

North Carolina Standard Course of Study

Visual Art Objectives

(National standard objectives and grade level goals in parentheses)

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

1.01 Expand the use of appropriate vocabulary. (Grade 3)

1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art. (Grade 3)

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

2.01 Expands control and manipulation of the media and tools which may include the following: photography, drawing, cut paper, found objects, fibers, glue, printmaking, ceramics, knotting, and using small hand looms. (Grades 3 & 5)

2.02 Explore unique properties and potential of materials. (Grades 3 & 4)

2.03 Demonstrate increased fine motor skills. (Grade 3)

2.04 Develop familiarity with specific media and processes. (Grade 3)

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

3.09 Develop repetition to create pattern in one's own artwork. (Grade 3)

Competency Goal 5: The learner will understand the visual arts in relation to history and cultures.

(National Standard 4)

5.01 Identify the main purposes for art in a society. (Grades 3 & 4)

5.04 Compare art of one culture to that of another culture or time. (Grade 5)

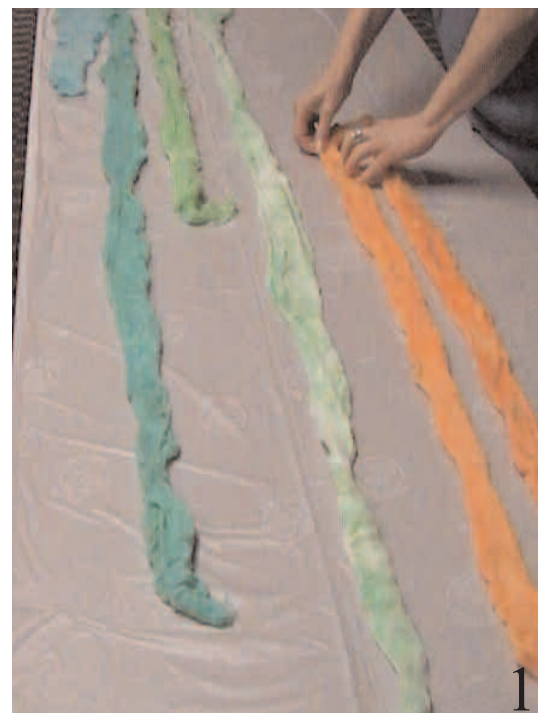
5.05 Understand there have been many different cultures in the world and each culture has produced art. (Grade 3)

5.08 Recognize that cultures have different ideas about art. (Grade 3)

Competency Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

(National Standard 5)

6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity. (Grade 5)



Dyeing & Felting

ABSTRACT OR GOAL OF THE LESSON: Students will use kool aid to dye wool fleece in the sun and then use that wool to make felted wool beads which will then be strung into a necklace or a bracelet with the possible use of other “bead” elements. They could also make one larger felted sphere which could be cut in half after drying to reveal layers of color much like cutting open a geode.

ESSENTIAL QUESTION: What were/are some of the ways that different cultures used/use beads and why were they so important?

KEY OR FOCUSING QUESTIONS:

- What is a pattern?
- What makes a “bead” a bead?
- What could you do or make with beads and why would you do it?
- What materials could you use to make a bead other than wool?
- What are some of the things you could do with or use your beads for?

VOCABULARY:

Pattern

Balance

Bead

Symmetry

String (v.)

Needle

Geode

Dye

Felt

Felted

Wool

Cultures

Jewelry

Agitate

Cylinder

Sphere

Ellipse

Elements

MATERIALS:

- Wool fleece (not fabric or yarn)
- Kool aid (unsweetened, *no sugar*)
- Water
- Liquid dish soap (Joy works well for this)
- Thread (quilting or beading thread)

- Vinegar (Put a few tablespoons into the water for soaking the un-dyed wool. This will help to set the color in the fiber.)
- Other beads, seeds, shells, etc. that could be used along with the felted beads to create a necklace, bracelet or other jewelry item.

TOOLS AND SUPPLIES:

- Measuring spoons
- Wooden spoons (one for each color)
- Rubber gloves (Wear these when squeezing the water from the dyed wool fleece to keep your hands from taking color from the fiber.)
- Mason jars, glass or stainless steel bowls designated for dyeing and not to use for cooking (*Do not use aluminum*).
- Clear plastic wrap
- Sun or a microwave
- Sandwich sized zip-lock baggies
- Paper plates (to dry beads on so you can write child’s name on their plate of beads)
- Plastic dish pan or two, especially if you have no sink in your classroom.
- Needles (sharp sewing or darning)

LINK TO PRIOR LEARNING OR EXPERIENCES:

