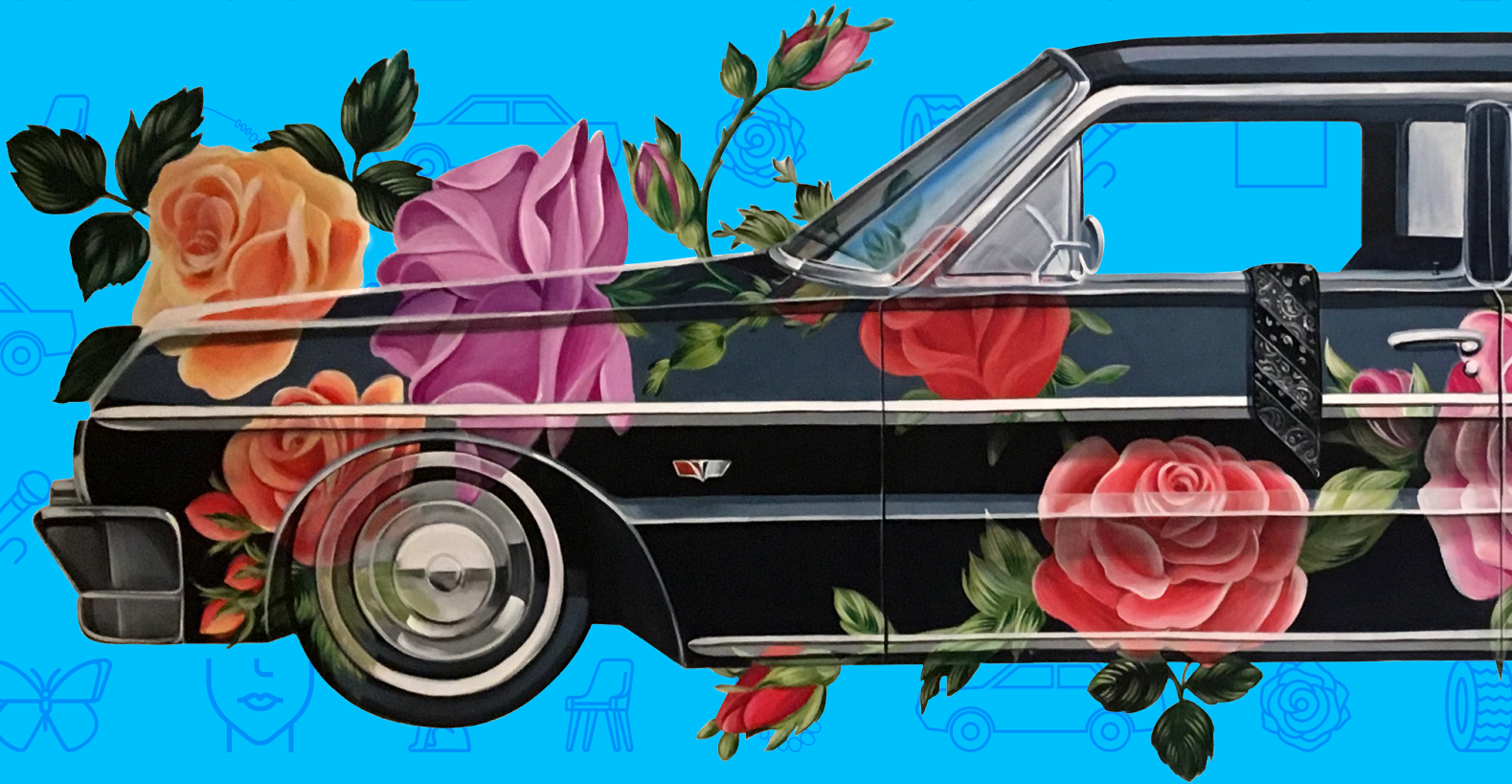


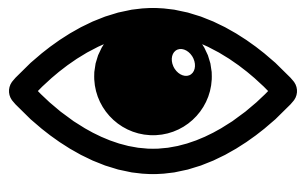
# LARGER THAN MEMORY



IT'S YOUR  
TURN



## FAMILY GUIDE



# LOOK CLOSELY



Meryl McMaster (nehiyaw (Plains Cree) / English / Scottish / Dutch  
b. 1988), *Anima*, 2012, Digital Chromogenic Print. 36" x 36".





