

Lesson Three

Objectives

1. Students will be able to use fiber (cord making and applique) techniques.
2. Students will be able to communicate a (“green”) value visually.
3. Students will be able to use cool colors symbolically.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 203: Develop plans for his or her own artwork (e.g. sketches, models, and notes).

CREATE: Materials, Tools and Techniques: PO 102: Use materials, tools and techniques appropriately in his or her own artwork.

CREATE: Materials, Tools and Techniques: PO 202: Demonstrate purposeful use of materials, tools and techniques appropriately in his or her own artwork.

CREATE: Meanings or Purposes: PO 101: Select and use subject matter and/or symbols in his or her own artwork.

CREATE: Meanings or Purposes: PO 201: Explain purposeful use of subject matter, symbols and/or themes in his or her own artwork.

Preparation

Preview *Symbols in Cloth* and *Color and Eco Flags* PowerPoints. Decide whether students will applique their Eco Flags with glue, with needle and thread or with a combination. Sewing requires specific instruction in threading a needle, practice in one or more stitches and in knotting thread.

Resources and Supplies

Symbols in Cloth PowerPoint

Color and Eco Flags PowerPoint

Paper and pencils

Markers

Scissors

Recycled cotton cloth (large pieces and two-inch torn strips)

Fabric markers

Tapestry needles and embroidery floss (OPTIONAL)

Activities

Review: Review the theme in life: “We all make decisions based on deeply-held values. For example, many people value ‘green’ practices to help preserve the earth’s natural environment.” Review practices introduced and discussed in Lesson One: The Web of Life.

Also review the theme in art: “Across cultures and times, artists and others have made artworks and other special objects that express or declare their values.” Explain that students will be making Eco Flags to express their concerns for the natural environment.

Review the unit's two key questions: 1. What materials can be used to construct fabric or decorate with fibers? 2. How do artists use cool colors symbolically? Explain that students will be working with recycled cotton fabric and using cool colors to symbolize nature.

Introduction: Display the first 17 slides of *Symbols in Cloth and Color* PowerPoint to:

- Preview making an Eco flag (slides 1 and 2)
- Show things made with natural fibers rather than with artificial fibers (slides 3-8)
- Introduce several traditional fiber techniques (slides 9-13)
- Lead students in discussing how fiber work has been used to express ideas (slides 14-17)
- Conclude this section of the PowerPoint by explaining that students will be making their own Eco Flags to express their concern for the natural environment.

Definition and Examples: Display slides 18-25 to:

- Show different color symbolism in several cultures (slides 18-20)
- Define cool colors and ask students to list specific things in nature that are blue, green or purple (slides 21-22)
- Explain how cool colors often symbolize nature (slides 23-25)
- Present the four requirements of the Eco Flag assignment.

Reflective Writing: Write the word "ecology" on the board and ask students to write what the word means to them. Remind students of Chief Seattle's words (in Lesson One) about how all things are connected and how we need to work together to preserve the web of life.

Step-By-Step-Instructions: Show *Eco Flag* PowerPoint slides to:

- Re-introduce the Eco Flag assignment (slides 1-4)
- Explain how to make cords from which to fly their Eco Flags (slides 5-7)
- Ask students to make drawings that show what ecology means to them (slide 8)
- Color in shapes in the drawing with markers (slide 9)
- Cut out shapes from drawing to use as patterns to trace before cutting fabric shapes to applique on a plain rectangular cloth background (slide 10)
- OPTIONAL: Practice sewing skills (slides 11-12)
- Applique (by sewing or gluing) shapes of fabric onto background and gluing cord to top edge of flag (slides 12-13)
- Show examples of fabric work that express concern for the natural environment using mostly cool colors made by people who have developed advanced sewing skills (slides 14-15)
- Remind students of the importance of the ideas their Eco Flags express (slide 16).

In-Process Feedback: After students have completed their drawings, ask them to partner with one or two classmates or consult with you seeking suggestions for pieces of cloth to choose and colors to use.

Presentation: Ask each student to write on card a title or slogan for his or her Eco Flag. Display completed Eco Flags. Mix up cards and read them one at a time asking students to suggest which flag the card might refer to and point to evidence, such as choice of fabric, color and subject matter that supports their conclusions.

Vocabulary

fiber (natural and artificial)
wreath
lei
lariat
tapestry

lace
macrame
pieced work
applique
embroidery
badge

symbolize
Buddhist
Tibet
Virgin of Guadalupe
Navajo
turquoise

slogan
ecology
floss
overhand knot

Extension Idea

WRITING: Ask each student to write a persuasive paragraph arguing for the significance of the idea expressed in his or her Eco Flag.

Assessment Guides

_____ 1: Students will be able to use fiber (cord making and applique) techniques.

Exceeds Expectations: The flag has least six cloth pieces carefully and firmly applied (with glue or sewn) onto a flag, which is held by a well-twisted cord.

Meets Expectations: The flag has least five cloth pieces applied (with glue or sewn) onto a flag, which is held by a cord.

Approaches Expectations: The flag has two to four cloth pieces applied (with glue or sewn) onto a flag, which is held by a cord.

Fails to Meet Expectations: One or no cloth pieces are applied on the flag and/or there is no cord.

_____ 2: Students will be able to communicate a (“green”) value visually.

Exceeds Expectations: Both the flag and the written slogan clearly and effectively communicate a “green” value.

Meets Expectations: Both the flag and the written slogan communicate a “green” value.

Approaches Expectations: A “green” value is suggested in some way either by the flag or in the written slogan.

Fails to Meet Expectations: No “green” value is readily apparent in the flag or referred to in the written slogan.

_____ 3: Students will be able to use cool colors symbolically.

Exceeds Expectations: Cool colors appear more than once in the flag and strengthen its “green” message through their reference(s) to the natural environment.

Meets Expectations: Cool colors in the flag relate in some way to the natural environment.

Approaches Expectations: The flag has at least one cool color.

Fails to Meet Expectations: The flag has no cool colors.