Cultures, Colors, Trading/Bartering, Math (forms and patterns)

TOPICAL CONNECTIONS:

Social Studies: Cultures, Trading and Bartering

Science: Color, Dyeing

Writing: Journal entries, Artist statement

Math: Forms (spheres), cylinder, ellipse

CURRICULUM CONNECTIONS TO THE VISUAL ARTS OBJECTIVES:

Language Arts: Explain and describe new concepts and information, answer specific questions, Journal entries, artist statements

Math: Describe and make 3 dimensional forms; sphere, cylinder, ellipse

Social Studies: Cultural uses of and for beads and jewelry; Comparing what is similar and what is different, Varying mediums of exchange; trade and barter systems

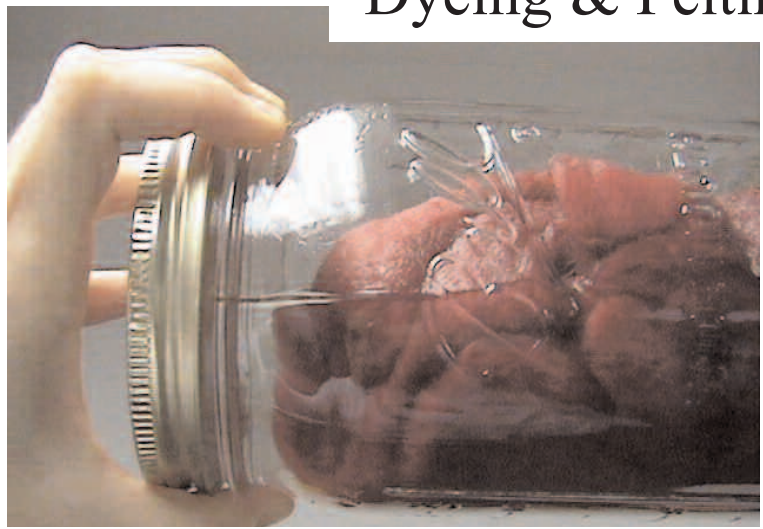
INSTRUCTIONAL INPUT:

Opening/Activating Learning: Read the story *A String of Beads* to your class. Then open a discussion of the book. This is a good book for pattern, counting, sorting, cultures, and family shared activity. What did the little girl in the story do? Who did she do it with? How did she sort the beads that she had? What were some of the ways that different cultures in the book use beads? If you have any beads from different cultures around the world have students look at them and speculate as to what they are made of and how they may have been used. If you have small shells with holes in them or seeds and other found objects that could become beads easily, show and talk about these things as well. Introduce the term felt or felted to the students. Explain to them that felted wool is the controlled matting of un-spun fleece from a sheep using hot/warm water, soap and agitation. These are the three things necessary to felt wool.

WOOL DYEING:

1. Using hot water, not boiling, have some students dissolve the kool aid into the containers. Use only enough water to cover the wool. You will need several packages of each koolaid color, depending on how much wool you are using and the intensity of the final color. Several of the websites listed at the end of this lesson have color charts and give you amounts of kool aid to use by weight of wool.
2. Have some students soak the wool in pans of hot water. Make sure the wool is completely wet to ensure equal absorption of the dye. *Do not agitate the wool.* If you do, it will felt into one big blob. Just gently push it into the water and let it sit for 10-15 minutes. Then lift it out and gently *squeeze* the excess water out of the wool. *Do not wring it or twist it.*
3. Place the wet wool into the containers of kool aid dye and cover them with clear plastic wrap. Set these in the hot sun to sit. The water will get hotter and the wool will absorb the dye, taking one to several hours. When the water is clear and the wool is colored, the wool is ready. You can do this in a microwave oven also, but using the sun is a good ecology lesson as well.

Dyeing & Felting



4. Carefully remove the wool with a wooden spoon and empty the containers. Water will be hot. Put hot clear water in them and place the wool into them and push gently up and down 2-3 times to rinse, remove, and *squeeze* (do not wring), the excess moisture out. Keep the rinsing water at a similar temperature to prevent the wool from felting.

5. If you are felting the wool, you do not need to let it dry out, although you can save it for another day's work. As a science experiment you can have the students add a piece of cotton cloth or cotton balls to the dye bath to compare how plant fibers take the dye versus animal fibers. Generally animal fibers take dyes better. If cottonballs are used the students can try felting them and comparing the results.



