



GRADE 2 & 3 ARTIST: ELIGIA GALL

**NATIVE AMERICAN ARTS:
Cave Paintings**

OVERVIEW

Cave paintings exist in many parts of the world and constitute some of our earliest records of human artistic activity. Students will study the history of California Native American's rock images, and then create their own rock painting using natural materials.

LESSON OBJECTIVES

- Students will learn about the history of rock painting and Native American rock paintings discovered in North America.
- Students will develop an understanding of the difference between pictographs and petroglyphs.
- Students will learn about one California cave painting done by Chumash Indians.
- Students will use art elements for creating their own rock painting.
- Students will create their own rock painting, using unconventional and non-commercial art media found in nature.

LESSON BACKGROUND

The history of rock painting goes back to the Paleolithic (also called Old Stone Age) period from about 35,000 BC to 10,000 BC. Paleolithic people who created these paintings hunted for food and spent long cold winters in the shelter of caves where they created drawings on the walls. Animals are the main subject of these early cave paintings. Paleolithic cave paintings were re-discovered in France and Spain in the 1940s. Similar paintings have been found in other parts of the world.

MATERIALS

Flat Sand Stone Slab (approx. 6"x 6")
(1 per student)
Small pointed rock for carving design
(1 per student)
Charcoal (black)
Purple Cabbage (blue)
Pomegranate Skin (red)
Lemon Peel (Yellow)
Green Leaves (Green)
Scratch paper
Pencil
Acrylic Sealer (optional—for teacher use only)

RESOURCES

Arnold, Caroline. *Stories in Stone: Rock Art Pictures by Early Americans*. N.Y.: Clarion Books, 1996.

Pierre, Yvette La. *Native American Rock Art: Messages from the Past*. Charlottesville: Thomasson-Grant, Inc., 1994.

Hodge, Susie. *Prehistoric Art*. Des Plaines, IL: Heinemann Interactive Library, 1998.

White, Randall. *Prehistoric Art: The Symbolic Journey of Humankind*. N.Y.: Harry N. Abrams, Inc, 2003.

Mancini, Salvatore. *On the Edge of Magic: Petroglyphs and Rock Paintings of the Ancient Southwest*. S.F.: Chronicle Books, 1996.

The Santa Barbara Museum of Natural History, Santa Barbara, Welcome to Chumash Indian Life, <http://www.sbna-ture.org/research/anthro/chumash/index.html>, 13 September 2006.

Like ancient peoples in other lands, Native Americans used rock painting as a way to record their beliefs and observations of the world. Their pictures range in style and subject from simple squiggly lines to elaborate battle scenes. Today rock art sites inspire visitors to wonder about the people who made the images and the messages they may have been trying to communicate. One Native American rock art site is known as the Chumash Indian Painted Cave, located in the hills above Santa Barbara, California. This is one of the most elaborate and colorful rock paintings in the world.

VOCABULARY

Art Elements: the "building blocks" that artists manipulate to make a work of art. The seven elements of art are line, shape, space, texture, color, value, and form. The way an artist uses the elements will effect the feeling the audience gets from the piece of art.

Culture: the traditional or typical activities, including clothes, food, dwellings, beliefs and various customs of a group of people.

Petroglyph: An image made by carving or pecking on rock.

Pictograph: a simplified picture or pictorial symbol that represents a word, phrase or idea. Pictographs are considered the earliest form of writing.

Prehistory: The period of time before humans used standard forms of writing to record information.

Rock Art: Images painted or carved on rock surfaces.

Shaman: In Native American culture, a person with supernatural powers for healing and communicating with spirits, also called a "medicine man".

INTRODUCTION

Start a lesson by showing pictures of Altamira and/or Lascaux cave paintings (accessible through a Google search). Ask students when and why they think the images were made. Art historians think that the paintings were made to magically help the hunt. For example, images that show hunters hunting successfully were thought to increase the chance of bringing back food. Shamans came to the caves to perform ritual ceremonies and to represent the beliefs of their culture. Show students the images of Native American cave paintings such as Navajo and/or Pueblo cave paintings. Discuss the difference between a petroglyph and a pictograph. Show a picture of the painting done by the Chumash Indians. Ask students to consider why the artist may have made the painting and what story it might tell. Chumash rock paintings were probably made for religious reasons. Shamans probably made them to influence supernatural beings and force them to intervene in human affairs.

