Lesson Plan Title: Fibers Techniques Length: 2 weeks (6 hours)

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Have students taken Fibers 1?  Can students identify a variety of attributes of dreams they connect to?  Can students describe or demonstrate a variety of fibers techniques? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| Today you be fiber explorers of the dream world. You will be making a collection of samples from centers around the room by choosing which fibers techniques you would like to learn. The samples you make at these centers will be influenced by the concept of dreams. The explorations you make will be shared with your peers at the end of the second day. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| **Conceptual ideas** (dreams), **technique** (fiber techniques) |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Conceptual ideas can be communicated through a variety of techniques in visual art.  “ I can communicate conceptual ideas through a variety of visual art techniques” |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)   * 1- Conceptual/ideation/personal grounding * 2- Expressive features and characteristics of art (Elements/principles of art) * 3- Historical/multicultural content * 4- Materials(s)/technique(s) * 5-Critical reflection/aesthetics/transfer |
| **1 and 3 -Using ideation hats and sketchbooks, TSWBAT record a variety of dreams they connect to by identifying a variety personal associations,experiences, and considering Zoe Williams' surrealist fiber artwork.**  “ I can use ideation hats and my sketchbook to record a variety of dreams I connect to by identifying a variety of personal associations and experiences. ”  Bloom’s: Using, record  Standard: Reflect  GLE: Reflective strategies are used to understand the creative process  Art learning: Conceptual/ideation/personal grounding  Numeracy, Literacy, and/or Technology- Multiplicity of ideas, literacy- adjectives  **2 and 4- Using a variety of fibers techniques TSWBAT create multiple samples and combined techniques with considered exploration of color and texture.**  “ I can use a variety of fibers techniques to create multiple samples and combine techniques using color and texture.”  Bloom’s: Using,create  Standard: Comprehend, create  GLE: Visual art has inherent characteristics and expressive features. Assess and produce art with various materials and methods  Art learning: Expressive features and characteristics of art (color, texture), Materials techniques  Numeracy, Literacy, and/or Technology: Bird's eye view, perspective  **5. Synthesizing ideation and fibers techniques TSWBAT explain material and technique choices and dream concepts by verbal presentation to peers.**  “I can synthesize my ideation and fibers techniques to explain my choice of material by presenting to my peers.”  Bloom’s: Synthesize  Standard: Transfer  GLE: Communication through advanced visual methods is a necessary skill in everyday life  Art learning: Critical reflection/aesthetics/transfer  Numeracy, Literacy, and/or Technology:analyzing and editing ideas for hierarchy of importance, sequencing (students sequence themselves in order of elements), Vocabulary: primary, secondary colors |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Ideation: can be in sketch or writing  Fibers techniques: fibers technique centers covered in fibers one available for students who have no fibers experience | Students choose techniques and how they will explore them and/or how they will combine techniques |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Ideation: can be in sketch or writing  Fibers techniques: fibers technique centers not covered in fibers one available for students who have fibers experience | Students choose techniques and how they will explore them and/or how they will combine techniques |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Shibori, warp, weft, discharge, surface design, spine, discharge, stencil |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| Dark cotton fabric  Bleach  Vinegar  Plain cardstock  Sewing needles  Freezer Paper  Embroidery thread  Iron  Cardboard & Scissors  Loom Bleach pens  Towels  Fabric Paint  Fabric Scissors  Embroidery thread  Embroidery Hoops  Water buckets  Paper screen  Blow drier  Sponge brushes  Sponge (papermaking)  Yarns for looms  Rubber bands |

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| **Resources:****List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.** |
| * Lesson website * Demo videos for each center * Pattern and weaving books for students to look through * Angela & Willow’s sample books |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Email website link to students (youtube demo page) * Cut cardboard to appropriate size * (Angela)Bring boxes of yarn, bleach pen, fabric paint, embroidery thread, iron, hoops, cardboard for hand loom * (Willow) Fabric paint, fabric scissors, bleach pen, handmade book. * Set up stations |

