

Inspired by Sound

Watercolor and Ink Radial Design

Lesson Overview: Starting with a circle students will create a work of art that is inspired by the sounds of a powwow. They will discuss the use of shape and line to create balance, repetition and symmetry.

Grade Level: 4th Grade

Subject(s): Visual Arts

Duration: Two 45 minute classes (includes 15 to 20 minutes for viewing and discussing the art)

Learning Objectives: Students will be able to -

- Use watercolor paint in a work of art.
- Collaborate to brainstorm different ideas and create a radial pattern based on their interpretation of sounds from a powwow.

Questions for Viewing: First, always take a few moments to really look at the artwork.

VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

Additional Questions

- What type of art is this?
 - For example, is it a painting? photography? etc. How can you tell?
- Has anyone been to a powwow?
 - What do you see at powwows?
 - Powwows can be different for each tribe.
 - Powwows usually have many tribes represented.
 - Every reservation has several powwows per year. Everyone is welcome.
- Why is there a circle?

Materials:

- Watercolor Paper 9" x 9"
- Scratch paper for brainstorming patterns
- Pencils
- Rulers
- Compasses
- Ultra Fine Point Sharpies
- Watercolor Paints
- Brushes (#8 or #6 round brushes work well for watercolor)
- Cups for water
- Paper towels for cleaning off your brush
- Assiniboine Powwow Drum Circle https://www.youtube.com/watch?v=FOHoCN_-kn8

Art Vocabulary:

- **Photograph:** A picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment, or stored digitally.
- **Radial Pattern:** Any type of pattern based on a circle with its design extending from center.
- **Balance:** The distribution of the visual weight of objects, colors, textures, and space. If the design was a scale, these elements should be balanced to make a design feel stable.
- **Symmetry:** Elements (shapes or forms) used on one side of a design is also used in a similar way on the other side of the design.
- **Repetition:** The use of two or more like elements, forms, or shapes within a composition. The systematic arrangement of repeated shapes or forms creates pattern.



Three Girls Walking along a Path, 1992, Ken Blackbird (Gros Ventre/Assiniboine), Color Photograph, 15.5 x 23", Gift of the artist, David Orser and Ossie Abrams (2002.5)



IEFA Vocabulary

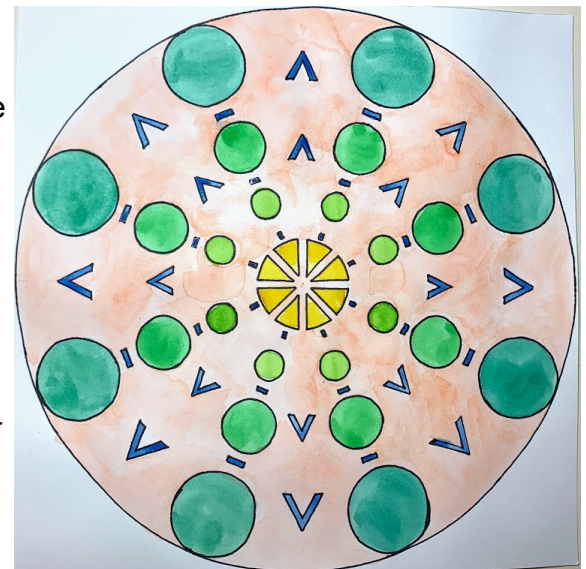
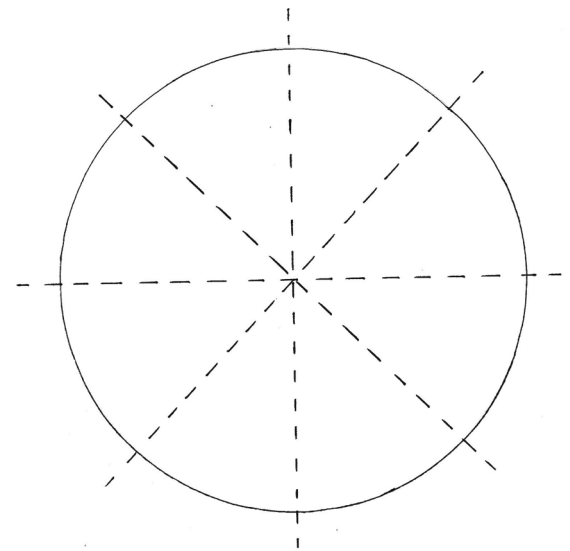
- **Powwow:** (See Your Guide to Understanding and Enjoying Powwows) <https://artsuitcase.org/wp-content/uploads/2020/07/Your-Guide-Understanding-Enjoying-Powwows-IEFA.pdf>
- **Assiniboine:** (See Montana Indians their History and Location – Fort Belknap) <https://artsuitcase.org/wp-content/uploads/2020/07/Ft-BELKNAP-GROS-VENTRE-Pages-from-Montana-Indians-Their-History-and-Location-IEFA.pdf>
- **Gros Ventre:** (See Montana Indians their History and Location – Fort Belknap) <https://artsuitcase.org/wp-content/uploads/2020/07/Ft-BELKNAP-GROS-VENTRE-Pages-from-Montana-Indians-Their-History-and-Location-IEFA.pdf>

Setting up your classroom for watercolor paint:

- Each student should receive a set of watercolor paints, paper, a cup for water and a brush.
- Set up two buckets. One bucket should have clean water. The other bucket will be for students to dump their dirty water in. This works well especially if you don't have a sink in your room.
 - A lunch tray is really useful when handing out cups of water.
- Keep paintings flat to dry or else the watercolor paint can potentially run down the students' artwork.

