

Lesson Plan: Fabric Batik

Grade level: 6-12

Duration: 3-4 class periods (45-60 min. each)



Media Type: fabric / resist

Subject Integration: Social Studies

Objective: To use the work of Kirsten Aune to inspire original artwork.

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-

Vocabulary:

Visual Arts Elements / Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

- 100% cotton pieces of white fabric, old sheets will do



- Elmer's gel glue
- Watered down acrylic paint
- Paint containers / brushes
- Black Sharpie markers for outlining
- Newspapers to protect table surface

Day 1:

Introduce lesson by sharing Making It Up North video about Duluth artist, Kirsten Aune.

<https://makingit.wdse.org/watch/textile-artist-kirsten-aune> (4:47)

Discuss video snippet with students and ask, “What do you know about creating fabric designs?” “Have any of you ever created a design on fabric?” “What is a resist?” “If you have created a resist in the past, how did you do it?” “How did Kirsten create her resist?” “What else did you notice about Kirsten’s work?”

Have students sketch out ideas for creating a glue resist painting on fabric. Possible ideas: landscape, seascape, cityscape or simple images from nature.

Day 2:

Give each student a piece of 100% cotton fabric; old sheets work well. Have students sketch their ideas with a pencil on the piece of fabric. Trace idea with Elmer’s gel glue. This is the only glue that works well for this type of project. White glue does not work the same. Let gel glue dry overnight.

Day 3:

Cover table surface with newspapers to protect table from paint staining. Use acrylic paint to paint fabric. Use various colors for best results.

Day 4:

Rinse fully painted fabric under warm water to rid surface of fabric of gel glue. The glue acted a resist; now the resist needs to be removed. Let dry. Add black Sharpie marker details to allow images to “pop” if desired.

Discussion Questions:

“What did you see in this video?” “What did you notice?” “What do you think of Kirsten’s artwork?” “How does Kirsten explain color and shape?”

Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Resources:

Fabric Surface Design: Painting, Stamping, Rubbing, Stenciling, Silk Screening, Resists, Image Transfer, Marbling, Crayons & Colored Pencils, Batik, Nature Prints, Monotype Printing Paperback – March 26, 2013 by Cheryl Rezendes (Author)

Kirstenaune.com

<https://www.theartofed.com/2016/04/05/step-step-guide-batik/> (Art of Ed website)

National Standards for Visual Arts:

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.1.IIIa : Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Social Studies integration example:

Indonesian batik has a long history of change, with diverse patterns influenced by a variety of cultures, and is the most developed in terms of pattern, technique, workmanship, etc.