



African Painted Walls

GRADE: 4

TIME: 1 session

Developed by Jenifer Cameron, Art Specialist



LESSON DESCRIPTION: Students 'travel' to the region of Burkina Faso in Western Africa to learn about the well-known painted houses. After studying the artists and their work, students create a narrative wall painting using silhouettes and paint. They also incorporate patterns and traditional or personal symbols into their work.

KIT INCLUDES:	MATERIALS:
<ul style="list-style-type: none"> •lesson plan •vocabulary board •overheads (10) •drawing technique boards (3) •painted walls visuals (2) •lesson example •silhouette examples •xeroxed visuals (25) •postcard book: <u>Paint My House</u> (please leave in kit, included for copyright purposes) 	<ul style="list-style-type: none"> •liquid tempera paint <ul style="list-style-type: none"> --brown --black •small cups for paint •water containers •construction paper — 12" x 18" black paper •drawing paper — 18" X 24" •1/4" easel brushes •glue •pencil •scissors •overhead projector

VOCABULARY:	ART ELEMENTS:	ART PRINCIPLES:	CONTENT CONNECTIONS:
symbolism Burkina Faso silhouette line	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective	<input checked="" type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis	Social Studies Multi-cultural Geography Math--Geometry THEMES: Storytelling

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- locate Burkina Faso on a map.
- learn a basic drawing technique using ovals and rectangles.
- demonstrate how to make a silhouette from a drawn form.
- represent components of a story in their artwork using symbolism.

PREPARE:

Before teaching the lesson teachers should:

1. Gather materials including paintbrushes, paint, paper.
2. Prepare small bowls of tempera so students can share.
3. Make a sample lesson before teaching.

ENGAGE AND EXPLORE:

Begin the lesson by engaging students in a conversation about how they would build a house in a hot, dry climate, with only the natural resources of dirt, small trees and a wide open plain. Explain to students how that is the challenge faced by people who live in parts of Africa. The region of Burkina Faso in West Africa is well known for their earthen houses. The houses are adorned with beautiful paintings using geometric designs, which are meaningful as well as attractive. The people of this region are very adept at using the natural and human resources to create sturdy and functional homes. The people of Burkina Faso are mostly farmers growing millet, the most productive crop. The symbol for millet appears many times in their art. Often the art tells a story of hope for change in the weather. Sometimes rain symbols will appear if there has been a drought.

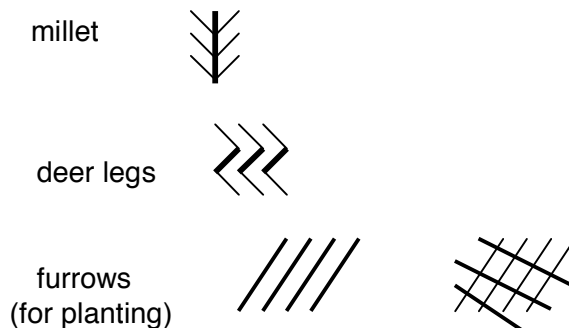
In the book titled African Painted Houses, the author, Margaret Courtney-Clarke talks about the difficulty in getting permission to photograph the women artists and the houses. She lived within the village for two months before she was allowed to ask the village council if she could take photos of the houses. The photos included in the kit are some of the photos she was permitted to take.

Use the overheads to discuss the cultural and artistic importance of the painted houses.

Overhead script:

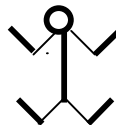
1. Use the map of West Africa to locate Burkina Faso.
2. The houses in Burkina Faso are constructed with mud (a natural resource). The positive qualities of the mud homes are: low expense to build, cool on a hot day, warm at night, won't burn down, and a roof area for drying grain. (The women in this photo are preparing the wall surface for painting.) Only women do the painting on a house.

Discuss the term **symbolism**. (using a simple drawing or symbol to represent a thought, action or object) Point out these symbols on the house.



3. View of another home. Locate the following symbols:

welcome symbol



broken calabash

(a calabash is a type of gourd used for containers when dried)



Tabour Drum
(skin and gourd drum)



4. This overhead shows the process of making the paints.
 - a. Woman preparing to use millet stalks to paint the wall.
 - b. Two colors are used, one black, one brown.
 - c. Colors are made by grinding stones. The only rocks soft enough to be ground are black and brown ones. The children do the grinding of the rocks.
 - d. Woman painting a wall. Note the calabash gourds in the background.
 - e. Some commercial dyes are used if available.
 - f. Women boil locust bean pods to make a thick liquid to mix with the ground up rocks. The locust bean pod liquid also makes the paint waterproof.
5. Woman using stiff hair as a paintbrush. Hair is probably from livestock.
6. Woman using millet stalks as a paintbrush.
7. The most basic paintbrush ever...fingers!
8. This overhead shows a photo of Kavari, a woman who paints houses for a living. She was born in Ghana in 1948, and is a self-taught painter. She is very unique in the fact that she gets paid to paint houses. Only the wealthy can afford to have their houses painted. She has a very lively style and spends time in the home and village where she is painting. Her paintings usually tell a story—often something that happened in the village or her observation of daily life.
9. Kavari uses **silhouettes** to tell the story. A silhouette is like a shadow of the person or object.
10. In this overhead, you can see recognizable images. You see a crocodile, cow, car, chicken, pregnant woman, wheel, etc.
11. In this one we see cars, men dancing, chicken (again), etc. Kavari uses lots of dots, wavy lines and repeated shapes.

