



A SPECIAL MOTHER'S DAY GIFT – Working With Fabric

Students use fabric markers on polyester cotton to create a Mother's Day gift.

Required Time
80 Minutes

Grade Level
Grade 1 to Grade 5

Subject
Language Arts
Social Studies
Visual Arts

Vocabulary
contrast
emphasis
line
repetition
rhythm
shape

Materials

Polyester Fabric 25cm x 25cm (10"x10")

Iron

Ribbon

Bristol Board 30 cm x 30 cm (12"x 12")

Masking Tape

Copy Paper

Pencils

Bamboo Skewers

Fabric Markers

Newsprint Paper

Shop Crayola Products



Fabric Markers, 10
Count

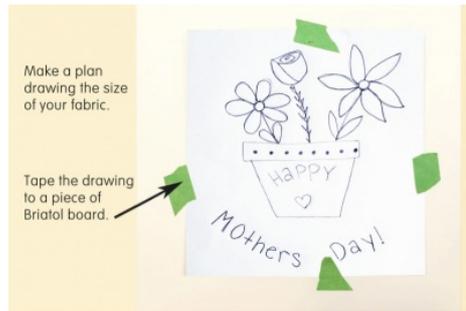


Washable Glitter
Glue, 5 Count



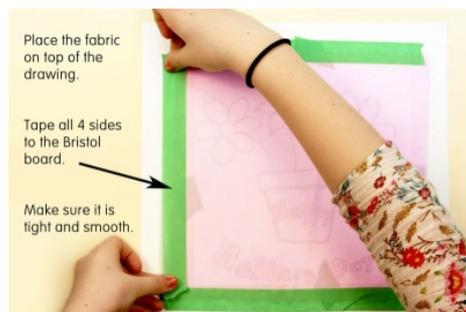
Doodle Pad, 60
Pages

Steps



Step One

1. Make a plan drawing on paper the size of the fabric.
2. Press hard with the pencil so it will show through the fabric, or outline the drawing with a fine line black marker.
3. Tape the drawing to a piece of Bristol board.



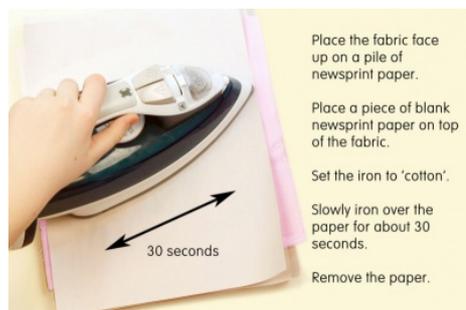
Step Two

1. Place the fabric on top of the drawing.
2. Tape all 4 sides of the fabric to the Bristol board.
3. Make sure it is tight and smooth.



Step Three

1. Use fabric markers and fabric crayons to colour your design directly on the fabric.
2. Remove all the tape when you have finished colouring.



Step Four

1. Place the fabric face up on a pile of newsprint paper.
2. Place a piece of blank newsprint on top of the fabric.
3. Set the iron to 'cotton'.
4. Slowly iron over the paper for about 30 seconds.
5. Remove the paper.



Step Five

1. Fold the side and bottom edges under.
2. Use a glue stick to glue them in place.
3. Fold the top edge under.
4. Place a bamboo skewer under the fold.
5. Glue it in place.
6. Add glitter glue and a ribbon.

Learning Goals

Students will be able to:

- create a fabric hanging;
- repeat lines and shapes to create rhythm;
- use contrast to create areas of emphasis;
- demonstrate technical accomplishment;
- support their ideas with evidence found in the works.

Extensions

Have students:

- create a gift card or booklet to accompany their gift, for example, using the **Character Book** or **I Am Your Biggest Fan** lesson plan found on this website;
- encourage them to write a note explaining how their mother, or the person receiving the gift, is special to them.

Prepare

1. Precut the fabric and Bristol board, enough for each student.
2. Download and display the *Shape, Line, Rhythm, and Emphasis Posters* available on this website.
3. Teach or review the concepts of repetition, rhythm, contrast and emphasis.
4. Gather and make available books about mothers, for example, *A Gift for Mama*, by Linda Ravin Lodding; *How to Babysit a Grandma*, by Jean Reagan and Lee Wildish; *The Day I Lost My Superpowers*, by Michaël Escoffier and Kr Di Giacomo and *Someday*, by Alison McGhee.

Introduction

1. Discuss gift giving in general.
 - *Why and when do we give gifts?*
 - *How do we choose the gifts we give?*
 - *What are some of their favourite gifts?*
2. Conduct a read-aloud using a book such as *A Gift for Mama*, by Linda Ravin Lodding focusing on the idea of generosity and caring.
3. Brainstorm reasons to give mothers gifts, and ways students like to celebrate Mother's Day with their moms or special caregivers.
4. Introduce the challenge

Activities

The Challenge

1. Create a fabric hanging.
2. Repeat lines and shapes to create rhythm.
3. Use contrast to create areas of emphasis.
4. Demonstrate technical accomplishment.
5. Support your ideas with evidence found in the works.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *created fabric hanging*
 - *repeated lines and shapes to create rhythm*
 - *used contrast to create areas of emphasis*
 - *kept the finished hanging in good condition*
3. Guide students through the steps outlined in this lesson plan.
4. Encourage students to think of how they can use contrast to create areas of emphasis.
5. Encourage students to always join clay using the score and slip technique.
6. Observe students as they work.
7. Provide individual assistance and encouragement.

Sharing

1. Place students in groups of about 6.
2. Ask them to share thoughts about the works.
3. During the discussion include references to:
 - *Colour - How does the colour create contrast and emphasis?*
 - *Shape and Line - How does repeating lines and shapes create a sense of rhythm??*

- *Technical Accomplishment - How does attention to detail contribute to the overall effect of the design?*
4. Ask volunteers to share some ideas with the whole class.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks – speaks with a clear voice, looks at audience while speaking, holds puppet to the side, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - HANGING_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - HANGING_self-assessment.pdf, or HANGING_PRIMARY_self-assessment.pdf)