

Crafting the Classroom



Integrating Visual and Tactile Learning
into Core Subjects

How to Use *Crafting the Classroom*

Houston Center for Contemporary Craft (HCCC) is a nonprofit arts organization founded to advance education about the process, product and history of craft. HCCC's major emphasis is on objects of art made primarily from craft materials: clay, fiber, glass, metal, wood or found/recycled materials.

Each *Crafting the Classroom* lesson teaches a science, math, social studies, or language arts objective, and a corresponding craft-based art project. Through integrating art into the core subjects, these lessons are designed to increase student engagement with the objective, promote higher order thinking and creative expression, and provide tactile learners with opportunities to excel.

Use these lessons to connect craft with topics that are meaningful to your students and curriculum. For example, many tools, vessels, furniture, clothes, and other items integral to daily life used to be made by hand. Learning about these objects, as well as the skills needed to make and use them, can be a unique way to study world history or other cultures. Replicating decorative patterns can give students a better understanding of geometry. Learning about how craft materials are made and used relates to chemistry, physics, and natural science. These are just a few of the connections that can be made.

Pair these lessons with a visit to Houston Center for Contemporary Craft, where your group can enjoy a free guided tour, visit the craft garden, and observe resident artists in their studios. Optional, hands-on workshops are available upon request.

Please share these plans with other teachers, parents, and administrators.

For more information about HCCC, or to schedule your visit, please visit our website at www.crafthouston.org or call 713-529-4848 Ext. 0

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Fabric, dye, thread, ink, batting.

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ELA AND ART: IMAGERY AND IMAGINATION IN CRAFT MEDIA

LESSON OBJECTIVES

Language Arts: Students will learn about parts of speech, and practice identifying and sorting different parts of speech. Students will apply this knowledge by writing creative short stories and/or poems. Students will use and discuss figurative language, imagery, rhythm, and flow in their creative writing, and relate this to imagery in a self-created work of art.

Fine Arts: Students will develop their fine motor skills as they manipulate different materials to approximate one of three craft media (fiber, glass, or wood). As students create images to go with their stories or poems, students will develop their sense of color, shape, and movement. Depending on which hands-on project is chosen to accompany this lesson, students will learn more about the following craft traditions – quilting, stained glass, or wood veneer marquetry.

*Relating to craft media: **Fiber** or **Glass** or **Wood***

MATERIALS NEEDED

- Books, magazines, newspapers, ad pages, old calendars, etc.
- Word sort handout (one for each student)
- Scissors and glue sticks (optional)
- Additional materials specific to craft project (listed below)

VOCABULARY

Parts of Speech (see attached word sort handouts and vocabulary sheets for definitions):

3rd-6th Grade – *noun, adjective, and verb*

7-8th Grade – *preposition, pronoun, adverb, participle, and gerund*

Imagery – In literature, when an author uses figurative and descriptive language to create images in the mind of the reader. Images, collectively, in a work of visual art.

Marquetry – The art of making decorative pictures and patterns by applying pieces of very thin wood, called *veneer*, to a wood surface.

Stained Glass – Glass that has been colored with metallic salts. Pieces of the colored glass are then arranged into patterns or pictures and held in place within a lead frame.

Appliqué – A quilting technique that involves stitching fabric shapes onto a plain or patterned background in order to create representational images.

(See craft lesson overview for more in depth descriptions of these techniques)

LESSON OVERVIEW

This lesson is written for grades 3rd-6th, with included adaptations for 7th and 8th grades.

Part 1: A Lesson In Grammar

Introduction of New Material: Parts of Speech

Using the attached vocabulary sheets, teach students about the different parts of speech. Younger students will learn about nouns, adjectives, and verbs. Older students will learn about prepositions, pronouns, adverbs, participles, and gerunds.

Guided Practice: Word Sort Worksheet

Give each student a word sort handout and magazines, newspapers, books, etc... and ask students to select words that interest them. Ask them to sort these words by their part of speech into the appropriate categories.

