



Raven Sculptures: John Hoover

GRADE: 3 and up

TIME: 1 session

Developed by Linda Pfisterer



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • vocabulary board • <u>Raven</u> by Gerald McDermott boards: • texture and 2D /3D • John Hoover information • <i>Spirit Raven III (2)</i> • <i>Raven the Creator</i> • raven photo/information (7) • lesson process (2-sided) • <i>Raven's Dance</i> by Pootoogook 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • black construction paper, 12" x 18" • metallic/shiny paper — 1/4" x 1" • black thread, 36" each • scissors • glue
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LESSON DESCRIPTION:

Students learn about Alaskan Aleut sculptor John Hoover and study two of his raven sculptures, looking for shape and texture. After learning interesting scientific facts about ravens, they draw and cut out raven sculpture mobiles.

<p>VOCABULARY:</p> <p>mobile sculpture – 2D, 3D symmetrical estimate, estimation diagonal, slanted texture</p>	<p>ART ELEMENTS:</p> <p><input type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input type="checkbox"/> Color <input type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input checked="" type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>Math: estimating, measuring Science: raven information Cultural: raven legends</p> <p>THEMES:</p> <p>Culture & Myths Nature</p>
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OBJECTIVES AND ASSESSMENT CRITERIA

Students will:

1. look at the 3D sculptures of John Hoover to find shapes and texture.
2. draw a raven using guided drawing and some measuring estimation.
3. create texture on the raven by folding and cutting slanted lines on the wing and tail.
4. transform a 2D drawing into a 3D hanging mobile sculpture.

PREPARE:

1. Review lesson and make a raven before teaching the students.
2. Wrap black thread around an 18 inch board, counting one spin per student. When students are ready for their thread, cut at the top, making a 36" piece of string for each student.
3. Cut metallic paper into very small 1"x1/4" pieces. Any colors will work.
4. Read students Raven by Gerald McDermott and compare it with other raven legends.

ENGAGE AND EXPLORE:

The paragraph numbers below correspond to the boards; display as discuss.

1. ***Spirit Raven III*** is a sculpture found at the Museum of the North. A sculpture is 3D, or three dimensional, which means you can walk around it and admire it from many sides. It also means you can measure it in 3 directions: height, width, and depth. **John Hoover, an Aleut Native Alaskan**, carved this raven sculpture out of wood. What is unusual about this raven? (a big hole in the center, no wings) What do you see inside the hole? (flying ravens or bone-like ribs) He wanted to show animals transforming into humans and humans into animals. There are at least 16 human heads in this sculpture. Cover up the head of this raven and ask if the body appears **symmetrical**? Symmetry is a mirror image of something and is important in many of John Hoover's sculptures. This means it is the same on both sides.

2. The next sculpture is called ***Raven the Creator***. It is an outside sculpture located in front of the Alaska Native Heritage Center in Anchorage. It is made of a metal called bronze. In order to make this sculpture, John Hoover had to buy a 500 pound block of foam to carve his raven idea. He gave it to a foundry where they cut up his raven and cast each piece separately before welding all the pieces together. It cost \$40,000 to make the sculpture.

3. John Hoover was honored when his sculpture, ***Seaweed People***, was installed in the White House Garden for one year as part of an American Indian exhibition. The photos show John standing with his wife and daughter and Hillary Clinton, the president's wife at that time.

4. Look again at ***Spirit Raven III***, and point out the following:

- the carved head with the colorful feathers on the neck - ravens are known for the *scraggly feathers* under the neck.
- the human head repeated at the base of the sculpture.
- the shapes are carved to look like feathers - the carving marks create a texture.

5. **Texture** is real or implied. Sometimes you can feel texture if you rub your hand on the floor. How does it feel? Sometimes artists draw texture. Feathers can be drawn, but that would be implied texture because you cannot feel the feathers. The raven we make will have real texture.

6. Today we will make a "**raven mobile**." A moving object is called a mobile. To begin the raven, we will look and learn about the raven's shape, living habits, flight and color. Some information about the raven follows:

- they are 2' (24") long and have a 53" (over 4') wingspan
- they are the largest song birds, have a large vocabulary, are 24" long with 53"wing span
- they are scavengers: they eat trash, road kill, and fish guts
- they walk like humans , one foot in front of the other, and have a four talon foot print
- flying ravens: notice the long wing span and the different wing positions
- sitting ravens: notice color, open beak, shaggy neck, feet and legs.