CREATE:

Students need: pencil, glue, scissors, 12" x18" black paper and 'animal silhouette example paper'.

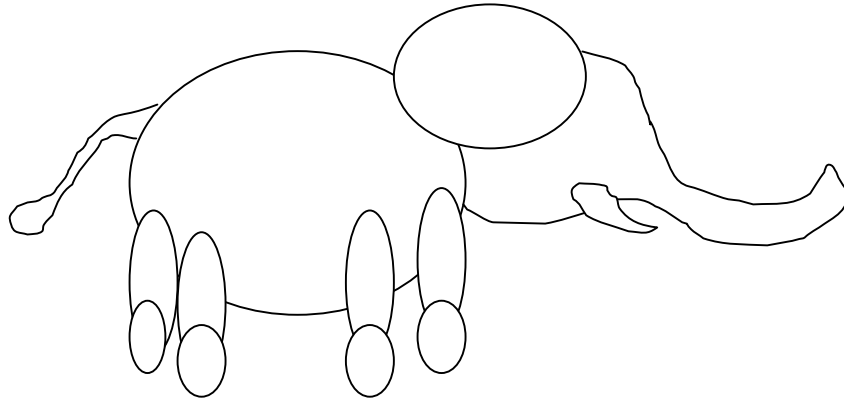
PROJECT INTRODUCTION

1. Show students the lesson example. Discuss:
 - large size silhouettes (at least two)
 - symbolism (pointy shapes for mountains, paw prints, gate or door shape)
 - composition (background broken up by brown paint lines)
2. Have a student make up a story about the artwork.
3. Show students silhouettes on white paper. Discuss:
 - subject matter (Africa, home or combination)
 - silhouettes are the "main characters" of the story
 - silhouettes are like a "shadow" (no details such as face features, texture, color)
4. Display board of drawing techniques:

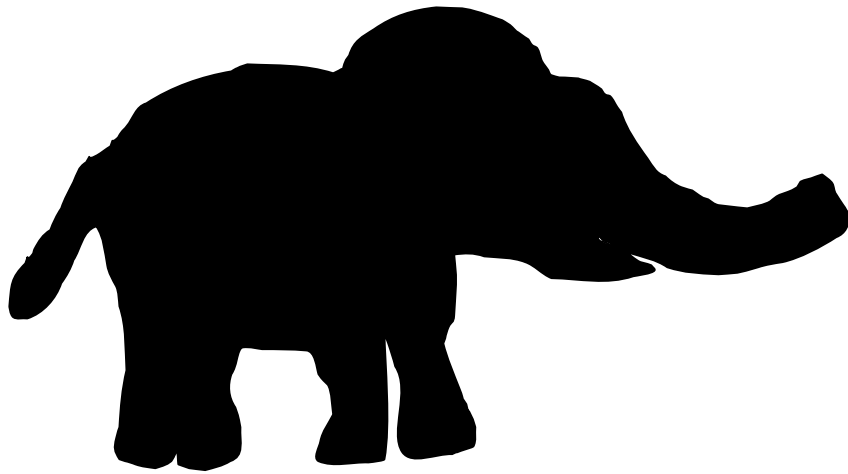
DRAWING DIRECTIONS

1. Discuss with students how their shapes should be big. Demonstrate how the animal or people shapes can be broken down into basic shapes such as ovals and rectangles. Encourage students to make "sketching lines" (lots of fluid lines) when working out their shape. Use the silhouette

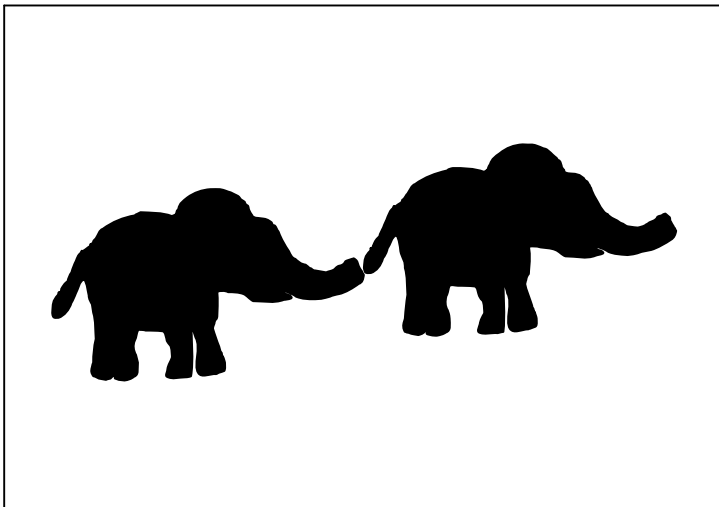
example sheet for ideas. Sketch the animal using ovals, circles, rectangles and triangles.
(Students will be cutting out around their sketches and turning the paper over so their lines won't show.)



