Title/Description of Lesson
Tapa Cloth-Students will gain historical and cultural information about tapa cloth designs from Polynesia, its use of symmetry and pattern, and will create a piece based on this type of art.

Grade Level: K-1

Lesson Links
- Objectives/Outcomes
- Materials and Resources
- Vocabulary
- Procedures
- Criteria for Assessing Student Learning
- California Standards in Visual & Performing Arts
- California Standards in Math
- Other Resources

Objectives/Outcomes  (Return to Links)
Students will create a work of art based on the tapa cloth designs from Polynesia, incorporating the use of symmetry and pattern, as well as earth tone colors.

Materials and Resources  (Return to Links)
Black fine point sharpie
Brown bag or brown kraft paper sheets
Crayons in browns & whites
Round templates to trace around (9”-10” works well), pencil
Scissors & rulers
Small 3” squares of paper to create a floral pattern
Tapa cloth sample & visuals

Vocabulary  (Return to Links)
Geometric: Refers to shapes with uniformly straight or curved edges or surfaces.
Pattern: Lines, shapes and colors repeated in a variety of predictable combinations.
Symmetry: A balance of parts on opposite sides of a perceived boundary.
Tapa cloth: The traditional fabric of Polynesia made of bark cloth from the paper mulberry tree. It is used for clothing or home decorating purposes.
Template: Device used to create a shape or pattern.
Texture: The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

**Procedures** *(Return to Links)*
1. Show students samples of tapa cloth designs, talk about its history and uses in the Polynesian/Hawaiian culture.
2. Have students describe what they see: What colors, line, shape of the piece, etc. Discuss the use of symmetry and pattern in the work of art.
3. Students will create their own tapa cloth design by tracing the template onto the brown paper, and cut out. Have students simulate the texture of the bark cloth by crushing the paper and laying it out flat.
4. Students mark off a border space as per teacher directions. Fill the border with a geometric shape of choice, using a black sharpie and color with crayon if desired.
5. Divide the inner space round shape with a ruler into quadrants with a pencil. Go over lines with a black sharpie.
6. Create a small floral cut out design with the 3” square (like a simple snowflake). Use this template to trace around and color in with a black sharpie in two quadrants. Repeat if desired and color with a brown or white crayon in the other two quadrants. Be sure students color “strong” with the crayons.
7. Add other line and pattern if desired onto the piece. It is not necessary to color the entire circular shape.

**Criteria for Assessing Student Learning** *(Return to Links)*
Does the work of art illustrate the criteria found in tapa cloth designs (i.e. coloring, pattern, use of symmetry)? Are lines and patterns neat and smooth, as well as coloring techniques?

**California Standards in Visual & Performing Arts** *(Return to Links)*
**Component Strand 3.0: Historical and Cultural Context:**
Grade K - 3.1 Describe functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.

3.3 Look at and discuss works of art from a variety of times and places.
Grade 1 - 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.

3.3 View and then describe art from various cultures.
California Standards in Math  (Return to Links)
Measurement and Geometry
Grade K- Students identify common objects in their environment and describe the geometric features:
   2.1 Identify and describe common geometric shapes (i.e. circle, triangle, square, rectangle, cube, sphere, cone).
Grade 1- Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.
   2.4 Arrange and describe objects in space by proximity, position, and direction (e.g. near, far, below, above, up, down, behind, in front of, next to, left or right of).

Other Resources  (Return to Links)

Brown Bag Ideas from Many Cultures by Irene Tejada, Davis Publications
Tapa Cloth samples available from Crizmac, www.crizmac.com