Procedure:

- Begin by taking a long moment to really look at the artwork, then discuss the viewing questions for Ken Blackbird's *Three Girls Walking along a Path* using Visual Thinking Strategies (VTS).
- The students will then listen to the attached music from Assiniboine powwow https://www.youtube.com/watch?v=FOHoCN_kn8
- Students will use the sounds and beats from the music to create a pattern that they think goes along with the music. They can use line or shape to create a unique design.
 - Pattern: repeating unit of shape or form
 - Encourage them to create a few different patterns that go along with the music.
 - Have the students collaborate in small group to create a few different patterns on a scratch piece of paper. Working in small groups will allow them to bounce ideas off of one another.
- Once they have a few patterns that they like, they will turn that into a radial pattern using a large circle divided into pieces. (see illustration) In each section of the circle the pattern should be the same.
 - Radial balance is any type of balance based on a circle with its design extending from center.
 - Using a pencil they will transfer their pattern into each section using the center point as the starting point.
- Once they get the pattern in all of the sections, they will go back over their design with a sharpie (must use a sharpie or other waterproof marker when using watercolor. Normal marker will run when the watercolor is applied).
- Finally they will add color to their work using watercolor paint. In keeping with the pattern, each shape should be colored the same as you go around the circle.
- Have the students sign and title their work once they are finished.
- When sharing their artworks with the class, they should explain how their work is connected to the music that they were presented with.



**Please note that this is just an example of the lesson. Students should always be encouraged to create and complete their own artwork.*

Other Resources:

- Ken Blackbird website: <https://kenblackbird.photoshelter.com/archive>
- Textured Portraits: The Ken Blackbird Collection Interview <https://www.youtube.com/watch?v=FFaF-9h66IM>
- Montana Tribes Digital Archives: <https://montanatribes.org/>
- Powwow by George Ancona <https://www.amazon.com/Powwow-George-Ancona/dp/0152632697>
- Watercolor Demo video https://www.youtube.com/watch?v=9bCZn9YNOFY&list=PLKPKDKB2xRuy3eglv4Nt_13d8PUGf0fT&index=11

National Visual Arts Standards:

- VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr.1.2.4a: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characters of form and use of media.

Montana Standards:*Visual Arts*

- Anchor Standard #1: Generate and conceptualize artistic ideas and work. Collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork
- Anchor Standard #3: Refine and complete artistic work. revise artwork on the basis of insights gained through discussion
- Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze subject matter, form, and use of media in artwork.

IEFA

- Essential Understanding #3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Assessment:

	1	2	3	4
Use of technique (see video)	Does not successfully use watercolor paint technique.	Begins to understand how to use watercolor paint.	Successfully use watercolor paint techniques.	Successfully use watercolor paint techniques in a way that enhances the composition.
Elements and Principles of Art	Does not create a radial pattern using line, shape or color.	Begins to show understanding of radial pattern using line, shape and color but does not associate it with the music .	Successfully creates a radial pattern using line, shape and color that is connected to the music that was presented.	Successfully creates a radial pattern using line, shape and color that is clearly connected to the music that was presented.
IEFA (traditional beliefs and ideologies persist in the present)	Does not understand or acknowledge that traditional beliefs and ideologies persist in the present.	Has somewhat increased knowledge that traditional beliefs and ideologies persist in the present.	Demonstrates an understanding (but not in art) that traditional beliefs and ideologies persist in the present.	Understands and integrates into art that traditional beliefs and ideologies persist in the present.
Craftsmanship (use of watercolor paint)	Does not demonstrate quality craftsmanship through appropriate use of and care for materials.	Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials.	Demonstrates quality craftsmanship through appropriate use of and care for materials.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials
Expression	Does not create a work of art that demonstrates unique idea or style.	Creates a work of art is uniquely their own idea but which ineffectively uses technique of the medium.	Creates a work of art is uniquely their own idea and style.	Creates a work of art is uniquely their own idea and style which effectively uses technique of the medium.

- Essential Understandings Regarding Montana Indians <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf?ver=2018-09-21-121920-993>
- Visual Art Model Cornerstone Assessment <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA,%20MCA,%205th%20Grade,%20Arial,%205-9-14.pdf>