

Three Dimensional Felt

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Grade Level: 3-6

Time Span: 45 minutes:

Introduction and demonstration- 15 minutes

Art making- 20 minutes

Clean up- 10 minutes



Essential Questions: What are possible alternative processes of creating felt?

Guiding Questions: How can felt be made three dimensionally? How does the thickness of the felt inform the shape of the piece? How much does the felt shrink during the process?

Objective: Students learn how to felt around a resist. Students also learn how to create small spheres and felt cord. Students create vessels or other three dimensional objects. Students continue to experiment with color and texture.

Vocabulary: Felt, Roving, Agitation, Fulling, Resist

Materials:

- Wool roving of various colors broken up into 1' sections
- Warm soapy water (electric kettle and a bottle of dish soap)
- 2'x3' piece of bubble wrap, or shelf liner per student
- Plastic drop cloths for work surfaces
- Sponges (several per table)

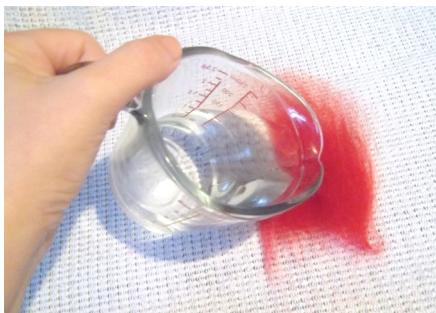
- Several textured surfaces (such as a plastic paint tray, boot mat, or washboard)
- Plastic resists made from acetate or stiff plastic
- Additional acetate if students want to cut custom designs

Resources: Several tactile examples of simple felt vessels, spheres, and cord.

Performance Tasks: The lesson begins with a hands-on demonstration on how to felt around a resist. The instructor emphasizes that the process is very similar to the first felting assignment, but now the felt is double sided and contains a plastic resist. The instructor takes a small 3" circle cut from a plastic milk carton and starts to lay pieces of roving on top of the form.



Soapy water is slowly added during the process so the wool can start to adhere to itself. Roving is applied in one direction on both sides of the resist, overlapping the edges.



A second layer of roving is then applied in the opposite direction on top of both sides, again overlapping the edges.

The instructor then shows the agitation process, and then when and how to remove the resist on a pre-prepared piece of felt. The vessel demo is completed after the instructor explains how to finish felting the piece, by placing the fingers inside and rubbing against a surface. Rinsed vessels can be formed to their desired shape and left to dry.



The second demonstration is how to felt a sphere. The instructor shows students how to pull a small piece of wool from the roving to make a small sphere. The instructor shows how to first roll the ball with slightly damp hands, and then to further roll and tighten the ball with wet soapy hands.



The final demonstration is how to make a felt cord. The teacher shows students how to remove a long thin section from the roving to create a cord. The gradual and eventually vigorous rolling of the cord is demonstrated. The instructor asks if students have questions, and then tells students to experiment with the techniques shown. Students are asked to create a cord and sphere, and/or a vessel.



Step 1: Each student's workspace is equipped with a 2'x3' piece of shelf liner. Students return to their tables and gather the rest of the materials of their choosing:

- Several pieces of colored wool roving
- Various shapes of cut plastic and acetate resists

Each table is also equipped with:

- Several sponges
- A bowl of warm soapy water

Step 2: Students begin experimenting. Students are encouraged to try several of the techniques demonstrated. The instructor circulates the room, encouraging experimentation, and re-warming cold water. A discussion is had during this time about the possible future applications of these felting techniques.

Step 3: Five minutes before clean-up students should start rinsing out their projects.

Clean up: Students rinse the soap out of their projects and wring them out in the sink. Small objects are placed on a paper towel labeled with the student's name and class. Larger felt pieces can be hung on a clothesline with a labeled clothespin. Tables are wiped down, and bowls of soap water are emptied and rinsed by the students.

Modifications: Peer helpers are useful in explaining and demonstrating confusing techniques. Students who are physically irritated by wool fibers can have the option of wearing rubber gloves, (non latex available).

Assessments: A formative assessment is given for the introduction of these new felting techniques. Students should show physical evidence of experimentation with either spheres and cords, or a vessel. Students should also show evidence of a growing understanding of the felting process. A discussion during work time about possible connections to future projects is conducted to spark thoughts helpful for the next lesson and to gauge collective understanding.

Maine Learning Results:

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A3. Students explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1. Media Skills

Students choose suitable media, tools, techniques, and processes to create original art works.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E3. Goal-Setting

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.