

Art of the Inca Lesson Ideas (website)

Submitted by: Jill Hanson-Fahnoe, [Blake Lower School](#), Highcroft Campus

UNIT: Art of the Inca - Foil Tooling - Masks

Lesson: Inca Gods - Foil Tooled Mask

Grade level: Elementary (grades 4 through 6)



"Goddess of Silver"

"God of the Sun"

"God of Water"

Lesson Summary: These masks were made by fourth graders at The Blake School, Highcroft Campus. As part of their classroom social studies they learned about South America. During art class they explored the art of the Inca, a lost civilization from Peru. They looked at hand-crafted Inca objects made of metal-taking a close look at gold and silver masks unearthed from Inca tombs. Through these they learned about the Inca people's awesome craftsmanship. They thought their use of design was very good - like patterns, geometric shapes and symbols.

Next they drafted a design for a mask of their own - combining what they knew about the Inca people with what they knew about their style of art, and threw in a bit of imagination as well! The ideas were then embossed into and then cut from a sheet of metal foil. Some of them "antiqued" masks to make them look like they were tarnished or old. Students then wrote about the meaning of their masks - showing an understanding of Incan culture.

Here are the stories written by these students.

"Goddess of Silver"

I am the goddess of silver. I rule the world with silver. I am made of silver and will be beautiful until the end of the world. I make the light when the earth moves. When you sleep I sleep. When I am asleep the god of gold takes care of you. He makes the sand for the sandman. I'm getting sleepy now, so it's time for the gold god to take over. Good night!

By "A"
Grade 4, The Blake School

"Incan Sun God"

I am an Incan Sun God. My people cherish me. They say that I save them from famine after thunderstorms. They decided to put me in the sun temple by a window to catch the sunlight. The light makes me shine and sparkle. Instead of being made of bronze or copper, I am made of gold. The moon goddess is made of silver. She is my wife. According to the other gods in the temple, she gave birth to the earth. Thank you for reading my story.

By S
Grade 4, The Blake School

"God of Water"

I made this mask at Highcroft. I used simple shapes because it is supposed to be a mask from the Age of Incas. The mask represents the god of water. It can make rivers in the deserts and can also make water appear anywhere. It helps animals because it is the giver of water..

By C
Grade 4, The Blake School

Objectives: Students will

- Show an understanding and awareness of Inca culture and religion
- Show an appreciation for art of the Inca - discuss artifacts
- Create a mask showing design concepts of the Inca - pattern, repetition - adornment
- Demonstrate craftsmanship in tooling and cutting foil

Materials:

newsprint - pencils
handouts of Inca art - Inca gods chart
Tooling foil (gold, copper, aluminum)
newspaper pads
modeling tools (rounded and pointed)
masking tape - ballpoint pens
India ink - brushes
black poster board or mat board

Motivation:

1. Present background information on the Inca and Inca gods
2. Show examples of Inca gold - and metal tooling. Discuss the Inca gold masks
3. Demonstrate foil tooling techniques - working both sides of the metal

Procedures:

1. Design a mask on newsprint showing characteristics of Incan art combined with original ideas. Design mask to meet the needs of the Inca or personal need.
2. Transfer mask drawing to tooling foil - Tape drawing to foil. Place on newspaper pad and trace over all lines making an impression. Remove drawing and save for reference as needed.
3. Tool mask. Place on newspaper pad. Press down some shapes while making other come out in relief. Go back over lines as needed to make shapes show up.
4. Cut out mask - - Antique with India ink if desired. Mount on black poster board or mat board.
5. Write about mask. What need does your mask fulfill?

