



Understanding by Design – Stage 1 and 2

Workshop Plan for a One Day Workshop

Workshop Title: Tie-Dye Designed by Katherine Nochera

| STAGE 1: DESIRED RESULTS | | |
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| Unit Planning Elements | Description | Workshop Overview: |
| Goals/Standards VSC Objectives Essential Learner Outcomes (Established by the Maryland State Department of Education or local county) | The Established Goals of a Particular Content Area or Discipline – these are the things students should KNOW and be able to DO by the end of the grade or level course level (select those relevant to the unit) | MSC OBJECTIVES (from grade _8_): 1.3b. Explain reasons for selecting specific design concepts to convey meaning in planning personal artworks 3.1c. Select and use a variety of tools, materials, processes, and techniques safely to solve a specific visual problem 3.2a. Communicate ideas and concepts by manipulating elements of art and principles of design to achieve specific visual effects |
| Big Idea: Theme/Topic | Primary Concept, Focus or Main Emphasis of the unit | Big Idea: Fabric & Color <i>Description of workshop:</i> Students will investigate basic color theory and 3 different cultures that use tie- dye. Students will then apply knowledge of tie-dyeing techniques and color theory to creating their own well-designed tie-dyed shirts/ wall-hangings that express a mood through color. |
| Essential Questions | Open-ended questions related to the Big Idea that is important in making art - may be "revisited" in another unit | <ul style="list-style-type: none"> • How do we make colors? How do we choose which colors to use in art-making? • How does fabric decoration reflect culture? • How do artists communicate moods and ideas through fabric decoration? |
| Enduring Understandings | A generalization or important concept about the Big Idea and art that students will come to understand while studying this unit - may be "revisited" in another unit | Students will understand that: <ul style="list-style-type: none"> • Clothing & fabric decoration are an art form through which we can express our culture, ideas, and personality. Tie- dyeing has a rich and ancient world history. • Artists use knowledge of primary colors & color theory to choose colors and experiment with techniques constantly. • Artists communicate moods and ideas on fabric through dyes, colors, designs, beads, paint, etc. |
| Knowledge and Skills (Specific unit content, concepts and skills to be introduced in the unit) | What you want students to KNOW and be able to DO as a result of studying this unit | (Students will KNOW specific information related to unit workshop) <ul style="list-style-type: none"> • a basic history of tie- dye in Africa, the Americas, and China • why we decorate fabric: to relate cultural ideas, reflect personality or status, make fabric visually interesting • how artists communicate moods and ideas through fabric decoration: dyes, colors, designs, motifs, beads, paint, etc. (Students will DO specific activities related to unit workshop) <ul style="list-style-type: none"> • using knowledge of the tie- dyeing techniques (knot tying, spirals, concentric circles, stripes, pleats) create a tie-dyed fabric using at least three of the techniques • make any color from the primary colors • develop a mood to express through tie-dyed cloth |
| STAGE 2: ASSESSMENT EVIDENCE | | |
| Performance Tasks, Criteria for Assessment and Assessment Tools | A description of specific tasks and other activities that students will DO to show what they KNOW and UNDERSTAND. (Criteria describe the | PERFORMANCE TASK(S): (stated as an elegant problem to solve) Summative Assessment (primary evidence) <ul style="list-style-type: none"> • Using a basic knowledge of color theory and at least 3 of the 5 tie-dye techniques demonstrated, create a well-designed and thoughtful tie-dyed shirt or wall-hanging that expresses a mood through color. |

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| | <p>qualities to look for in formative and summative assessments. They provide information for rubrics or other tools used to evaluate student progress)</p> | <p>Formative Assessment (other evidence)</p> <ul style="list-style-type: none"> • Sketches, notes, exercises showing idea-planning • Experimentation with materials & techniques • Observations of students' work process • One-on-one discussions with the teacher • Group and peer discussions • Student self-reflections and artist statements <p>KEY CRITERIA:</p> <ul style="list-style-type: none"> • Planning notes and participation in idea- generation and group discussions • Use of media and techniques reflect thoughtful exploration and skill refinement • Choice of color and pattern to communicate a mood or concept <p>ASSESSMENT TOOLS:</p> <p><i>Performance Checklist Rubric Self-assessment checklist</i></p> |
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Assessment Rubric

The student gives evidence of the ability to plan and develop ideas, create a visual composition that communicates a theme, effectively use media and techniques, and provide a written explanation supporting decisions made in their work:

| Trait Score | Theme, Design and Composition | Use of media and techniques | Written (or oral) statement |
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| 4 | Composition is highly effective in communicating mood and creating visual impact through color. | Skillful use of media & techniques is strongly evident in varied number & use of colors and tie-dye techniques | Statement is thorough and complete, well organized, clearly written; art terms and general language are used effectively |
| 3 | Composition is effective in communicating mood and creating visual impact through color. | Skillful use of media & techniques is adequately evident in varied use of colors and tie-dye techniques | Statement is generally complete, adequately organized, well written; art terms and general language are used appropriately |
| 2 | Composition is somewhat effective in communicating mood and creating visual impact through color. | Skillful use of media & techniques is somewhat evident showing some variety in use of colors or tie-dye techniques | Statement is somewhat complete and organized; some art terms and general language are used |
| 1 | Composition is ineffective in communicating mood and creating visual impact through color. | Skillful use of media & techniques is minimally evident showing very little variety in use of colors and/or tie-dye techniques | Statement is incomplete, incoherent and/or inadequate in explaining ideas and in use of art terms and general language |

