

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Wearable Art**
Designed by: **Innovative Schools**
Adapted from **“Wearable Art” New Zealand visual arts curriculum**
Content Area: **Visual Arts**
Grade Level(s): **8th**

Summary of Unit

Teachers ask the students to think deeply about their heritage and culture and identify aspects of themselves that they could signify into “Wearable Art.” Students are able to express themselves through the answering of the question, “Who am I?” and depict aspects of themselves into something wearable. Teachers have the option to require students to investigate a selection of traditional clothing items and wearable art works. Students make their own wearable art accessory based on their local culture and environment.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 E Select and use different media, techniques and processes that are used to create works of art
- 2.1E Identify the elements of art
- 2.2E Select and use the elements of art in works of art
- 2.3D Identify the principles of design
- 2.7D Select and use the principles of design in works of art
- 2.8D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art
- 2.9D Plan, design and execute multiple solutions to challenging visual arts problems
- 3.2P Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art
- 3.4D Select and use subject matter, symbols and ideas to communicate meaning in works of art
- 3.6D Analyze how the use of subject matter, symbols and ideas are used in works of art
- 4.6D Describe how history and cultures influence the visual arts
- 5.1E Discuss how individual experiences influence personal works of art
- 5.2E Identify ways the visual arts are used as communication
- 5.7D Describe how a work of art can convey a voice of one or a voice of many

Big Idea(s)

Artists make thoughtful choices in creating works of art.

Art is a form of expression that employs a system of visual symbols.

Art is a universal symbol system that transcends language barriers.

The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.

Art celebrates the unique characteristics of all cultures.

Subject matter, symbols and ideas are all rooted in culture.

Learning can be deepened by connecting visual art to other disciplines.

Many people favor learning in a visual and tactile way.

The process of creating art requires critical and creative problem solving.

The means to create art always changes.

Unit Enduring Understanding(s)

Artists make thoughtful choices in creating works of art.

Unit Essential Questions(s)

What constitutes art? According to whom?

Why create?

How and why is art used as a vehicle for communication?

To what extent does good design integrate form with function?

How does the use of specific symbols influence the meaning of a work of art?

What makes art more or less authentic?

To what extent does history reflect upon and have an influence on art?

Knowledge and Skills

Students will know...

Fashion has changed over time to reflect the times.

Students will be able to...

- Identify symbols that are representative of themselves or their culture
- Sketch out designs prior to creating life size designs

- Provide formative, constructive critique to peers
- Answer the question “Who am I” and use their created wearable art as evidence for their responses
- Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed and valued.
- Students will explore and describe ways in which meanings can be communicated and interpreted in their own work and others’ work.
- Students will explore and describe ways in which elements of culture can be communicated through items of clothing and wearable art.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

You have been asked to enter a piece of wearable art into a local Philadelphia competition. The competition is asking people to design a wearable art piece; art that would ordinarily not be considered something for everyday wear. Word is, Nicki Minaj and Lady Gaga are looking for the next big thing in wearable art fashion, so they are combing the nation for their next outfit to wow their fans. These current fashion icons are constantly making a statement about who they are and how they want to be seen through their wearable artfits. Are you up for the challenge?

Producing the wearable art

Approx 7 - 10

Periods

- 1) In groups of four brainstorm “What are some ways that elements of our local culture could be turned into a piece of wearable art?” “What are some elements of me that can be added/combined with the elements of local culture to help answer the question ‘who am I within my culture?’”
- 2) Working in pairs, draw up a plan for a wearable art accessory (hat, scarf, glasses etc.) that incorporates one or more of their ideas from the brainstorm. Once specific elements from the brainstorming session have been chosen, prepare a justification statement for why you chose what you chose to put into your wearable art piece, and how the piece you will create will embody elements of your culture and convey the message of who you are within your local culture. This must be at least 2 paragraphs.
- 3) In pairs, students produce your wearable art accessory.
 - You will need to source many of your own materials for the making of the artwork. Many of these could be collected from around home and school. Your teacher may provide a range of recycled items – bottles, food wrapping, magazines and newspapers etc.
 - Your teacher will assist you to find assembly methods for putting together your wearable art accessory.
- 4) In pairs, present your wearable art accessory to the class and potentially a larger audience. You can choose your presentation style. i.e. rap, song, video, poem, powerpoint, etc.
- 5) Complete the peer assessment sheet and hand in your work.

Rubric(s)

CRITERIA: The student:

Above

- Identifies a range of key elements of the context in which selected items of clothing were made and valued.
- Explores a range of art-making conventions and applies knowledge of relevant processes and procedures in the production of a wearable art work.
- Collaborates with a peer to develop a wearable art work that shows imagination, observation of cultural signifiers, and an awareness of artists' works.
- In groups and individually explores and describes in detail ways in which ideas and art-making processes are used to communicate meaning in their own and others' art works.

Achieved

- Identifies key elements of the context in which selected items of clothing were made and valued.
- Applies knowledge of relevant processes and procedures in the production of a wearable art work.
- Collaborates with a peer to develop a wearable art work that shows imagination and an awareness of artists' works.
- In groups and individually explores and describes ways in which ideas and art-making processes are used to communicate meaning in their own and others' art works.

Approaching

- Identifies some elements of the context in which selected items of clothing were made and valued.
 - Applies knowledge of relevant processes and procedures in the production of a wearable art work.
 - Helps develop a wearable artwork that shows some imagination and an awareness of artists' works.
- Works with other students to explore and describe some ways in which ideas and art-making processes are used to communicate meaning in their own and others' art works.

