

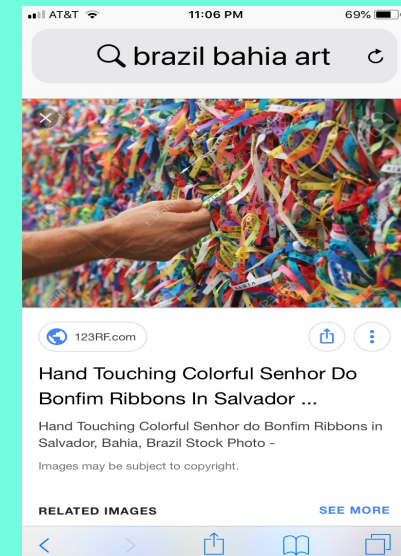
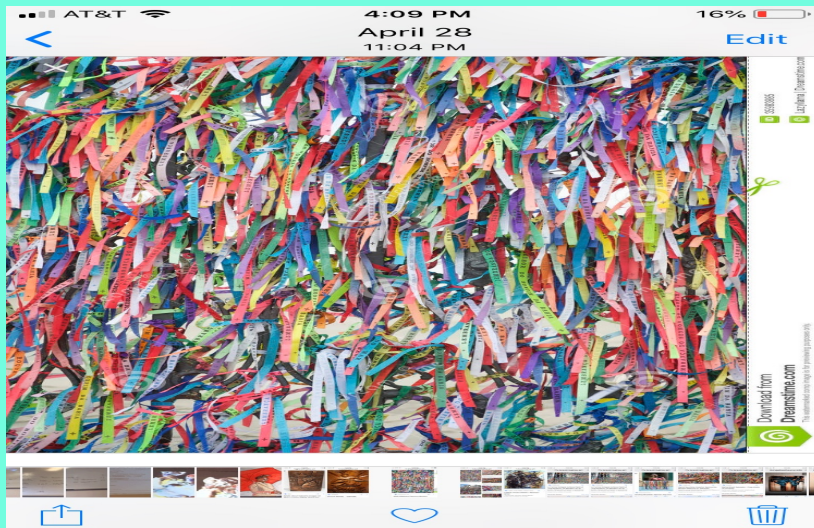
# African Brazilian Art

A Contrast and Comparison to Contemporary and Historical African American Art



# 3D sculptures using Brazilian Ribbons

- Students will (working alone or in groups) select a familiar saying, proverb, or anecdote and create a wire based armature sculpture. If working alone students can also use a recycled Barbie doll as an armature. The forms will be embellished using Brazilian styled ribbons to create an exciting 3D figure that is somewhat animated due to wind and environment. Sample: artist Nick Cave

