



LAU KĀPALA STAMPING WITH PLANTS

SUBJECT

Lau Kāpala

TIME

1 - 3 hours

GRADE LEVEL

Appropriate for all grade levels

GOALS

Provide students with a hands-on activity that will allow them to practice Hawai‘i lifeways connected to hana no‘eau (art) and native and non-native plants and in the process become better acquainted with the plants in their surroundings.

OBJECTIVES

1. Students will be able to kāpala (stamp) a blank fabric object (canvas bag, hat, T-shirt) with plant materials collected from their yard.
2. Students will be able to articulate the meaning behind their kāpala design and background information on the plant chosen for their kāpala.

MATERIALS

- **Acrylic paint**
- **Small foam brush**
- **Blank fabric to print on** (Canvas bag, T-shirt, Hat, etc.)
- **Painter’s tape**
- **Scissors**
- **Paper plate (or something similar) to spread paint on**
- **Kāpala worksheet (pg 4)**
- **Pencil**
- **Extra paper or piece(s) of scrap fabric**
- **Cardboard or paper bag** - to be inserted inside bag to prevent paint from bleeding through

PROCEDURE

Read through all instructions before watching instructional video.

1. Watch instructional video.
<https://www.youtube.com/watch?v=wX24quZaRRM>
2. Have students make observation of patterns in nature and encourage them to translate those observations into geometric shapes. For example, parallel lines can represent rain or ocean currents and triangles can represent mountains or family members. Students will sketch four different design layouts in the boxes provided on page 4. Refer to “Helpful Design Tips” below.
3. Have students choose their favorite design layout and write out an explanation of what their design represents or means to them. This step can also be completed after printing.

PROCEDURE

4. Have students collect plant materials from live plants growing outside. Take care not to damage the rest of the plant during collection. See “Recommended Plants” below for a list of plants for lau kāpala.
5. Set up the printing area by laying newspaper, paper bags, or an old sheet or towel on a flat surface (a table or wooden/cement floor is good) to prevent paint stains.
6. Prepare plant materials for printing and get paint ready (refer to video for instructions).
7. Practice kāpala on the extra scrap piece of fabric. Have students test different ways to use the plant materials and become familiar with printing on fabric. If more space is needed for practice, students can use a piece of paper or paper bag.
8. Have students prepare fabric object for printing (assistance will be needed if students are younger in age):
 - Tape off print areas based on their chosen design.
 - Insert cardboard or paper bag inside canvas bag or T-shirt to prevent paint from bleeding through to the other side.
9. Kāpala! Stamp!
 - Remind students to take their time and remember to keep a positive attitude!
 - If the student’s plant that they’re printing with starts to get worn out, they can always collect more. It’s a good idea to collect extra plant material to avoid having to return outside.
10. Heat set the paint. Wait until paint is fully dry before heat setting (it can be hung, or left under a fan or out in the sun to speed up drying).
 - Different ways to heat set:
 - » Use a hair dryer (if available) to both heat set and speed up the drying process.
 - » Use an iron (put a junk piece of fabric between printed area and iron to prevent paint from being accidentally transferred to iron).
 - » Throw in the dryer on low heat. It’s recommended to wait at least 24 hours after printing to put it in the dryer.

RECOMMENDED PLANTS

- Lā ‘ī (ti-leaf) - leaf stems
- Kalo (taro) - huli, leaf stems
- Mai ‘a (banana) - leaf stems, stump
- ‘Ulu - fruit (cut into triangles/wedges)
- Ginger - stems

HELPFUL DESIGN TIPS

- Inspiration for designs, whether it be the overall layout of the design, or in the case of ‘ohe kāpala, the print itself, comes from careful observation of the surrounding environment. Encourage students to use their kilo skills and take a closer look outside for inspiration!
- Gently remind students that they are not trying to ‘draw a picture’ with their kāpala design (i.e. draw a coconut tree or a bird). Rather the goal is to interpret their ideas and translate them to a more abstract form.
- Think abstract! The design doesn’t have to look exactly like its source of inspiration.
 - » Use geometric shapes and lines to represent an image or idea (i.e. triangle represents mauna; parallel lines represents ocean currents, wind, veins on leaves).
- Use painter’s tape to maintain clean and distinct printing borders/areas.
- Use positive and negative space to make an impact with your design.

EXAMPLES



LAU KĀPALA

DESIGN IDEAS

Use the boxes below to sketch the layout of your lau kāpala.

DESIGN 1	DESIGN 3
DESIGN 2	DESIGN 4

MANA'O

Choose your favorite design to print on your bag. What was the inspiration for this design and what does it represent or mean to you?
