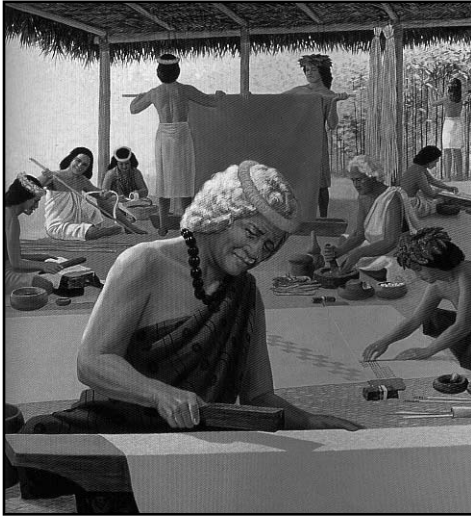


Design an ‘Ohe Kāpala



Artwork by Herb Kawaiui Kane

Overview:

In this lesson, students will create an ‘ohe kāpala (bamboo stamp), use it to decorate their own t-shirts, and illustrate a class mahalo to kūpuna.

Objectives:

The student will:

- learn that legends and mo‘olelo have inspired a variety of artwork, recently and historically;
- have the opportunity to create artwork to decorate clothing and illustrate a class mahalo for kūpuna; and
- learn how ‘ohe kāpala are made.

Materials:

- Two colors of 6-mm thick foam purchased in 9x12 inch sheets and cut into 1x3 inch pieces
- T-shirt for each student (students can bring in old t-shirts from home, if necessary)
- Scissors
- Pencils
- Acrylic paint in a tube or bottle
- Glue (hot glue, spray glue, or craft glue)
- Small foam brushes to spread ink
- Scratch paper for testing stamps
- Newspaper pages for drying t-shirts
- Large poster board for class mahalo to kūpuna
- Student Information Sheet: “Nā ‘Āpi‘i (Tapa-beater Designs)”
- Student Worksheet: “Family Interview”

Answers to Student Worksheet:

Answers will vary

Design an 'Ohe Kāpala

Activity Procedure:

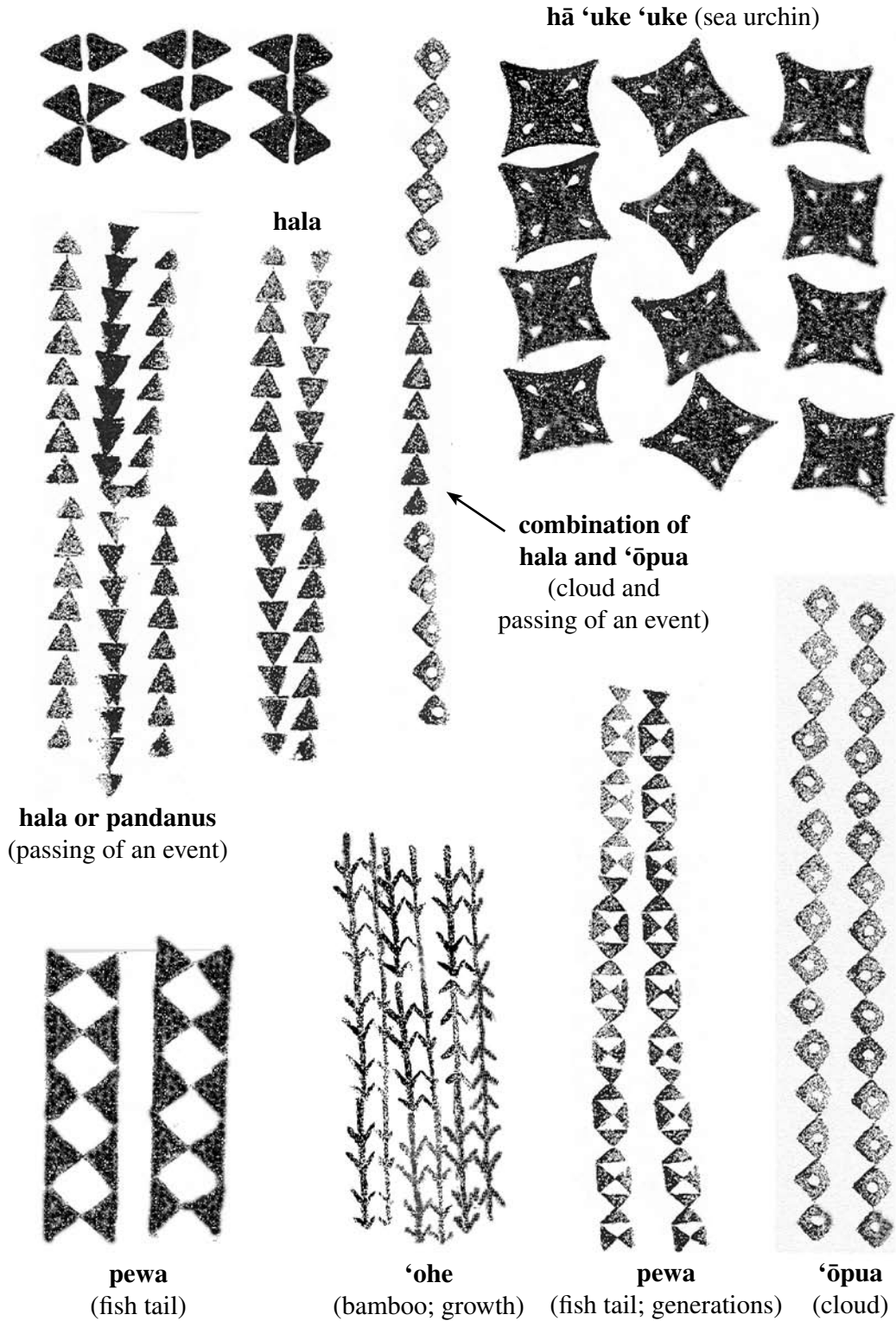
1. Explain that in the past, Hawaiians did not have a written language, so legends were passed on as oral histories through generations. Hawaiian designs or prints are a form of artwork that was used to illustrate legends, stories, nature, family ties and careers. An 'ohe kāpala (bamboo stamp) often was used to connect or remind people about their past, present, or future.
2. Explain that 'ohe kāpala designs were used to illustrate: (a) legends (especially Pele forms); (b) nature (especially ocean, fire, and sharks); (c) family connections (for example, the 'ohe kāpala for a family who fished might be a fish or a net, while the 'ohe kāpala for a family whose 'aumakua, or ancestor, was a shark, might use a shark tooth design)
3. Ask kūpuna, family members or friends if they know a story about legends, nature or family connections. Instruct students to conduct an interview and fill out the Student Worksheet: "Family Interview." Have students share their family stories and connections with the class.
4. Distribute the Student Information Sheet: "Nā 'Āpi'i (Tapa-beater Designs)". Discuss aesthetics versus significance of the design. Explain that these designs were (and still are) used for tattoos, tapa printing, kite decoration, clothing decoration, wood carving and petroglyphs (rock carving).
5. Ask students to break into groups, then distribute supplies. Each student should receive a pair of scissors, two different colored pieces of foam, paint, small foam brushes, paper and glue.
6. Ask students to trace their foam block on their paper then sketch a design inside the tracing with a pencil and ruler to make a stencil. Remind students that geometric designs without curves or circles work best. Draw some sample designs on the overhead or chalkboard. Ask students to color in the design they create so that it will stand out. When they have completed the design, each student should name it for someone or something, or for a special event.
7. Ask students to use a pencil to neatly transfer the design to the light-colored foam pad. Remind students to write lightly so the foam is not torn.
8. Once the pattern is set, ask students to cut out their design. Explain that they should use only the tip of their scissors to cut down about half an inch. Remind students that the top of the design should be flat.
9. After the design has been cut out, ask students to glue them onto the darker piece of foam. Remind them to glue the pattern flat. Then, let it set up until the glue is dry. Resist the temptation to move it!
10. After glue has dried, ask students to use a brush to spread paint onto the stamp lightly and evenly, then, practice stamping on scratch paper to determine optimal consistency and a pattern they want to use as their final design. To determine a pattern for their final designs, ask students to try the stamp straight up, sideways, upside down, and up and down lined up in at least four rows next to each other.
11. Help students create a class mahalo poster for kūpuna who visited the classroom. Ask each student to place their stamp on the poster board, then write their names and a short mahalo message for kūpuna.
12. Distribute t-shirts and newspapers. Ask students to put the newspaper inside the t-shirt before stamping so that their design will not bleed through. After the t-shirts are stamped, ask students to hang the shirts on a clothes line (with the newspaper inside), or lay them on a flat surface to dry.
13. When the paint is dry, it can be set (so that it will not bleed or run) at home by putting the shirt into a hot drier or by quickly using a hot iron over the design before washing the t-shirt.

Nā ‘Āpi‘i (Tapa-beater Designs)

Below are examples of ‘ohe kāpala and the meaning of the designs. Be aware that the negative space (white part) within the design is often more important than the positive space (black part).

hā ‘uke ‘uke (sea urchin)			
ko ‘eau (worm trails)			hā ‘uke ‘uke (sea urchin)
ua (rain)			hā ‘uke ‘uke (sea urchin)
			hā ‘uke ‘uke (sea urchin)
‘upena (net)			

Nā 'Āpi'i (Tapa-beater Designs)



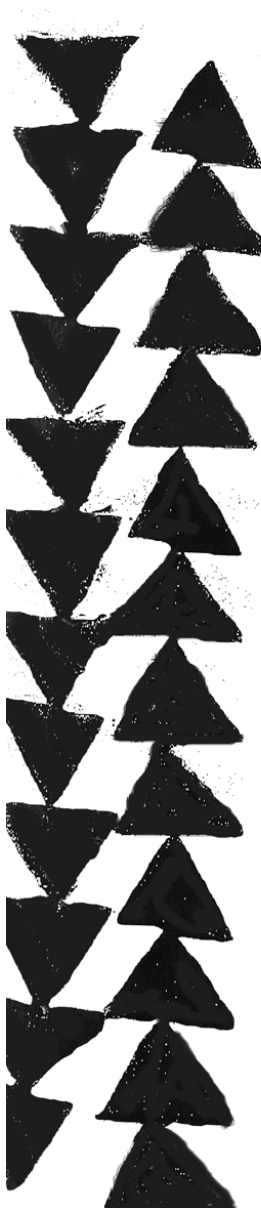
Nā ‘Āpi‘i (Tapa-beater Designs)

ko ‘eau (worm trails)



Note: the negative (white part) is the worm track.

hala
(passing of an event)



ko ‘eau
(worm trails)