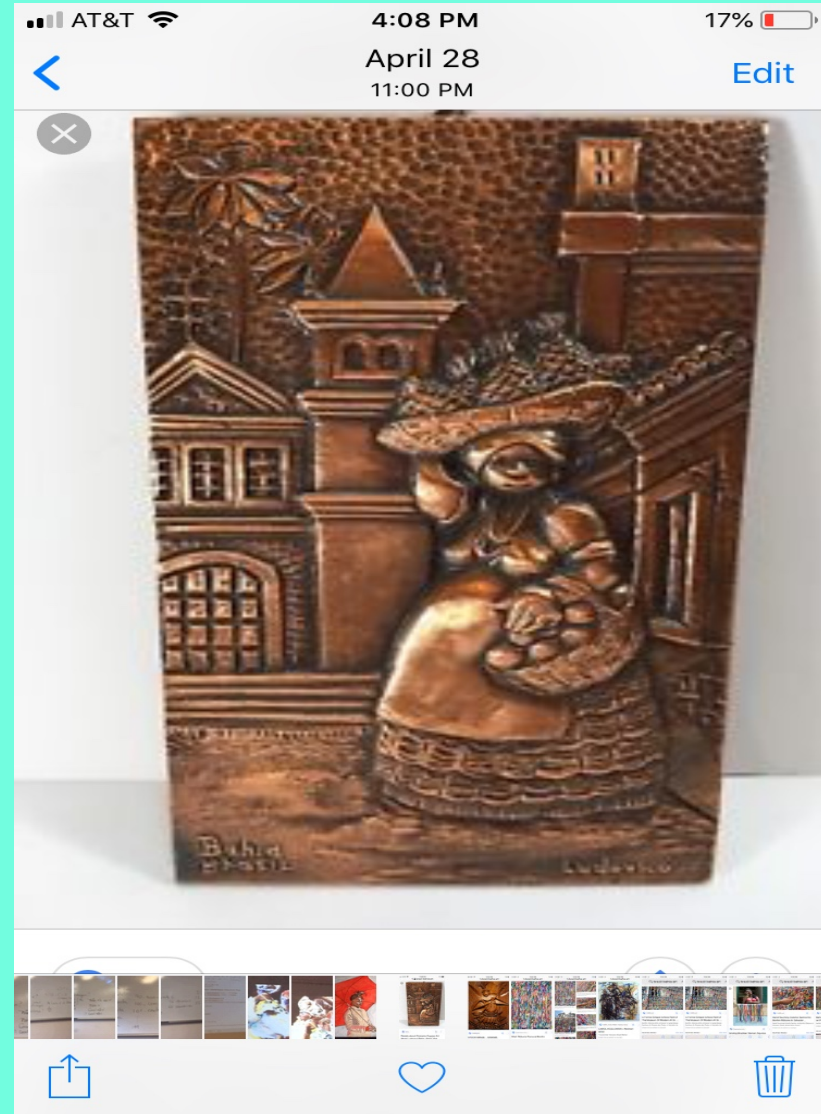




# Metal Overlay

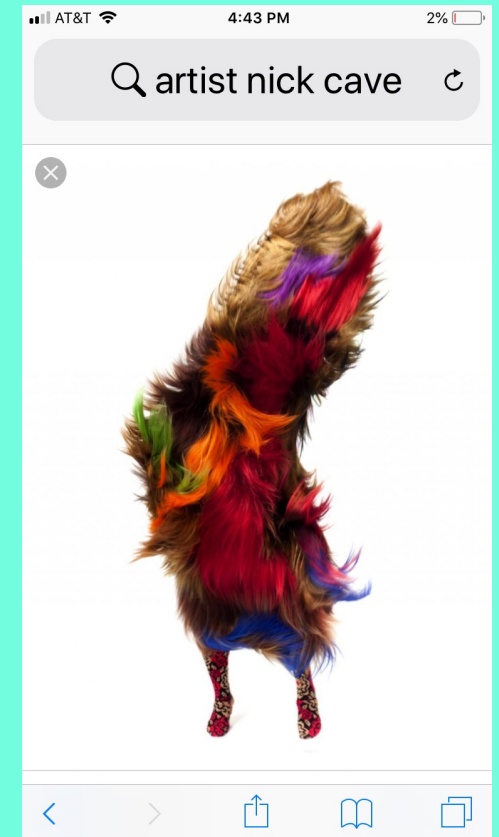
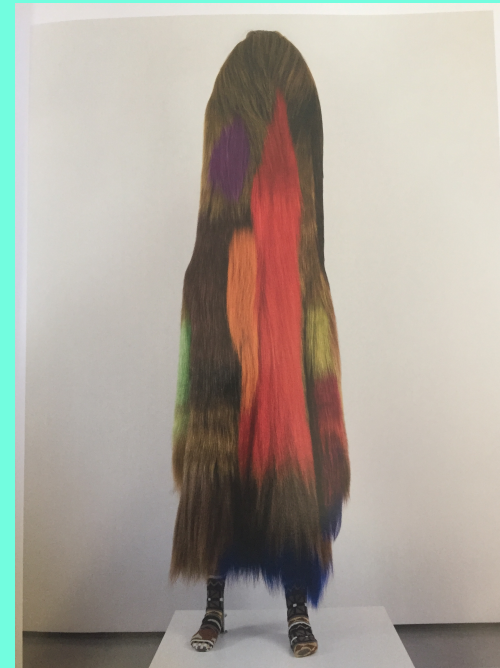
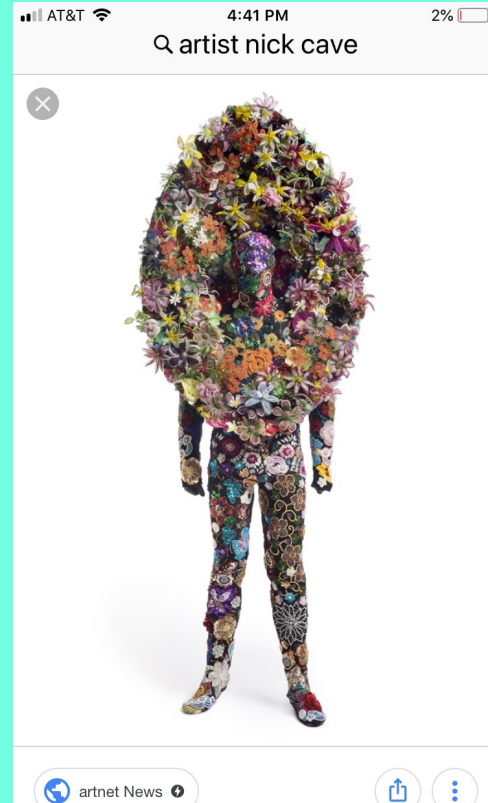
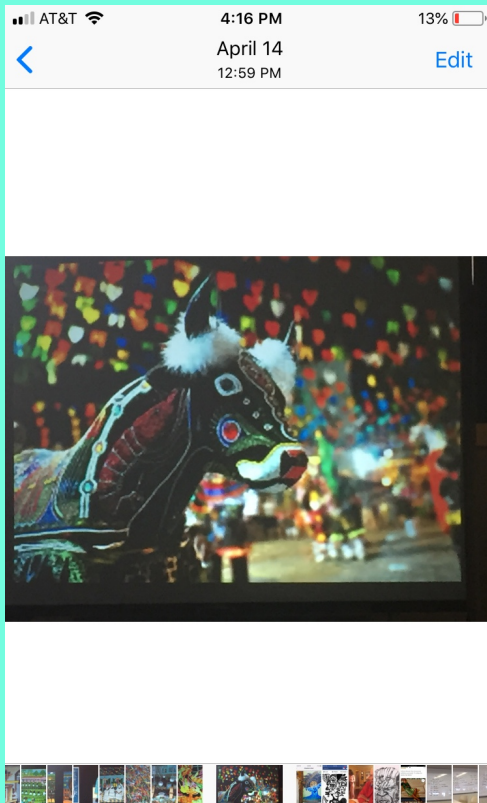
- Using inspiration from Brazilian historical figures and events, students will construct a bas-relief using layers of cardboard and glue to create dimensional historic scenes (e.g the Male Uprising, the Underground railroad, etc.) that reflect Brazilian culture or African –American history and culture. Students will use old picture frames to incase their work. After “framing” art, the pieces will be either be overlayed with thin metal e.g. gold leaf, silver leaf or painted with metallic paint. The frames will be