

Textile Landscapes

AN ALTERNATIVE EXAMINATION OF
ATMOSPHERIC PERSPECTIVE



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Thank you!

I really appreciate you purchasing this lesson, **Textile Landscapes**! This is a fun, engaging and creative way to teach basic sewing skills and the principles of Atmospheric Perspective. I know your students will love this as much as mine did!

Included in this lesson:

- ▶ **Teacher Presentation** (this one PDF format)
- ▶ **Student Presentation** with guided notes on Atmospheric Perspective (**PPT is editable**)
- ▶ **Sketchbook Prompt** (Editable)
- ▶ **Printable Guided Notes on Atmospheric Perspective** (Editable)
- ▶ **In Progress Critique Format and Feedback Forms** (Editable)
- ▶ **Critique Overview Directions** (for final crit)
- ▶ **Critique Ribbon Prompt** (Editable)
- ▶ **Two Rubrics** (Editable) (one is a long format and the other is a short format)
- ▶ **Supply List** (in this presentation)
- ▶ **Time Line Info** (in both presentations)
- ▶ **Terms of Use Agreement** – Please read



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Supply List

Fabric of any type (cotton, denim, leather, jersey, towels, pleather, vinyl, sweater, curtains, tablecloths, pillowcases, etc.)

Fabric Sources:

- **Donations!** Contact your students' parents and the staff at your school – there are so many people who have fabric they would love to get rid of!
- **Fabric stores** (JoAnn Fabrics, Walmart)
- **Goodwill, Salvation Army**, thrift shops (old clothing can be repurposed into pieces for the project)

Sewing Machines (we borrowed 4 from our CTE dept. – chances are you probably have a parent who would donate one) – of course you could set up the project to be 100% handsewn as well

Thread/Sewing and Embroidery, Needles/Straight Pins/Embroidery Hoops - again, solicit parents for donations – these are very inexpensive items to purchase if donations are not an option

Supply List, cont. -

Optional supplies –

- Fabric glue (for tiny fabric pieces)
- quilt batting & pillow stuffing (for stuffing portions of landscape)
- ribbon & lace (for embroidering/embellishing)
- buttons

Good Scissors (sharp for cutting fabric – our classroom scissors worked well but they are also new)

Time Frame:

This will depend entirely on how large you require the landscapes and what your criteria are (finished size, certain number of sections/hand sewn embroidery, etc.)

We spent a **full 2 weeks (breakdown on next slide)** (90 min blocks) on ours and size was minimum 12 inches on the shortest side. The only “deal breaker” for me was they had to show a sense of depth using the principles of Atmospheric Perspective (notes to follow)

Daily Timeline Breakdown

Day 1: - **Project Introduction** - PPT (included and editable)

- pass out **Sketchbook Prompt** and begin sketchbook planning/brainstorming

Day 2: - **Bring in supplies** for landscapes (we pooled our resources and had a community collection with donations)

- complete sketchbook assignment and begin cutting out composition

Days 3-9

Studio workdays – fully collaborative – lots of discussion amongst students – the unexpected bonus for us was this became a real “bonding” project as the students had to help each other troubleshoot sewing machine issues, give and receive embroidery tutorials as they watched countless videos on line, and help each other with composition and color choices – it was very refreshing to watch them educate one another once they mastered a new skill or figured out how to avoid pitfalls

Day 5:

- In Progress Critique** – printable format also included in this lesson – optional activity of course depending on how you prefer to structure the timeline

Day 10:

- Final Critique** – Ribbon Prompt and Peer Evaluation Rubric (both editable) included

The Good News is....

