



**Bozeman Public Schools**  
*Indian Education for All*

**Name of Lesson:** Northwest Coast Indian Art/Printmaking

**Subject Area Focus:** Fine Art

**Grade Level:** 9-12

**Prepared by:** Elizabeth Pfaff

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| <p><b>*Overview &amp; Purpose</b></p>          | <p>To expose students to Northwest Coastal Indian tribes and to explore their animal iconography and the stories that accompanies the images as inspiration and subject matter for relief printmaking. To create relief prints as a fine art lesson for senior high school art – BHS Art II curriculum.</p>  |
| <p><b>*Materials</b></p>                       | <p>Laptop with LCD projector. Images of NW Coastal tribal art, paper, pencils, black sharpie markers, and relief printmaking supplies. These supplies generally include: linoleum prepared for block printing or a printmaking product that is already prepared for block printing, rollers, brayers, ink, spoons, glass plates and clean-up materials. A drying rack specifically for printmaking is desirable.</p>   |
| <p><b>*Time Required</b></p>                   | <p>2-3 weeks</p>   |
| <p><b>*IEFA Essential Understanding(s)</b></p> | <p>Essential Understanding 3<br/>         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. Additionally, each tribe has their own oral history, beginning with their origin that is valid as written histories. These histories pre-date the “discovery” of North America.</p>   |
| <p><b>*Content Standard(s)</b></p>             | <p>Visual Arts Standard 4: Understanding the visual arts in relation to history and cultures.<br/>         B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.<br/>         E. Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.</p>  |
| <p><b>*Primary Learner Results</b></p>         | <p>Students will be familiar with the names of several Northwest coastal tribes and be exposed to their traditional cultural iconography in the form of totem poles, carved wood, and fiber art. Students will understand that contemporary artists continue to create art in this tradition and will be exposed to contemporary Northwest coastal art in the form of printmaking. Students will understand the connection between the images and traditional stories of NW tribes. Students will learn relief printmaking methods. The printmaking process is executed in three phases: the design process, the preparation and carving of the plate and the printing of the plate. Follow –up includes selecting and labeling the best prints.</p> |

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| <b>Additional Learner Results</b> | Students will be familiar with North American animals that are associated with North West coastal areas.   |
| <b>Technology Connection</b>      | The teacher will use an LCD projector to show images of NW Coastal art exposing students to the use of Power Point for fine art application.   |
| <b>*Procedures</b>                |  |
| <b>Step 1</b>                     | Introduction   |
| Description                       | The teacher will use an LCD projector to present to the class the following information: geographic location and names of NW coast tribes, images of traditional NW coastal art (totem poles, wood carving and blankets), contemporary art of NW coast tribes, and contemporary artists from these tribes. The teacher will show images of the art in both historic context and contemporary print format, showing the continuation of a traditional form of art into today's contemporary art world. The teacher will discuss the animal imagery and its meaning. The teacher will discuss abstraction in the forms and isolate specific shapes used in this art form to denote characteristics of the animal forms.  |
| Duration                          | 1 day  |
| <b>Step 2</b>                     | Design Phase   |
| Description                       | After viewing the Power Point and/ or visiting the website, the students will be given a hand-out of the specific shapes used in NW coast art and will complete an inventory (in the form of thumbnail sketches) of these shapes for the preliminary design phase. Students will choose an animal image from an inventory provided by the teacher and will use a sharpie marker to simplify and abstract the form in the style of NW coastal artists. Students will complete the design process by incorporating the traditional shapes studied in their preliminary thumbnail sketches into their animal form. Animal images will be available for students to choose from. Students will use the animal image to create the form line of their animal shape and abstract that line by drawing with a sharpie marker to create thicker and thinner areas of line. Students will draw their final design by incorporating the traditional shapes from their thumbnail sketches into an image the size of the linoleum plate. Students will transfer the completed image to the linoleum plate. |
| Duration                          | 1-3 days   |
| <b>Step 3</b>                     | Printmaking Process: Carving the Plate   |
| Description                       | The teacher will demonstrate proper use of the printmaking tools and techniques of carving the linoleum block. Students will use printmaking tools and techniques to carve out the negative spaces in their designs to reveal the print surface.   |
| Duration                          | 1 week   |
| <b>Step 4</b>                     |  |
| Description                       | The teacher will demonstrate the printmaking process and proper clean up and care of tools. Teacher will emphasize the need to keep fingerprints off the finished product and to use craftsmanship in creating their print. Students will print their prepared linoleum blocks with roller and ink in the traditional manner of woodblock/linoleum printmaking. Students will label their work as a series and sign and title the work.  |
| Duration                          | 1-3 days   |

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| <b>Extension</b>  | Students could read traditional NW coast stories of the animals to familiarize themselves with the symbols and their meaning. Students could write a story to express the meaning and characteristics of their animal, or could write a paragraph based on research to explain the meaning of their animal symbol to NW coast tribes. Students could present their print and tell the story to the class.  |
| <b>Assessment</b> | Assess the finished print with printmaking rubric.   |
| <b>Resources</b>  | <p><a href="http://www.freespiritgallery.ca/index.htm">http://www.freespiritgallery.ca/index.htm</a><br/> For images of contemporary NW coastal art and artists and information and maps on geography of tribes. This site also provides specific information on the traditional shapes used in NW coast art.</p> <p>Smithsonian National Museum of Natural History department of Anthropology NWcoast Art.pdf Arts and Crafts of the Northwest Coast Indians and Eskimos (bibliography).</p> <p>Harter, Jim. Animals, 1419 Copyright Free Illustrations of Mammals, Birds, Fish, Insects, Etc. A pictorial archive from nineteenth century sources. New York: Dover Publications, 1979.</p> |

Printmaking Assessment

- DESIGN 1 2 3 4 5 6 7 8 9 10
- PRINT QUALITY-INK APPLICATION 1 2 3 4 5 6 7 8 9 10
- PRINT QUALITY LINES/FINISHING 1 2 3 4 5 6 7 8 9 10

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