

# Using the Art of Tattoos as a topic in the classroom

...an opportunity for health education and art education.

By M. Ledo

Author: Melissa-Ann Ledo

School: Lester B. Pearson High School

Subject: Visual Arts

Level: Secondary, cycle 2, year 1



[View student work](#)

---

[Links to Curriculum](#) | [Evaluation](#) | [Planning](#) | Learning Activities: [Inspiration](#) [Development](#) [Distancing](#) | [Resources and Links](#) | [Documents](#)

---

## DESCRIPTION AND PURPOSE OF THE LEARNING SITUATION

The students will explore the world of tattoos, learning about the health aspects as well as the traditions. They will work in teams to design a “sleeve” and create it on a plaster cast of an arm.

Students had indicated an interest in tattoos – this was an opportunity to look at all aspects to lead to a creation.

## LINKS TO THE CURRICULUM

### Broad Areas of Learning : Health and Well-Being



Educational Aim :

To ensure that students develop a sense of responsibility for adopting good habits with respect to health, safety and sexuality

Focuses of Development :

Knowledge of the impact of his/her choices on health and well-being: knowledge of the basic principles of health and hygiene  
Active lifestyle and safe behaviour: adoption of safe behaviour in all circumstances

### Cross Curricular competency (ies):

#### Cooperates with others



Contributes to team efforts Interacts, showing an open mind  
Participates actively in classroom activities  
Uses differences constructively to attain a common objective •  
Plans and carries out work with others  
Carries out his/her task according to the rules agreed on by the team

## **Subject Specific Competency (ies) : Creates Personal Images**

### **Key Features :**

- Uses ideas to create a personal works
- Uses transforming gestures and elements of visual arts language
- Shares his/her experience of personal creation
- Organizes his/her visual arts production

## **Subject Specific Competency (ies) : Appreciates Images**

### **Key Features :**

- Analyzes an image
- Constructs his/her interpretation of the image
- Shares his/her appreciation experience
- Makes critical and aesthetic judgments

## **EVALUATION CRITERIA:**

Use the [rubric](#) to grade the art productions

## **PLANNING**

Approach administration: make it clear that this would be a health and art lesson

---

## **DEVELOPMENT OF THE COMPLEX TASK ACCORDING TO THE THREE STAGES OF THE LEARNING PROCESS**

### **Inspiration**

Power Point Presentation

- Health
- History

Please note - the [attached presentation](#) includes a preamble re the LES. The presentation may be edited to suit your purpose, but must give credit to Ms Ledo for her work.

### **Development**

- Learning Activity 1

Students watch Powerpoint Presentation on health and history of tattoos

Take notes and ask questions

Students are asked to read and write a personal response to “Think before you Ink” article by the FTA.

- Learning Activity 2

Students are given a homework assignment where they are to create one sketch in a tattoo “style” for the following 5 themes: Celtic, symbols, floral, wildlife and fantasy after doing some image research. They are also asked to write a few sentences as to why they have chosen specific images and these specific styles

Handout: [Tattoo Brainstorm](#)

- Learning Activity 3 Production

Students are asked to pair up in class and create a sketch that combines two ideas from both students' sketches to create a tattoo "sleeve".

The requirements for this assignment can be seen in the rubric: they include attention to colour choice and creating a unified piece.

A plaster cast is then created by the pair

It is painted following the students tattoo design.

## Distancing

- Summary and closure: Students are then asked to speak about their work and critique each others work using the new visual arts language learnt.

### Guiding questions:

Did students show understanding of the vocabulary during oral discussion?

Did students follow the steps in creating art?

Did students critique artworks by applying concepts presented?