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| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| Students will be reminded to be cautious when using bleach.  Students will be reminded how to properly handle needles, and iron |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| * Ideation hats * Teachers play song “Imagine” by John Lennon while students ideate * Student able to choose which techniques they will explore |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| “Today we will be making art exploring the dream world”   1. What do dreams mean to you? 2. Dreams you have in your sleep, dreams for your future, dreams you are inspired to create. In our fibers work we will be exploring this concept 3. We are going to put on these pointed dream hats to think about our dreams, they are the perfect shape the pointed top siphons in all the dream thoughts floating around our heads and helps us gather them into our sketchbooks. You will have one minute with each hat, you can draw, write, or make any note that relates to your associations.    1. blue hat- represents dreams you've had at night    2. red hat- represents dreams you have for the future    3. white hat- is a blank canvas for dreams you can imagine to create 4. Things to consider (on board)    1. people, senses, color, textures, symbols, language, memory, situations 5. (Teachers play song “Imagine” by John Lennon while students ideate)   Ideation worksheet: (see appendix) |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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|  | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)** | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND** | **Time** |
| Day 1 | **4:30-5** Set up  **Papermaking station**  Screen, frame, basin, blender set up, sponge  **Freezer paper screenprint**  Exacto knives, pencils, erasers, fabric paint, iron/towel, scissors at cutting table  **Discharge Station**   * Bleach, vinegar, water basins, string, scissors, fabric, rubber bands, needles, thread   **Cue Zoe Williams's Website**  **Write on board:**   1. Things to consider in dreams    1. people, senses, color, textures, symbols, language, memory, situations    2. Objective:“ I can use ideation hats and my sketchbook to record a variety of dreams I connect to by identifying a variety of personal associations and experiences. ”    3. Objective:“ I can use a variety of fibers techniques to create multiple samples and combine techniques using color and texture.”    4. Objective:“I can synthesize my ideation and fibers techniques to explain my choice of material by presenting to my peers.”    5. Essential understanding: “ I can communicate conceptual ideas through a variety of visual art techniques”   **5-5:15**  Ideation  Today you be fiber explorers of the dream world. You will be making a collection of samples from centers around the room by choosing which fibers techniques you would like to learn. The samples you make at these centers will be influenced by the concept of dreams. The explorations you make will be shared with your peers at the end of the second day.  Use this handout to ideate about each hat in boxes, refer to vocabulary, and on the back use space to draft visual representations of your favorite dreams.  “Today we will be making art exploring the dream world”   1. What do dreams mean to you? 2. Dreams you have in your sleep, dreams for your future, dreams you are inspired to create. In our fibers work we will be exploring this concept 3. We are going to put on these pointed dream hats to think about our dreams, they are the perfect shape the pointed top siphons in all the dream thoughts floating around our heads and helps us gather them into our sketchbooks. You will have one minute with each hat, you can draw, write, or make any note that relates to your associations.    1. blue hat- represents dreams you've had at night    2. red hat- represents dreams you have for the future    3. white hat- is a blank canvas for dreams you can imagine to create 4. Things to consider (on board)    1. people, senses, color, textures, symbols, language, memory, situations 5. (Teachers play song “Imagine” by John Lennon while students ideate)   Many surrealist artists explore the dream world. Artists such as Salvador Dali used direct messages from his personal night time dreams. Let’s take a look at the work of Zoe Williams who is a surrealist fiber artist.  **5:15- 5:25**  Pedal loom demo  “You are welcome to take notes in your sketchbook if you would like.  The yarn that is tightly wound is called the warp and the yarn that I will pass in between is called the weft. It can be remembered because the weft goes “right and weft”. In order to lift the warp, use the petals. There are different patterns. For this class we will use A & B. Petals 1&2, then Petals 3 & 4. When passing the yarn in between the warp, use a weaver's arc to create a spacious weft when using the beater par to collect yarns.  **Vocabulary:**  Warp : what is the warp? Weft :What is the weft?  Pedals :What are the pedals? what do they do?  Weavers arc/ Beater par :What is the weavers arc and beater bar? What do they do?”  “Each of you will create a sample with 20 rows of your choice of yarn.Each of you will take turns during the class and make your 20 rows.”  **5:25- 5:30 Center introduction**  “Today you will be making multiple samples at these technique centers. Refer to the videos on our support materials page for demos for the stations. Bring your laptop to each station with you for instruction. You can watch them all the way through or pause them as you go step by step.”  Samples:  Show class sample of **surface discharge**: “Using the video and other techniques you would like to try create multiple samples because tomorrow we will be making hand looms with the option to add in strips of fabric. There are videos to teach you how to discharge fabric with pole wrapping, folding, and stitching. The bleach pen at this station can be used in a similar way with hand drawn patterns.”  