sequence is imagined in which energy passes between plants, animals, living humans and deities via captured enemy heads.” *Pre-Columbian Art* by Esther Pasztory, p. 110
- #41 Textile Fragment
  - Chimu or Chancay, 1400
  - Textile with two rows of geometric birds evenly spaced
  - Combination of gauze and plain weave techniques (incredibly fine!)
- #50 Llama Effigies
  - Chancay, 1000-1470
  - Almost cartoonish depiction reflects Chancay preference for stylized simplicity
  - May have been made as toys (KAM has some small ceramic whistles shaped like animals)
  - Llamas + alpacas are native to the Andes; they are similar to camels but have no hump. They are the only beasts of burden in this area. Domesticated llamas (guanaco) were/are kept for wool, meat, and carrying goods (they are too small for adults to ride)



- May have been toys for play or pleasure in the afterlife, but could also reflect a sacrificial practice wherein the Chancay tied llamas to a post and denied them nourishment so they would bleat; it was thought that the gods would hear the bleating animals and send rain (dead llamas were replaced with new ones!)
  - A llama fetus buried under a new house was thought to bring good luck.
  - #57 Braided Rope Whip
    - Colonial, 1500-1600, Bast, alpraca, silver, copper
    - Braided and tapered whip made of llama wool cord and bast fibers with overlay at wide end of alpaca braiding with red and yellow serpent against black and tan ground
    - Cast silver puma head finial reflects Spanish influence
    - Techniques of casting and gilding as well as braiding and the serpent design are Pre-Columbian, but the concept of a whip is an imported one from Europeans
  - Additional #64 Flute
    - Musical instrument with incised birds, geometric band, and simplified monkey figure
2. Stylized images of these animals:





Monkey



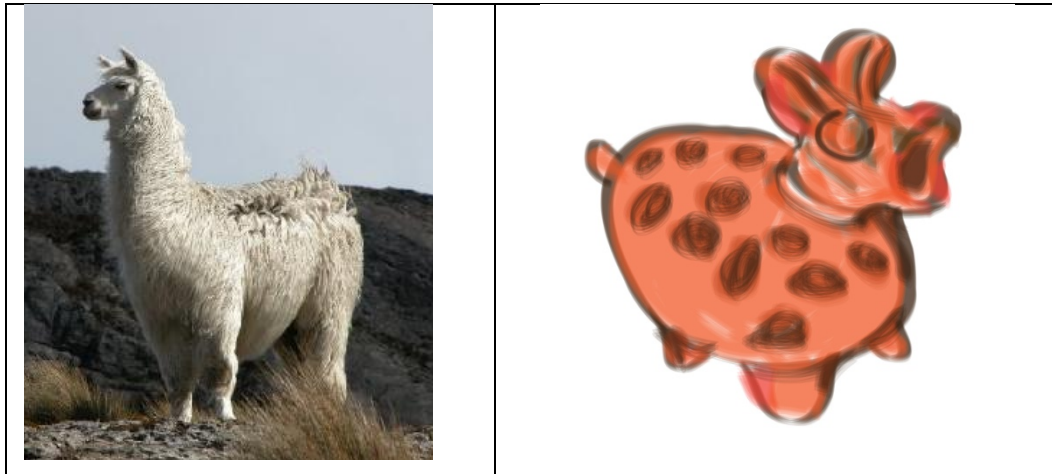
Frog



Feline



Llama



3. Touch Kit and Examples of musical instruments and animal toys from Giertz Resource Center.
4. Museum booklet/worksheet

**Learners Materials:**

- Paper roll (40)
- One-inch paper fasteners (2 boxes)
- Container such as a little drinking bottle (32)
- Uncooked rice (2 boxes)
- Assorted color construction scrap paper (1 box)
- Elmer's glue (20)
- Masking Tape (5 rolls)
- Safety scissors (32)
- Decorative scissors (10)
- Color Markers (1 box)

**Procedures:**

Project #1 Stylized animal

- Demonstration: 3 minutes (10:00 – 10:03)
  - Teacher will show the pictures of the five animals and their Andean stylization as seen in the museum.
    - So, does anyone remember what “stylize” means?
    - To make some changes so the thing doesn't look real. It's like making a cartoon.
    - [Show pictures of a real mouse, Mickey Mouse, Ratatouille, and Jerry]  
What makes Mickey Mouse, Ratatouille, and Jerry look like a mouse/rat?
  - Teacher will then show images of various types of animals that inhabit the Andes and ask students to choose one type of animal for the teacher to demonstrate the stylization.



- Teacher will get one color of 8"x10" construction paper as a base/body of the animal.
  - Teacher will ask students what the main characteristics of this animal are so that the teacher can exaggerate on those elements.
  - Teacher will draw on the paper and decorate it with different color scrap paper and beads or yarn.
  - Teacher will remind students that when they glue something, they need to hold the two pieces together for a while for it to stick, and that when they use scissors, they should not point them to others.
  - 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: 7 minutes (10:03 – 10:10)
- Teachers will leave pictures of different types of Andean animals on the screen.
  - Teachers will ask students to pick one type of animal and give an image of that animal to the student as a reference and also for them to take home to show their parents.
  - Students will then pick one color of 8"x10" construction paper, many color scrap paper, and glitters to create their stylized animal.
  - When students finish making, they will write their name on the back of the animal and leave it to dry at the drying/showcase area.
  - Students will then move to the next project.