CREATE:

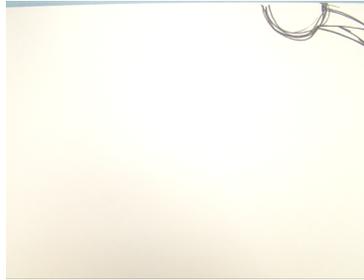
While the students are still in a small group, demonstrate the drawing of the flying raven and the landing raven. Teacher needs to use white paper so students can see instructions.

1. Fold paper in half 'hamburger style'. Work with the fold at the top.
2. Follow these steps for the flying or landing raven:

Steps for the flying or landing raven: Fold black 12"x18" paper in half.



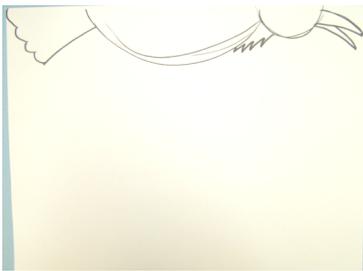
1. Measure 1 1/2" (beak space). Draw the silver dollar size head.



2. Draw the beak, open or closed.



3. Save space for the tail and draw the curved body.



4. Draw the tail with the scalloped part ending in the top corner.



5. Mark paper center. Start under the neck to make the 'sloppy s' line for the top of the wing.



6. Make a scalloped cone shape part way up the wing.



7. Scallop the rest of the wing up to the tail.



8. A "landing raven" could be made by changing the tail and adding feet as shown.



Students might want to make raven variations.

Demonstrate the steps again with students following along at their seats. Use white paper and a dark marker so students can see the lines. Next give the students their black paper to make the "hamburger" fold. Let students use pencils to do their guided raven drawings on the black paper while you once again demonstrate on the white paper or a white marker board in front of the room.

Be sure students put the fold at the top of their desks so the fold will be on the raven's head and back. This fold will connect the two sides of the raven. Cutting two sides at once will make the raven symmetrical. (Teachers should have a drawing done on black paper for cutting later.)

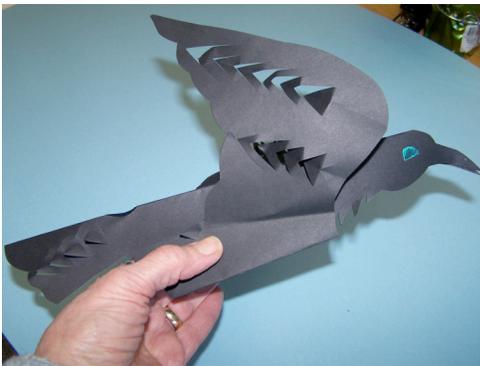
Let students draw with pencil on their black paper, step-by-step as the teacher demonstrates on the chalk or white board. One side will be the flying raven, steps 1-7.

Flip black paper over, keeping fold at the top. Explain to students that they will draw both the flying and landing raven on the same paper, but only one will be cut out.

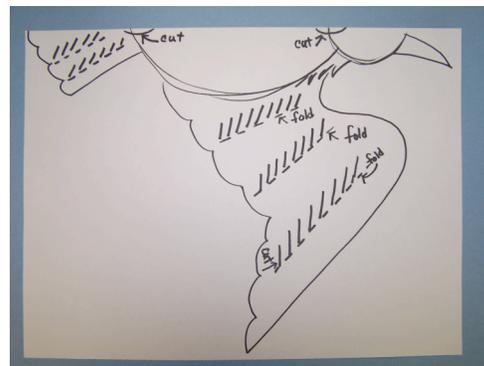
Draw the landing or sitting raven. The legs and tail will change a bit for this position. Follow steps 1-4; then skip down to step 8 where you add the foot and change the tail. Finally add the flying wings or the stationary wings.

After drawing follow instructions for cutting out, folding the wings, making feather cuts, and hanging the Raven Sculpture.

1. Students now choose which raven they want to cut out. Have students gather around you and demonstrate cutting by turning the paper, not the scissors. “Bubble cut” around difficult detail areas. Cut off heavy paper. Now go back to clean-cut the bubble cut. When done, fold the bird inside out to get rid of the pencil lines. Students can write their names on the inside by the pencil lines at this time.



