

# Felt Amulet

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**Grade Level:** 6-8

**Time Span:** Three 45 minute periods

First Class:

Introduction and presentation 15 minutes

Art making- 20 minutes

Clean up- 10 minutes

Second Class:

Introduction- 5 minutes

Art making- 30 minutes

Clean up- 10 minutes

Third Class:

Assessment- 30 minutes

Discussion- 15 minutes



**Essential Question:** How is felt protective?

**Guiding Questions:** How can felt be made into a symbol for protection? Why are amulets objects of importance? Are amulets art? What does a personal amulet look like? What colors are protective? What forms symbolize safety and protection? What felting techniques create a dynamic piece?

**Objectives:** Students learn about and observe various types of amulets from around the world. Students apply their knowledge of felting techniques to create a self-directed amulet. Students utilize at least two different felting techniques,

(flat felting, felting with a resist, incorporating felt cord or spheres). Students explain and discuss the importance of their choices.

**Vocabulary:** Amulet

**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
- 2' cut fabric strips from old t-shirts
- Plastic resists in various shapes
- Sponges (several per table)
- Several textured surfaces (such as a plastic paint tray, boot mat, or washboard)
- Small pieces of non-wool fibers in various colors (such as silk, angora, alpaca, yarn, and thread)

**Resources:** Power point presentation on amulets

**Performance Tasks:**

The culmination of the felting unit is a project on personal amulets.

First class:

The instructor opens up a discussion about the properties of felt. The students are asked, "How is felt protective?" Students are then asked what they think the purpose of an amulet is for. A brief 10 minute Power Point presentation on different amulets all over the world is shown. The teacher asks students to think about what their personal amulet might look like and what it might stand for. Students are asked to think about what colors, designs, and forms are personally protective. The instructor stresses that the final projects should also utilize the

elements and principals of design and be visually interesting as well as personally protective. Students should demonstrate an understanding of the felting process by utilizing at least two methods taught in the unit, (wet felting, needle-felting, felting around a resist, and creating felt spheres or cords).

Step 1: Students sketch out their designs and plan the process and creation of their felt piece. If students wish to needle-felt designs on the surface of their piece, they must plan to have all wet felting finished during the first class so the piece will be dry and ready for surface design during the next class.

Step 2: Each table has assorted roving and other fibers to embed into the felt. Students are directed to choose which materials they wish to work with. Each student has access to a working surface (2'x2' shelf liner), and a piece of foam for needle-felting. Students will raise their hands if they need a felting needle or a cup of warm soapy water from the teacher.

Step 3: The first class 20 minutes are be reserved for art making. Students will have to manage their time to make sure they can finish their piece by the end of the second class.

Second Class:

The instructor starts the second class by re-emphasizing the goals of the project. The students are asked if they have any remaining questions about the assignment or processes. The class is then used as an art making time for the remainder of the period, (leaving 10 minutes for clean up).

Third Class:

The students arrive at the classroom with their pieces waiting at their seats. The first part of the class is reserved for open discussion and critique of the project and the unit. Essential and guiding questions from within the unit are addressed.

Each student receives a personal assessment form, which they are to fill out in the last 15 minutes of class.

**Clean up:** The remaining 10 minutes of each art making class is reserved for clean up. Students go to the sink and rinse out their piece. Students then hang their felt to dry using a clothespin on a string hung in the classroom. Students should be responsible for returning remaining pieces of wool and supplemental fibers to the appropriate bins. Each table group should sponge up pools of remaining water. The instructor cleans up all remaining soap and water, and removes plastic drop cloths from the worktables.

**Modifications:** Students who struggle with time management could receive a schedule guideline for the creation of the project. Printouts detailing the steps for each felting process can be made available. Peer helpers who grasp the felting concept easily can help struggling classmates. An oral explanation of the project can be given for assessment if the student is not able to write about their piece.

**Assessments:** A personal summative assessment for the entire felting unit, (including the felt amulet), is given to each student at the start of the third class. A summative grade is then determined by the instructor based on how well each student meets the objectives.

### **Maine Learning Results:**

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.

### B3. Making Meaning

Students create art works that communicate an individual point of view.

- a. Demonstrate skills in the use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

### C1. Application of Creative Process

Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

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.