Other Evidence

Peer assessment

STUDENT PEER ASSESSMENT FOR OPTIONAL INVESTIGATION – Student to complete

EVIDENCE

Students are required to actively participate in and contribute to paired activities (designing and making the wearable art accessory).

When we were working in pairs _____ (student name):

Excellence

- Showed initiative in planning and making the wearable art accessory, and helped to clearly explain what the different parts of it were about when we presented it to the class. (CI)
- Helped us understand what the different parts of the traditional clothing might mean. (UC)

Pick ONE

Merit

- Helped plan and make the wearable art accessory, and helped to explain what it was about when we presented it to the class. (CI)
- Talked about what the different parts of the traditional clothing might mean. (UC)

Achieved

- Helped plan and make the wearable art accessory, and contributed some ideas for what it was about when we presented it to the class. (CI)
- Shared some ideas about what parts of the traditional clothing might mean. (UC)

- Warm-up activities
- Exploratory activities
- Class discussions
- Class questioning
- Student participation
- Teacher observation
- Studio projects
- Self-assessments
- Peer-assessments
- Learning/Response logs
- Exit Slips
- Sketchbook assignments

Student Self-Assessment and Reflection

- Exit tickets
- journals

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Investigation

- 1) Teacher will introduce the students to the website <http://www.pozible.com/index.php/archive/index/7093/description/0/0> take the students through the videos on the website, and ask the class to come up with your working definition of “wearable art.” Have them identify celebrities who are known for their flamboyant “artfits” to get the students hooked into the conversation.
- 2) Teacher will lead a whole-class discussion about contemporary wearable art. You can talk about the examples at the bottom of this unit under resources. You will also look at the [World of Wearable Art website](#).
- 3) In small groups students investigate the historical clothing examples – President Roosevelt, Spanish Civil War, Aristocratic Lady, Chief Joseph, women of the 1920’s, Zoot Suit of the 1940’s, women’s dress of the 1940’s, Women in Military, African America soldiers for the American Military, traditional Japanese Kimono, Royal dress of England, Royal dress of India to name a few as examples – by filling out a Venn Diagram which compares the traditional style of clothing with the specific item they are investigating. They may need to use the Internet to find out details for filling in the traditional style section of the Venn diagram. Groups working on specific elements of style may gain more from looking at the image than from reading the text, but the internet search could be an option for looking at more graphics of a similar style.
- 4) Groups working on the same asset join to compare investigations and share any additional information.
- 5) Brief class discussion about what has been learnt from the investigations of the historical items of clothing – clothing is an important way that elements of culture are communicated, clothing often shows combinations of cultural influence, use of a range of materials to make items of clothing etc.

Wearable Art Introduction

Teacher leads a whole-class discussion of contemporary wearable art, based around the assets of [The World of Wearable Art website’s](#) resource section which provides additional images for this discussion. At this point <http://www.pozible.com/index.php/archive/index/7093/description/0/0> can be referred to again.

- Clothing designed as an art work, not for everyday wear
- Key concept of the Alice Springs Wearable Art (WOW) is ‘taking art off the wall and onto the moving body’
- There are a whole range of competitions which include recycled wearable art, Inspiration for outfits comes from all sorts of things: Graffiti dress can be based on graffiti from a building in Philadelphia

- Comment on how the above assets are (somewhat extreme!) examples of culture being shown in the clothing that people wear. A short discussion of what culture is may be necessary.

Producing the wearable art

- 1) In groups of four students brainstorm 'What are some ways that elements of our local culture could be turned into a piece of wearable art?'
- 2) Working in pairs, students draw up a plan for a wearable art accessory (hat, scarf, glasses etc.) that incorporates one or more of their ideas from the brainstorm.
 - Teacher may need to direct students towards a design that is achievable given the materials and time available.
- 3) In pairs, students produce their wearable art accessory.
 - They will need to source many of their own materials for the making of the artwork. Many of these could be collected from around home and school. Teachers may want to provide a range of recycled items – bottles, food wrapping, magazines and newspapers etc.
 - Fabrication skills and materials required to assemble the art work will be dependent upon the nature of the work itself. Teachers should assist students to find assembly methods that are most suitable to the students' ability and available materials.
- 4) In pairs, students present their wearable art accessory to the class. It would be appropriate if this were done in the form of a wearable art fashion show.
- 5) Students complete the peer assessment sheet and hand in work.

Resources and Teaching Tips

If there are not images which lend themselves to the time periods or styles that you are wishing to peruse with your students, nytimes.com has wonderful photographic libraries where numerous other images can be found.

Also check out <http://ketchikanarts.org/main-street-gallery> for real life examples of contest entrants past and present











Differentiation

- This unit is imbedded with elements that will allow for organic differentiation to arise. Students working in their peer groups will be assigned roles that lend to their strengths and nurture their weaknesses. All students will play a viable role in the design and creation of the wearable art piece.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)
 - **Confident** – producing an item of wearable art from self-sourced materials helps students to develop confidence in their ability to be resourceful.
 - **Connected** – working in pairs and small groups enables students to develop their ability to relate well to others. Producing an item of wearable art which is based on their local culture and environment enables students to reflect on themselves as people who are connected to the land and environment, and who are members of communities.
 - **Actively involved** – reflecting on, and making art works in response to, their local environment and community motivates students to be more active participants in a range of social and cultural contexts.
 - **Lifelong learners** – comparing traditional and contemporary approaches to costume and wearable art helps students to develop critical and creative thinking skills. Producing an artwork in response to a range of motivations helps to develop students’ creativity.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Content Connections

Content Standards integrated within instructional strategies

History Connection with the art through fashion through the times.

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]

6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.