Evaluation: Modified rubric

- | | | | | | |
|---|----|---|---|---|---|
| 1. Design elements -Inca characteristics - originality | 10 | 9 | 8 | 7 | 6 |
| other | | | | | |
| 2. Repoussé - tooling techniques - pattern/repetition | 10 | 9 | 8 | 7 | 6 |
| 3. Craftsmanship - clarity of design - skill in tooling | 10 | 9 | 8 | 7 | 6 |
| 4. Participation in discussion - effort | 10 | 9 | 8 | 7 | 6 |

Gods of the Inca (many charts can be found online)

Students should not be made to memorize these - just be aware of their importance.

NAME	ROLE IN MYTHOLOGY
Apocatequil	God of lightning and chief priest of Coniraya, the moon god
Apu Illapu	God of thunder
Catequil	God of thunder and lightning
Chasca	Goddess of the planet Venus; servant of the sun and protector of young girls
Illapa	God of the weather and the bringer of rain; shown as a man carrying a club
Inti	Also known as Apu Punchau; sun god and the supreme deity of the Incas depicted as a golden disc
Mama Allpa	Harvest and fertility goddess, depicted with many breasts
Mama Quilla	Also known as Mama Kilya; goddess of the moon; sister and wife of Inti.
Manco Capac	Creator of the Incas and god of fire; brother of Pachacamac

Pachacamac	Earth god and creator of the world
Pachamama	Goddess of the mountains, rocks, and plains
Supay	God of death and lord of the Underworld
Urcaguay	God of the underground treasures; sometimes depicted as a snake with the head of a deer
Viracocha	Supreme deity of the Incas, creator of the sun and moon so father of Inti and Mama Quilla

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Resources

[Inca Gold Sun Mask](#) Check your local library for books - the best web source is no longer online.

[Art of the Inca](#) - more resources on [Internet lesson](#) [Silver and gold masks](#)

Art of Ancient Peru- some good gold examples
<http://www.tribalarts.com/feature/peru/index.html>

Here are some sites to give you background information - not necessarily for students.

<http://www.wsu.edu/~dee/CIVAMRCA/INCAS.HTM>
<http://lsa.colorado.edu/~lsa/texts/Incas.html>

PBS site - good for students - Conquistadors
<http://www.pbs.org/opb/conquistadors/peru/peru.htm>
<http://www.pbs.org/opb/conquistadors/peru/adventure1/a2.htm#txt>

Chart of Inca Gods
http://uk.encarta.msn.com/media_1481568825_781536298_-_1_1/Inca_Gods.html

Inca Empire:
http://uk.encarta.msn.com/encyclopedia_761560004/Inca_Empire.html
 Inca Ceramics
<http://exchanges.state.gov/culprop/peru/ceramic/sect4.htm>

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: "M" IS FOR MONKEY
Grade: K-2

Resources:

Collection from [Orlando Museum of Art](#) - [Ancient Americas](#)

Materials:

12x18 brown construction paper, pencils, Sharpies, oil pastels

Procedures:

(We first looked at, discussed, and sketched the monkey vessels in the gallery. Some of the monkeys were wearing headbands and/or had geometric designs on them, and most were in a human-like pose. This simple lesson can be done with any animal.)

Draw a large monkey or vessel in the shape of a monkey, then trace line drawing with Sharpie. Geometric designs can be added. Color with oil pastels. (I made my sample by repeating the letter "M" all over the monkey to create an implied texture, but the students just had fun experimenting with the oil pastels and mixing new colors.

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: JAGUARS
Grade: K-2

Resources:

Collection from [Orlando Museum of Art - Ancient Americas](#)

Materials:

Cardboard (can be thin, like cut up cereal boxes), scissors, glue, tempera paint and brushes

Procedures:

(We first drew step-by-step jaguars together by following the steps from a How to Draw Animals book. Then we looked through animal books and sketched jaguars in various positions, such a leaping, running, sitting on a tree limb, etc. Then we made sketches from the wooden and ceramic jaguars in the gallery. We also discussed jaguars' unique spots: the "rosettes" have spots in the center, unlike leopards' spots.)