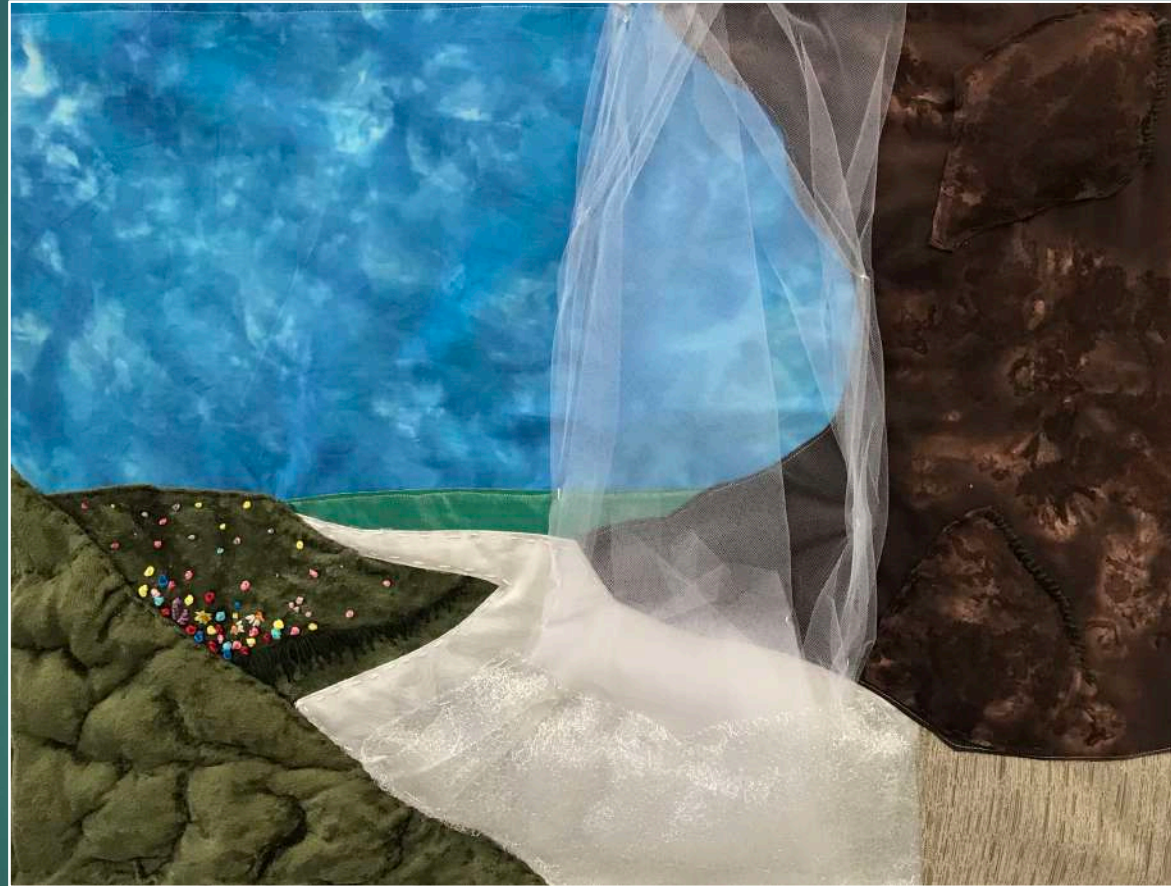
“It’s purely aesthetically pleasing.”

- ▶ No hidden meaning.
- ▶ No message.
- ▶ No commentary on social issues.
- ▶ No viewer persuasion.
- ▶ Just pure aesthetics.
- ▶ Focus will be on composition (use of color, shape and variety) to convey the mood of the landscape – early morning, stormy, calm, etc.



Media

- ▶ Textiles & related items only. (buttons, ribbon, embroidery, etc.)
- ▶ Process will be either hand-sewing or machine stitching and embroidery or both