covered at the same time and in the same manner, giving the completed pieces a look similar to the coffered ceilings and walls of the cathedrals seen in Brazilian cathedrals. The students pieces will be uniform in size and should be displayed tightly next to one another in order to achieve the visual effect of a wall that’s been coffered or sculpted and covered with metallic gold/silver leaf.

Students will create metal overlay art that reflects experiences from their own culture.



# Bumba Meu Boi Festival

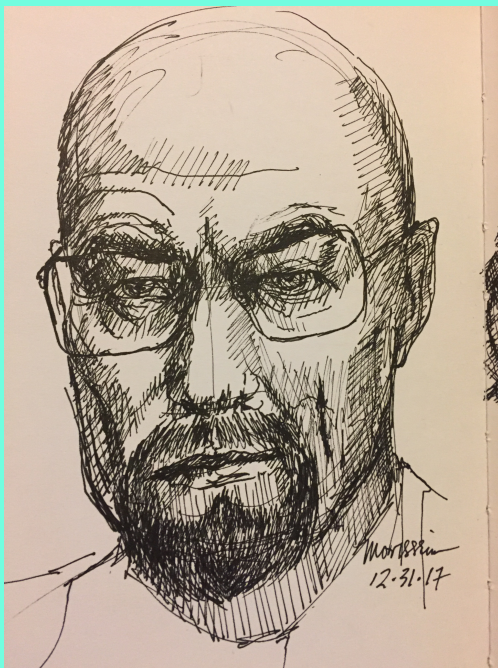
- Make and decorate bulls using papier mache and paint. Students may also use Le Naim Rouge or other characters to create a work that reflects their own culture. Art work of Nick Cave.