Talk about where and how the Chumash Indians lived. About 13,000 years ago, the Chumash Indians lived along the California coast between Malibu and Paso Robles, as well as on the Northern Channel Islands. The population increased over time and the people adapted their way of life to the local environment. The people started trading with one another. The invention of the canoe (tomol), about 2000 years ago, made this possible. The Chumash Indians are known for their fine basketry, their money made from shells, and their mysterious cave paintings.

Discuss the materials used to paint caves and where they might have been found. Animal bones were used to carve and to peck in the stone. Red was made from an iron oxide called hematite; white came from gypsum or diatomaceous earth made of the calcium-rich shells of sea creatures.; black came from charcoal. These ground up pigments were mixed with water,

animal fat, or plant juices to make them into paint, which North American artists applied to the rock with their fingers or with brushes made from the hair of animal tails.

STEP BY STEP

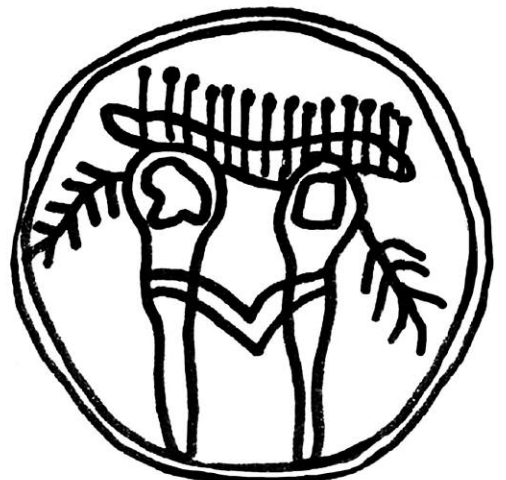
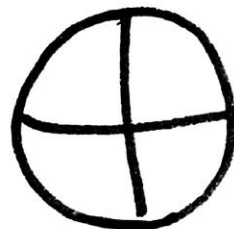
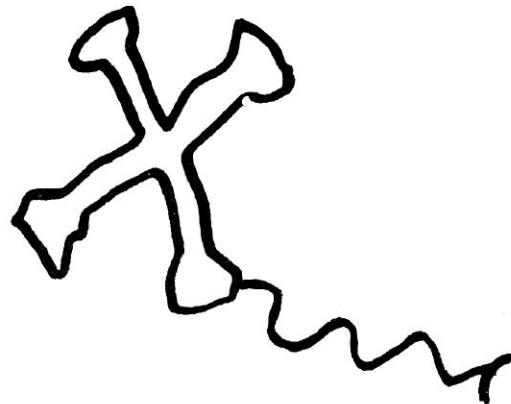
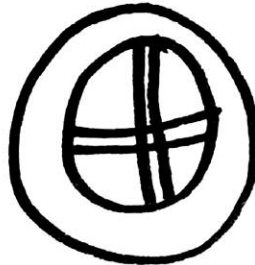
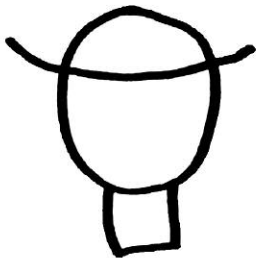
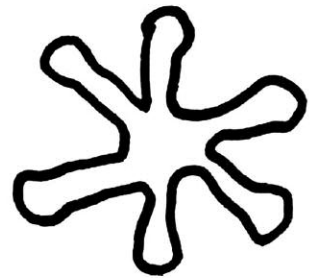
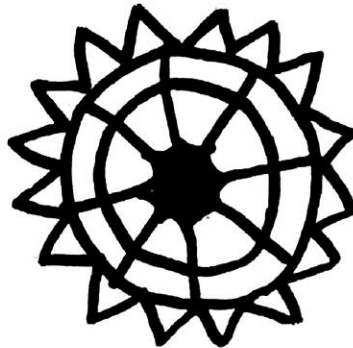
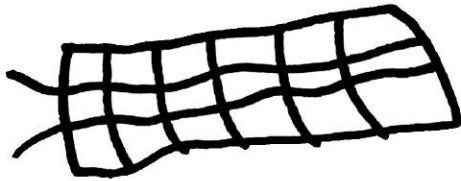
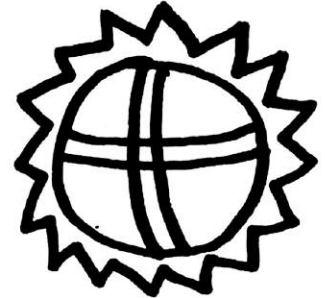
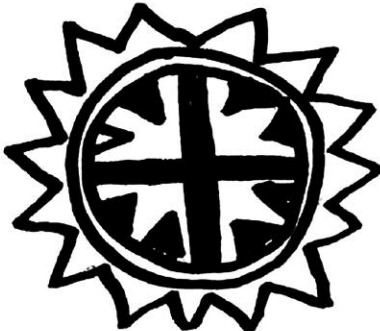
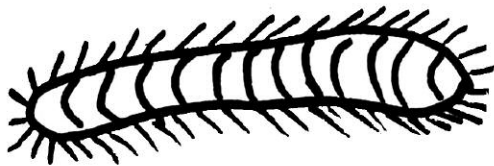
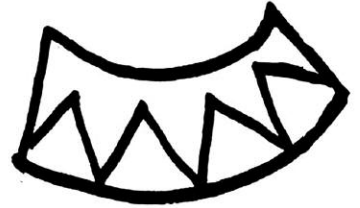
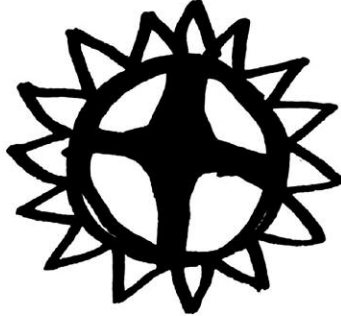
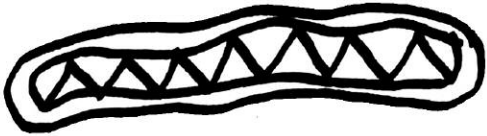
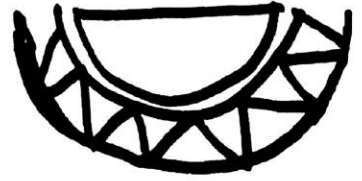
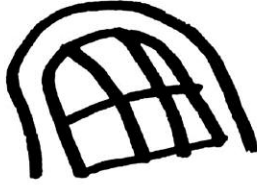
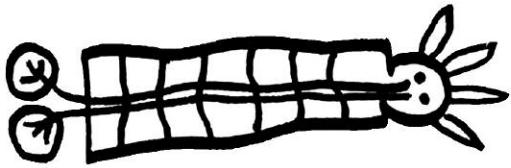
Preparation

