

What Makes a Good Friend?

A two-day part of a full-week Textile Camp at The Helen Day Art Center

Teacher: Rachael Wells

Grade Levels: K-3

Timeframe: 2 days

NCAS Standards:

Artistic Process: Create

Anchor Standard: Generate and conceptualize artistic ideas and work.

Performance Indicators: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Artistic Process: Respond

Anchor Standard: Perceive and analyze artistic work.

Performance Indicators: Speculate about processes an artist uses to create a work of art.

Project Summary and Rationale:

Our toys play a huge role in our comfort as kids. When asked what their ideal doll or stuffie would be, students come up with all different kinds of excited answers. This lesson is a short summary of a two-day workshop. Students start by learning about how toys are made. They also learn sewing and embroidery techniques. Students then discuss the meaning behind images and start drawing an image of their ideal stuffie with images that are important to them. Once their draft is done, these young artists get into making their doll! Direction is given with the process of putting the body together from a pattern, and they take it their own way from there with their skills in embroidery, sewing, tassel making/pom pom making, and button attachment!

Enduring Understandings

- Individual aesthetics can be created from personal reflection.
- People develop ideas and understandings of society, culture, and relationships through their interactions with and analysis of art.

Essential Questions

- What makes a proper friend?



- How does art preserve aspects of life?
- What can we learn from other artists?

Knowledge Objectives/Learning Targets-

Students will know:

- What a logo is
- That every image has a fluid meaning behind it.
 - That everyone attaches their own unique meaning to an image..

Skills Objectives/Learning Targets

Students will be able to:

- Create an original sketch and pattern for their own creation.
- Complete basic sewing and embroidery stitches, attach things like buttons and sequins, and create tassels and pom poms.
- Express their ideas about a piece of artwork.

Materials: Felt, yarn, embroidery thread, markers, glue, pillow stuffing, etc.

Vocabulary: logo, image, meaning, friend

Motivation:

- Group discussion of what images mean, and what makes a good friend
 - Showing of materials

Lesson Sequence:

Introduction of the lesson:

- Group discussion of what images mean, and what makes a good friend
- Discovery of materials

Implementation of the lesson-

- Students create a sketch of their ideal stuffed friend, using imagery from the discussion. Certain logos or imagery like a heart for example might mean love, or kindness, and that's a type of logo that might turn up on a toy design.
- Demo- Creating a pattern- then kids try
- Demo- finding the right color fabric and cutting it to the pattern. - then kids try
- Snack break and nature walk
- Demo- embroidery and sewing techniques- then students try
- Demo- attaching pieces of a pattern- then students try
- Demo- Attaching buttons, making tassels/pom poms and attaching those too.
- Demo on stuffing and closing the hole.

Closure of the Lesson

- Students will gather for a critique of the whole group of stuffed toys.

Differentiated Strategies:

- Present instruction/resources verbally and visually.
- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have students work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.