---

## LINKS to Resources and Reference Tools

### Books / Magazines

Start making a collection of tattoo magazines and book sources such as

Great Book of Tattoo Designs: More Than 500 Body Art Designs

Lora S. Irish

Publisher: Independent Publishers Group; 1 edition (2007)

ISBN-10: 1565233328

ISBN-13: 978-1565233324

500 Tattoo Designs

Henry Ferguson

Hardcover: 256 pages

Publisher: Thunder Bay (May 31 2004)

ISBN-10: 159223139X

ISBN-13: 978-1592231393

Living Canvas: Your Total Guide to Tattoos, Piercings, and Body Modification

Karen L. Hudson

Paperback: 336 pages

Publisher: Seal Press (Sep 14 2009)

ISBN-10: 1580052886

ISBN-13: 978-1580052887

## Web Links

### Facts and Health Issues

Think Before you Ink by the FDA

<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm048919.htm>  
[pdf download](#)

#### *Contents*

What exactly is a Tattoo?

Does it Hurt to get a Tattoo?

Avoiding Infection

Description of Procedure

Care of Tattoo

Risks of Tattoos

Removal Description

Is it Worth it?

Teens Health: Tattoos

[http://www.kidshealth.org/teen/your\\_body/skin\\_stuff/safe\\_tattooing.html](http://www.kidshealth.org/teen/your_body/skin_stuff/safe_tattooing.html)

### History Of Tattoos

A Brief History of Tattoos

[http://www.designboom.com/history/tattoo\\_history.html](http://www.designboom.com/history/tattoo_history.html)

Tattoo Museum

[http://www.vanishingtattoo.com/tattoo\\_museum/index.html](http://www.vanishingtattoo.com/tattoo_museum/index.html)

Tattoos.com Online ezine

<http://www.tattoos.com/jane/steve/toc.htm>

Tattoo Timeline

<http://nymag.com/guides/everything/tattoos/37978/>

### Diagram of Tattooed skin

Tattoo Process

<http://www.chebucto.ns.ca/Business/DragonButterfly/Skin-CrossSection.jpg>

Skin Needling

<http://skinneedling.com.au/images/skin-needling-diagram-full.gif>

## Safety tips

Teen Health FX: Piercings and Tattoos

<http://www.teenhealthfx.com/answers/Health/2221.html>

Family Education: Primal Teen: Tattoos and Body Piercing - Piercing and tattooing safety

<http://life.familyeducation.com/teen/parenting/48432.html>

Medline Plus: Piercing and Tattoos

<http://www.nlm.nih.gov/medlineplus/piercingandtattoos.html>

## Tips from LA INK (TV show) and Miami INK

Top Tattoo Mistakes

<http://tlc.discovery.com/tv/la-ink/tattoo-mistakes/tattoo-mistakes.html>

Miami Ink

<http://tlc.discovery.com/fansites/miami-ink/miami-ink.html>

## Tattoo Images for reference

Tattoo Finder

<http://www.tattoofinder.com/>

Needled: a community for the love of tattoos

<http://needled.com/>

Free Tribal Tattoo

<http://www.freetribaltattoo.com/>

Celtic Tattoo Net

<http://celtic-tattoo.net/default.aspx>

Tattoo Archive: Sailor's Tattoos

[http://www.tattooarchive.com/history/sailor\\_tattoos.htm](http://www.tattooarchive.com/history/sailor_tattoos.htm)

## Other Links:

Body Ideals and Body Modification

<http://oldweb.uwp.edu/academic/english/martinez/women%27sbodies.htm>

## Related Canadian Articles

Body Art: The story behind tattooing and piercing in Canada

<http://www.cbc.ca/news/background/tattoo/>

Health Canada: Tattooing and Piercing

<http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/life-vie/tat-eng.php>

Health Alberta: Health Standards and Guidelines for. Tattooing (pdf)  
<http://www.health.alberta.ca/documents/Standards-Tattooing.pdf>

\*\* Tattoo Laws Canada  
[http://tattoojoy.com/tattoo\\_laws/canada,1.htm](http://tattoojoy.com/tattoo_laws/canada,1.htm)

