



Longwood Center for the Visual Arts  
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Farmville, VA 23901  
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**Professional Development Teacher Workshop**  
*Power and Beauty: New in the African Art Collection*  
October 5<sup>th</sup>, 2012

**Lesson: *My Headdress***  
**Grade Level: Advanced High School Art**

Goals	Virginia Standards of Learning
The students will look at examples of African headdresses and become inspired to make their own headdress out of paper.	AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
The students will look at examples of African headdresses and discuss the meanings of the headdresses in their original context.	AII.18 The student will identify the function and interpret the meaning of a work of art or an artifact in its original context.
The students will discuss how aspects of their paper headdresses were inspired by the African headdresses.	AII.19 The student will describe symbols present in works of art in relation to historical meaning.
The students will write an artist statement and refer to the original African headdresses that gave them inspiration and compare those headdresses to their own. They will also present their paper headdresses to each other in a classroom critique.	AII.22 The student will demonstrate orally and in writing, the ability to interpret and compare historical references found in original works of art.
Through the artist statement and critique the student will be able to discuss their personal views on their own work of art and their views on the African Headdresses they look at for inspiration.	AII.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.

**Supplies and Materials:**

- Foam heads (you can get multi pack of 11” Styrofoam heads on amazon) or other round objects, like large cans or deli containers, to help build the headdresses on
- Glue (*Yes Stikflat* glue is a great paper binding glue, as well as Lineco Polyvinyl Acetate [PVA] glue and are both available at dickblick.com)
- Glue brushes (dickblick.com has Lineco Glue Brushes that are a good student grade glue brush)
- Glue sticks
- Scissors
- Craft edge scissors
- Paper of all types (Construction paper, plain white paper, scrap papers, etc.)

**TEACHER AND STUDENT PROCEDURE**

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
<p><b>MIN</b></p> <p><b>First class period</b></p> <p><b>5 Minutes</b></p> <p><b>10 Minutes</b></p>	<p>The teacher will facilitate a classroom discussing about what they students already know about African headdresses.</p> <p>The teacher will show examples and talk with students about the examples of the Headdresses.</p> <p>The teacher will propose thinking about comparing the traditions of the African culture to that of their own.</p> <ul style="list-style-type: none"> <li>- If you were to make a headdress, who would you honor?</li> <li>- If you wouldn't honor anyone, what things in your daily life would be worth showing the importance of?</li> <li>- If you made a headdress for yourself, what characteristics of yourself would you include?</li> <li>- If you could not speak about your headdress, what would you want people to understand about you or your community or culture?</li> </ul>	<p>Students should make connections between the African headdresses to their own culture.</p> <p>They will learn that in African culture the headdress represents: friendship ideals, people who are honored in that community, characteristics of an important person in that community, or show the importance of something the members of that community do in their daily life.</p> <p>Answering some of the questions in a sketchbook or notebook may be a good resource later when they are</p>

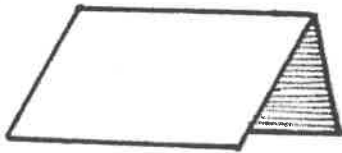
<b>5 Minutes</b>	The teacher will explain the art project and show an example of a finished paper headdress. The teacher will also introduce the supplies that they will be using.	sketching their headdresses
<b>15 Minutes</b>	The teacher will demonstrate basic paper folding techniques. (a simple folded paper hat is a great base for headdresses, but will need staples) The teacher can also demonstrate rolling paper, ripping paper, and weaving paper. The teacher will also demonstrate how to apply pieces to their headdress using the glue brushes.	Student should take note and practice along as the teacher is demonstrating so they understand the techniques.
<b>Remainder of class</b>	Facilitate classroom sketch time and brainstorming time.	Students should use the remainder of the class to do thumbnail sketches or work on a sketch or idea of what they want to pursue with their paper headdress. They should be thinking about what they want to represent with their headdress.
<b>Second and Third Class periods</b>	Teacher will recap on the class before and then facilitate classroom work time.	Students will begin making their paper headdresses.
<b>Fourth Class period</b>	Teacher will facilitate classroom work time. Teacher will assign the artist statement.	Student should be finishing their paper headdresses. Students may work on their artist statements if they finish early. Students can do the artist statement for homework.
<b>Fifth Class period</b>	Teacher will facilitate a class discussion and critique about the students paper headdresses	Students will wear, then display and present their paper headdress with an artist statement. Students should not read directly from their statement. Students will discuss the themes and ideas they included in their headdress and draw connections from what they were inspired by in the African headdresses.