# THINK BIG



Meryl McMaster is an artist. She creates self-portraits. These explore who she is. They look at her culture and identity. Her heritage is nehiyaw (Plains Cree) / English / Scottish / Dutch. She shows how identities can mix. They can collide, connect and change.

She used birds and butterflies. She likes them in her self portraits. They can be friends and protectors.

## Think about it...

- How do butterflies change?
- What culture or cultures are you a part of? Pick colors to show it. Why did you pick these colors?



# Use color to show your culture or cultures

**Materials:**

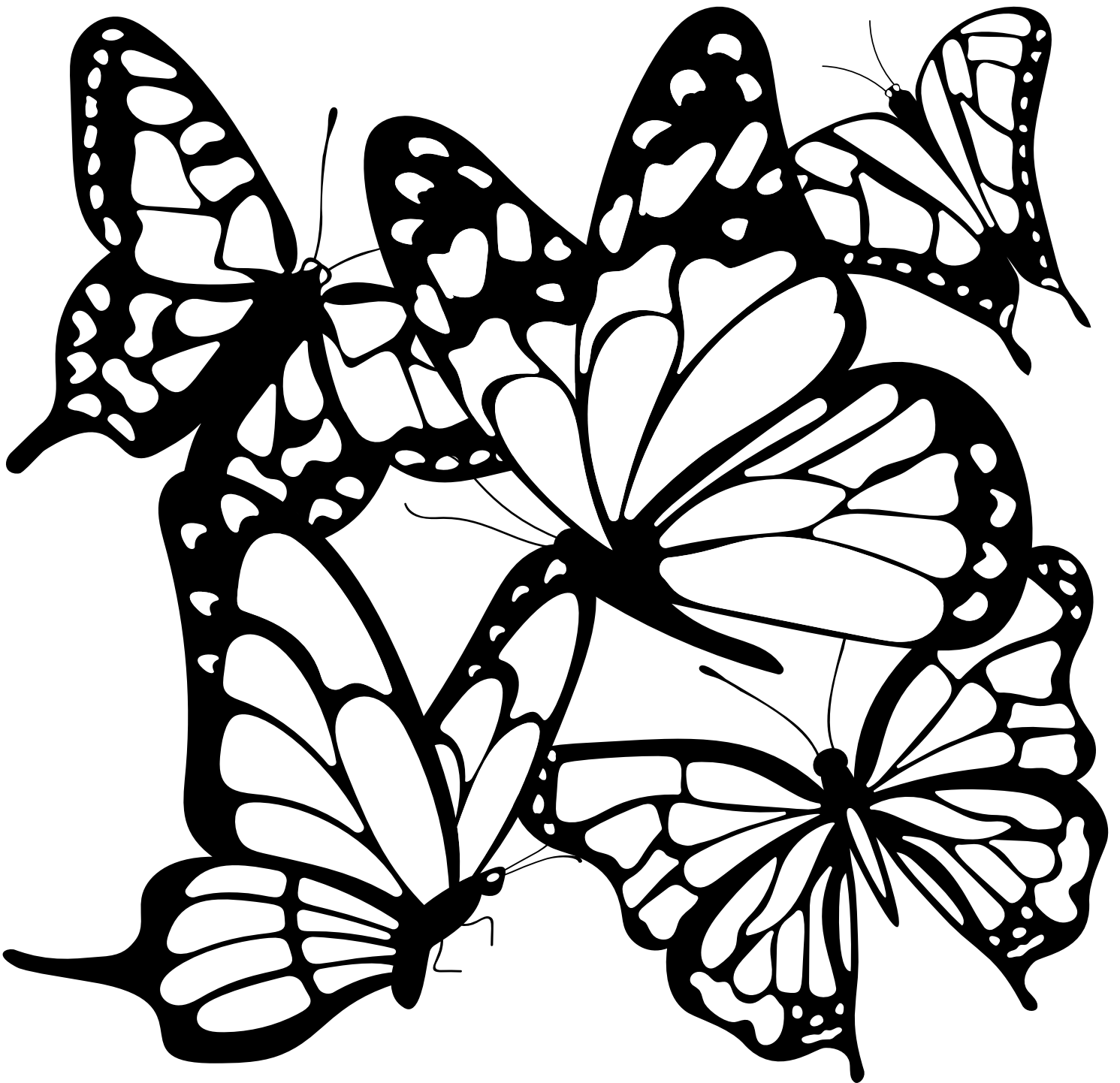


Pencil

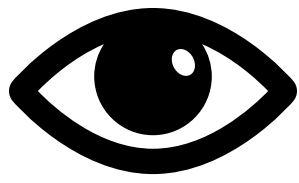


Coloring supplies

**Directions:** Color in the butterflies to show the culture you came from..







# LOOK CLOSELY



**Steven J. Yazzie** (Diné / Laguna / Anglo, b. 1970), *Nature Doesn't Give a #%! About You, But It's Sure Nice To Look At*, 2020, Oil on canvas. 54x108 inches. Collection of the artist, Photography by artist.



# THINKBIG

Steven J. Yazzie likes to explore places and identity. He uses coyotes to show up in unexpected places. In Navajo/Dine culture, the coyote is honored. They can be used to show what people believe to be right and wrong.

He asks us to “consider the coyotes I paint, which are often situated in man-made worlds.”

Resting in spaces without people, is this “creature on four skinny legs, taking back the places we see as our own.”



## Think about it...

- Look at the two figures in the painting. Who are they?
- How are they alike? How are they different?
- Describe what is around each of the figures.
- What is the coyote telling us?