## **Henna info**

Health Canada: Black Henna Tattoos  
[http://www.hc-sc.gc.ca/cps-spc/pubs/cons/black\\_henna-henne\\_noir-eng.php](http://www.hc-sc.gc.ca/cps-spc/pubs/cons/black_henna-henne_noir-eng.php)

## **Pictures of infected tattoos**

<http://tattoo.about.com/b/2007/05/20/discussion-is-severe-swelling-around-tattoo-normal.htm>  
<http://dermatlas.med.jhmi.edu/derm/IndexDisplay.cfm?ImageID=-330723126>  
<http://dermatlas.med.jhmi.edu/derm/IndexDisplay.cfm?ImageID=1636036483>

---

## **Documents**

[Complete LES](#)  
[Rubric](#)  
[Powerpoint](#)  
[Student Brainstorm](#)  
[Tattoo Test](#)

# Using the Art of Tattoos as a topic in the classroom

...an opportunity for health education and art education.

By M. Ledo

[Learn more about the background behind these pieces.](#)









## Learning and Evaluation Situation

Title	<b>Tattoo or Taboo</b> : Using the <i>Art of Tattoos</i> as a topic in the classroom ...an opportunity for health education and art education
Author	Melissa-Ann Ledo
School	Lester B. Pearson High School
Board	English Montreal School Board
Contact (email)	<a href="mailto:Missledo@gmail.com">Missledo@gmail.com</a>
Contact (telephone)	514-328-4442
Subject	Visual Arts
Level	Secondary, cycle 2, year 1

### DESCRIPTION AND PURPOSE OF THE LEARNING SITUATION

The students will explore the world of tattoos, learning about the health aspects as well as the traditions. They will work in teams to design a “sleeve” and create it on a plaster cast of an arm.

Students had indicated an interest in tattoos – this was an opportunity to look at all aspects to lead to a creation.

### LINKS TO THE CURRICULUM

#### **Broad Areas of Learning : Health and Well-Being**

##### **Educational Aim :**

To ensure that students develop a sense of responsibility for adopting good habits with respect to health, safety and sexuality

##### **Focuses of Development :**

Knowledge of the impact of his/her choices on health and well-being: knowledge of the basic principles of health and hygiene

Active lifestyle and safe behaviour: adoption of safe behaviour in all circumstances

#### **Cross Curricular competency (ies): Cooperates with others**

##### **Contributes to team efforts Interacts, showing an open mind**

Participates actively in classroom activities

Uses differences constructively to attain a common objective •

Plans and carries out work with others

Carries out his/her task according to the rules agreed on by the team

## **Subject Specific Competency (ies) : Creates Personal Images**

### **Key Features :**

- Uses ideas to create a personal work
- Uses transforming gestures and elements of visual arts language
- Shares his/her experience of personal creation
- Organizes his/her visual arts production

## **Subject Specific Competency (ies) : Appreciates Images**

### **Key Features :**

- Analyzes an image
- Constructs his/her interpretation of the image
- Shares his/her appreciation experience
- Makes critical and aesthetic judgments

WHAT WILL STUDENT KNOW AT THE END OF THIS LES

### **EVALUATION CRITERIA:**

Use the rubric below to grade the art productions

### **PLANNING**

Approach administration: make it clear that this would be a health and art lesson

DEVELOPMENT OF THE COMPLEX TASK  
ACCORDING TO THE THREE STAGES OF THE LEARNING PROCESS

### **① Inspiration**

- Power Point Presentation
  - Health
  - History

### **② Development**

#### **Learning Activity 1**

Students watch Powerpoint Presentation on health and history of tattoos

Take notes and ask questions

Students are asked to read and write a personal response to “Think before you Ink” article by the FTA.

