

Exploring Identity Through Craftivism

Class/Grade 9-12

Essential Questions:

1. How do the arts reflect values in a culture?
2. What's the difference between art and craft?
3. What is the role of art in activism?
4. How do the materials we choose reflect our identity?

Learning Objectives:

Students will be able to:

- Define self-portraiture and craftivism.
- Compare and contrast traditional and contemporary portraiture.
- Understand how artists address social issues through craft.
- Participate in an in-progress critique using the techniques of accountable talk, share ideas, and build on others' observations.
- Transfer their designs to fabric.
- Create artwork that conveys a message to influence opinion.
- Create a self-portrait design inspired by craftivism.
- Write an artist statement that effectively defends their work.

Student Connections

Students will be able to connect to the lesson as they will explore identity and the definition of self-portraiture.

Assessment

Pre-Assessment: Students will answer the following Do-Nows in their sketchbooks at the beginning of each lesson:

- Who are you? What makes you, YOU?
- Provide one example of Craftivism and defend your answer.
- Write down at least 5 steps to make an embroidery.

Formative assessment:

- Students will engage in a Think-Pair-Share to analyze Oscar Wilde's quote on portraiture.
- Students will be polled throughout the lesson on foundational knowledge, opinions, or where they are in their learning.
- Students will work in pairs to complete a Venn diagram comparing and contrasting self-portraiture and craftivism.
- Students will participate in a gallery walk, where they will verbally share thoughts, comments, or questions about their peers' work.

Summative assessment:

- Final embroidery
 - A rubric is attached at the end of the lesson.
- Students will create an embroidery sample that includes at least four stitches.
 - A rubric is attached at the end of the lesson.
- Artist Statement that successfully explains and defends the concept behind the artwork
 - A rubric is attached at the end of the lesson.

Materials + Equipment

Student journals/sketchbooks, pencils, student Chromebooks, access to Google Slides, *The Embroiderer's Handbook* by Margie Bauer, muslin fabric 7"x7", embroidery hoop, needle, embroidery floss, scissors, bobbins, seam ripper, disappearing ink marker, and Sharpies.

Art Historical References

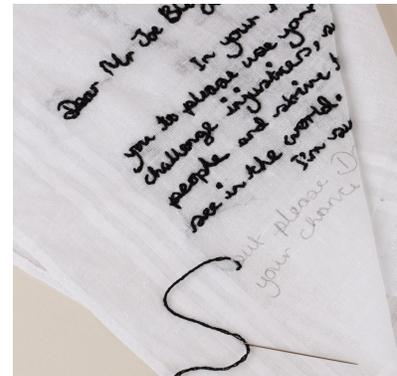
		
<p><i>Self-Portrait at the Age of Twenty Eight</i> Albrecht Dürer, 1500</p>	<p><i>Self-Portrait</i> Vivian Maier, 1953</p>	<p><i>A Selfie in a Fantasy World Where I'd Everrrr Wear a Turtleneck</i> Tuesday Bassen, 2019</p>
		
<p>Jenna Blazevich, 2017</p>	<p>Alyssa Arney & Liz Flynn, 2017</p>	<p>@sewkate, 2017</p>



Shannon Downey, 2018



Libby Simpson, 2018



'Don't Blow It' Hanky
Craftivist Collective



Bed-Hangings (Two Curtains)
May Morriss, 1917



Cushion Cover
Jessie Newbery, 1900



Bed-Hangings
May Morriss



Shea Alexa Goitia, 2018



Maricor/Maricar, 2018



Sheena Liam, 2017

		
@rubysewoh, 2017	@kirikipress, 2017	@filleywork, 2018

Vocabulary

Self-Portrait, Identity, Fiber Arts, Craftivism, Conceptual Art, Embroidery Sample, Split-Stitch, Long and Short Stitch, Arts and Crafts movement.

Language Supports

Vocabulary will be supported through the use of handouts, slides, video clips, posters, visual aids, and written artist statements.

Day 1: Introduction: Self-Portrait and Craftivism Exploration	
<p>Motivation</p>	<p>Do Now: Students will be tasked to answer the following questions in their sketchbooks. Students may illustrate or write their answers: Who are you? What makes you, YOU? Students will voluntarily share their drawings or answers with the class.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we define a self-portrait? • How do these self-portraits depict power? • What is craftivism?
<p>Presentation of Lesson Objectives</p>	<ul style="list-style-type: none"> • As a class, we will define self-portraiture • I will introduce craftivism
<p>Modeling/ Demonstration</p>	<p>This lesson is discussion based, there is no modeling or demonstration necessary</p>
<p>Transition and Work Period</p>	<ul style="list-style-type: none"> • As a class, we will compare and contrast traditional and contemporary portraiture • In pairs, students will analyze Oscar Wilde's quote on portraiture • As a class, we will discuss the quote and create a collective definition for self-portraiture

	<ul style="list-style-type: none"> ● I will introduce the concept of Craftivism ● We will have a discussion to understand how artists address social issues through craft ● Look at artwork and use the techniques of accountable talk to share ideas and build on others' observations.
Closure	<ul style="list-style-type: none"> ● Homework: <u>Watch the following video TedX video Activism Needs Introverts by Sarah Corbett</u> ● Bring three comments, questions, or thoughts from the Ted Talk for the next class.