Show **screenprint** example. “You are welcome to print designs on any personal fabric you bought, just make sure to iron with a piece of fabric on top if you plan to wash it.”  **“Sample books** are available for you to look through and we will be here to show you individually techniques you see that you are interested in.”  “Tomorrow we will be working on hand looms, if you would like to prepare yarn or strips of fabric with the processes at the technique centers do that today so you can weave with them on the hand looms.”  **5:30-7:30 Sample work time**  Students work at sample centers and refer to instructional videos.  Teachers circulate for students questions  **7:30-7:45 Clean Up**  “If you have anything that needs more time to dry please find a drying rack to leave it on until monday, if you have dry things you need to store please find a half locker on the wall”  “What ever station you are at clean the surrounding area, and bring all the supplies from that station to the back cutting mat table.”  “Papermaking station: you will need to work with Willow to go over the specific ways to clean these supplies without clogging the sink.”    **7:45-7:50 Check In**  “How did it go? What questions do you have? What discoveries did you make? What are you most excited for?” | Students refer to memory about past night time dreams and dreams for the future. They think about colors, textures, and visions associated with dreams.  Students take notes and absorb weaving information.  Students recall information and verbally confirm it.  Students think about which techniques they wish to try.  Students refer to ideation pages and create fiber samples related to personal dreams.  Students organize their creations and clean supplies in an organized manner.  Students reflect and respond to questions. |  |
| Day 2 | **5-5:10** Hand looms and center introduction  Hand Looms   * Today one of our new studio centers is hand looms. We have a video on our website that demo’s the process so we are going to leave it up to you how you manage that into your work time today. We are expecting everyone to create a handloom today, and do a minimum of 20 rows. It’s important we all try this because hand looms are the most accessible way to have weaving in your classroom as a majority of schools do not have looms. * Consider your intentions for your hand loom weaving. What colors will you be using? What will the scale of weaving be? Will these aspects reflect a dream concept?   **Bookbinding *“****At this station, use the instructional video to bind a simple one register book like this example.”*  **Embroidery** “*This station will be available like last week with hoops and needles. Refer to the video for different types of stitches.”*  **Surface Design** *“Refer to the instructional video for creating your design. It can be best to watch it step by step and pause it in between.”*  **Loom** “*If you didn’t get a chance to practice your 20 rows, use the pedal loom today. You are also welcome to do more rows. Try using thin and thick yarn.”*  **5:30-7:25 Sample work time**  Students work at sample centers and refer to instructional videos.  Teachers circulate for students questions  **7:25-7:35 Clean Up**  “If you have anything that needs more time to dry please find a drying rack to leave it till it’s dry, if you have dry things please take them home with you”  “What ever station you are at clean the surrounding area, and bring all the supplies from that station to the back cutting mat table.”  “Papermaking station: you will need to work with Willow to go over the specific ways to clean these supplies without clogging the sink.”    **7:35-7:50 Reflective activity**  Teachers play “sand man” by the chordettes while throwing confetti!  “We are the sand women here to decide what dreams to bring to the people this year! You are a committee of sand people to contribute the most powerful dreams for this year. Propose one or more of your top dreams to other members of the committee that you wish to contribute to the dream bank and bring to the world! Your proposal will need to be engaging and explain your dreams concepts as well as how you have expressed this concepts through the fiber techniques you used.”  “Plan your proposal on the back of your ideation worksheet, we’ll have a few minutes of planning before the presentations”   * Students plan for about 5 MINUTES * Presentations start at one end of the table and students share one after another till the other end of the table * After students present teachers throw more confetti and yell   + “all your dreams have been accepted to the dream bank! Thank you, thank you very much for your contribution!”   + Teachers spin away. | Students consider how they will manage their time at centers.  Students refer to ideation pages and create fiber samples related to personal dreams.  Students organize their creations and clean supplies in an organized manner.  Students plan their proposal, and express them to their peer artists. |  |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Teachers play “sand man” by the chordettes while throwing confetti!  “We are the sand women here to decide what dreams to bring to the people this year! You are a committee of sand people to contribute the most powerful dreams for this year. Propose your top three dreams to other members of the committee that you wish to contribute to the dream bank and bring to the world! Your proposal will need to be engaging and explain your dreams concepts as well as how you have expressed this concepts through the fiber techniques you used.” |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Can students identify a variety of attributes of dreams they connect to?  Can students describe or demonstrate a variety of fibers techniques? | Fibers Technique rubric (See appendix) |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
| **What worked well for this art experience? Why?**  **What didn’t work well for this art experience? Why?**  **What would you do differently?** **Why?** |