Ask students to switch handouts with a partner. Partners should check each other's work for accuracy and discuss placement of the words. Teacher should check for understanding.

Optional: For tactile learners, consider allowing students to cut out their chosen words and paste them (after checking) to their handout.

Part 2: Imagery in Creative Writing and Craft Materials

Explain to students that authors make images in the minds of readers by manipulating words, while artists make images by manipulating different colors, shapes, textures, and materials. In this lesson, they will get the opportunity to make both kinds of *imagery*.

Imagery With Words: Writing a Poem or Story

Have each student select a minimum of two words from each category on their handouts. They will use these words to form a story or poem. You may consider writing a class story or poem together, on the board, to give new writers experience with the process.

Encourage students to use their words to create images in the mind of a reader. **Ask:**

- *What does your character look like or sound like?*
- *Imagine you are in the setting of your story. What can you hear? What can you see? What can you smell? What can you taste?*

Depending on the age and ability of your students, you may wish to require a longer or shorter piece of writing. For stories, make sure students include a setting, a character (or characters), and at least one thing that the character(s) does. Poems do not have to rhyme. Use the attached rubric, and see samples below, for further guidelines.

Imagery With Colors, Shapes, and Textures: The Craft Connection

Ask students to look over their story or poem with the eyes of an artist:

- *What mood or imagery do your words convey?*
- *How could you convey this mood and imagery with colors, shapes, and textures?*

Choose one of three craft projects* for your students to create:

1. Appliqué Quilt Square (Fiber)
2. Stained "Glass" Image (Glass)
3. Wood Veneer Marquetry Panel (Wood)

**(Please see detailed project descriptions beginning on the following page)*

Keep in mind that these are kid friendly versions of some very complex art forms; the processes and materials have been chosen accordingly.

EXAMPLES



Tree

A tree is cool and beautiful.

A tree is wild.

A tree is a green plant, always growing.

Wild glades surround it.

Sun shines through the leaves,
warming the ground.

Blowing wind sings in the branches.

"Creak, crack," says the wood.



A Day at the Beach

I went to the beach last weekend with my family. The sand was white and powdery, like scorching hot snow. The water was cool and wet. It made my lips taste salty.

All day long we played and swam in the ocean. I am an excellent swimmer because I took lessons last year. We also dug in the sand. We made an enormous sand castle. We gathered seashells for the windows and doors.

My mother packed a picnic dinner. We watched the magnificent sunset while we ate. It was a wonderful day at the beach.

Conclusion

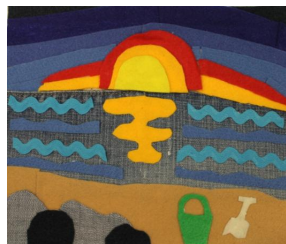
Group Critique: Put students into small groups for a critique. Have each student read their piece aloud and show the group their craft based image. After each reading, have the other students say one thing that they liked about the piece and one question about the piece.

Ask students to think about the relationship between words and images.

- *How do the chosen words affect the imagery of the story or poem?*
- *How do the colors, textures, and shapes of the image relate to and build upon the events or theme of the story or poem?*

For the older grades, a critique worksheet is attached that will help the students peer edit each other's work.

PROJECT OPTION # 1: FIBER



Appliqué is a quilting technique that involves stitching fabric shapes onto a plain or patterned background, in order to create representational images.

You can read more about quilting techniques and traditions at <http://www.quilting-in-america.com/>

MATERIALS

- Felt and other scrap fabric in various colors.
- A large square or rectangular piece of fabric for each child to use as a backing.
- Fabric glue (or needle and thread)



PROCESS

1. Introduce the art form. Tell students about the history and process of appliqué.
2. Show students how they can create an image by arranging fabric scraps with different colors, shapes, and textures.
3. Provide students with scissors, fabric, and either fabric glue and/or needle and thread. Give students time to create an image that relates to their story or poem.
4. Encourage students to include and elaborate on details from their writing.

