

CLASS EXPERIENCE

# AFRICAN BATIKS

TOOTHPASTE BATIKS

ART AND MUSIC

GRADES: K-4

## BASED ON



Unattributed Fulani/Songhay/Tuareg Artist, Mali

*Blanket (arkilla jenggo)* mid-20th century

Wool

Gift of Ira Spanierman by exchange 1978.352

## OBJECTIVES

- Students will understand that art can take many forms such as textiles.
- Students will learn an alternate method to batiking.
- Students will be able to create a pattern.

## CONCEPT

Students will view the museum's Mali blanket and discuss the patterns. After discussing patterns students will learn the art of batik using an alternative method.

## MATERIALS

- 8" x 11" drawing paper
- Pencils
- Erasers
- Black permanent markers
- Fabric squares (or plain quilt squares)
- Toothpaste and body or hand lotion mixture (1/2 of each) into fine tip squirt bottles
- Trays for each student or cardboard squares (cut larger than the fabric squares)
- Tempera paint (not washable)
- Paint brushes

- Water cups
- Paper towels
- Examples of patterns in nature as well as other patterns in African batiks.

## VOCABULARY

**Patterns** – repeating a visual element of art.

**Lines** – an element of art. A mark on a surface.

**Shapes** – an enclosed space.

**Warm colors** - reds, oranges, yellows. Hues that remind us of the sun or make us feel warm.

**Cool colors**- blues, greens, purples. Hues that make us feel cool like the ocean.

**Batik** - producing color designs on textiles where wax is applied to non dyed areas.

**Textile** - a type of cloth.

**Tapestry** - textile fabric with a design or picture woven into it.

**Rhythmic - in music** a rhythm that occurs regularly.

## PROCEDURE

Day One:

1. Have students examine the Mali blanket. The teacher will guide a discussion of the textile using the following questions:
  - Describe what you see (any designs, what is it?)
  - When do you think this blanket was created?
  - What did the artist use to create the blanket?
  - Where do you think it is from?
2. Discuss patterns around the classroom, on students' clothes and in nature. Provide examples of other African patterns as well as patterns on animals and in nature.
3. Have students design a pattern on the drawing paper in pencil. Trace the pattern with a fine tip black permanent marker.
4. Write students' names (small) in the corners of the fabric squares with a black or blue ink pen.
5. Working on trays or cardboard squares, students will place the fabric squares on their papers and trace the patterns with the toothpaste and lotion mixture.
6. Place on drying rack to dry.

Day Two:

1. Review color combinations (warm and cool) and the colors used in the Mali blanket as well as other examples of African blankets and batiks.
2. Students paint over their toothpaste/lotion batiks with the colors of their choice. Remind students to paint the side that has the toothpaste/lotion on it.
3. Place on drying rack to dry.

Day Three:

1. Place batiks under warm running water to wash off the toothpaste and lotion.
2. Place on drying rack to dry.

## ASSESSMENT

Did students participate in the discussion of the art object?  
Did students create a pattern?  
Did students use good craftsmanship skills in their final product?

## NATIONAL STANDARDS

Art Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.  
Anchor Standard 2: Organize and develop artistic ideas and work.  
Anchor Standard 3: Refine and complete artistic work.  
Anchor Standard 7: Perceive and analyze artistic work.  
Anchor Standard 8: Interpret intent and meaning in artistic work.

### Ohio Art Standards:

1PE Describe the meaning in the marks they make on paper.  
2PE Name and point out subject matter and details observed in works of art.  
4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).  
5PE Identify and name materials used in visual art.  
6PE Recognize and point out basic elements of art in their own artworks and that of others.  
7PE Explore their environments and experiences for artmaking ideas.  
1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.  
2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.  
3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.  
5PR Engage in art making that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.  
1RE Describe their artworks and efforts and share their artmaking processes.  
2RE Show confidence and pride in their artistic accomplishments.  
5RE Describe what they see and feel in selected works of art.

### Ohio Music Standards:

2 CE Explore steady beat, rhythm patterns, and meter.  
3 PR Read, Write, and Perform rhythm patterns using eighth notes, quarter notes, and quarter rests.

## CURRICULUM CONNECTIONS

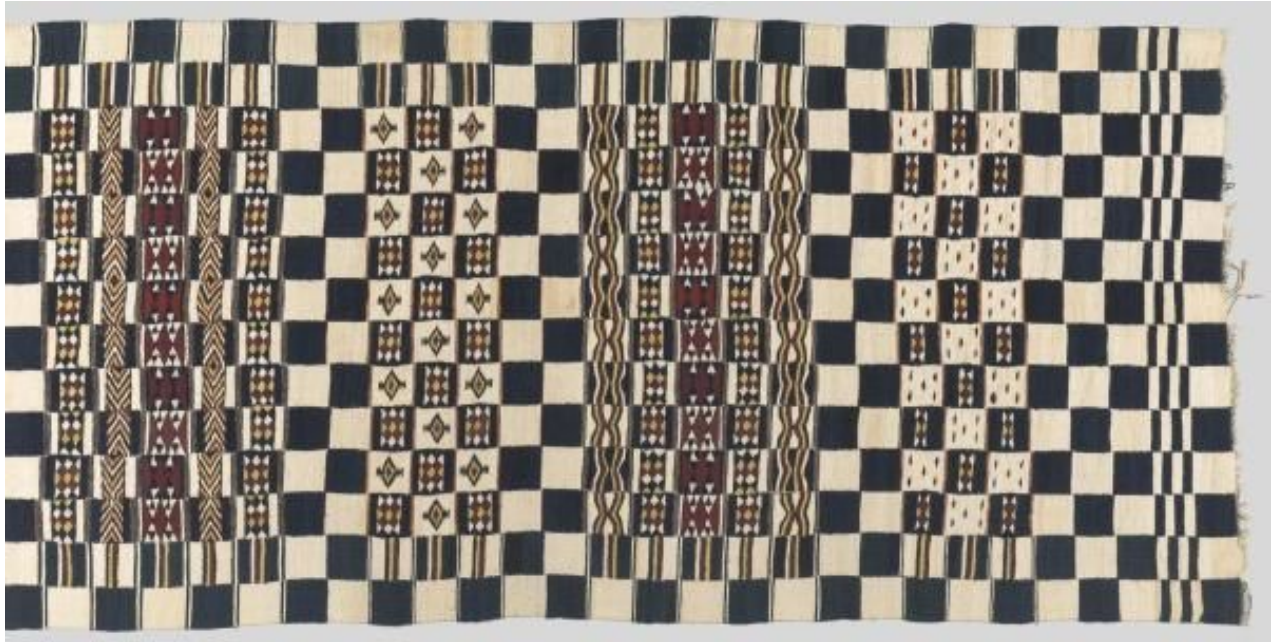
Students will listen to a Djembe drum noting the rhythmic patterns. A great resource is from Artsedge-The Kennedy Center, "Five(ish) Minute Drum Lesson - African Drumming: Lesson 1: The Djembe."

Students will perform a rhythm pattern using eighth notes, quarter notes and quarter rests.

## RESOURCES

Artsedge-The Kennedy Center, "Five(ish) Minute Drum Lesson - African Drumming: Lesson 1: The Djembe" <https://www.youtube.com/watch?v=q5U8md4rZS8>

Toothpaste-lotion recipe: *There's a Dragon in my art room* blog: <http://plbrown.blogspot.com>



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EXAMPLES OF STUDENT WORK (1<sup>st</sup> grade)