# Illustrate Cordels

- Print making or pen and ink drawings, using students stories or cultural anecdotes to make a booklet of short stories or poems that are illustrated in black and white.



# Soft Sculpture

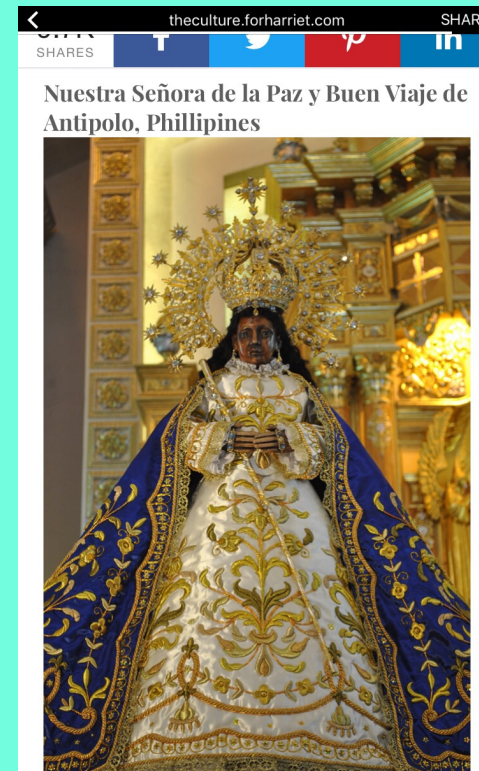
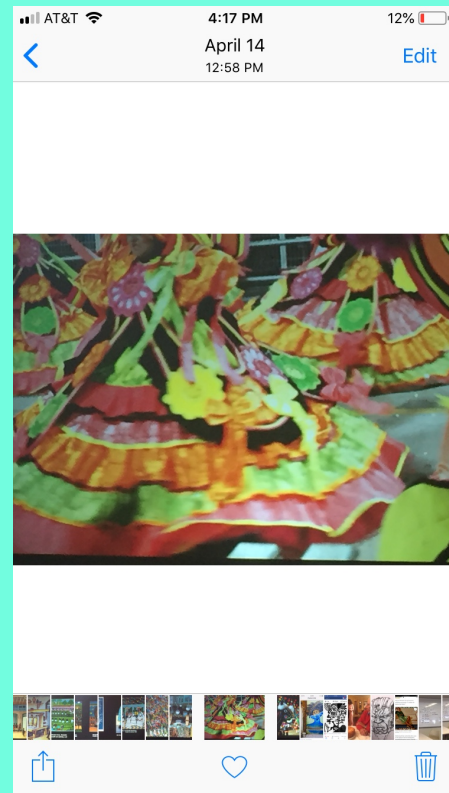
- Students will select an Orisha and learn the characteristics and colors of the Orisha they selected. Students will use soft fabrics, textiles, beads, feathers, sea shells (recycled materials) to make a soft sculpture of their Orisha or historic figure.





# Head Dresses and accessories

- Students will use a variety of materials, beads, feathers, wire, fabric, cowry shells, cardboard, etc. to make Brazilian headdresses and instruments. Or students may also incorporate Mardi Gras or other celebrations



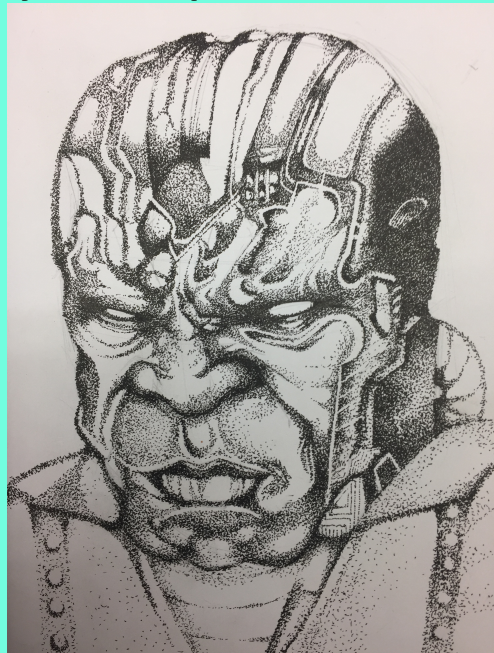
Make and Paint Brazilian musical instruments  
(students will compare and contrast)