### **Learning Activity 2**

Students are given a homework assignment where they are to create one sketch in a tattoo “style” for the following 5 themes: Celtic, symbols, floral, wildlife and fantasy after doing some image research. They are also asked to write a few sentences as to why they have chosen specific images and these specific styles

#### **Handout: Tattoo Brainstorm**

### **Learning Activity 3 Production**

Students are asked to pair up in class and create a sketch that combines two ideas from both students’ sketches to create a tattoo “sleeve”.

The requirements for this assignment can be seen in the rubric: they include attention to colour choice and creating a unified piece.

A plaster cast is then created by the pair  
It is painted following the students tattoo design.

### **3** Distancing

- Summary and closure: Students are then asked to speak about their work and critique each others work using the new visual arts language learnt.
- Guiding questions:
  - Did students show understanding of the vocabulary during oral discussion?
  - Did students follow the steps in creating art?
  - Did students critique artworks by applying concepts presented?

## RESOURCES AND REFERENCE TOOLS

Follow the following link for your own copy of Think Before you Ink by the FDA  
<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm048919.htm>

You may also want to start making a collection of tattoo magazines and book sources such as

Great Book of Tattoo Designs: More Than 500 Body Art Designs by Lora S. Irish

- Publisher: Independent Publishers Group; 1 edition (2007)
- Language: English
- ISBN-10: 1565233328
- ISBN-13: 978-1565233324

500 Tattoo Designs by Henry Ferguson

- Hardcover: 256 pages
- Publisher: Thunder Bay (May 31 2004)
- Language: English
- ISBN-10: 159223139X
- ISBN-13: 978-1592231393

**Living Canvas: Your Total Guide to Tattoos, Piercings, and Body Modification by Karen L. Hudson**

- Paperback: 336 pages
- Publisher: Seal Press (Sep 14 2009)
- Language: English
- ISBN-10: 1580052886
- ISBN-13: 978-1580052887

**Links for Tattoo Project:**

**Facts and Health Issues**

FDA Article "Think Before You Ink" (pdf download)

<http://www.fda.gov/downloads/ForConsumers/ConsumerUpdates/ucm048941.pdf>

- What exactly is a Tattoo?
- Does it Hurt to get a Tattoo?
- Avoiding Infection
- Description of Procedure
- Care of Tattoo
- Risks of Tattoos
- Removal Description
- Is it Worth it?

Teens Health: Tattoos

[http://www.kidshealth.org/teen/your\\_body/skin\\_stuff/safe\\_tattooing.html](http://www.kidshealth.org/teen/your_body/skin_stuff/safe_tattooing.html)

### History Of Tattoos

- [http://www.designboom.com/history/tattoo\\_history.html](http://www.designboom.com/history/tattoo_history.html)
- [http://www.vanishingtattoo.com/tattoo\\_museum/index.html](http://www.vanishingtattoo.com/tattoo_museum/index.html)
- <http://www.tattoos.com/jane/steve/toc.htm>
- <http://nymag.com/guides/everything/tattoos/37978/>

### Diagram of Tattooed skin

- <http://www.chebucto.ns.ca/Business/DragonButterfly/Skin-CrossSection.jpg>
- <http://skinneedling.com.au/images/skin-needling-diagram-full.gif>

### Safety tips

- <http://www.teenhealthfx.com/answers/Health/2221.html>
- <http://life.familyeducation.com/teen/parenting/48432.html>
- <http://www.nlm.nih.gov/medlineplus/piercingandtattoos.html>

### Tips from LA INK (TV show) and Miami INK

- <http://tlc.discovery.com/tv/la-ink/tattoo-mistakes/tattoo-mistakes.html>
- <http://tlc.discovery.com/fansites/miami-ink/miami-ink.html>

### Tattoo Images for reference

- <http://www.tattoofinder.com/>
- <http://needled.com/>
- Tribal: <http://www.freetribaltattoo.com/>
- Celtic: <http://celtic-tattoo.net/default.aspx>
- Sailor: [http://www.tattooarchive.com/history/sailor\\_tattoos.htm](http://www.tattooarchive.com/history/sailor_tattoos.htm)

