

One Hundred Spirits

(art + history; art + music; art + dance)

Honoring heroes and ancestors will always be a part of the homage paid to them. Their spirit lives on in ceremonies and memorials that become traditions.

Discuss, for example, Native American ceremonies and current examples of Normandy, Oklahoma City and the War Memorials.

The “One Hundred Spirits” memorializes one hundred people in fabric. The disciplines of music and dance combine with the visual arts to produce plays and theatrical presentations of the spirit.

Grade Levels 5-12

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Cut the unprimed canvas to 10" x 12" (1 yard = 18 pieces for 18 students). Do not remove strings or uneven edges as they create texture. Trim unbleached muslin to 9" x 12" (1 yard = 12 pieces, 9 yards = 36 students). Gives one background canvas and three pieces of muslin for each student.
2. Brew or collect strong coffee to use as an antiquing dye for the canvas and muslin. Make 8 cups of coffee using 1/2 cup of ground coffee. Pour into bowl - DO NOT DILUTE. Press the canvas and muslin into the coffee. Use as many of the fabric pieces as possible. Let sit four - six hours. Squeeze out excess coffee - spread out to dry. Reuse the coffee. If the coffee reduces, add more.
3. Iron to smooth out the dyed fabric.
4. Each student snips one short end of the muslin every 1/2". Tear into strips.



Materials:

[Sculpey Push Molds, Doll Faces \(33527-1002\)](#)
Makes 12 assorted sizes, share four molds across the classroom

[Blick Premium Cotton Duck Canvas, unprimed,](#)
(07309-1062) 36"W x 62"L, cut to 10" x 12" pieces (18 per yard), need one piece per student

[Unbleached Muslin,](#)
(63104-1338) 36" W x 38" L, cut to 9" x 12" pieces (12 per yard), need one piece per student

[Wooden Dowel Rods,](#)
(60448-1236) 12 pack of 1/2" dia x 36"L, , cut to 12" lengths, need one per student

[Lumina Polymer Air-Dry Clay \(33270-1001\)](#) 5-1/4-oz block, share four blocks across classroom

[Jacquard Pearl-Ex Pigment, 32 Color Set \(27103-1329\)](#), share one set across classroom

[Blick Artist's Acrylic Gloss Medium \(00623-1037\)](#) quart, distribute throughout class

[Blick Scholastic Pony Bright, \(05864-1004\)](#) size 4, need one per student

[Maysville Carpet Warp, \(62800-\)](#) assorted colors

Large Paper Clips

Strong Coffee

Large Glass Bowl

National Standards

Process, continued

5. Place the canvas on a table top. Place the plain end of the muslin 2-1/2" from the top of the canvas. Add the other two pieces of muslin slightly below the first piece of muslin. Drizzle one line of glue across the canvas at 2-1/2". Attach other muslin pieces. Pat down to secure the glue. Set aside.
6. Make as many faces as you want. The original has 100 faces but is twice the size of the student lesson plan. Paper clay is simple to use. Push the clay into the mold. Push excess clay over the edges of the form. Add design to the faces. (Faces can also be hand made from traditional clay)
7. The large faces can be heavy. Snip off the "U" sections of a large paper clip and insert into the back of the face when soft and while in the mold. After the faces are removed, gently add texture to the faces for variety and dry.
8. Paint the dried faces with a mixture of dried pigments and polymer gloss medium. Attach to the hanging in various areas. Thread the strips through the loop in the back of the big ones. Glue the smaller faces to the strips and attach to the top of the hanging.
9. Add a variety of spirit symbols to the hanging. Spirit symbols used most often are hands, feet, moon, sun and stars, arrows, animals, birds and fish. Also, use design shapes and lines: zig zags for tension, scalloped edges for water, dots and dashes for emphasis. Wrap the cotton warp around the strips for color. Let cotton warp hang between the strips.
10. Cut the Dowell rods to 12" pieces. Turn the canvas with the back facing up. Spread glue on the top 2" of the canvas. Place the 12" Dowell rod on the glue and gently wrap it around to cover the rod side to side.

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols, and ideas

5-8

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

9-12

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture

Content Standard #4 — Understanding the visual arts in relation to history and cultures

5-8

Students analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

9-12

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.