

Consumer & Life Studies
Fiber Arts
Unit 4: Fabric Finishes

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| Essential Understandings | <ul style="list-style-type: none"> ▪ All fabrics have finishes added to them which will determine the fabrics characteristics. |
| Essential Questions | <ul style="list-style-type: none"> ▪ What are fabric dyes and how do they work? ▪ When in the process is a fabric dyed? ▪ What is a printed fabric? ▪ What are the traditional patterns used for printing? ▪ How can a fabrics texture be changed? ▪ What finishes can be used to improve a fabrics performance? ▪ What is a fabric resist? ▪ How can a dye be discharged? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Dyes are compounds that penetrate and color fibers. ▪ Textiles can be dyed as stock, solutions, yarns, pieces or products. ▪ Printing involves transferring color to the surface of a fabric to form a pattern or design. ▪ Fabric markers, crayons, oil pastels, inkjet printers and inks may be used to print designs on a fabric. ▪ Fabric prints have directional patterns. They may be one way, two way, over all, striped, or plaid. ▪ Printed patterns may be characterized by the size of the printing. ▪ Types of texture finishes include calendaring, glazing, napping, lustering, beetling, delustering, embossing, cire', Moire', and sizing, ▪ Types of performance finishes include wrinkle resistance, durable press, shrinkage control, mercerization, stain and spot resistance, soil release, water repellent, waterproof, antistatic, flame-retardant, antibacterial, mildew resistance, and moth resistance. ▪ There are many solutions that may be added to a fabric that will resist the dyes in a pre ordained pattern. Examples are wax, glues, and Gutta. ▪ A dye can be discharged from a fabric as a design or on the whole by using a specialty solution or bleach product. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ gray goods, colorfast, nap, grain, bias, resist, discharge, tie dye. |
| Essential Skills | <ul style="list-style-type: none"> ▪ Determine how a fabric was finished. ▪ Demonstrate creating unique fabrics using a variety of dying, printing, resisting, and discharging techniques. |
| Related Maine Learning Results | <p><u>Visual and Performing Arts</u> A. Disciplinary Literacy – Visual Arts A1. Artist's Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> |

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| <p>Related Maine Learning Results</p> | <p>A2.Elements of Art and Principles of Design Students evaluate all the features of composition.</p> <ul style="list-style-type: none">a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity. <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> <ul style="list-style-type: none">a. Demonstrate sophisticated use of media, tools, techniques, and processes.b. Demonstrate knowledge of visual art concepts.c. Communicate a variety of ideas, feelings, and meanings. <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> <ul style="list-style-type: none">b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.d. Research and explain how art and artists reflect and shape their time and culture. |
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| <p style="text-align: center;">Related Maine Learning Results</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> <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> <ul 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. |
| <p style="text-align: center;">Sample Lessons And Activities</p> | <ul style="list-style-type: none"> ▪ Chapter 14 ▪ Worksheet ▪ Tie dye a t-shirt and a piece of fabric ▪ Shaving cream marbling on fabric ▪ Create a pattern on fabric using markers ▪ Create a pattern on fabric using fabric crayons ▪ Create a pattern on fabric using paints ▪ Discharge a piece of fabric ▪ Resist dyeing on fabric |
| <p style="text-align: center;">Sample Classroom Assessment Methods</p> | <ul style="list-style-type: none"> ▪ Daily participation ▪ Worksheet ▪ Completed fabric finishes |

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| <p>Sample Resources</p> | <ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Clothing, Fashion, Fabrics & Construction</u>, Glenco/McGraw-Hill, 1997○ <u>Tie Dye and Batik</u>, Hot off the Press Inc., 1993○ <u>Exploring Textile Arts</u>, Creative Publishing International Inc., 2002○ <u>Fabric Art Workshop</u>, Creative Publishing International Inc., 2007 |
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