### Other Links:

Body Ideals and Body Modification

<http://oldweb.uwp.edu/academic/english/martinez/women%27sbodies.htm>

Related Canadian Articles

<http://www.cbc.ca/news/background/tattoo/>

<http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/life-vie/tat-eng.php>

<http://www.health.alberta.ca/documents/Standards-Tattooing.pdf>

\*\*[http://tattoojoy.com/tattoo\\_laws/canada,1.htm](http://tattoojoy.com/tattoo_laws/canada,1.htm)

Henna info

[http://www.hc-sc.gc.ca/cps-spc/pubs/cons/black\\_henna-henne\\_noir-eng.php](http://www.hc-sc.gc.ca/cps-spc/pubs/cons/black_henna-henne_noir-eng.php)

Pictures of infected tattoos

<http://tattoo.about.com/b/2007/05/20/discussion-is-severe-swelling-around-tattoo-normal.htm>

<http://dermatlas.med.jhmi.edu/derm/IndexDisplay.cfm?ImageID=-330723126>

<http://dermatlas.med.jhmi.edu/derm/IndexDisplay.cfm?ImageID=1636036483>

# Tattoo Art

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

CATEGORY	5	4	3	2	1
Coherence between the creative intention, the shaping of the work and the final product	Students apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Students apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Students tried to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The students did not appear to be able to apply most design principles to his/her own work.	Work not done.
Relevance of components identified	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	Work not painted.
Effectiveness of transforming gestures and use of properties of materials	Application of paint is preplanned and done in a logical, sequential manner.	Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting.	Work not painted.
Inclusion of periods of reflection	Students have integrated the four tattoo ideas to create "one piece" very successfully. Fused images together to create one fluid work.	Students have integrated the four tattoo ideas to create "one piece" with some success.	Students have attempted to integrate the four tattoo ideas to create "one piece" .	Students have made no attempt to integrate the four tattoo ideas to create "one piece" .	Work not done
Degree of integration of periods of reflection and review into the creative experience	Students can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Students can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Students can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Students has thought very little about the project. Is present but is not invested in the product.	Work not done
Coherence in the organization of image components	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Students have great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Students have the basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Students need to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Students need to work on control.	Work not done
Authenticity of production integrating original and expressive elements	Students have taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Students have taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Students have copied some design from the source material. There is little evidence of creativity, but the students has done the assignment.	Students have not made much attempt to meet the requirements of the assignment.	Work not done





## Tattoo Art

Teacher Name: **Ledo M.**

Student Names: \_\_\_\_\_

CATEGORY	5+	5	4+	4	3+	3	2+	2	1+	1
Design/Composition	Students apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.		Students apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.		Students tried to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.		The students did not appear to be able to apply most design principles to his/her own work.		Work not done.	
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.		Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.		Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.		Student needs to work on learning color relationships and using that knowledge in his/her work.		Work not painted.	
Painting Skill	Application of paint is preplanned and done in a logical, sequential manner.		Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.		Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.		Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting.		Work not painted.	
Integration	Students have integrated the four tattoo ideas to create "one piece" very successfully. Fused images together to create one fluid work.		Students have integrated the four tattoo ideas to create "one piece" with some success.		Students have attempted to integrate the four tattoo ideas to create "one piece" .		Students have made no attempt to integrate the four tattoo ideas to create "one piece" .		Work not done	
Planning and Explanation	Students can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.		Students can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.		Students can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.		Students has thought very little about the project. Is present but is not invested in the product.		Work not done	
Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Students have great control and is able to experiment a little.		Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Students have the basics, but had not "branched" out.		Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Students need to improve control.		The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Students need to work on control.		Work not done	
Creativity	Students have taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.		Students have taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.		Students have copied some design from the source material. There is little evidence of creativity, but the students has done the assignment.		Students have not made much attempt to meet the requirements of the assignment.		Work not done	

# Using the *Art* of Tattoos as a topic in the classroom

---

...an opportunity for health  
education and art education.