Project #2 Make the Rain Fall! (Rain stick)

- Demonstration: 7 minutes (10:10 – 10:17)
- Station 1
- Lead teacher will ask students to gather around the demonstration table, while other teacher will ask students who do not pay attention to listen carefully to the demonstration.
  - Lead teacher will show students an actual rain stick borrowed from Giertz Resource Center.
    - This is called a rain stick. Let's see what happens when we turn it upside down.
    - It makes the sound of falling rain!
    - What do you think the rain stick was used for? [Ask a few students for their thoughts.] Many cultures believed that the sound of the rain sticks could bring rain to their land.
    - Why is it important that it rains, especially in the place where they have to grow their own fruit and vegetable? [Wait for a few answers.] Because plants need water to grow, right? It's like you need to eat in order to grow.
  - Lead teacher will then show students that they need a paper roll to use as the main tube.
  - Lead teacher explains to students that we will start by making the tube cover, which is one color of long rectangular construction paper.



- Teacher will decorate the tube cover using different colors of scrap paper and markers.
- Teacher will cut scrap paper into different shapes.
  - Teacher will remind students that they need to be careful when using scissors and they should not play when they are holding them.
- When there are enough desired shapes, teacher will glue them on the long tube cover.
- Teacher will remind students that the stylized animal will cover some parts of their decoration.
- When teacher finishes decorating, she will use a glue stick to apply a thin layer of glue to the un-decorated side of the construction paper of choice.
- Next, teacher will wrap the paper towel roll with the glue-coated side facing up with the roll in the inside.
- Teacher will then let students to the material distribution table to start working on their project.

#### Station 2

- Teacher will get the stylized animal from Project #1 and cut along the contour of the animal drawing.
- Teacher will then cut around two pre-drawn circle and each drawn line on the circle to make tabs for the tube caps.
- Teacher will tell students that if they want to decorate their rain sticks with yarn they can do so by choosing one or two colors of yarn from the distribution area.
- Teacher will glue the yarn and wrap it around the tube.
- Teacher will let students go to get their animal and additional materials and then students can return to work at their table.

#### Station 3:

- Teacher will glue the stylized animal on the rain stick and hold it for 10 seconds.
- Teacher will put glue on the tabs of one end-cap to secure one end of the tube.
- Then, teacher will add rice into the rain stick and then secure the other cap on the other end of the tube.

- Design/work session: 18 minutes (10:17 – 10:35)

#### Station 1:

- Students will go to the material distribution area to choose different colors of long rectangular construction paper (some for the main tube cover, smaller squares for the stylized animal drawing), markers, and a single paper towel roll and return to their table.
- Students will start decorating their paper with markers and construction paper.
- While students are working at the tables, teachers should walk around and assist students who need an extra hand.
- When students finish decorating the rain stick cover, they will go to the showcase area to get their stylized animal and glue it on the rain stick cover.
- After that students will carefully glue and wrap the glued tube cover around the paper towel roll.



- Teachers will notify students who finish the steps to return to the demonstration table for the next procedure.

Station 2:

- Students will go to the drying/showcase area to get their stylized animal drawing.
- Students then cut along the contour of their animal drawing.
- Students will then (do their best-- teacher assistance may be required) to cut along the pre-made circular end-caps provided
- Students will be told to also cut along each drawn line within the circle, so as to make several tabs
- If the student wants to decoratively wrap the rain stick with colored yarn, he/she can go to the material distribution area to choose the yarn and glue it around the rain stick.
- Students will now have all of the appropriate parts to assemble their final rain sticks
- Teacher will stand at the material distribution table #2,3 and show the last demonstration, while students can sit at their table.

Station 3:

- Students will glue the stylized animal to the surface of the rain stick.
- Then, students will glue each tab of one end-cap to one end of the tube (for the time being).
- With teachers' assistance, students will add rice to the rain stick tube.
- Students will then secure the second end cap to the open end of the rain stick.

Project #3 Knot Monster

- Demonstration: 5 minutes (10:35– 10:40)
  - Teacher will reference #57 *Braided Rope Whip* as seen in the museum.
    - The body and the head of the object are of different animals
    - Snake as the body and feline as the head
  - Teacher will ask students what are examples of other animals to help brainstorm ideas for sculpting an animal head to connect to snake body
  - Teacher will show teacher example to class.
  - Teacher will then show how to make head out of model magic
    - Students first pick color of their pre-made round ball as head shape
    - Students can sculpt chosen animal head by adding clay to their round ball or by subtracting clay using plastic carving knife
      - Learning additive and subtractive (carving) sculpting methods
    - Students can put in the facial features of their chosen animal such as eyes, ears, nose, and mouth



- Teacher will remind students how to use the plastic carving knife and safety rules of cutting away from hands and body
  - Teacher will show students how to combine pieces of yarn to make the body of the snake
    - Students can combine different colors of yarn to make snake body
  - Teacher will show students how they can knot the yarn
    - Slip knot (make a circle with the yarn and put the snake tail through the hole)
    - Students can emphasize body by adding beads
      - Beads can be threaded through the yarn
      - Students will add a slip knot at the end of the snake tail to keep beads on the yarn
  - 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: 10 minutes (10.40 – 10.50)
- Teacher will ask students to pick one type of animal and think about what its head looks like.
  - Students will then pick one color of a pre-round model magic ball, many color pieces of model magic, different colors of yarn, and beads to create their knot monsters.
  - The students will start creating their animal head using additive and subtractive sculpting methods.
  - The students will then move on to making the body of the snake by using the yarn.
  - When students finish making, they will write their name on a piece of tape and put both the head and body next to each other at the drying/showcase area.
  - Students will know that the teacher will combine their head and body for them with a threading needle to be returned to them at a later date. (The teacher will combine the model magic head to the yarn body by threading the yarn through a pierced hole in the model magic and knotting it together).
  - Students will then move on to clean up.