1. The lesson teacher should create a sample rock painting in order to understand the process and to provide an example for students.
2. Distribute Chumash, Navajo, and Pueblo designs.
3. Distribute scratch paper for students to practice drawing Chumash, Navajo and Pueblo designs.
4. Ask students to decide which design they want to put on their rocks.
5. Distribute materials, 6"x 6" flat stone slabs, fruit skins and vegetables for color pigments, and small pointed stones.
6. Show students how use the small pointed stone to draw a design on the stone slabs.
7. Have freshly cut vegetables and fruit skins to color the design.
8. If possible, the teacher seals the finished slab with acrylic sealer to protect the painting design.

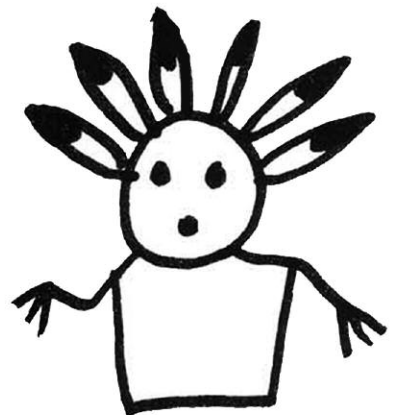
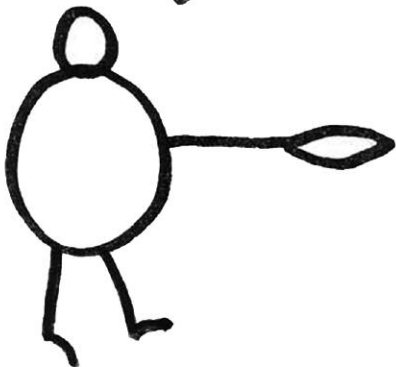
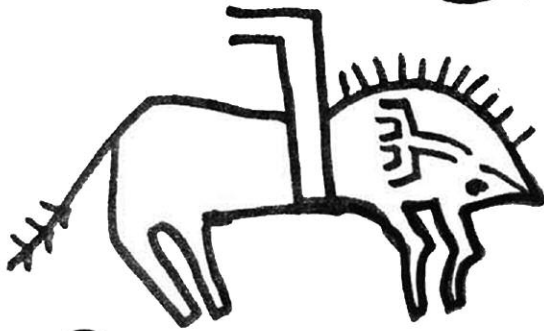
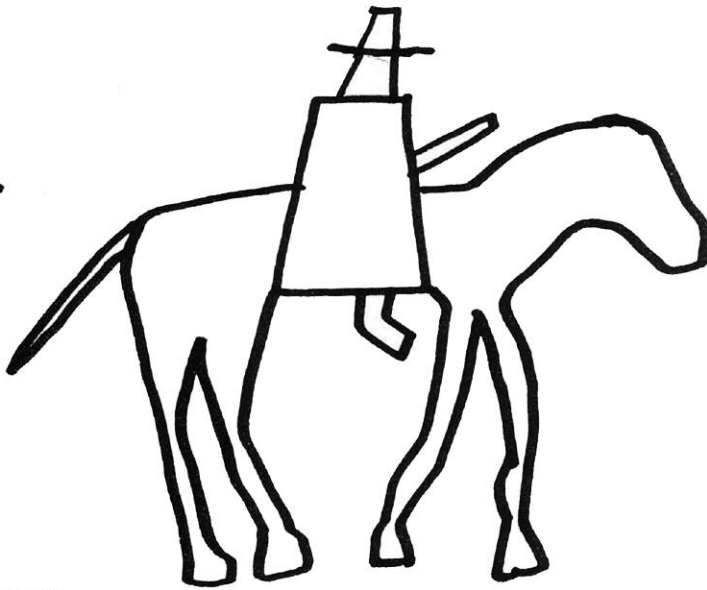
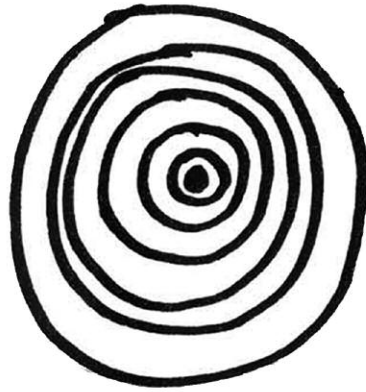
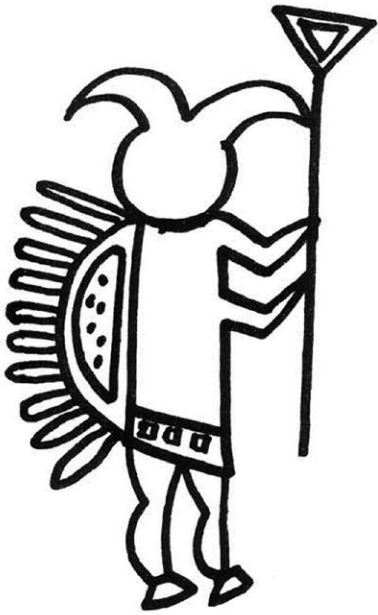
During the Lesson

Encourage students to consider the size of their designs in order to fill the page. Instead of using only one color, have students use different fruit skins and vegetables to make a more colorful rock painting. After being colored, the students can trace the outline of their designs one more time with the small pointed rock. This will help their designs stand out.