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Students will be given support materials for lesson like demo videos on fiberstechniques.weebly.com

Ideation Worksheet:

Welcome to the world of dreams with Willow & Angela!

Today we will be creating visual representations of your personal dreams using different fiber techniques. Use this sheet for ideation:

What do dreams mean to you? There are dreams you have in your sleep, dreams for your future, dreams you are inspired to create, and any other version of dreams in your life. In these dreams, **who is there**? What **colors** do you **see**? What **sounds do** you hear? Do you **taste** anything? **Smell** anything? What **textures** do you feel? What **language** is used? What **situations** are present? Are there **symbols**?

When wearing the **white** hat consider any dreams you wish to create:

Loom Vocabulary:

Warp: The yarn that is stretched tightly on the loom  
Weft: The yarn that you weave into it right and Weft ;)

Pedals: How you move the warp up and down

Weavers arc/ Beater par: The angle that you place your weft yarn in order to make a clean weavers edge

When wearing the **red** hat consider dreams you have for the future:

When wearing the **blue** hat consider dreams that you have had in your sleep at night:

Sketch a few ideas of how some of your favorite dreams could look visually:

Fibers Techniques Rubric

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| Criteria: | Advanced | Proficient | Developing | Basic |
| Planning and Ideation | Ideas about dream concept are formulated and plans for visual representation of concept are *expressed in complex and inventive ways* | Ideas about dream concept are formulated and plan for visual representation of concept are *expressed clearly* | Ideas about dream concept are formulated and plan for visual representation of concept are *somewhat expressed* | *Attempts to express* formulated ideas about dream concept and plan for visual representation of concept |
| Creation and Exploration | *Combines three or more* fibers techniques.  Demonstrates a *sophisticated* use of a *wide variety* of processes,  materials, and techniques. | *Combines two* fibers techniques. Demonstrates a *competent* use of a *variety* of processes,  materials, and techniques. | *Attempts to combine* twofibers techniques. Demonstrates a *basic* use of a *few* processes,  materials, and techniques. | *Does not combine* fibers techniques.  *Does not* demonstrate processes, materials, and techniques |
| Reflection and Connection | Proposal is expressed in an *engaging* way  Proposal *thoroughly* communicates dream concept and t*horoughly* communicates how it is expressed through the fibers techniques used. | Proposal is expressed in a *comprehensive*  way  Proposal *clearly* communicates dream concept and *clearly* communicates how it is expressed through the fibers techniques used. | Proposal is somewhat expressed.  Proposal *somewhat to* communicates dream concept and *somewhat* communicates how it is expressed through the fibers techniques used. | Proposal is *not* expressed.  Proposal *does not* communicates dream concept and d*oes not* communicate how it is expressed through the fibers techniques used. |

8/9/15 Fahey