CAEA Lesson Plan Format

LESSON TITLE: Retrobution: Return of Traditional Handicraft Methods

Name of Presenter: Cat Chiu Phillips

Grade Level: All Grade Levels- Elementary/MS/HS/University/Special Needs

Background Information:

Retrobution: Return of Traditional Handicraft Methods presents several large-scale commissioned community collaborative projects displayed in public venues including the Tournament of Roses 2016 in Pasadena, San Diego International Airport, and The Veterans Memorial and Museum in Balboa Park. Each installation public art project engages and motivates students to focus on the use of time-honored craft techniques to upcycle contemporary rubbish.

Content Standards:
2.0 CREATIVE EXPRESSION
8th Grade: 2.1 Demonstrate an increased knowledge of technical skills in using more complex 2-dimensional art media and processes
High School Arts Content Standards: 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view

Common Core Content Standards addressed with the lesson:
Reading Grades 6-8: Follow precisely a complex multi-step procedure when carrying out performing technical tasks defined in the texts

Learning Objectives/Goals/Essential Understandings:
To create works of art with discarded objects by applying time-honored handicraft methods such as the use of embroidery methods.

Vocabulary:
Embroidery
Back Stitch
Running Stitch
Chain Stitch
Whipped Running Stitch
Visual Evidence
Contextual Meaning
Upcycle
Elements of Art
Principles of Design

Materials:
Recycled printed materials (books, magazines, etc.)
Needle, embroidery thread, and scissors
Pencil, colored pencil, oil pastel, gel medium, watercolor, etc. (for optional mixed

media)
Video of Introduction to Embroidery

Motivation:
Examples of public art projects with City of Solana Beach, City of Vista, Westfield Horton Plaza, Aquarium of the Pacific, San Diego International Airport, Las Vegas City Hall, and City of Atlanta.

Procedure:
Step-by-step instructions
1. Present images of project development from artist's small-scale project to commissioned public art projects.
2. Discuss contextual meaning of each work from the use of recycled materials, how it connects to the installation site, and its social, historical, and cultural value.
3. Provide handout of "Introduction to Embroidery" with needle inserted in each paper (to ease distribution of needles to students).
4. Instruct along with video to demonstrate each type of stitch step-by-step.
5. Pace students to complete each row before moving on to another type of stitch. Demonstrate how to correctly start (with one-hand knot) and end stitches.
6. Pass out choice of printed material.
7. Students will contextualize the provided printed material by appropriating it to become their own historical/political/cultural visual statement. Encourage students to brainstorm and understand how embroidery fits in the visual language of their work.
8. Students may use other art mediums to enhance their mixed media art project.

Assessment and/or Evaluation:

Remembering What did I do? Explain the artistic process to complete the project.	Describe what you did:
Understanding What was important in the process of completing the project?	Did you meet your goals? Yes _____ No_____(why not?) What was important about what you did (in order to complete the project)?
Applying Could I use this again?	How and where could you use this skill again?
Evaluating How well did you do?	Two things that you're proud of: 1.

Creating -What should I do next?	What did you learn?
	If you were to make another project again (using the same technique), what would you do?

Extensions:
Follow-up lessons, connections to the performing arts, and other core subjects
-Collaborate with core subject matter teachers, public institutions, local organizations,
and artists.

You may also send photos, diagrams, etc., to be posted with your lesson plans.