Draw and cut out each part of the jaguar separately (body, legs, tail, a larger circle and overlapped smaller circle to form the head, and ears). Glue together. Paint. They let their imaginations run wild, and very few of them actually used "normal" jaguar colors!

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: PRINTING WITH ANIMALS
Grade: K-2

Materials:

styrofoam meat trays, scissors, pencils, glue, brayers, tempera paint (or ink), white drawing paper

Procedures:

(We first sketched animal vessels in the gallery.)

Etch a drawing of an animal into a flat piece cut from the tray. Use scraps from the styrofoam tray to make stamps. We made jaguar spots/rosettes, but Inca influenced geometric designs can be a theme for the stamps. Do test prints, and use the proper technique for printing (inking up a brayer, placing the paper on top of the printing plate, etc.) and pull a print in the center of the paper, or several prints depending on sizes of paper and printing plate. Use stamping technique (dip in paint) to make a border with the stamps.

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: Mummy Bundle: MUMMY HEAD
Grade: K-2

Materials:

1'x3' white felt (or other material), blunt metal tapestry needles, white yarn, fiberfill stuffing, tempera paint and brushes

Procedures:

Fold felt over and sew the 2 long sides. Turn inside out. Stuff and shape the head, then tie yarn around the neck. (The body can be stuffed and sewn shut, but I leave it open like a hand puppet.) Paint the face. Complete the mummy bundle with TUNIC, HEADBAND, and WOVEN BELT.

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: Mummy Bundle: HEADBAND
Grade: K-2

Materials:

White drawing paper, colored pencils, feathers, stapler

Procedures:

Cut white paper into a large strips- length and width will vary depending on size of MUMMY HEAD. Draw and color geometric designs. Glue feathers. Staple together so it slips onto the top of the MUMMY HEAD.

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: Mummy Bundle: TUNIC
Grade: K-2

Materials:

1'x 2' blue felt, 9"x 9" red felt, white felt, scissors, glue, tempera paint and brushes

Procedures:

Cut an "X" opening in the center of both the blue and red felt. Position the red felt in the center of the blue felt, turn it so it makes a diamond (rhombus), and glue it in place. With pencil and ruler, draw a square grid on white felt to make 10 squares (approx 1 1/2- 2 inches each). Paint a geometric design on each square, cut them apart, and glue on the front side of the tunic. Stick the MUMMY HEAD through the "X" hole, add WOVEN BELT.

Submitted by: Tammi Fox
Unit: Empire of the Incas
Lesson Plan: Mummy Bundle: WOVEN BELT
Grade: K-2

Materials:

telephone wire, string, matboard strip (length and width can vary), masking tape, scissors

Procedures:

Make a loom from the mat board by cutting 4 notches at each short end, then warp with the string, and tape down the ends. Wire should be cut in a length in which it can be woven across once, and then bent to wrap around the back. Of course every other row should be alternated (under/over, then over/under), but it's OK if several wires in a row do not alternate from the ones next to them, as this is a difficult concept for some students and the belt can be completed regardless. Wrap the completed belt around the TUNIC and secure with a few wires which are cut long enough to wrap several times around.

NOTE from Tammi: I taught a week-long art camp at the Orlando Museum of Art during the summer of 2004. These lessons were done with 5 through 7 year olds. The theme was "Empire of the Incas". These lessons were appropriate based on the artifacts in the museum. They have many animal vessels, including a case dedicated to jaguars and another dedicated to monkeys. Though all of these lessons can be adapted in many ways, and most of the activities are things we've all done many times, I put this together all in one place because I was stumped at first when handed the Inca theme and hope that putting this on the internet will help some one else who is handed an Inca unit and doesn't know where to start! I did not include the objectives in the lessons, though many visual art benchmarks are covered throughout the unit through the use of a wide variety of materials and techniques, and of course the obvious cultural connections. Feel free to contact me with questions- put "Empire of the Incas" in the subject line (email: jatafox@yahoo.com)