

Photograph Embroidery

Enduring Understanding - Big Ideas

What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

- Interdisciplinary art is for all media types, not just those that typically go together
- The arts v craft debate – typically women’s arts are undervalued- crafts as opposed to intellectual arts
- How color impacts the mood of the work- they will be working with black and white film photos (mostly)
- What can I do with some thread and a needle to change this photograph over two class periods?

Art Concepts

Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

Photography, fiber arts, contemporary practices with interdisciplinary art, embroidery, photo enhancing, traditional materials in contemporary art, arts v crafts debate

Art Education Approach(es):

e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History

Skill based- embroidery, SHoM, inspiration from contemporary artists, art history

Objectives/Outcomes/Learning Targets: (TCQS 1a)

What do you hope the students will learn/What do you want the students to get out of this lesson?

(Use verbs from [Blooms Taxonomy](#))

1. Students will design their own original photography/fibers interdisciplinary piece by changing or enhancing the meaning or feel of the original photograph
2. Students will demonstrate proficiency in embroidery techniques
3. Students will evaluate the importance of interdisciplinary work and appreciate the complexity of undervalued media forms

Standards/Studio Habits of Mind		
How do your objectives align with the Colorado (Visual Art) Academic Standards (use Grade Level Expectations) (TCQS 1a) Which Studio Habits of Mind do your objectives connect with?		
Objective	Standard	Studio Habits of Mind
1	<p>3.1 (Invent and Discover to Create) Establish a practice of planning and experimentation to advance concepts and technical skills.</p> <p>1.3 (Observe and Learn to Comprehend) Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.</p>	Express, Observe, Envision
2	<p>3.2 (Invent and Discover to Create) Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.</p>	Develop Craft, Envision, Stretch and Explore
3	<p>2.2 (Envision and Critique to Reflect) Articulate a personal philosophy of art, understanding various philosophies that have come before.</p> <p>4.1 (Relate and Connect to Transfer) Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.</p>	Engage and Persist, Understanding Art Worlds, Reflect

What do my students already know/don't know?
Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c) Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)
<p>Know: How to attain a certain mood or tone in their work, how to develop and/or print photographs, the relationships between color and mood of a piece</p> <p>Don't Know: I'm going to assume none of them know embroidery, for those who do this will be a refresher, they have never embroidered through photos- it's different than fabric</p>

Assessment (General)
Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b) What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards? e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.
<p>To get full points, students must</p> <ul style="list-style-type: none"> - Embroider the equivalent of 1 square inch on their photographs- can be on one or through many - Use a minimum of 2 embroidery techniques - Explain their choices in a self-critique

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

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.)

Full class critique is typically the way the teacher goes with reflective assessments. I doubt I will be there for that as I am taking our last two days in classes to teach

Interdisciplinarity (Arts Integration)

Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – Visual, Oral, Written

Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Visual: visual culture, art history, contemporary art – I will be giving a small intro lecture to explain expectations, show my teacher examples, potentially go through some demos, and inspire them with artists working with photo embroidery and other types of interdisciplinary work

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)

Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?

Ideation – What strategies will you use to help students develop ideas for their work?

Inquiry: How do I start embroidery? What are the differences between embroidering on fabric v photos? Why are we working with multiple disciplines? What is the importance of working with undervalued media? Why do I care? How can I change my photographs by adding embroidery?

Ideation: embroidery resources in multiple forms- written, live demo, pictures, a discussion during the mini lesson about arts v crafts and de-intellectualization of “women’s art”, You should care if you value yourself an open-minded and intellectual person.

Student Abilities:

Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. 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.**

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.) Choose at least one strategy from Chapter 6 of Differentiated Instruction	Tiering- assessing where students are at now and assigning expectations from there Will have the resources available as if none of them had ever heard of embroidery before- and will plan to do demos as such	All students have the same set expectations to reach but students who are struggling I will work closer with to make sure they stay on track
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Same as above	All students have the same set expectations to reach but ones who are advancing further, I will encourage multiple photographs or creating/finding new embroidery techniques

Diversity, Equity & Inclusion:

How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

As always, I take great care in making my artist references diverse. Specifically fiber work has significant cultural and historical practices and meanings which I will touch on.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.)

Artists/Artworks (include images!), Designers/Creators, Books, Videos,

I linked my google slides presentation [here](#)

Within the presentation are links to YouTube videos and photos to help with learning the basic stitches

Materials and Technologies

Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)

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.**

- Access to Christy's class monitor to present
- The students having photographs to embroider on
- Teacher examples
- Embroidery floss
- Needles
- Needle threaders
- Practice photos
- Tape
- Scissors

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Checklist/To Do list

Teacher Example

- Finish presentation and resources for students
- Finish teacher examples/demo plans
- Print practice photos- some stock photos or something- some color come b&w
- Scour art ed for supplies- buy/use mine if they don't have it

Safety: (TCQS 2a)

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Be careful not to poke yourself- know where your fingers are and where the needle is going at all times
 - o Bring thimbles?
- Don't poke classmates either

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

<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Classroom setup</p> <ul style="list-style-type: none"> - Lay out all materials on my table- its in the front and no students sit there - Get their curiosity going <p>Intro</p> <ul style="list-style-type: none"> - Presentation - Discussion? Or at least pose art v craft debate - Show teacher example and demos <p>Work time</p> <ul style="list-style-type: none"> - Let students go to get started wither on a practice photo or right into their final pieces- remind them they have Thursday to work on them <p>Wrap-up</p> <ul style="list-style-type: none"> - Clean up and gathering of materials - Mini discussion? 	<p>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</p> <ul style="list-style-type: none"> - Learning by doing <ul style="list-style-type: none"> o Very hands on- but resources available in multiple formats - I like to front with some food for thought, something to ponder before doing fiber work which leads to either silent contemplation or lively conversation- perhaps the end of class discussion will be revisiting topics I bring up in the presentation 	<p>10-15 minutes</p> <p>1 hour-ish</p> <p>10-15 minutes</p>
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.