MAKING BEADS:

1. To make beads, take a small amount of wool and form it into a ball by wrapping it around itself in layers. The inside layers will be hidden, so you could use un-dyed wool for those, wrapped in a color. Remember that the finished bead will be smaller than what you start out with.
2. Wet the wool in warm to hot soapy water, adding soap to the wool as needed along the way and keeping it wet as well.
3. Roll the wool in your palms like rolling clay into a ball, using pressure, wetting and adding soap as needed, until a firm ball of felted wool is achieved. The more it is pressed and rolled the firmer it will become, and the smaller. Bead shapes may also be cylinders and tapered ellipses. Rinse finished beads in clear water several times to remove as much soap as possible before drying and using.

Dyeing & Felting

4. Have students make as many of these as you have time for and place them on a paper plate with their name on it to dry. It may take several days for the drying process. When they are dry they should be stored in a ziploc bag so as not to get lost.

5. Thread a sharp sewing needle with a sturdy thread, quilting or beading thread works well. They are then ready to begin the stringing process and may be encouraged to use other beads to create a pattern in their jewelry as they go along. Talk to the students about balance and symmetry of their finished piece of work as well as pattern in the way in which they string their beads.

MAKING GEODES:

1. If you would like to make “geodes” and not beads, use more wool and layer the colors as you have the students wrap their balls of wool. They could end with a more neutral color like gray or even the white as the outside layer giving more of the look of stone.

2. The starting ball should be a little larger than a golf ball. Then proceed with the felting process as above for the beads. These will take a good bit more rolling and pressure to create. You should end up with something about the size of a ping pong ball and firm.

3. Allow these to dry for several days to a week. Bring a very sharp knife to school and then cut these in half to see the varied layers of color that result. Students love this part when they are opened up and show the mystery inside. If you do not cut them all the way apart they stay hinged just a little and will not get lost.

MODELING:

1. Demonstrate to the students how to wrap their layers of wool and roll their beads in their hands to form the shapes that they would like to have. Also show them an appropriate amount of soap, as most children tend to use more than is necessary.

2. You may want to monitor the soap and add it to the water yourself. You do not need a lot of soap, remember that you need to rinse as much out of the felted beads as possible.

3. For the stringing part of the lesson you will need to assist and guide in needle threading and show them how to push the needle through the bead with a slight twisting motion as it goes through the felted sphere. You will also want to show them how to add additional elements such as beads, shells etc. to their work as they string. I recommend making the necklace so that it is long enough not to need a clasp or to make it so it will tie around the neck loosely. This way you do not need to have or make clasps for these.

GUIDED PRACTICE: After modeling for the students you will need to watch them to be sure that they have their wool shaped into a ball before they begin to roll it, or the shape that they wish to end up with, cylinder, etc. You should watch the students to make sure that they are not having difficulty getting the needle through the felted beads. Encourage them to create patterns in the way that they string their beads and use other elements.

Dyeing & Felting

INDEPENDENT PRACTICE: The students will apply their knowledge gained of the felting technique to continue to make the desired number of beads for their project. The students will apply their knowledge gained in stringing techniques and patterns to string their beads into a finished piece of jewelry.

REVIEW AND CLOSURE: Question the students about their project.

Lead a discussion about what they learned.

- What makes your finished project interesting and unique?
- Which part of this project did you enjoy the most? Why?
- What will you do with your finished project?
- What can you tell us about how different cultures used beads?
- What can you tell us about the process involved in felting the wool?
- What did you think about using kool aid to dye the wool?

ASSESSMENT AND EVALUATION:

- Teacher observation
- Oral sharing
- Display student work
- Written artist's statements or journal entries

RESOURCES

A String of Beads, by Margarette S. Reid and illustrated by Ashley Wolff.

The Art of Feltmaking: Basic Techniques for Making Jewelry, Miniatures, Dolls, Buttons, Wearables, Puppets, Masks, and Fine Art Pieces, by Anne Einset Vickrey.

KOOL-AID DYEING WEB SITES:

<http://www.straw.com/cpy/wisdom/koolaid.html>

<http://www.woolworks.org/dyeing.html>

<http://www.thepiper.com/fiberart/koolaid/images/colorchart-medium.jpg>

WOOL SOURCES:

These are a few sites from which you can order wool roving, washed and prepared, ready to dye. Also check for fiber guilds, spinners, etc. in your area for sources of wool for felting. You might also be able to get someone from a guild to volunteer to come and help you with this lesson. If you get raw unprocessed fleece from someone, be sure to get instructions on washing and cleaning it. Wool with any grease left in it will not take a dye and will only frustrate you and your students.

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

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

BEAD WEBSITES

<http://lithiccastinglab.com/gallery-pages/2001aprilbeads.htm>

http://www.thaigem.com/buyer_bead.asp

<http://www.themagpienest.com/cultures.html>