2. Cut out two eyes from folded metallic paper. Glue the eyes and the beak shut. Fold the wings up by the belly line.



3. This drawing shows where to make fold lines in the wings and tail in order to make the feather cuts.



3.5. Fold the wings and tail to make diagonal cuts for the feather texture. Fold up the “v” of each cut to give them a 3D look.



4. Make notches by the neck and tail to put the string through and tie a knot. Hang the bird mobile.

5. Students go to their seats and complete these steps.

CLOSE:

Follow-up ideas: 1. Allow students to make another raven, or a different kind of bird with different colored papers and markers for color detail. 2. Students might write a raven story after reading different legends. 3. The ravens could be shadow puppets acting out their stories. 4. Teach a math lesson using measurement as the objective.

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. Did you find the shapes and textures in John Hoover's raven sculptures? (K)																				
			2. Did you draw a raven using guided drawing and estimation? (S, E)																				
			3. Did you create feather texture by folding and making diagonal cuts? (S, C, E)																				
			4. Did you complete your raven mobile so that it hangs and moves? (S, E)																				
			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)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width:100%; border:none;"> <tr> <td style="text-align:center;">1</td> <td style="text-align:center;">2</td> <td style="text-align:center;">3</td> <td style="text-align:center;">4</td> <td style="text-align:center;">5</td> <td style="text-align:center;">6</td> <td style="text-align:center;">7</td> <td style="text-align:center;">8</td> <td style="text-align:center;">9</td> <td style="text-align:center;">10</td> </tr> <tr> <td colspan="7" style="text-align:left;">needed improvement</td> <td colspan="3" style="text-align:right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement							was highly successful		
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			9. What would I do differently next time?																				

ALIGNMENT:

<p>Alignment of Standards: Art: A1,2,3,4; B1,5; C2b; D5. English: C Math: A, B Science: C, F Cultural: D</p>	<p>Alignment of GLE's: Reading: R2.6, R2.9, R2.11 Writing: W2.1 Math: M2.1.1; M3.1.1; M4.1.1 Science: SE, SF, SF2</p>
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CREDITS:

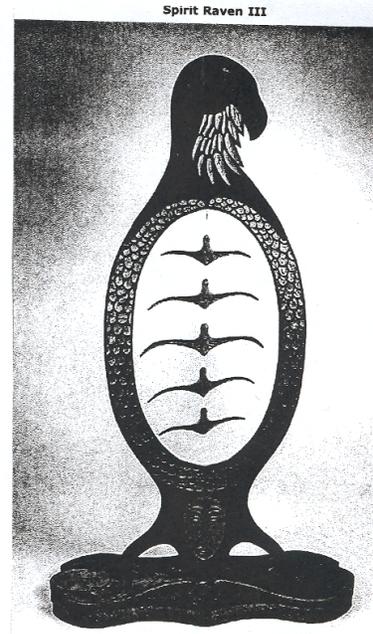
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Today in Art Class we looked at a sculpture titled "Spirit Raven III" which can be seen at the Museum of the North here in Fairbanks. The sculpture was made by John Hoover, an Aleut who grew up in Cordova, Alaska. We looked at how he created texture by carving the wood. We learned about Ravens before making our own raven sculpture mobile. Texture for our ravens was made by notching the paper and folding it up. This allowed us to see through our sculpture, just like John Hoover.
Being a sculptor is fun!!

Good work!!!!



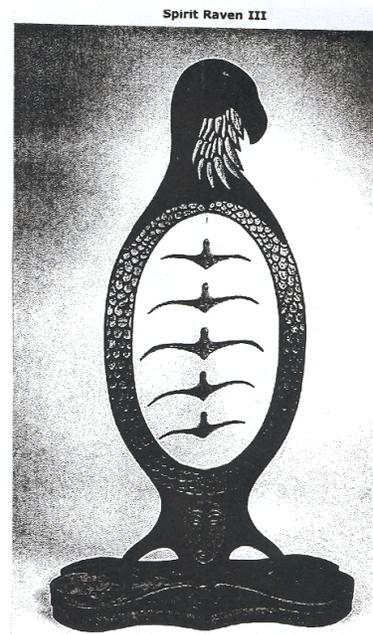
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