By M.Ledo

# Details

---



## Group One

- Age group Secondary 3 students (15 years of age)
- Location: Lester B. Pearson High School in Montreal North. Public school environment
- Visual Arts Class
- Student Population: 90% of students bussed in from St. Leonard and RDP

## Group Two

- Ages group 10 – 17 year olds
- Location: Explorations Summer camp Environment
- “Street Art” Class
- Student Population: International: Lebanon, Korea, United States and from Different parts of Quebec

# How to approach Tattoos in a school environment

---

## Step One: Planning

- Students had an interest- would ask me questions- opportunity for education!
- Approached administration: made it clear that this would be a health and art lesson
- Time Line for Project: Term 4 – seeing students once a week.

# Lesson breakdown

## Step Two: Introduction

### ■ Power Point Presentation

- Health
- History

### ■ Students are asked to take notes and ask questions

### ■ Students are asked to read and write a personal response to “Think before you Ink” article by the FTA.

### ■ Students are tested on information



**FDA Consumer Health Information**

## THINK BEFORE YOU INK

*Are Tattoos Safe?*

**TATTOO TIPS**

1. No tattoo ink ingredients have been FDA-approved.
2. Tattoos involve a fine needle pierce your skin. Don't always wash.
3. Don't use body pierce or tattoo removal products.
4. Consider your health care provider. Get a tattoo, pierce, or tattoo removal.
5. Don't add an ink if you need one.

**Permanent tattoos are made by using needles to inject colored ink deep below the skin's surface. Because the ink is injected, it is considered a permanent tattoo. The use of tattoo ink is common, but many of the products used are not regulated by the FDA. Some of the risks of tattooing include:**

- **Infection:** They can cause skin infections, allergic reactions, and even hepatitis.
- **Scarring:** Allergic reactions to tattoo pigments and bacteria, a retained piece of ink, have been reported and can cause serious problems.
- **Removal:** Some "inkless" tattoo removal techniques have been reported, but the FDA has not approved any of them.
- **Other:** Some tattoo removal techniques have been reported, but the FDA has not approved any of them.

**What are the risks?**

- **Infection:** They can cause skin infections, allergic reactions, and even hepatitis.
- **Scarring:** Allergic reactions to tattoo pigments and bacteria, a retained piece of ink, have been reported and can cause serious problems.
- **Removal:** Some "inkless" tattoo removal techniques have been reported, but the FDA has not approved any of them.
- **Other:** Some tattoo removal techniques have been reported, but the FDA has not approved any of them.

© 2007 U.S. Food and Drug Administration

# ...Lesson breakdown

---

## Step Three: Research

- Students are given a homework assignment where they are to create one drawing in any of the tattoo “styles” for each of the following 5 themes: Celtic, symbols, floral, wildlife and fantasy after doing some image research (find reference pictures).
- They are also asked to write a few sentences as to why they have chosen these specific images: create a personal meaning
- They are also to research the global meaning of such images (symbolism).

# Wildlife





# Celtic

---



# Symbols

---



# Floral

---



# Fantasy

---



# Example of symbolism of a tattoo: Lotus Flower/Water Lily Tattoo Designs

---

- -God's favorite flower the lotus has earned such a reputation by appearing front and centre in religious myths around the world.
- Considered to be perfection in form, the lotus has been associated with many creation myths. With its radiating petals, the lotus connotes the "divine vulva" that gave birth to the gods and goddesses of ancient religions.
- It became a sacred symbol for all that is beautiful on earth, and a reflection of divinity, purity and eternity.



