

Consumer & Life Studies
Fiber Arts
Unit 2: Embroidery

Essential Understandings	<ul style="list-style-type: none"> ▪ Embroidery, fiber and needlework arts have been created by every civilization and culture throughout history.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the history of fiber embroidery and bead embroidery? ▪ What are the “beads” used in beaded embroidery? ▪ What equipment is used to create embroidery? ▪ What are the commonly used stitches? ▪ How are embroidered designs created?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Embroidery and most other fiber and needlework arts are believed to originate in the Orient and Middle East. ▪ Beads, shells, precious stones, pearls, and woods have been used to create a “beaded” embroidery. ▪ Needles are used to stitch the embroidered designs. ▪ A hoop is used to keep the fabrics taut. ▪ Threads may be made from any fiber including those spun from pure gold. ▪ Common embroidery stitches include but are not limited to straight, spoke, back, running, chain, lazy daisy, cross, herringbone, catch, blanket, feather, briar, satin, long and short, and French knot. ▪ Embroidered designs are created with hand stitching, sewing machines, and computer aided design sewing machines.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ embroidery floss, embroidery hoop
Essential Skills	<ul style="list-style-type: none"> ▪ Describe the use of embroidery and bead embroidery throughout history. ▪ Choose equipment and fibers for embroidery and bead embroidery. ▪ Create an original fiber manipulated design. ▪ Demonstrate the mastery of embroidery stitches and beaded embroidery stitches.
Related Maine Learning Results	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1. Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>A2. Elements of Art and Principles of Design Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity.</p>

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<p>Related Maine Learning Results</p>	<p>A3. Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression – Visual Arts</p> <p>B1. Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</p> <p>B2. Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3. Making Meaning Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p> <p>B4. Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p>C1. Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.</p> <p>D. Aesthetics and Criticism</p> <p>D1. Aesthetics and Criticism Students analyze and evaluate art forms.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p> <p>E. Visual and Performing Arts Connections</p> <p>E1. The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2. The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p>
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Related Maine Learning Results	<p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Discussion and comparison of embroidery and beaded embroidery throughout history ▪ Slide show of historical embroidered items ▪ Handout: History of Embroidery ▪ Handout: Embroidery Stitches
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Embroidered and beaded individual project ▪ Daily participation
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ Creative Stitchery leaflet, Coats & Clark INC. ○ <u>Mary Thomas’s Dictionary of Embroidery Stitches</u>, Trafalgar Publishing, 1998 ○ <u>The Stitches of Creative Embroidery</u>, Litton Educational Publishing, Inc., 1964