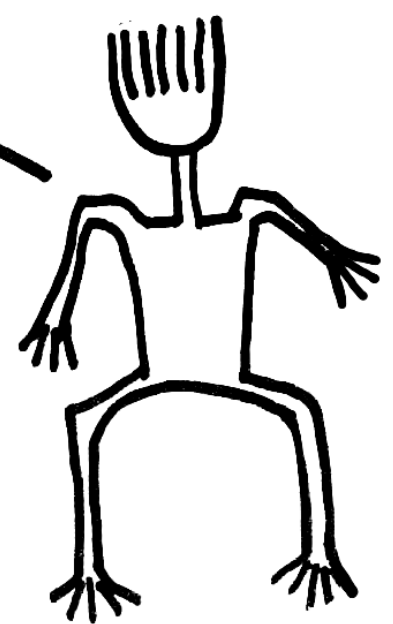
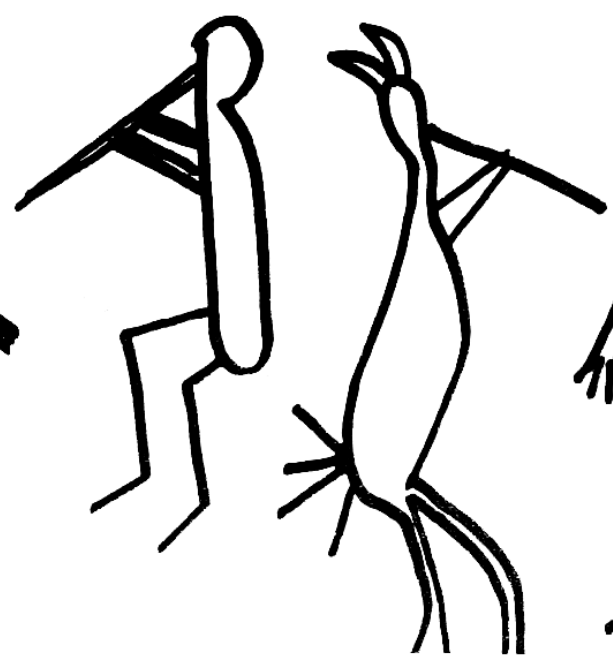
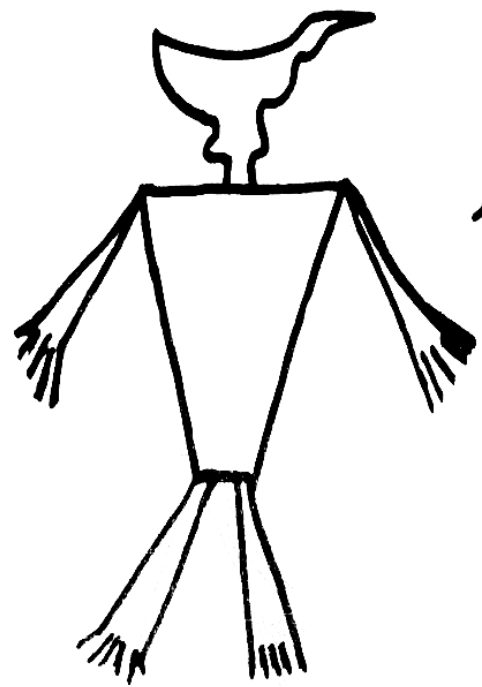
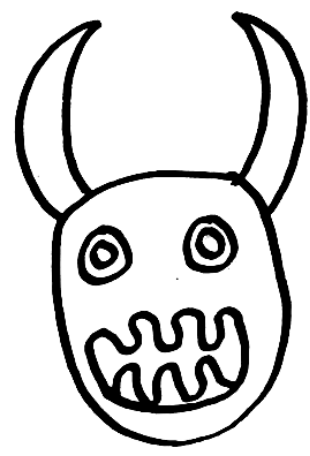