Day 2: Exploration: Self-Portrait Research, Brainstorm, and Design creation

Motivation	<p>Do-Now: Write or draw an example of Craftivism. In a sentence or two explain why it can be considered craftivism. Three students will volunteer to share their answers</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● Can craft be considered art? ● How can social issues we care about shape our identity?
Presentation of Lesson Objectives	<ul style="list-style-type: none"> ● Discuss TedX video ● Compare and contrast self-portraiture and craftivism ● In their sketchbooks, students will answer the question: what makes you, YOU? ● Students will begin to create their designs
Modeling/ Demonstration	<ul style="list-style-type: none"> ● I will answer the question to the students of what makes you, YOU? ● Thinking out loud I will answer and write ideas on the board about issues I care deeply about ● As a class, we will come up with ideas to represent what I wrote about through symbolism ● Lastly, I will use an embroidery hoop to show students that they may make their design within the constraints of the 5' hoop, or they can design beyond the size of the hoop and simply move the hoop as they stitch.
Transition and Work Period	<ul style="list-style-type: none"> ● As a class, we will go over questions and comments students have from the TedX video. ● Students will work in pairs to compare and contrast Craftivism and Self-Portraiture using a Venn diagram

	<ul style="list-style-type: none"> • Students will work on their own to answer the question: What makes you, YOU? • In combination with the Venn diagram and the answer to the previous question students will start sketching ideas for their self-portraits. • Seven minutes before the end of class, students will participate in a quick gallery walk where students will share their thoughts, questions, and comments about their peers' in-progress design.
Closure	<p>Homework:</p> <ul style="list-style-type: none"> • <u>Watch the following video</u> explaining 2 embroidery stitches and other basics • Bring your finished design traced in Sharpie

Day 3: Embroidery Mini-Lesson	
Motivation	<p>Do Now: Write down at least 5 steps to make an embroidery.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Can craft be considered art? • How does art made in the past and traditions influence art today?
Presentation of Lesson Objectives	<ul style="list-style-type: none"> • Students will compare and contrast traditional and contemporary embroidery • Students will work on an embroidery sampler
Modeling/ Demonstration	<p>Students have access to:</p> <ul style="list-style-type: none"> • Tutorial video: Embroidery 101 • <i>The Embroiderer's Handbook</i> by Margie Bauer for additional stitches and visual aides. • Students have access to their Chromebooks to do more research if necessary. • I will provide a list of suggested websites for embroidery resources.
Transition and Work Period	I will circulate the classroom to make sure students are staying on task and to provide additional guidance.
Closure	Homework: Students must finish embroidery sampler if they did not finish during class.

Day 4: Self-Portrait Execution

Motivation	Key Questions: <ul style="list-style-type: none">• Can craft be considered art?• How does art made in the past and traditions influence art today?
Presentation of Lesson Objectives	<ul style="list-style-type: none">• Students will transfer their designs on their fabric• Students will use class time to execute their designs• Students will participate in two gallery walks• Students will write an Artist Statement
Modeling/ Demonstration	Students have access to: <ul style="list-style-type: none">• Tutorial video: Embroidery 101• <i>The Embroiderer's Handbook</i> by Margie Bauer for additional stitches and visual aides.• Students have access to their Chromebooks to do more research if necessary.• I will provide a list of suggested websites for embroidery resources.
Transition and Work Period	<ul style="list-style-type: none">• After students have seen the transfer demo, they will go back to their work stations, transfer their images and begin to embroider• Due to the slow nature of embroidery, students will spend most of the class time stitching, unless they are participating in a gallery walk• When students are done they will write an artist statement using the Artist Statement Guide
Closure	Homework: Students must finish their embroideries for homework if they did not finish in class.

Day 5: Present, Critique, and Reflect

Motivation	Key Questions: <ul style="list-style-type: none">• How do the materials we choose reflect our identity?• As artists, how do we depict power through art?
Presentation of Lesson	<ul style="list-style-type: none">• Students will participate in a class critique

Objectives	<ul style="list-style-type: none"> • Students will complete an exit ticket
Modeling/ Demonstration	As a class, we will review critique etiquette. I will model the sticky note and critique sandwich technique using one of the historical examples used previously in the lesson.
Transition and Work Period	<ul style="list-style-type: none"> • All of the self-portraits will be displayed for everyone to see. • Students will participate in a gallery walk, where they will write on post-its with thoughts, comments, or questions about their peers' work. • Finally, we will critique all of the artwork starting with reading the sticky notes • Students are encouraged to use the "sandwich critique" technique, sandwiching constructive criticism between two compliments.
Closure	Reflection: Exit Ticket

Differentiation

Whole Class:

The whole class will be provided with a tiered lesson to meet the needs of various students, access to visual aids, video tutorials, books, and Chromebooks for additional resources.