2. Draw a contour line around your sketch, following closely the outside edge and cut on this line. Add detail with your scissors.

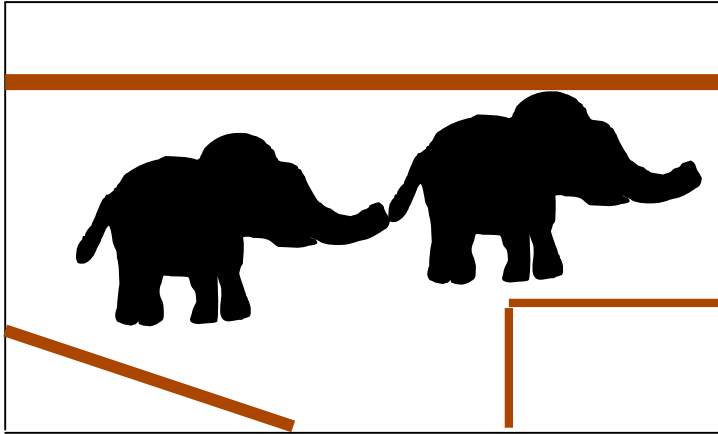


3. Glue the silhouettes to the 18" x 24" drawing paper. Repeated silhouettes can be joined together, stand opposite, or grouped so it looks like they are moving.



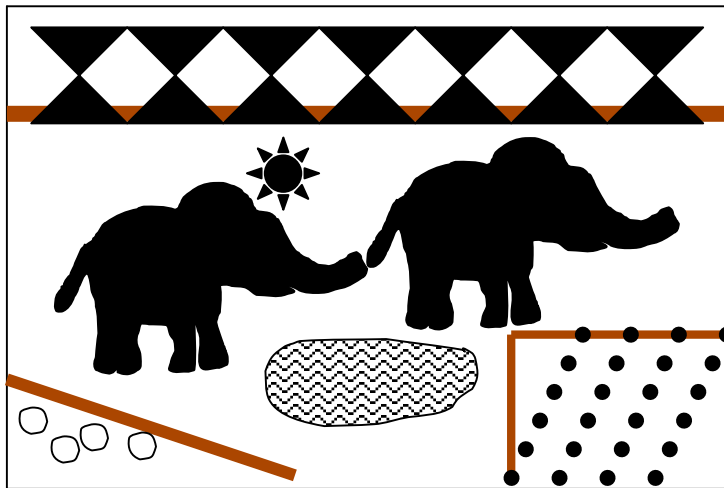
PAINTING DIRECTIONS

1. Students will begin with the brown paint. They may share paint containers if needed. With the brown paint, have them divide up the background behind the silhouettes. Have them think of what story their painting will tell. Maybe they will have mountains, or a river, or a house, or fields. Encourage large, geometric areas, with little or no detail. (That is in the next step.) Their painting should outline the “setting”, and the silhouettes are the main characters.



2. With the black paint, students create the detail in the artwork, keeping in mind their story. They may use traditional symbols of the Burkina Faso region, or make up their own. *Remind students they are creating a story using symbolism, not realism.* Encourage students to find a new way to represent the sun, moon, stars, or emotions such as fear, love, anger, etc. Some areas may be filled in just using patterns, or repeated designs. Not everything has to be symbolic!

3. When students have finished, have them sign their name in the lower right-hand corner with a pencil. They will use the narrative writing worksheet when ready and tell a story about their art.



Example Narrative: Elephant Friends

It was a very hot afternoon in the desert. Two elephants went wandering looking for a place to cool off. They found a small pond but it was too small. They went looking for something they both could fit in. The people of the village were playing the drums because they had just finished planting their crops. The elephants were very happy the crops were finished. Now their parents will have time to play with them and not have to pull the plow.

CLOSE:

Have students use the narrative writing sheet (attached to lesson plan) to write about their art.

ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement
			1. Can you locate Burkina Faso on the map of Africa?
			2. Did you use symbolism in your artwork?
			3. Did you use ovals and rectangles in your drawings?
			4. Does your artwork tell a story?
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions?(A)
			7. Did you do your best during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A 1, 3,4, B 5, C 4, D 6
Science D, E, F, G
Geography A, E, F
English D,E
Cultural D,E

Alignment of GLE's:

Reading R2.6, 8, 7, 10
Math M2.2, M5.2.3, M7.2.2
Science SF1, SF3, SA3

CREDITS:

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African Wall Painting: Narrative Art

This is the story my art tells:

[illegible]