Atmospheric Perspective

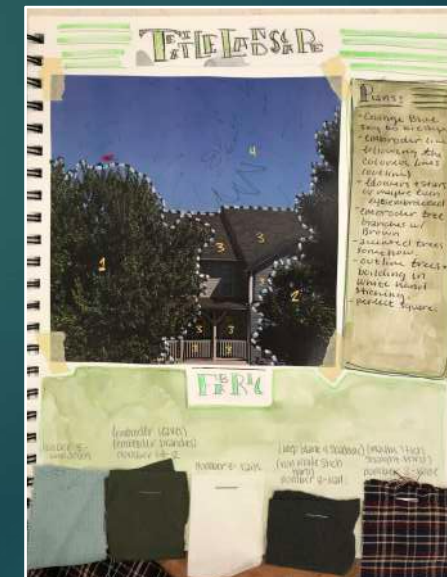
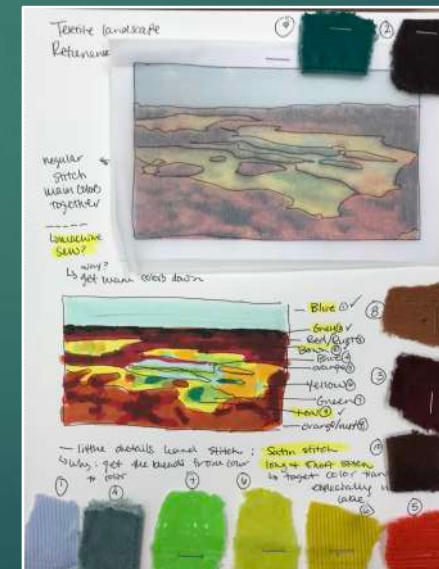
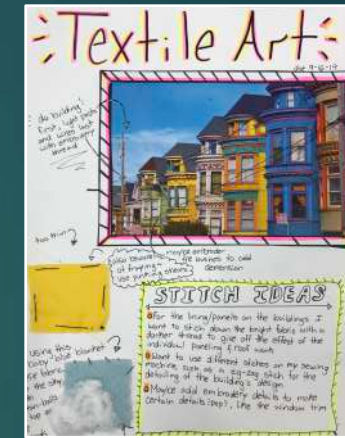
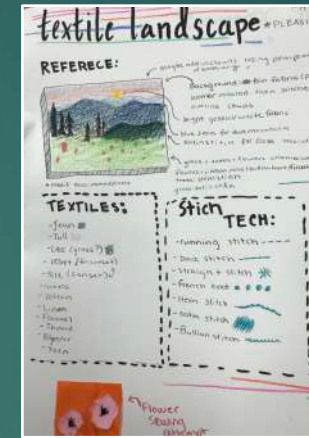
Things to consider when creating depth in a landscape composition

1. Objects that are **closer** to the viewer are **larger** than objects further away (objects progressively get **smaller**)
2. Objects that are closer to the viewer are lower in the picture plane
Foreground – **lowest** 1/3 of composition
Middle Ground – **middle** 1/3 of composition
Background – **highest** 1/3 of composition
3. Colors that are **closer** to the viewer are more **intense** and colors **further** from the viewer are more **muted**
4. Objects **closer** to the viewer have **sharper/crisper** edges and objects that are further away are more **blurred** in appearance



Inspiration/Sketchbook Planning (this info is also in a printable doc included with lesson)

- ▶ **Photo Reference/Inspiration** – print and paste/tape in sketchbook
- ▶ Brainstorm possible **textiles** to use in your composition – cutting swatches and pasting them in sketchbook is a good idea
- ▶ Brainstorm different **stitch techniques** – machine and embroidery that would compliment your idea
- ▶ Brainstorm **color schemes** that would work well with your idea
- ▶ **Thumbnail and color** two different compositions with notes on types of fabrics/stitches for each
- ▶ Make note of **WHY** you chose the composition and colors/stitches
- ▶ Document how you will use Rules of **Aerial Perspective** to execute your idea



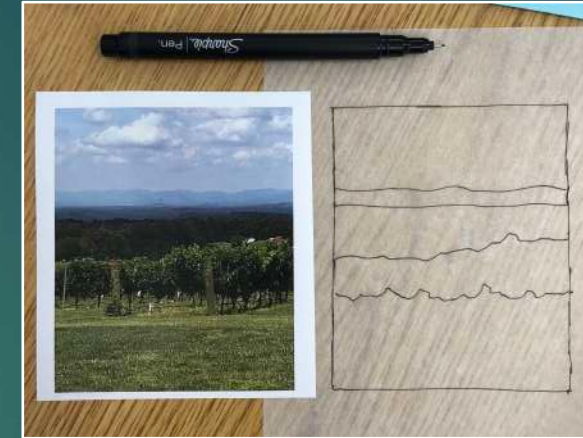
Reference Photos

- ▶ This is one of those projects where plagiarism is almost never an issue as long as the students are not using a photo of a textile landscape as reference
- ▶ Some of my students used their own landscape/cityscape photos and some used images off of the internet, but they all used an actual landscape photo – not a photo of a piece of textile landscape art – they did, however, look online at numerous examples of textile landscapes to get an idea of how to create the depth and arrange the colors/pieces to achieve the best overall composition
- ▶ They were required to document in their sketchbook various ideas for fabric colors, stitch techniques, thumbnail ideas, etc. (The **Sketchbook Assignment** doc is also included in this lesson)



Simplifying the landscape reference photo

- ▶ Using reference photo and tracing paper or overhead transparency outline the largest shapes in the landscape (pic. 1)
- ▶ From here, there are several options for cutting fabric:
 - ▶ if your students are middle or high school age you can have them use this as a reference to draw shapes onto fabric just by looking at this shape breakdown – they could also cut the tracing paper apart creating a series of templates to lay o fabric and cut shapes that way
 - ▶ If you have upper elementary students (grades 4-6) I would keep the shapes VERY simple and limit the number to 5 at the most.