Understanding by Design – Stage 3

Summary of Workshop Sequence

STAGE 3: THE LEARNING PLAN SEQUENCE

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| Vocabulary | Specific Unit Terms | Tie- dye primary colors dye mood folding techniques |
| Materials/ Resources | <p>Instructional Resources to support unit</p> <p>Specific art materials needed for the unit</p> | <p>http://www.colormatters.com/colortheory.html</p> <p>http://colortheory.liquisoft.com/</p> <p>http://www.harmonytie-dyes.com/_special/history.html</p> <p>http://www.tie-dye.us/tie-dye-history.htm</p> <p>http://familycrafts.about.com/cs/tiedye/a/041601a.htm</p> <p>http://www.howtotiedye.org/</p> <p>3 large buckets</p> <p style="text-align: right;">Procion Dyes: red, yellow, blue</p> |

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| | | gloves- long, kitchen style t-shirts hot water place to hang dry sketchbooks/ sketch paper masking tape clothes pins tri-fold board with visuals and information | large white sheet to cut up for wall-hangings rubberbands drop cloth clean-up supplies pencils & sharpie markers questionnaire handout string (to hang dry) |
| Summary of Lesson Sequence and Student Accommodations for each lesson | The scope and sequence of lessons on the unit (A description of activities that will take place in each session) | <p>Workshop Session 1: (<i>Introduction/Motivation, Acquiring and Integrating Information, Generating Ideas</i>)</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> • How does fabric decoration reflect culture? • How do artists communicate moods and ideas through fabric decoration? <p><u>Objective:</u> (Focus on MSC gr.8- 3.2a) Students will: discuss and compare color and media techniques used in tie-dyeing. Students will analyze the concepts and ideas displayed in dyed- fabric creations from 3 different world cultures.</p> <p>Time allotment 5-7 min. A. Preassessment</p> <p>Show students examples of tie- dyeing techniques from around the world. Ask them why & how these examples were made. What moods, thoughts, concepts, or feelings do the examples invoke?</p> <p>10-15 min. B. Introduction: Motivation/ Presentation of concepts</p> <p>Have students investigate the examples I made and discuss techniques and color choices. How did I make them? How did I achieve the colors?</p> <p><i>Problem statement:</i></p> <p>You have been given a t-shirt/ wall hanging. Using a basic knowledge of color theory and at least 3 of the 5 tie-dye techniques demonstrated, create a well-designed and thoughtful tie-dyed shirt or wall-hanging that expresses a mood through color.</p> <p>Stop students, then have them gather together around the demonstration table.</p> <p>Workshop Session 2: (<i>Extending and Refining Information; Experimenting with Materials; Application of Knowledge</i>)</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> • How do we make colors? How do we choose which colors to use in art-making? • How do artists communicate moods and ideas through fabric decoration? <p><u>Objective:</u> (Focus on MSC gr.8- 3.1c, 3.2a) Students will extend, refine, and apply knowledge by: Using a basic knowledge</p> | |

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| | <p>Note: Teacher reflections should follow each lesson to assess progress, need for adjustments, and/or changes in direction</p> | <p>of color theory and at least 3 of the 5 tie-dye techniques demonstrated, create a well-designed and thoughtful tie-dyed shirt or wall-hanging that expresses a mood through color.</p> <p>Time allotment 5-10 min. A. Demonstration and experimentation with techniques</p> <ul style="list-style-type: none"> • explain how to mix colors to make new colors and how length of time in dye affects the saturation and hue of the color (use color wheel & examples) • show 5 different folding techniques • demonstrate the process <p>40-50 min. B. Work period</p> <ul style="list-style-type: none"> • pass out materials • walk around while students work: answer questions, make assessments, check for understanding, watch the work process • give students 5 minute warning to clean- up <p>5- 10 min B. Clean-up procedures</p> <ul style="list-style-type: none"> • each student must hang their items & gloves to dry • each student must label their work with their name • all students clean up work space with towels, spray cleaner, etc. making sure to pick up all rubberbands, extra fabric, and other supplies • teacher & aide dispose of dye <p>Workshop Session 3: (<i>Reflecting on the Artistic Process</i>)</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> • How do artists communicate moods and ideas through fabric decoration? <p><u>Objective:</u> (Focus on MSC gr.8- 1.3b) Students will: reflect on the tie- dying process and explain their reasoning for applying the techniques and colors they chose using the handout questionnaire.</p> <p>Time allotment 10-15 min C. Closure</p> <ul style="list-style-type: none"> • Review activities and have students share their work • Ask students on questionnaire: <ul style="list-style-type: none"> ○ How did you meet the criteria? ○ How did you use color to convey a mood? ○ What did you like the most about this lesson? The least? ○ If you were to do this again, what changes would you make and why? <p><i>Teacher Reflection</i> (questions and/or procedures addressing the following)</p> <p>A. To what extent was my planning/teaching process effective in helping students meet success?</p> <p>B. How well did students meet the objective(s)?</p> <p>C. How effective was I in managing student behavior?</p> <p>D. What was the quality of work produced?</p> <p>E. What adjustments would I make if I did this workshop again?</p> |
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