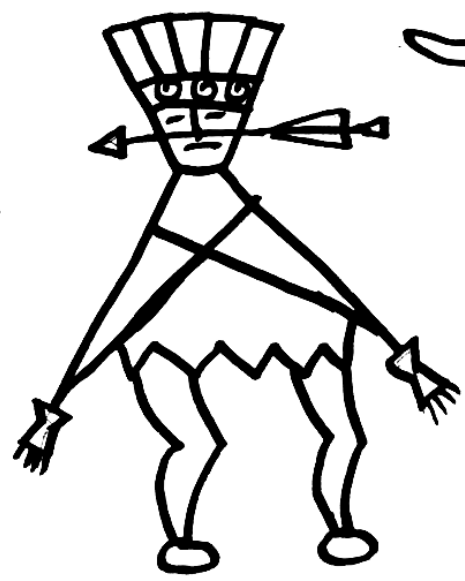
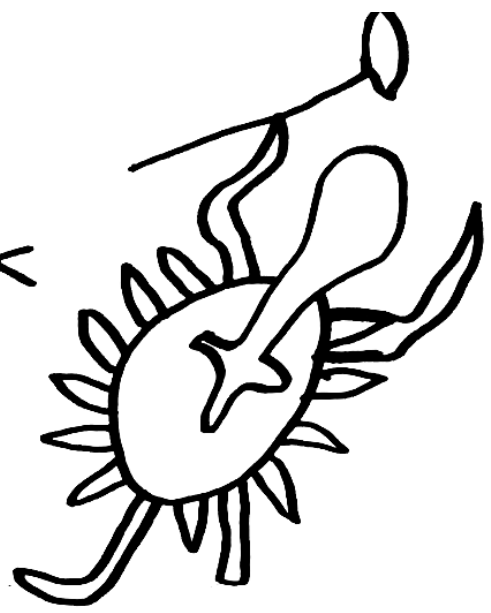
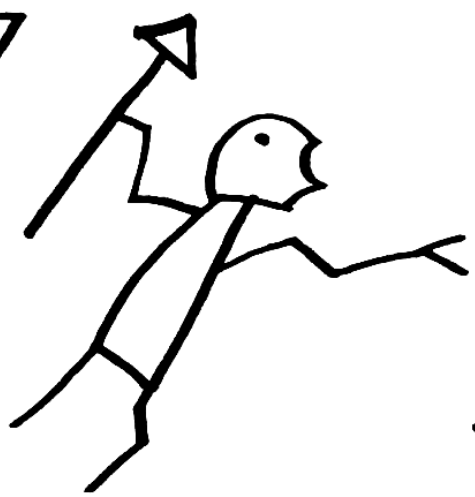
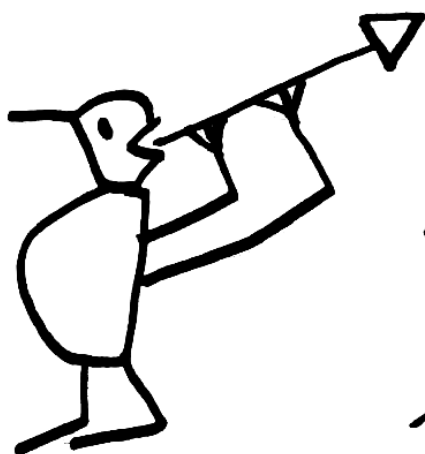
CHUMASH DESIGNS