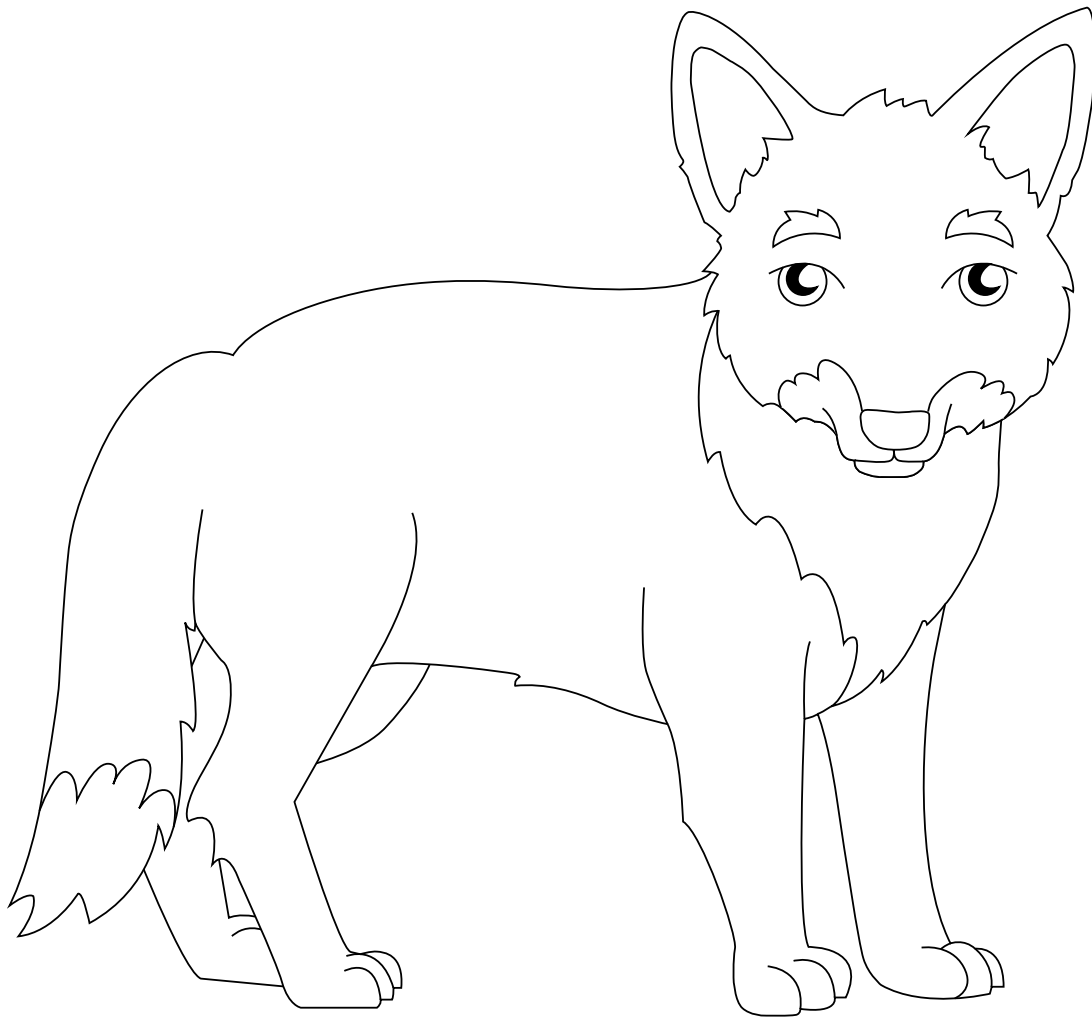


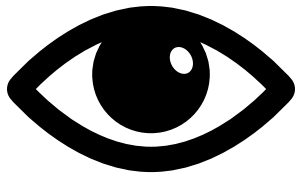


# Where's that coyote?

**Materials:**  Pencil  Coloring supplies

**Directions:** Draw a setting for the coyote. Then color it.





# LOOK CLOSELY



Eric-Paul Riege (Diné, b. 1994), *jaatłoh4Ye'iitsoh no. 1-6*, 2020,  
Muslin, polyester fill, faux fur, synthetic hair 108 x 24 x 6 inches.  
Collection of the artist. Photography: Heard Museum, Craig Smith





# THINK BIG

Eric-Paul Riege creates art work in many different ways. He is a fiber artist. He comes from a family with generations of weavers. He does performance art. He combines visual art with dramatic performance. He makes large scale works that often relate to the body, often through soft sculpture.

The name of this piece is jaatłoh4Ye'iitsoh no. 1-6. In Diné Jacla/jaatłoh means "ear string" and Ye'iitsoh means Big God or Giant in Diné Creation stories. The title translates as earring for Big God.



## Think about it...

- What materials did the artist use to make this piece?
- What does the size of the jaclas tell you about the artist and his message?
- How does the size of the art material change the message?



# Make wearable giant art

## Materials:



Paper



Coloring supplies



Scissors



Glue



String

**Directions:** Create your own giant wearable art piece! Use the directions below and the bead template on the next page to create your own giant necklace.

