

Personal Paintbrushes

(Inspired by Pueblo Yucca Paintbrushes)

Author:

Elise Bothel

Grade Level: 3-6

Time Span: Three
45-minute periods.

First class:

Introduction and
Discussion and

Preliminary Sketches: 15 minutes (after the end of another lesson- could be adapted to a 3 week lesson with an intro before the first day of paintbrush construction)

Second class:

Recap, Demonstration, and Ground Rules: 15 minutes

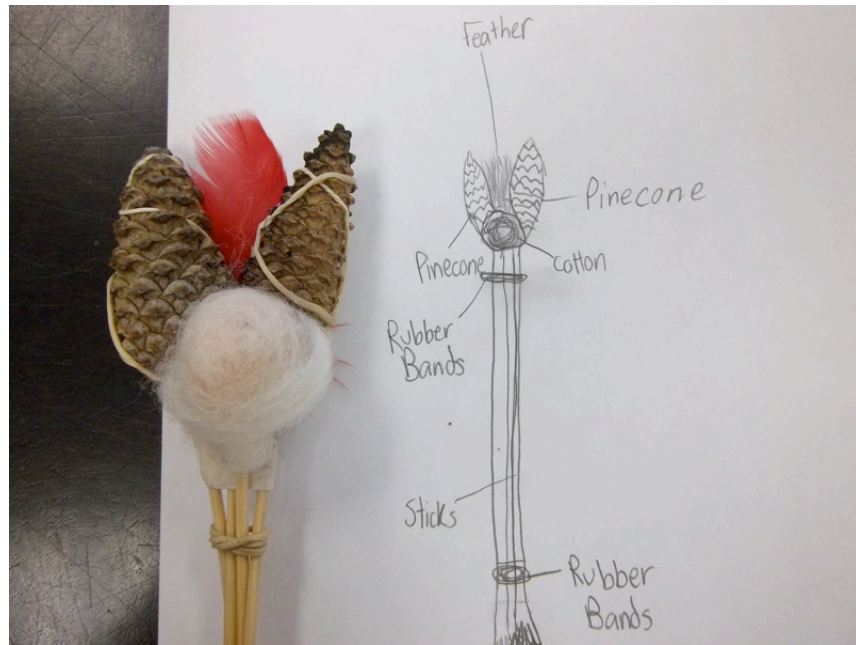
Paintbrush Construction: 20 minutes

Clean up: 5 minutes

Third class:

Slideshow on Chinese Landscape Paintings (from Painting with Handmade Paintbrushes lesson): 10 minutes

Discussion about the words Value, Contrast, and Texture, and talk about what an ink wash is: 5 minutes



Paintbrush Construction, adjustment, and sketches: 30 minutes

Clean up: 5 minutes

Essential Question: What are the advantages of a handmade paintbrush?

Guiding Questions: How are Pueblo yucca paintbrushes made? What is the benefit of making paintbrushes from local, natural, or familiar materials?

Objective: Students learn about Pueblo yucca paintbrush construction. Students synthesize information gained from yucca paintbrush making and class discussion to experiment and create a personal paintbrush made from natural, found, or recycled materials.

Vocabulary: Yucca plant, Pueblo

Materials:

- Chopsticks and twigs for makeshift handles
- Popsicle sticks
- Cotton string
- Yarn
- Wool
- Plastic drinking straws
- Rubber bands
- A basket of natural materials (pine needles, hay, leaves, etc.)
- A box of recycled materials (Twist ties, plastic, wires, etc.)
- Computer and projector (for Powerpoint)

Resources:

Powerpoint presentation on Pueblo yucca paintbrushes.

Dilley, J. (2012). *Yucca paintbrush*. Retrieved from
http://www.ancientcraft.co.uk/Projects/yuccabrush/yucca_brush.htm

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Storm. (2011). *Processing yucca fibers*. Retrieved from
http://www.primitiveways.com/yucca_processing.html

Performance Tasks:

First class: Students are introduced to the lesson with a Powerpoint presentation on traditional Pueblo yucca paintbrush making.