Pic. 1



Tracing
paper
over
reference
to simplify
shapes

Options for Landscape Construction

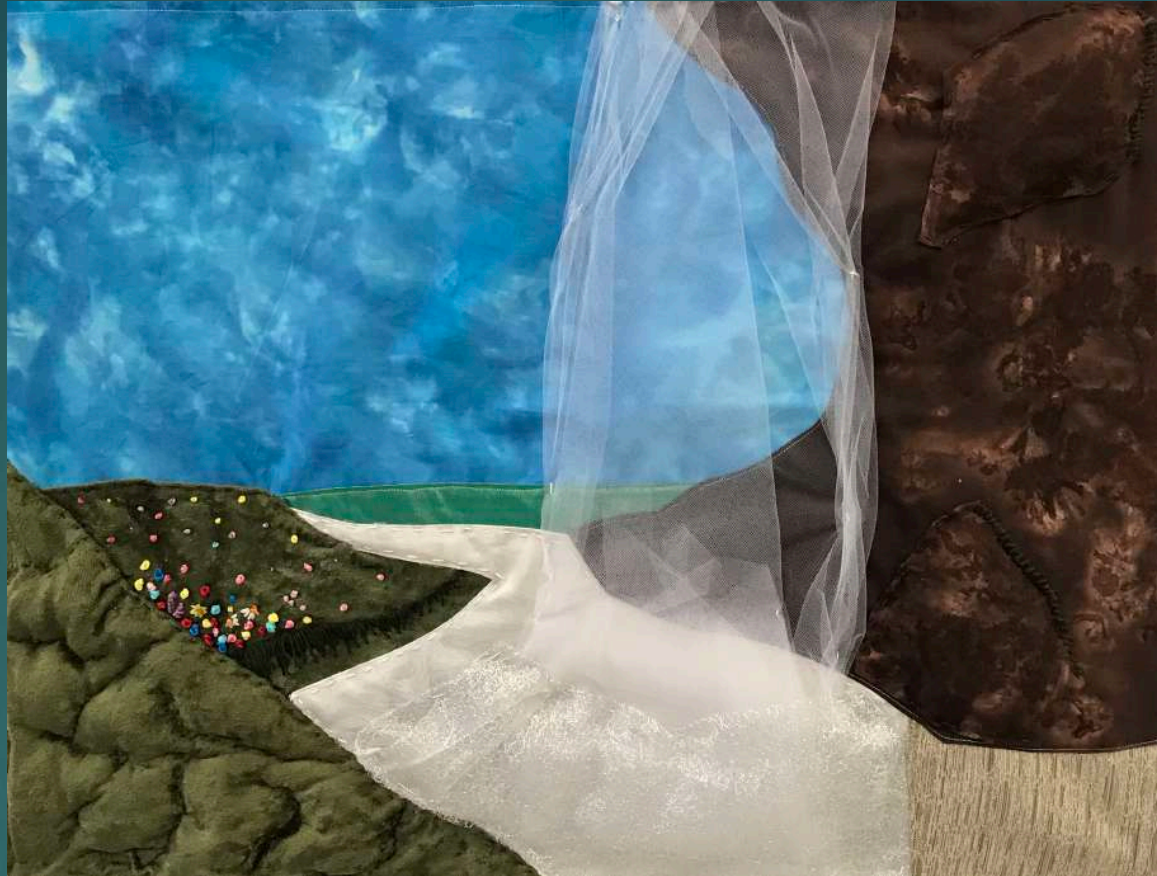
1. Cut fabric shapes and stitch together by machine or by hand with no base piece of fabric (you will just have a patchwork look on the back side and the seams will be visible (*Example on next slide*))
2. Using a base piece of fabric (muslin works well), fabric shapes can be sewn directly onto this base piece (overlapping edges as you go – either machine stitching or hand stitching – layer and sew pieces from the back to the front of the composition (*Example on subsequent slide*))
3. Using a base piece of fabric (ex: muslin), take patchwork pieces that have been sewn together (#1 above) and place this “quilted” landscape on top of the base fabric and sew around the edges by machine or by hand (this gives a nice clean look to the back side) (*Example on subsequent slide*)