1

Decorate your bead

5

Fold on the dotted lines, in towards the undecorated side

2

Cut on the solid lines

6

Glue the side tabs on the circles to the long sides making a cylinder

3

Cut a hole in the middle of each circle for the string to go through

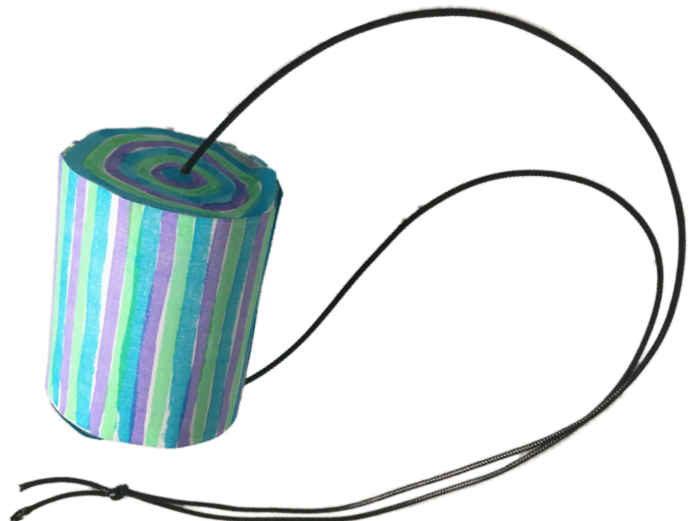
7

Glue the end to the long tab to seal the cylinder

4

Pull the string through both holes

Make as many beads as you want for your giant necklace

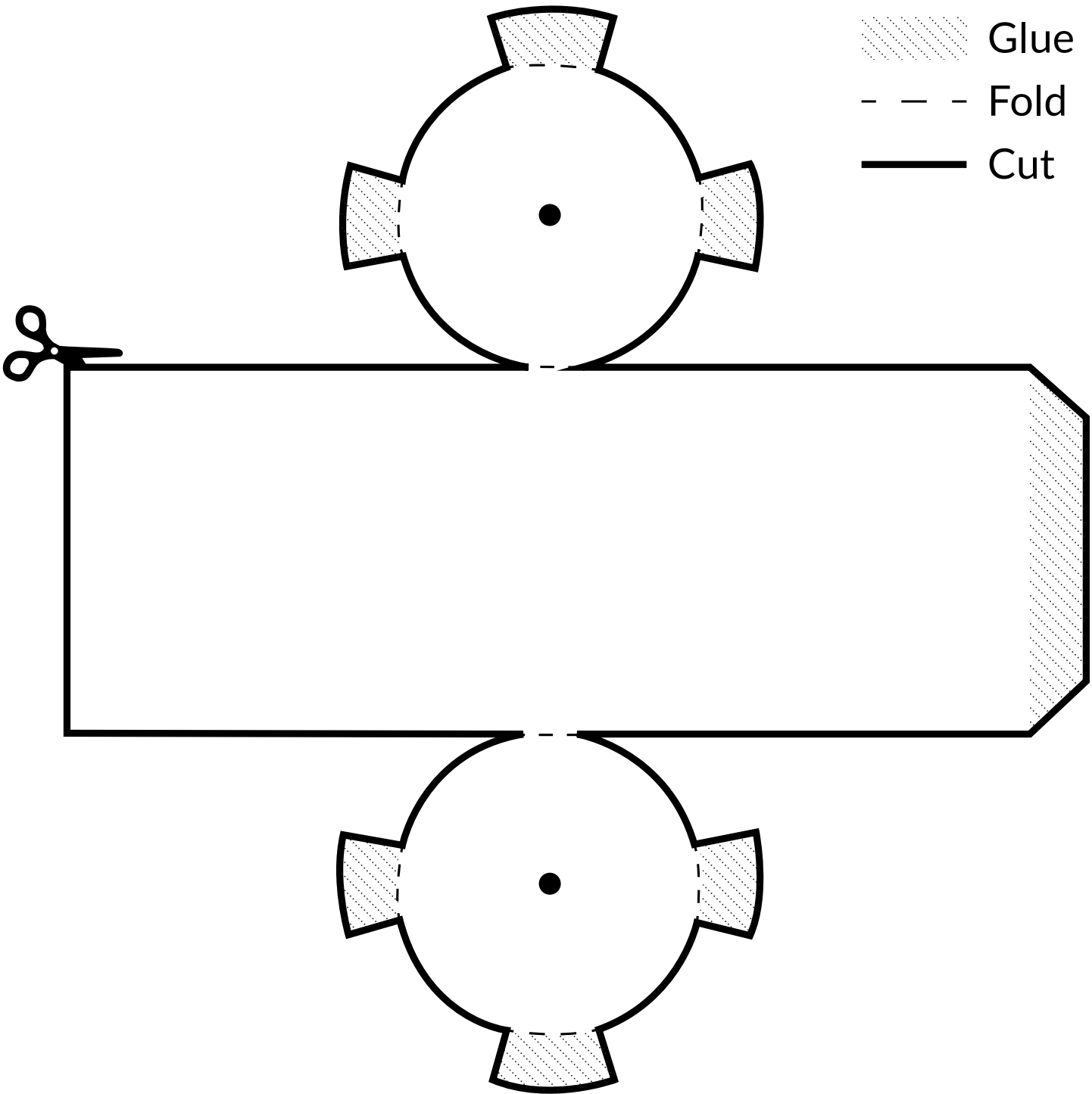


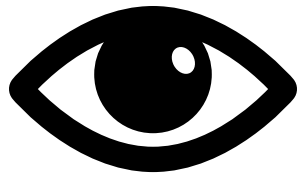




# Make wearable giant art

**Directions:** Print this page for each bead you want on your necklace.





# LOOK CLOSELY



Nanibah Chacon (Diné / Chicana, b. 1980), *What Dreams Are Made Of*, 2018, Acrylic on canvas. 72 x 240 inches. Pat Berrett Photo.





# THINK BIG

Naninbah Chacon is a Diné and Chicana artist. She began as a graffiti artist and muralist. These are usually large scale, public and reflect their communities.

The window of this car says “mi alma”. This is Spanish. In English it means “my soul”.



This painting is of a lowrider car covered in roses. This iconic car represents Chicano/a culture. This piece is based on a reoccurring dream the artist has been having for the past 20 years. She wants to use her art to change the way people see her community.