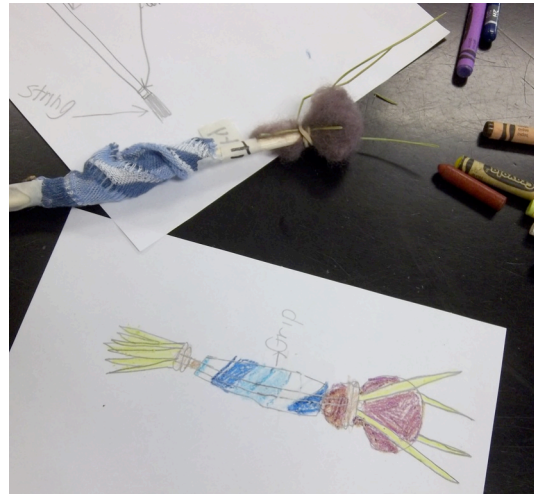
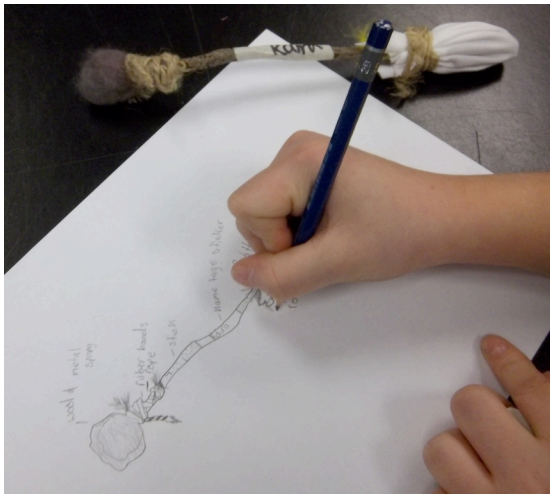
Students are then prompted to think about other materials that could be used for paintbrush making. A brief class discussion is had about the different handmade paintbrush possibilities and their imagined line quality, and significance.

Students are asked to sketch some ideas for handmade paintbrushes that come to mind.

Second class: A recap of last week's discussion is had. Students are asked, "What did the Pueblo people make their paintbrushes from?" Students are then asked, "What could be some advantages to making your own paintbrushes?" Students are shown how to make a simple paintbrush using some material attached to a chopstick with a rubber band. Some ground rules are laid out: Students are asked to be safe with materials, to use only what they need, to return what they don't use, and to not use their hair, or the potted plants in the classroom. They are also asked to draw inspiration from Pueblo yucca paintbrushes of their creativity and use of materials- not to pound any materials like the Pueblo people they did, because it would not be safe. (10-15 minutes)

Students are then open to explore paintbrush construction with the provided natural and recycled materials. Students can secure leaves or string to wooden

