

# Unit 3: Dyes

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 9 weeks**  
Status: **Published**

## Artistic Materials

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- Aprons
- Beeswax
- Brushes
- Canvas stretchers
- Container for mixed dyes
- Drawing pencils
- Iron
- Latex gloves
- Muslin
- Newspaper
- Paper
- Permanent dyes
- Scissors
- Sewing machine
- Silk
- Thread
- Tjanting needle
- Water
- Wax melter
- Wax pen

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Dyes Summary

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Unit 3, Painting with Dyes, introduces artists to a unique art form used to create painting on cloth. This course covers the dyeing techniques of wax resist, silk painting and the tied and shaped resist process of Shibori. Projects are designed to teach ways of controlling the image making process through solving color and design problems with the manipulation of the resists and dye bath sequences. The course also includes an emphasis

on dyes and fiber techniques for the finishing and embellishment of fabrics.

## Learning Objectives

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- A comprehensive understanding of the dye process
- Analyze the use of elements and principles of art in the work.
- Consider the significance and influence of using dyes from its roots in Asian and Indonesian cultures.
- Design and creation of batiks and shibori
- Establish a working definition and practice of Dye terms, tools, and materials.
- Explore and experiment in ways of finishing the dyed projects (framing, sewing, matting)
- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of art from diverse cultural contexts and historical eras.
- Identify the cultural significance of patterning with dyes across communities and time periods.

## Essential Skills

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- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

## Standards

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VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic

	practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.

## **Instructional Tasks/Activities**

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Design and create a sample batik
- Design and create a shibori
- Design with various tools (pens, brushes, tjant needle)
- Dye terms and definitions
- Mixing permanent dye baths
- Paint using the wax resist process
- Painting on silk, muslin, cotton
- Patterning with wax and liquid resist materials
- Stretching material

## **Assessment Procedure**

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- Art Show presentation
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit

- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and project goal tracking
- View media of Masters works in Dye to analyze and discuss

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- [academyart.edu](http://academyart.edu)
- [americanart.si.edu/art/highlights/african-american](http://americanart.si.edu/art/highlights/african-american)
- [arthive.com](http://arthive.com)
- [batikquild.org](http://batikquild.org)
- [education.asainart.org](http://education.asainart.org)
- [heritagemuseum.org](http://heritagemuseum.org)
- [metmuseum.org](http://metmuseum.org)
- PowerPoints
- [smartbox.edu](http://smartbox.edu)
- [tate.org](http://tate.org)
- [theartofeducation.edu](http://theartofeducation.edu)
- [theculturetrip.com/asia/japan](http://theculturetrip.com/asia/japan)
- [trendhunter.com/slideshow/mixed-media-art](http://trendhunter.com/slideshow/mixed-media-art)
- [webartacademy](http://webartacademy)

## **Unit Vocabulary**

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- Batik
- Bironi
- Canting
- Crackles
- Dye bath
- Dyes
- Muslin
- Natural fibers
- Resist
- Silk
- Stretcher
- Tjanting needles
- Wax seal

## **Unit Artists**

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- Chuah Theah Teng
- Susan Metzger
- Ami Mali Hicks
- Ana Lisa Hedstrim
- Anne Dye
- Celia Hume

- Claire Drewe
- Noel Dyrenforth

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine and applied arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.