Landscape Construction #1



This student hand sewed a hand towel to the striped and checked fabrics and then added the turquoise fabric. This is not sewed to a base first. Next, she sewed the deep blue, the yellow tubes of fabric (sewn tubes turned inside out) and the ruffled peach fabric to the bottom. The deep blue fabric is stuffed with pillow stuffing and stitched throughout to create a puffy texture. She then embroidered using a variety of techniques (YouTube tutorials) with thread and various ribbons as well as added buttons to create an active underwater sea life

Landscape Construction #2



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This student started with the blue sky fabric (approx. size 14 x 16) and then machine stitched the warm green fabric in the center, then the large brown cliff fabric on the right, the cream colored "z" shaped next, then the pine green colored fabric in the lower left and the cream colored fabric with the lines in it in the lower right corner. She then stuffed portions of the lower left green area with pillow stuffing, added the sheer fabric (by sewing to the top and then she added another sheer shimmer fabric to the bottom where the water is falling and hand stitched that in a few places. She then embroidered the flowers in the middle ground and created separations in the lower corner for texture

Landscape Construction #3



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This student sewed the pale blue fabric to the yellow fabric first. Next, he added the medium gray, the black, then he machine stitched the bottom of each of the faux leather pieces to the pale blue fabric, overlapping them and leaving the tops of the shapes unsewn to create some shadowing between the hills in the foreground. Next he sewed the gray cloud onto the pale blue fabric. Finally, he sewed the entire composition to a base piece of fabric and machine stitched the edges all around for a nice finish.

Embroidery

The largest Problem-Solving part of this project has definitely been the embroidery component. I am normally quite the micro-manager (in case you couldn't tell lol) and I kept thinking I needed to show them every stitch....but I released them to the grand world of YouTube and WOWZA, the results are endlessly amazing.

They watched embroidery tutorials one after the other and they took the process SO much further than I ever thought. Out of 22 students, only 2 had previous experience, so almost all of the embroidery student examples you see here are first timers.

I have been teaching for 10 years and I have never seen the level of excitement that I have seen with this project. The engagement was over the top and the kids put in countless out of class hours to get these landscapes perfect. You are going to be so pleased with your kids' excitement, I just know it!



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Machine Sewing

Depending on your sewing experience, this project can seem daunting. Here's the good news. Sewing is actually very simple and all you need for this project is a straight stitch – the most basic machine stitch out there.

We borrowed machines from our CTE department and they were very accommodating. I had several students whose mom had a machine at home and they were able to work there as well.

I am a seamstress so I was able to help them begin the process but honestly if you have NO idea how to sew delve into the grand world of YouTube and watch a couple basic tutorials. There are some really good ones out there. You can do this, I promise you!

I discovered that the kids LOVE to sew, especially my boys! It made me sad that this is no longer required in our schools. I am an “old dog” lol and we all had to take sewing in middle school. I know your students will love it too.

Final Thoughts

This was BY FAR the most successful lesson I have ever taught that involved in depth problem-solving the entire time. The students were constantly solving issues related to color choice, construction, layout, sewing, embroidery and most especially how to fix a jammed sewing machine!

Things to stress for success:

1. Use an embroidery hoop when embroidering
2. Put the straight pins and needles IN the pin cushion when not in use
3. Make sure the machine is threaded properly BEFORE use
4. Watch plenty of tutorials throughout the process
5. Embrace the new adventure – be fearless in creativity
6. Make sure you have contrast and that the principles of Atmospheric Perspective are at work in the composition

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THANK YOU ONCE AGAIN!

If I can be of ANY assistance please do not hesitate to contact me at tjfox5050@gmail.com or tiffany_fox@iss.k12.nc.us.

Enjoy this time with your students, you will see them learn and grow their talent and creativity in numerous ways!

Follow our classroom Instagram @mrs_tfox for more student work and the daily happenings in our class located in our IG story

Thanks again and Happy Teaching!

Tiffany 😊