NAVAJO DESIGNS



PUEBLO DESIGNS



Concluding the Lesson

Cleaning up:

Allow 10 minutes to clean up. Names can be marked in charcoal or carved on the stone. Vegetables can be composted and tables washed. If time and resources permit, the teacher can paint the finished slabs with acrylic sealer to protect and preserve the color.

Post-project discussion:

List the seven art elements; line, shape, space, texture, color, value, and form on the board. Have students do an art critique on their own rock painting by asking them the following questions:

1. What symbols are in the rock painting?
(description)
2. What art elements were used?
(analysis)
3. What is the artist trying to say?
What do I think about the artwork?

What do I like about it? (Interpretation)

5. How would I do it again, differently?

The students' designs may tell a story or be a symbol for a belief. Have students look at the images in the rock art and predict what might happen next, telling what clues in the work support their ideas. Have students write a poem or story inspired by their own works of art.

Variations:

This lesson can be incorporated with Language Arts and Social Studies. The students can create poetry based on their own rock paintings. *On the Edge of Magic: Petroglyphs and Rock Painting of Ancient Southwest* by Salvatore Mancini introduces Native American poems with Rock paintings. This reference may help students write poems. Studying Chumash Indian history and culture will help students develop an understanding about the customs of other cultures.

STANDARDS

Grade 2

1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

3.1 Explain how artists use their work to share experiences or communicate ideas.

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

4.1 Compare ideas expressed through their own works of art with ideas expressed in the works of others

Grade 3

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value

2.1 Explore ideas for art in a personal sketchbook.

3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions

5.2 Have students write a poem or story inspired by their own works of art

5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

NOTES

Cultural Kaleidoscope is provided to classrooms free of charge and is made possible by grants from the Hurlbut-Johnson Fund, Cisco Systems Foundation, Citibank Foundation, Washington Mutual Foundation, Wells Fargo Foundation, Palo Alto Weekly Holiday Fund, Arts Council Silicon Valley's Community Art Fund, California Arts Council's Youth Education in the Arts, Fenwick & West LLP, Morrison & Foerster LLP, the Palo Alto Art Center, City of Palo Alto and private donations.

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