## Think about it...

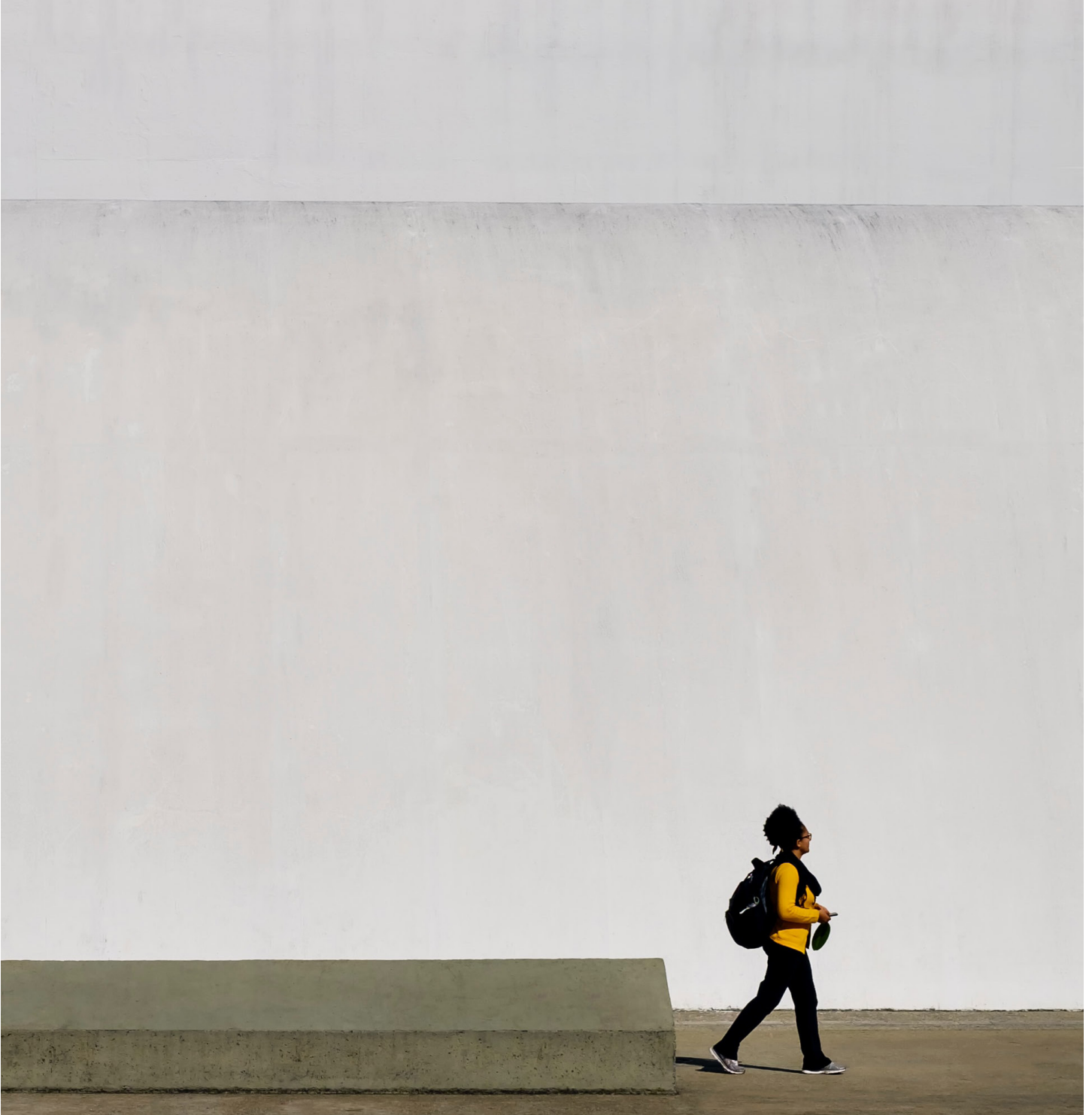
- List the murals you see in your community.
- What are the murals' message to your community?

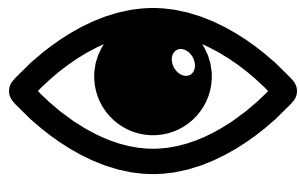


# Beautify the community

**Materials:**  Pencil  Coloring supplies

**Directions:** Your community needs a new mural for this wall. Create a mural that shows the values of your community, then color it.





