LARGER THAN MEMORY

IT'S YOUR TURN

FAMILY GUIDE
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.
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. 54 x 108 inches. Collection of the artist, Photography by the artist.
Steven J. Yazzie likes to explore places and identity when he paints. He places coyotes in unexpected locations. In Navajo/Diné culture, the coyote is thought of as a trickster. They can be used to show what people believe to be right and wrong.

He made two paintings that go together. In one painting, he placed himself in nature. In the other painting, he placed the coyote in his art studio.

Think about it…

• Look at the two paintings. Who are they?
• Why did the artist switch places with the coyote?
• Describe what is around each of the figures.
• What is the coyote thinking?
Where’s that coyote?

Materials: 🖋️ Pencil  🎨 Coloring supplies

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

Muslin, polyester fill, faux fur, synthetic hair. 108 x 24 x 6 inches. 
Eric-Paul Riege creates art work in many different ways. He often makes art out of fabric. He comes from a family with generations of weavers. He made a giant pair of earrings. These earrings are ten feet tall—the same height as a basketball hoop.

The name of this piece is “jaatłoh4Ye’iitsoh no. 1-6”. In Diné (the Navajo language), 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...

- Why did the artist make these earrings so big?
- Why did the artist make these out of fabric?
- What would you make that is 10 feet tall?
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
2. Cut on the solid lines
3. Cut a hole in the middle of each circle for the string to go through
4. Pull the string through both holes
5. Fold on the dotted lines, in towards the undecorated side
6. Glue the side tabs on the circles to the long sides making a cylinder
7. Glue the end to the long tab to seal the cylinder

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.
Nanibah (Nani) Chacon is a Diné and Chicana artist. She is a mural artist. Murals are large outdoor paintings that everyone can see. This piece is based on a recurring dream the artist has been having for the past 20 years.

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. Nani wants to use her art to show the beauty of her community.

Think about it...

- How many murals have you seen in your community?
- What is your favorite mural? Why?
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.
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 inches. Collection of the artist.

Photography: Heard Museum, Craig Smith.
Self-portraits can come in all shapes and sizes. Lewis deSoto chose to show himself as 12 feet tall. His portrait is inflatable, like a big balloon.

Think about it...

- Why do you think he chose to make a self portrait in this way?
- The artist is holding an inhaler and a voice recorder. What objects would you be holding?
- You are creating a self-portrait. What are five things you want in your portrait?
- How would you make your self portrait?
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:  

Sketch of how my sculpture will look:
In this painting, Jeffrey Gibson takes song lyrics and makes them into geometric forms. The letters were made that way to look like beadwork and 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
Thank you for using this guide to help your students explore 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.

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<th>Grade Levels</th>
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<td>Anima</td>
<td>VA.CR.1.2b Make art or design to explore personal interests, questions, and curiosity.</td>
<td>2 – 4</td>
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<tr>
<td>Nature Doesn’t Give a #%! About You, But It’s Sure Nice To Look At</td>
<td>VC.CR.10.5 Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way.</td>
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<td>jaatloh4Ye’ltsoh no. 1-6</td>
<td>VC.CR.2.3a 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.).</td>
<td>3 – 5</td>
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<td>What Dreams Are Made Of</td>
<td>VC.CR.6.4 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.).</td>
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<td>Suburban Skookum (Self-portrait)</td>
<td>VA.CR.2.3a 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.).</td>
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<td>BRIGHTER DAYS</td>
<td>VA.CR.7.3b Determine messages communicated by an image (such as a deer in Native American petroglyphs, animal crossing signs, John Deere logo, etc.).</td>
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* 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/