<b>Displaying the Headdresses</b>	The teacher can use wig stands or foam heads to display the African inspired headdresses and artist statements.	
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**References:**

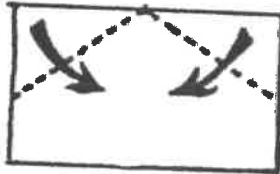
- Cutsem, Anne Van. *Powerful Headdresses: Africa and Asia*. Milan: New York: 5 Continents ; Harry N. Abrams distributor, 2010. Print.
- <http://www.laurenceking.com/folding-techniques-videos.htm>
- <http://www.behance.net/gallery/Paper-Headdress/3754712>
- <http://www.metmuseum.org/Collections/search-the-collections/50005041>
- <http://www.metmuseum.org/collections/search-the-collections/50003646>
- <http://www.metmuseum.org/collections/search-the-collections/50005103>
- <http://www.metmuseum.org/collections/search-the-collections/50006404>
- <http://www.metmuseum.org/collections/search-the-collections/50007638>
- [http://collections.umfa.utah.edu/index.php/Browse/modifyCriteria/facet/object\\_type\\_facet/id/headdress/mod\\_id/0](http://collections.umfa.utah.edu/index.php/Browse/modifyCriteria/facet/object_type_facet/id/headdress/mod_id/0)

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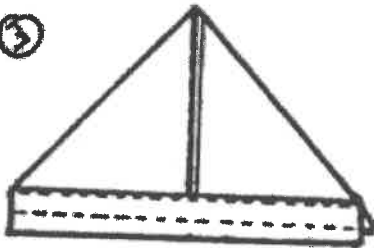
Step 1: Grasp the paper firmly and fold it widthwise.

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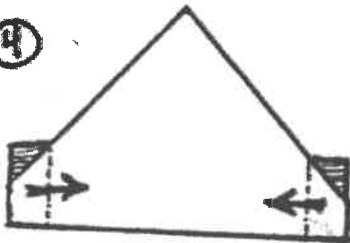
Step 2: Fold the two top corners of the page so they meet in the middle—just like you're making a paper airplane.

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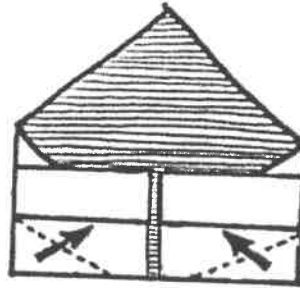
Step 3: Fold the bottom flap (only the one closest to you) in half, then fold the flap up over the hat.

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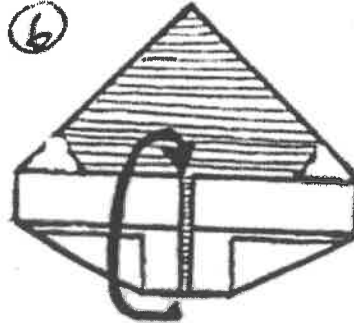
Step 4: Turn the paper over and fold the flaps on the sides toward the middle. How tight or loose you fold the flaps will determine how tight or loose the hat's "headband" will be.

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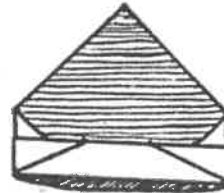
Step 5: Fold bottom corners in.

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Step 6: Fold the bottom point in half, then up again so that you can tuck the point in behind the band.

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Step 7: Pull the bottom hole open and place the hat on your head. Congratulations, you're the new leader of the Roman Catholic church!