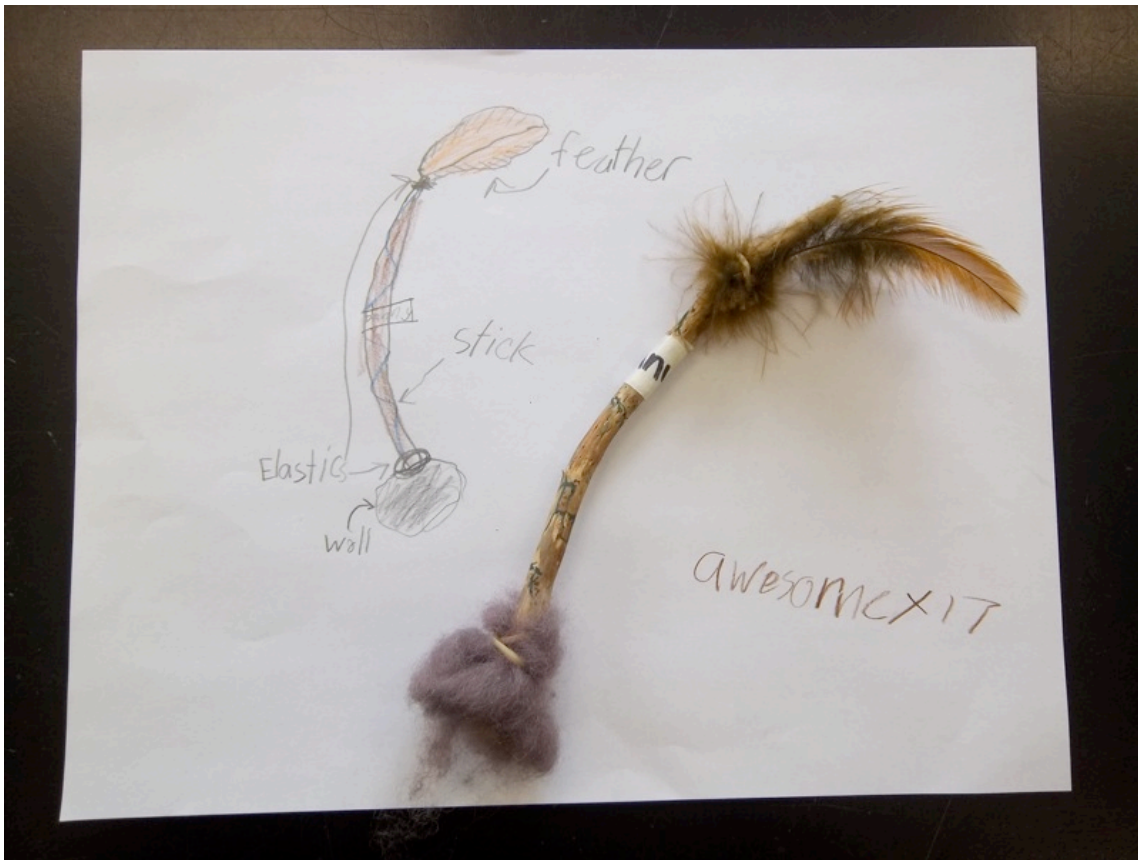
chopsticks or twigs to create makeshift handles, other materials may be stiff and not necessarily need a handle. Students who finish early are asked to complete an observational drawing of their paintbrush and to label the parts that make up their paintbrush. (20 minutes)



Clean up is 5-10 minutes before the end of class; students are asked to bring their paintbrushes to a designated desk, to attach pieces of masking tape with their names to their brushes, and to place them in a class labeled plastic bin to store on their class shelf. (5-10 minutes)

Third class: A Powerpoint on Chinese landscape painting is given. A brief discussion is had on the qualities of the paintings, and the meanings of value, contrast, and texture. (15 minutes)

Students then are given time to adjust their paintbrushes, or to construct them if they had been absent the week before. Students who have completed their paintbrushes are asked to make an observational sketch of their paintbrush (color optional), to label the parts of their paintbrush, and to briefly describe what types of lines or textures they think their paintbrushes will make. Students who finish their paintbrush sketches are asked to free draw a landscape. (25 minutes)



Clean up: The last 5 minutes of class are reserved for clean up. Masking tape flags with each student's name are applied to each paintbrush, and the collection of each class's paintbrushes is stored in small plastic bins on each class shelf. Students are required to return any unused materials to the appropriate bins.

Modifications: Advanced students can choose to make multi-sided paintbrush. The lesson can be modified by changing expectations about the look and craft of

the handmade paintbrush. Students can help each other in paintbrush construction- it is sometimes useful to have one student hold the material, while another student wraps a rubber band around it.

Assessments: Assessment is based on a rubric using a scale of 1-4 with 1 being beginning and 4 being exceptional. Participation, the ability to follow directions, and skill are assessed.

Maine Learning Results:

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A3. Media, Tools, Techniques, and Processes:

Students compare the effects of *media* and their associated *tools, techniques, and processes*, using *elements, principles*, and expressive qualities in *art forms and genres*.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills:

Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process:

Students apply and analyze *creative problem-solving* and creative-thinking skills to improve or vary their own work and/or the work of others.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures:

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.