PROJECT OPTION # 2: GLASS (A Kid Friendly Imitation)



Stained glass is glass that has been colored with metallic salts. Pieces of the colored glass are then arranged into patterns or pictures and held in place within a lead frame.

Traditionally, stained glass has been used to decorate the windows of churches, cathedrals, and other important buildings.

Read more about the history of stained glass at http://stainedglass.org/?page_id=169 (Stained Glass Association of America)

MATERIALS

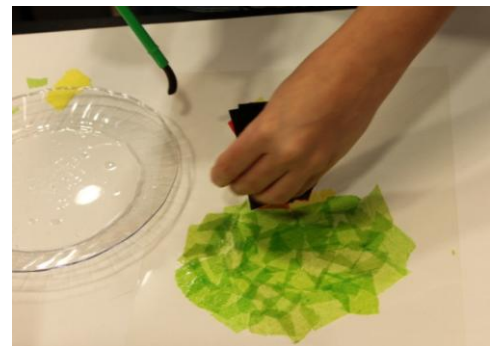
- Clear glue
- Paint brushes
- Plastic plates
- Tissue paper
- Transparency paper
- Heavy paper and crazy scissors



PROCESS

1. Introduce the art form. Tell students about the history and process of stained glass.
2. Provide students with a sheet of transparency paper, a paint brush, tissue paper, and a plate of clear glue mixed with a few drops of water.
3. Show students how they can attach scraps of tissue paper to the transparency, by laying the tissue paper down and brushing it gently with glue. Hold the example up to the light, to model how layering tissue paper can create darker and lighter areas in the image.
4. Allow students time to create an image that relates to their poem or story.
5. Tape student's work to a classroom window to dry and display.

Optional: Students can use heavy paper and crazy scissors to create a frame for their work.



PROJECT OPTION # 3: WOOD



Marquetry is the art of making decorative pictures and patterns by applying very thin pieces of wood, called *veneer*, to a wood surface. Marquetry artists manipulate the natural variations in wood grain and color, and sometimes use wood stain or dye, to create elaborate images.

This technique has been used since the 16th century to adorn furniture, boxes, harpsichord and other musical instrument bodies, and even free-standing wood panels. *Parquetry*, a similar technique, involves the creation of geometric designs.

You can read more about the history, tools, and techniques of marquetry here <http://www.americanmarquetrysociety.com/Marquetry.html>

MATERIALS

- Wood shapes, and a wood or cardboard backing for each student
- Watercolor paints, brushes, and cups of water
- Paper towels or rags
- School glue or wood glue



PROCESS

1. Introduce the art form. Tell students about the history and process of marquetry.
1. Provide students with wood shapes. Show how they can arrange shapes to make an image that relates to their story or poem. Older students can snip corners off or cut shapes in half, depending on the brand of wood shape.
2. When students have decided which shapes they will use, provide them with watercolor paints, brushes, and water cups.
3. Show students how they can “stain” their wood shapes and backgrounds by painting them with watercolors and wiping the excess moisture away.
4. Provide students with wood or school glue, so they can attach the wood shapes to the backing. Encourage them to use different shapes, textures, and colors to create their image. Students can also stain any exposed portion of the backing.

WORD SORT: NOUN, ADJECTIVE, OR VERB?

Look through newspapers, magazines, ad pages, or your favorite book for words that excite you. Sort these words using the worksheet below. When you have placed all of your words in the correct category, trade papers with a partner to check your work. If you and your partner disagree about where to place a word, try using it in a sentence and comparing it with the definitions below.

NOUN

A noun is a person, place, or thing. Examples: *dog, house, tree, flower, car, and man.*

ADJECTIVE

An adjective describes something, such as how it looks, smells, sounds, feels, tastes, or behaves. Examples: *green, stinky, noisy, prickly, happy, sweet, and naughty.*

VERB

A verb is an action word. A verb is something you can do. Examples: *run, jump, play, sing, and dance.*

WORD SORT: PREPOSITION, PARTICIPLE, ADVERB, OR GERUND?