# Heroes vs. Superheroes

- Students will become familiar with the Brazilian Cosmos and also contemporary heroes and make drawings of them as “superheroes”.
- Students will use stippling technique using pen and ink.
- Students may use paints to create a piece using Pointillism



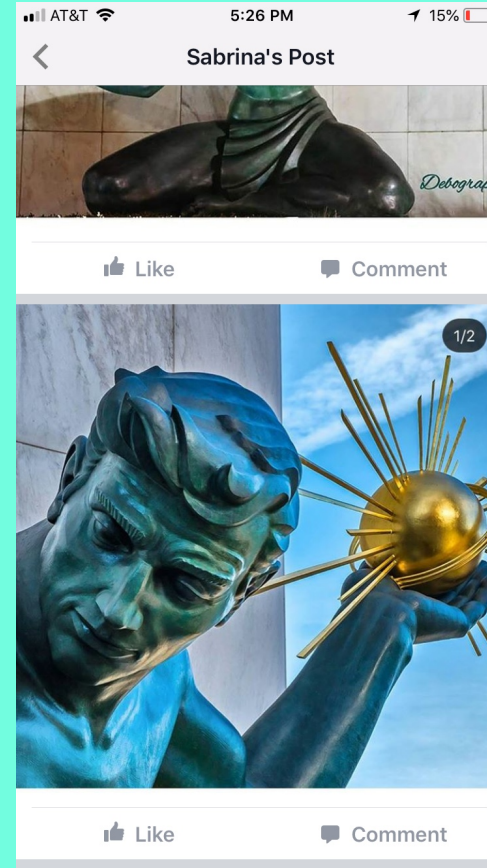
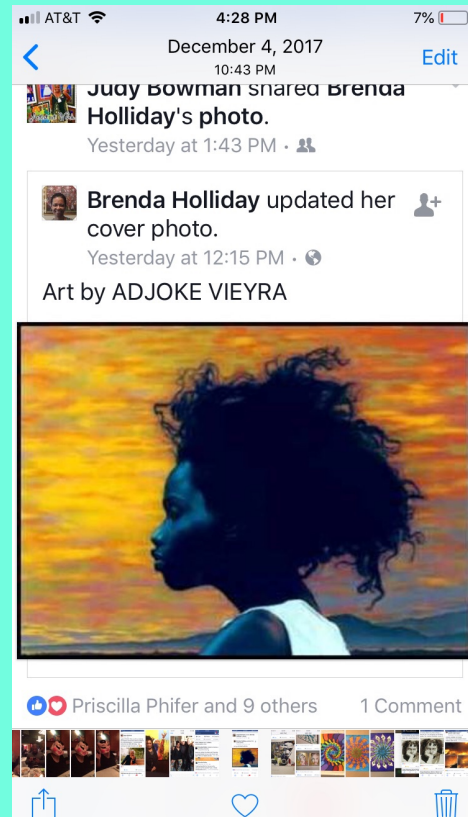
# Quilombos and/or Pelourinho Historical District

- Students will create a 3 dimensional work of art that depicts an historic place/event, using cardboard, papier mache, paint and various other materials.
- Students will analyze and compare and contrast different neighborhoods in America and Brazil, e.g. Quilombos, Favelas, with ghettos, modern black neighborhoods, Black Bottom (Detroit), Harlem (new York). Students will discuss art forms, social changes, and gentrification and different black neighborhoods.



# Paintings, Murals, Use of Color

- Students will study the use of color in Brazilian Art and depict that Freedom of color in a work of art that reflects African Brazilian and African American Painting. Students will create a mural and/or individual paintings.





Building a Wall of Hope- the community will assist in the installation of a work of art.



The art recognizes African American and African Brazilian youth who have been brutalized or killed by police.





Each person will write the name of the person brutalized or killed on a ribbon or strip of fabric. The ribbon is then attached to a section of “fence”.



As the community is involved in this process, conversations about the victims develop and a healing process can begin as people comment and reach out to one another and a work of art is created.



This panel is a “Wall of Hope” in Progress.