# ...Lesson breakdown

---

## Step Four: Studio Work

- Students are asked to pair up in class and create a sketch that combines two ideas from both students sketches to create a tattoo “sleeve”.
- The requirements for this assignment can be seen in my rubric: they include attention to colour choice and creating a unified piece.
- A plaster cast is then created by the pair, is then painted following the students tattoo design.



# Power Point Presentation

---

Suggestions of what to include in your presentation

See “Links” sheet for  
Answers and reference Pictures



# **Tattoo Intro: example questions to answer in your PowerPoint**

---

- **Definition of the word**
- **So What Exactly Is a Tattoo?**
- **Does It Hurt to Get a Tattoo?**
- **What makes tattoos so long-lasting?**

# The History of Tattooing

---

When did this form of body art  
begin?

# Steps for safety

---

- 1. Make sure you're up to date with your immunizations
- 2. Plan where you'll get medical care if your tattoo becomes infected
- 3. Double check with doctor if you have a medical problem

## ...Protect yourself!

---

- **4. It's very important to make sure the tattoo studio is clean and safe, and that all equipment used is disposable and sterilized** (everything else is sterilized in an Autoclave).
- **5. Check the shop out for license**

# What happens if these steps are not followed?

---

- Infections
- Diseases (Hepatitis, HIV ....)

# Other things you may want to include in your safety PowerPoint

---

- Top five mistakes people make when getting a Tattoo According Discovery's *L.A. Ink*

# Other topics for discussion (or revision!!)

---

- Make sure you're prepared before your appointment!!
  - The “year” wait
  - Body is “like real estate”
  - work with your artist
  - no alcoholic
  - good mentality
  - snacks and water
  - sanitary work environment

# The History...

---

....It all started in 3300 BC !!

the history of tattoo began over 5000 years ago and is as diverse as the people who wear them.



# Tattoos in history...

---

- **Bronze Age**
- **Pazyryk culture (2400 years ago)**
- **Egypt (XI Dynasty )**
- **Japan (3,000 BC )**
- **Polynesia**
- **Celtic Culture**
- **Ancient Greece and Rome**
- **Indonesia**
- **India**
- **Thailand**
- **Africa**
- **North America**

# **stereotypical and sensationalized association of tattoo design**

---

**Important to explain stereotypes or associations  
people have with tattoos: sailors, criminals and circus**

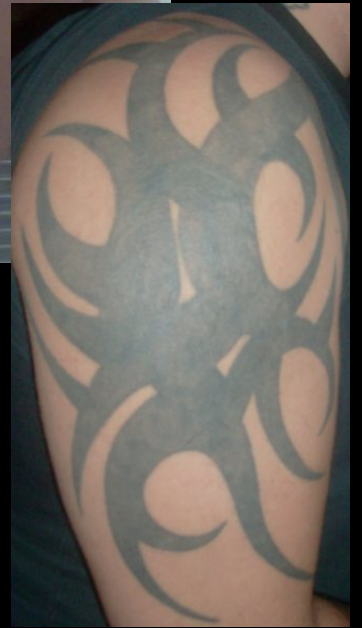
# Popular Styles for Tattoos

---

# Abstractions:

- These are derivative from antique designs. These designs are composed of black color and jet gray shading. These designs usually have least artwork. For Examples Chinese symbols, Old English letters, tribal and so on.





# Naturalistic

- Naturalistic tattoos are close to nature, and hold complicated details so that the design looks realistic. For detail images depth, shading, and perceptions are used. Face of spiritual scholars and leaders are few examples of naturalistic tattoos.



# Pledges (inspired by sailor tattoos)

---

- In Western society these kinds of tattoos are very famous. They include anchors, hearts, names, and so on. Typically these are also the least costly of all the tattoo kinds.



# Celtic Tattoo

---

- **Celtic art** is art associated with various people known as Celts. They are made of “knots” and often include crosses.





# Japanese

---

- Originally for spiritual purposes in Japan
- Often includes waves, the lotus flowers, dragons and coy fish.