# LOOK CLOSELY



Lewis deSoto (Cahuilla, b. 1954), *Suburban Skookum (Self-portrait)*, 2018, Plasticized painted and printed cloth, printed Tyvek, 3D printed plastic, electric fan 140" x 45" x 45" Collection of the artist.  
Photography: Heard Museum, Craig Smith





# THINK BIG

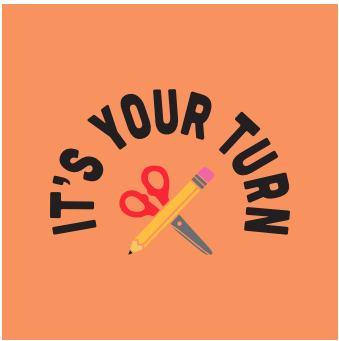
Self-portraits can come in all shapes and sizes. Lewis deSoto chose to show himself as 12 feet tall and used unconventional materials. His portrait is also inflatable, like a balloon.



## Think about it...

- Why do you think he chose to make a self portrait in this way?
- Why did the artist include an inhaler and a voice recorder?
- You are creating a self-portrait. List 5 characteristics you want to emphasize.
- What materials might you use?





# Make a self-portrait sculpture

- Materials:**
-  Paper
  -  Coloring supplies
  -  Scissors
  -  Glue
  -  String

**Directions:** Use the space below to plan a sculpture of yourself made out of materials you find around your home. Yours doesn't have to be 12 feet tall!

## Materials I plan to use:

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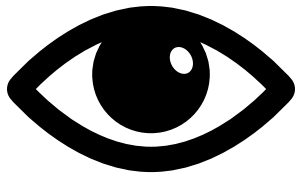
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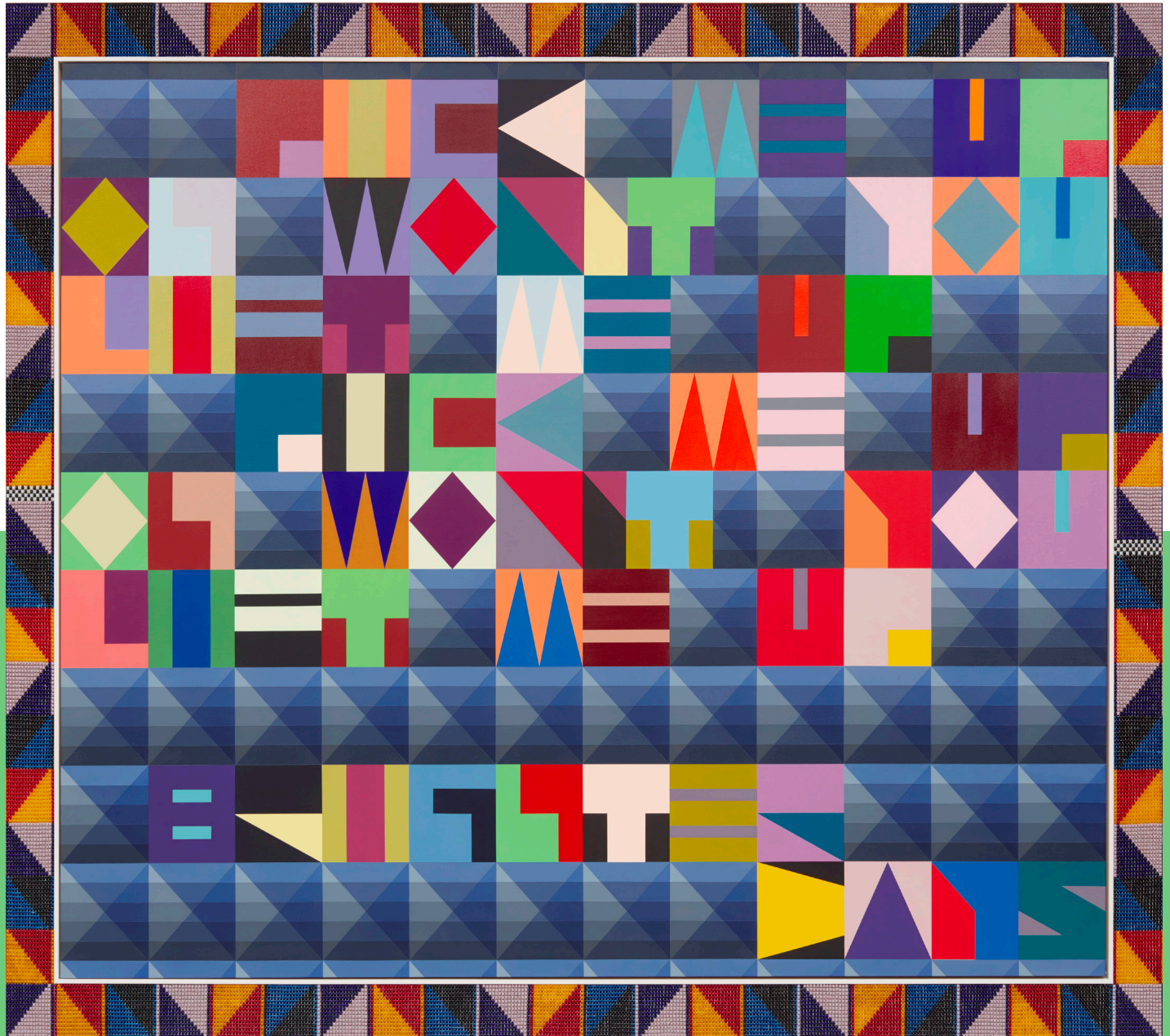
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## Sketch of how my sculpture will look:



# LOOK CLOSELY



**Jeffrey Gibson** (Cherokee / Choctaw, b. 1972), *BRIGHTER DAYS*, 2019, Acrylic on canvas, glass beads, artificial sinew. 96.125 x 107.875 inches. Collection of the artist. Photography courtesy of Sikkema Jenkins & Co., New York



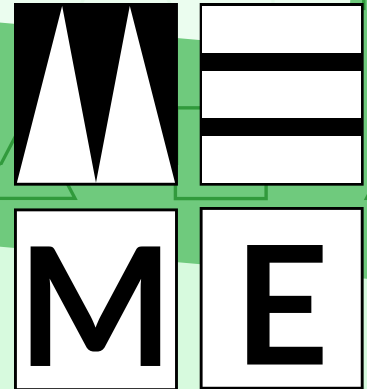
# THINK BIG



In the painting, Jeffrey Gibson takes song lyrics and makes them out of geometric forms. The letters were made that way to look like patterns in beadwork and Cherokee quilting patterns.

Look closely. What does the text say?

**Hint:** the first line begins "pick me up"



## Think about it...

- Why did the artist choose these shapes?
- What other artworks can you think of that use letters?
- What song would you choose if you were making artwork like this?



# Use different shapes to create a secret message

**Materials:**  Pencil  Ruler  Coloring supplies

**Directions:** Use the spaces below to turn these words into shapes.

LOVE

--	--	--	--

FAMILY

--	--	--	--	--	--

FRIEND

--	--	--	--	--	--



# Educator Guide



Thank you for using this guide to help expose your students to this diverse group of artists and their work. We know they're going to love engaging with these pieces through the activities in this guide.

Although these items can be used for students at most any level below we have created a guide of the art standard and grade levels that best align to each activity. You know your learners best, so this guide is meant as a reference to support your own expertise.

Artwork / Artist	Art Standard	Grade Levels	Page Number(s)
<i>Anima</i> Meryl McMaster	<b>VA.CR.1.2b</b> Make art or design to explore personal interests, questions, and curiosity.	2 – 4	<u><a href="#">3</a></u>
<i>Nature Doesn't Give a #%! About You, But It's Sure Nice To Look At</i> Steven J. Yazzie	<b>VC.CR.10.5</b> Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.	2 – 5	<u><a href="#">6</a></u>
<i>jaatłoh4Ye'iitsoh no. 1-6</i> Eric-Paul Riege	<b>VC.CR.2.3a</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).	3 – 5	<u><a href="#">9 - 10</a></u>
<i>What Dreams Are Made Of</i> Nanibah Chacon	<b>VC.CR.6.4</b> Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other venues (such as school lobbies, bulletin boards, local businesses, etc.).	2 – 6	<u><a href="#">13</a></u>
<i>Suburban Skookum (Self-portrait)</i> Lewis deSoto	<b>VA.CR.2.3a</b> Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).	5 – 8	<u><a href="#">16</a></u>
<b>BRIGHTERDAYS</b> Jeffrey Gibson	<b>VA.CR.7.3b</b> Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).	4 – 8	<u><a href="#">19</a></u>

\* To make the reading passages approachable for a diverse range of learners, all passages and activities have been written to grade level 3.

For more great classroom resources visit our teacher resources page:  
<https://heard.org/education/teacherresources/>