Groups of students with similar needs:

Groups of students with similar needs will have the chance to sit in a group with me for additional guidance for embroidery techniques and tips.

Individual students:

Individual students will receive extra one-on-one demos, modified working times for students who need additional time. Punch needle embroidery is available for students who need it.

Students with IEP's or 504 plans:

Students with IEP's or 504 plans will be reviewed and implemented on a case by case basis.

Conceptual Self-Portrait

Category	Accomplished Artist	Developing Artist	Beginning Artist
Material Application and Technique	Artwork demonstrates thoughtful and successful use of embroidery techniques 5 points	Artwork demonstrates proper use of embroidery techniques, but could benefit from finishing touches 3-4 points	Artwork appears to be a work in progress or rushed 0-2 points
Understanding of Content	The student demonstrated a strong understanding of conceptual portraiture inspired by Craftivism 5 points	The student demonstrated some understanding of conceptual portraiture. Craftivism may not be clear in the piece. 3-4 points	The student lacks understanding of conceptual portraiture and craftivism 0-2 points
Preparation	The student wrote 3 potential ideas and completed one preliminary sketch of the self-portrait 5 points	The student wrote at least 1 idea and completed one sketch of the self-portrait 3-4 points	Demonstrated very little preparation. 0-2 points
Completion	Followed required steps to the best of artist's ability and created one embroidered self-portrait, one detailed preliminary sketch, and one artist statement 5 points	Some steps are completed but needs finishing touches. Student also handed in one preliminary sketch, and one artist statement 3-4 points	Artwork appears to be a work in progress. Artist is missing artist statement/preliminary sketch 0-2 points
Craftsmanship	Embroidery is neat and reflects good craftsmanship and detail. 5 points	Embroidery reflects adequate craftsmanship. 3-4 points	Embroidery appears to be a work in progress. 0-2 points
Total Score			_____ / 25

Embroidery Sampler

Category	Accomplished Artist	Developing Artist	Beginning Artist
Material Application and Technique	The student followed steps shown in the tutorial video to create their sampler. 3 points	The student skipped steps from the video when creating their sampler. 2 points	The student lacks understanding of proper embroidery techniques. 0-1 points
Completion	Student completed an embroidery sample which included 4 different stitches 3 points	Student completed an embroidery sample with 2-3 different stitches 1-2 points	Student did not create an embroidery sample. 0 points
Visual Literacy	The student is able to name all of the tools she/he used including the stitches she/he created. 2 points	The student is able to name some of the tools she/he used and some of the stitches she/he created. 1 points	The student appears to lack understanding of key embroidery vocabulary words and does not participate. 0 points
Craftsmanship	Embroidery sampler is neat and reflects good craftsmanship and detail. 2 points	Embroidery sampler reflects adequate craftsmanship. 1 points	Embroidery sample appears to be a work in progress. 0 points
Total Score			_____ / 10

Artist Statement

Category	Accomplished Writer	Developing Writer	Beginning Writer
Content	<p>Student makes perceptive connections to previous and new knowledge and is able to clearly explain the concept behind her/his self-portrait</p> <p style="text-align: right;">3 points</p>	<p>Student makes some connections to previous and new knowledge and concept behind her/his self-portrait could use further clarification</p> <p style="text-align: right;">2 points</p>	<p>Student does not make connections to previous or new knowledge and concept of her/his self-portrait is unclear</p> <p style="text-align: right;">0-1 points</p>
Syntax and Spelling	<p>Has no or few errors Errors are not noticeable</p> <p style="text-align: right;">2 points</p>	<p>Has some errors and errors do not weaken the meaning of the writing</p> <p style="text-align: right;">2 points</p>	<p>Has many errors that make it necessary to reread for understanding</p> <p style="text-align: right;">0-1 points</p>
Visual Literacy	<p>The student uses academic language and vocabulary from present and previous lessons in an appropriate manner</p> <p style="text-align: right;">2 points</p>	<p>The student uses few academic language and vocabulary from present and previous lessons in an appropriate manner</p> <p style="text-align: right;">2 points</p>	<p>The student does not use academic language and vocabulary from present and previous lessons</p> <p style="text-align: right;">0-1 points</p>
Understanding of Content	<p>Student demonstrates a deep understanding of the connection between self-portraiture and craftivism</p> <p style="text-align: right;">3 points</p>	<p>Student demonstrates and understanding of self-portraiture and craftivism but does not connect them</p> <p style="text-align: right;">2 points</p>	<p>Student lacks understanding of self-portraiture and craftivism</p> <p style="text-align: right;">0-1 points</p>
Total Score			_____ / 10