# New Trends

---

- Paint Splatter
- Scarification
- UV light tattoos

Due: \_\_\_\_\_

## Tattoo brainstorm

- After you have learnt about the different styles in class, you must come up with a **one design for each** theme that best represents you.
- This design must be ¼ page in your sketchbook and must be balanced and coloured using a colour scheme.
- You must have at least two sources for each design. Provide a bibliography for your sources.
- You must also write a few sentences about each of your drawings: Why does it represent you?

According to Lora S. Irish these are the five main themes for tattoos:

**Fantasy:** Fantasy Figures are found in countless cultures from Celtic to Tribal to Asian. For those wishing to make a commanding individual statement, the fire-breathing dragon can represent good (hope, purity, women as creators, protection against hostile spiritual forces) and evil (Satan, rage, raw power, jealousy). Other fantasy figures are more whimsical. Fairies can symbolize the nurturing and maternal nature of women or the power of the human spirit. Green men, creatures whose faces are surrounded by or made from leaves, personify nature are symbols of rebirth.

**Celtic:** Three hundred years of Viking invasions in Ireland, Scotland, Wales and northern England had a lot to do with evolution of Celtic art as it exists today. Characterized by intricately woven patterns that are often accented by images of people and animals, these designs may have been created simply for their beauty since no meaning for the patterns and symbols have never been recorded. What they represent, then, is left to personal interpretation. The continual looping designs, for example, can signify the continuum of life and eternity. The interlaced Celtic Knots may represent Love and interdependence.

**Floral:** In the art world, a rose is not just a rose. Red roses commonly represent love and passion; white roses, virginity and purity; yellow roses, jealousy and infidelity. Then there is the carnation, a metaphor for betrothal; the chrysanthemum, a symbol of optimism and long life; the daisy, a sign of innocence; the iris, a representation of death as well as faith, valor, and wisdom; the lily, a mark of purity, innocence, and the virgin Mary; the daffodil, a symbol of unrequited love; the morning glory, a representation of the transience of life; and the violet, a sign of faithfulness, humility and chastity.

**Symbols:** From Celtic crosses to lighthouses, symbols can make a powerful statement about who you are and what you believe. The Celtic cross, for example, is an emblem of the Christian faith, and its characteristic circle, a metaphor for eternity. Angels represent good and evil spirits; unicorns stand for power, purification, healing, wisdom, renewal and eternal life. The eagle signifies ingenuity, its wings represent protection, and its gripping talons ruin to evildoers. In Christianity, it also represents salvation, redemption, and resurrection. The lighthouse symbolizes guidance through life.

**Wildlife:** Whether you love to hunt or fish or simply love animals, wildlife is rich in symbolism. A wolf can represent a deadly enemy, or it can signify protection and bravery. The bear may be an emblem of protection, or it may serve as a symbol of healing, strength and bravery. The ram symbolizes authority and leadership; the owl, vigilance and quick-wittedness; the horse, readiness to act for one's country as well as speed, intellect, and virility. The pelican represents piety, self-sacrifice and virtue. Fish are symbols of prowess and fortitude, the forces of industry and science.

Secondary 3 Body Art Test

Name: \_\_\_\_\_

1. Please explain what a tattoo is and where the name “tattoo” comes from:

---

---

---

---

---

---

---

---

---

---

2. Name and explain an example of Tattoos from history:

---

---

---

---

---

---

---

---

---

---

3. List three of the tattoo styles and name an example (name more for bonus marks)

---

---

---

---

---

---

---

---

---

---

4. List the five biggest mistakes people make when getting a tattoo:

---

---

---

---

---

---

---

---

---

---

5. List all of the things you must do/check for to ensure you get a tattoo done safely:

---

---

---

---

---

---

---

---

---

---

6. What are the two kinds of balance you must consider when getting a tattoo:

1. \_\_\_\_\_
2. \_\_\_\_\_