



## 2016-2017 Teacher Fellowship Program Lesson Plan

Lesson Title: The Story Sewn	Instructor Name(s): LaKeetha Adams Michael Wolk Karrie Alshehry
Class Title: English 10 Art I	School: Marshall High School
Date Created: Jan 2017	Grade Level: 9 <sup>th</sup> -12 <sup>th</sup>
Self-Taught Artist(s) Referred: Della Wells	

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## 1. LESSON PLAN ABSTRACT

By completing this lesson students will learn the beginning, middle, and end of the sewing process. This will also teach students to complete an assignment and work hard all the way till completion. This lesson is student centered and is culturally relevant to the students. Students will learn about the artist, Della Wells. A powerpoint will introduce the lesson and project.

Students will create a "you" sculpture in the style of Della Wells. This sculpture will represent themselves, each sculpture can be embellished as the artist sees fit. The choice of size, clothing, colors, and additional accessories should be assessed. Each student will receive a pre-made template that they will tape on to fabric, they will use scissors to cut of this template from fabric. Each student will then draw a representation of themselves on the template. This should be in the round and can incorporate any such accessories: hats, sunglasses, jewelry, tattoos, and accessories. This sculpture should embody this individual and show the viewers who this person is and what they represent.

Once the initial design is drawn on the paper template, these ideas will be transferred to the canvas template. Each sculpture will then be painted using acrylic paint. Finally each sculpture will be stitched and stuffed. A small card with a "You" poem will be attached to each sculpture. This lesson teaches students about painting and reinforces sewing techniques.

## 2. OBJECTIVES/STUDENT OUTCOMES

- Students will shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design (Create: VA:cr1.2.la).
- Students will use multiple approaches to begin creating endeavors (Create: VA:cr1.1.la).

## 3. MOTIVATION/ ANTICIPATORY SET

- Students will learn the craft of sewing and using embellishments. Students will blend the personal with the craft of sewing by creating a Della Wells inspired fabric sculpture. They then will use the written work of Thoreau, Douglass, and Chief Seneca to inform their narrative about themselves. Like Della Wells, each statement will use the fabric sculpture as a launching pad for a short poem or statement about their life, personality, or struggle to be heard.
- Essential questions: What is sewing? What is the meaning of symmetrical designs? What are patterns? How do geometrical and organic shapes influence your designs? Which tribes in western Africa create traditional mud-cloth designs? What is a whip and running stitch? Why do we create? How do we create to acknowledge the world around us and affect change? How do Outsider artists create and why? What was their intention with their art? Does this make art more or less important? Why do we learn to sew? Why do we create fabric sculptures to represent something? What is more important in art; effort or skill? How can you use this assignment to create a fabric sculpture that expresses how you feel about the world? Is there any societal or cultural problem that you feel needs to be addressed in the world? In Chicago?
- Lecture and Powerpoint about Adire style patterns, videos of sewing and visual images of Della Wells and her Dolls, teacher made examples of three finished sewn pieces, Della Wells sewn piece for them to hold and touch, Della Wells book to read. Posters on design, balance, and Pattern. Videos on simple sewing techniques.

## 4. ACTIVITIES

### 1. Measure Prior Knowledge

- Pretest/survey; Sewing survey, survey of outsider art, first sewn project with laced stitches.

### 2. Exemplar

- The students will hold and pass around a Della Wells doll and read the poem on her label.
- I will tell them: You will create a sculpture like this. You will put your personality, style and character into the fabric sculpture you are creating to be a representation of YOU. How can we use color, line, and texture to create an original work that is true to your heart? Why do you think Ms. Wells creates? Why do you think that she creates sculptures that are representative of people? Let's look at her sculpture, Katy Anne and the statement this poem makes. What kind of statement would you make with your fabric sculpture? How can it represent you and the things that you stand for? What makes it part of your identity?

- Connection to Big Idea:

In creating fabric sculpture, Della Wells has given voice to characters that needed to represent their ideas. They have been brought to life to embody a way of thinking that encourages introspection and a plain and simple statement about life. How do we use the powerful yet quiet words of dissent such as those used by Douglass, Thoreau and Chief Seneca to create a statement.

### 3. Procedure

- Folder constructed to learn stitches and store threaded needle (demo). Lesson on Adire cloth with Powerpoint, lecture, and examples, followed by a flour paste resist on thin canvas to create a personal pattern that will be used in the fabric sculpture (demo). Flour paste resist fabric dyed (demo). Running stitch taught again through short video. Beading, running stitch and whip stitch taught again through hands on lessons and short videos (demo). Create a template of yourself to paint and embellish your fabric sculpture, and while sewing this sculpture, contemplate the poem or statement which helps communicate what you want your figurine to ignite in the viewer.
- Vocabulary lists, posters, lecture, demo, class discussion, brainstorming, thumbnail sketch sheets

## 5. MATERIALS

- Canvas/fabric, needles, pins, embellishments, thread, paint, brushes, flour

## 6. LITERACY BUILDING/ LANGUAGE ARTS INTEGRATION

- Frederick Douglass speech
- Thoreau written work
- Della Wells poems
- Ms. Adams and Ms. Alshehry artwork and connected poems

## 7. EVALUATION/ CLOSURE

- Post Test, Artist Statement, Close read with their work and Della's work, Self-assessment Rubric
- Share out with school community

## 8. BIBLIOGRAPHY/ CREDITS

- Marcia Weber Art Objects <https://marciaweberartobjects.com/wells.html>
- Portrait Society Gallery <https://portraitsocietygallery.com/artists/della-wells/>