

Fiber Arts/Fabric Design as Influenced by Wadsworth Jarrell and Miriam Schapiro



Target Group: Grades 8-12

Goal (Terminal Objective): Painting, Design, Fiber Art Techniques

Objective: Students will demonstrate the ability to organize knowledge and ideas for the expression and production of art. Students will identify the sources for art expression and describe the processes artists use in developing their ideas.

National Standards:

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 9-12 Content Standard 6: Making connections between visual arts and other disciplines

Visual Arts Grades 9-12 Content Standard 2: Using knowledge of structures and functions

Purpose: Students will study the work of Wadsworth Jarrell and Miriam Schapiro. Students will identify significant trends in cultural movements influencing the development of individual artistic styles. Students will experiment with a variety of fiber art techniques. Students will use media experimentation in conjunction with the elements of design to create a feeling of movement and rhythm in a mixed media artwork in the style of Wadsworth Jarrell.

New Vocabulary: rhythmic pattern, action, repetition, aesthetics, critique, symbolism, visual rhythm, visual drama, social commentary art, criticism, artistic concept, cultural concept, Demographic, Afri-cobra movement

Materials:



#22-1908 Washable Glitter Glue



#22-1540 Classic Fine tip Peggable Carton Markers



#22-1206 Metallic Acrylic Paint



#24-2499 Acrylic Paint



#56-3101 40 ct. Flat Jumbo Brush Best-Buy Set



#22-9805 Small Flat Palette 7.75" x 9.5"

Muslin (or any fabric), water, stamps, foils, beads, trims, etc.

Time: This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

Introduction and Motivation (Set):

View referenced websites to analyze the work of Wadsworth Jarrell and Miriam Schapiro.

Discuss comparisons in artistic and cultural styles noting the use of elements and principles art in both artistic styles with reference to movement and rhythm.

Discuss how both artists are representatives of cultural and social movements (Afri-Cobra, Feminism) in a field previously dominated by one demographic.

Research and discuss Wadsworth Jarrell and the Afri-Cobra movement of the late 1970's. Discuss the use of Afro-Cobra concepts such as coolade, colors, African patterns and symbols, rhythmic movement and zig-zag patterns, and geometrical shapes.

Research and discuss the work of Miriam Schapiro and her message of the role of women, especially women artists. Discuss how her use of rhythm and movement, fiber used in abstract form with images of daily life, domestic objects and women artists encourage the viewer to look deeper into her symbolism.

Instruction:

Teacher leads discussion using Feldman Model (website references).

Teacher provides additional exemplars for analyzation.

Teacher leads in demonstration and/or presentation of various fiber art techniques enhanced by active use of the elements of design and principles of art.

Activities:

(1) Guided Practice:

1. Students create sketches for fiber art piece. Students will use characteristics from the works of both artists.
Jarrell: African symbols (see addendum), zig-zag lines, geometric shapes, repeated lines and shapes

2. Students lay out design on muslin, trace with pencil.

(2) **Independent Practice & Check for Understanding:** Teacher circulates among working students visually recording students demonstrating understanding of objectives and provide reinforcement.

1. Students use Sargent Liquid Metal Acrylics, Sargent Acrylic Paint, to fill in painted areas.
2. Students use a variety of techniques to create interest, stamping, digital prints, splatter painting, fused fabric, etc.
3. Students use a variety of stitches, fabric samples, found objects, trims and beads to embellish fabric.



Trapunto



Splatter Paint



Direct application, with stamping.

4. Students use Sargent Fine Tip markers to enhance detail.

(3) **Closure:** Students record, either by checklist or writing prompt, the symbols used, the connection to the styles of either exemplar artist, and the innovations they provided to the piece. Sketchbook may be included.

Evaluation: Teacher/student critique and/or individual evaluation with a rubric.

Extension: This strategy may be extended to combine individual student artworks into a collaborative art installation. (mural or quilt)

Resources:

<http://www.wadsworthjarrell.com/index.html>

http://www.thehistorymakers.com/programs/dvl/files/Jarrell_Wadsworthf.html

<http://www.artnet.com/artist/423788437/wadsworth-a-jarrell.html>

http://www.artcyclopedia.com/artists/schapiro_miriam.html

<http://www.mystudios.com/women/pqrst/schapiro.html>

<http://www.albany.edu/museum/wwwmuseum/crossing/artist25.htm>

<http://artwork.asu.edu/arts/teachers/standards/visual.htm> (Feldman)

<http://www.asrc.cornell.edu/blacknessincolor/galleries/galllery7left.html> (Afri-Cobra)

<http://www.fiberrevolution.com>

Mixed Media Explorations, Beryl Taylor, Quilting Arts LLC, ISBN:0-9766928-2-1

Transforming Fabric, Carolyn A. Dahl, Krause Publications, ISBN:0-87349-616-7

The Art of Fabric Collage, Rosemary Eichorn, The Taunton Press, ISBN:1-56158-585-8

Creative Embellishments, Sherrill Kahn, Martingale Company, ISBN: 978-1-56477-616-7

Quilting Arts Magazine, Quiltingarts.com

Expressions Magazine, expressionsmagazine.com

*Sketchbook may be included

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