Look through newspapers, magazines, ad pages, or your favorite book for words that excite you. Sort these words using the worksheet below. When you have placed all of your words in the correct category, trade papers with a partner to check your work. If you and your partner disagree about where to place a word, try using it in a sentence and comparing it with the definitions and examples listed on the back of this paper.

<p>PREPOSITIONS Words that begin a phrase that introduces new information to the reader.</p>	<p>PARTICIPLES (usually end in -ing) A verb that acts as an adjective.</p>
<p>ADVERB A word that modifies a verb and usually ends in -ly.</p>	<p>GERUNDS (usually end in -ing) A verb that acts as a noun.</p>

VOCAUBLARY: PARTS OF SPEECH (7TH-8TH GRADE)

Adverb – A word that modifies a verb and usually ends in -ly.

Examples:

1. She drove **slowly** down the street.
2. She cried **loudly** during the wedding.
3. The angel **beautifully** played the harp.

Gerund – A verb ending in -ing that acts as a noun.

Examples:

1. **Eating** makes me happy.
2. My favorite activity is **running**.
3. **Kayaking** hurts my arms.

Participle – A verb, usually ending in -ing, which acts as an adjective.

Examples:

1. The **crying** baby refused to sleep during the flight.
2. The **broken** glass was a hazard in the lab.
3. The **boiling** water cooked the noodles.

Prepositions – A word that begins a phrase that introduces new information to the reader, but which is not crucial to the sentence.

Examples:

1. Cinderella left the ball **before** midnight.
“**before** midnight” shows when the action took place
2. The man slept **underneath** the tree.
“**underneath** the tree” shows where the action took place
3. The boy escaped **through** the trapdoor.
“**through** the trapdoor” shows how the action took place

Pronoun – A word that takes the place of a noun.

Examples:

1. Maggie, Jason, and Patrick crossed the street.
They crossed the street.
2. Lily gave the apple to Margaret.
Lily gave the apple to **her**.
3. Finn went to the beach.
He went to the beach.

CREATING IMAGES IN WRITING AND ART – CRITIQUE RUBRIC

GRADES 4th-8th

	3	2	1
Parts of Speech: Variety	Student used two or more words of each part of speech. Student used a variety of different words.	Student used at least two words of each part of speech, but repeated some words, or used different forms of the same word (i.e. "run" and "ran" as two verbs).	Student did not use minimum two words of each part of speech.
Parts of Speech: Usage	Student used all parts of speech correctly.	Student used most parts of speech correctly, but made some errors.	Student did not use most or all parts of speech correctly.
Structure: Flow and organization.	<p><u>Story:</u> Student used parts of speech in sentences that relate to one another, and contribute to the story in a relevant way.</p> <p><u>Poem:</u> Student used parts of speech to create imagery that relates to the overall theme of the poem, and to create an interesting rhythm or flow.</p>	<p><u>Story:</u> Student wrote a story where most sentences relate to one another and the overall plot, but some sentences do not. Some sentences seem out of place, or like they were written simply to include a required part of speech, and not to contribute to the plot.</p> <p><u>Poem:</u> Student used some parts of speech to create imagery relevant to the overall theme of the poem. Other words seemed out of place.</p>	<p><u>Story:</u> Student did not relate sentences to one another, nor to the overall plot.</p> <p><u>Poem:</u> Student created a poem with no cohesive theme, rhythm, or flow.</p>
Visual Arts Elements: Color, form, and texture.	Student used a variety of colors, forms, and textures to create their image.	Student used some colors, forms, and textures to create their image.	Student did not create an image.
Overall Imagery and Concept: Relationship between writing and artwork.	Student created an image that illustrates their story or poem. Their image is related to their story or poem, but also reveals details not included in the text.	Student created an image that relates to their story or poem, but did not include any extra (visual) details in the image to build upon the details in the writing.	Student created an image that was unrelated to their story or poem.
Total Score:	Comments:		