

Wrap It Up Yarn Coil Baskets

A FunArtLessons.com

ART UNIT

By Kari Wilson



48 page Art Unit appropriate for students age 8-16 in art classes, scout groups, recreation classes, after school clubs, independent study, home school settings

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Student Section

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- ❑ Artist's Statement*
 - *Copy master included

Included in this PowerPoint

About the Author

- Kari Wilson has been an educator for over twenty years, teaching first through sixth grades as well as middle school language arts and social studies. Her current passion is teaching art at a public middle school in Grand Rapids, Michigan. Kari's own education includes a Bachelor of Fine Arts from San Francisco State University, a Master of Fine Arts from the University of Arizona, and a Master of Education, along with teaching credentials.
- Kari stepped out of the classroom for several years to serve as a Curriculum Associate in a large California school district, where she developed a variety of programs from "Back to School with Basic Health and Safety" to "The Achievement Club," a program designed to help struggling readers. This program received the Golden Bell award from the California School Boards Association. As a member of the California History Social Science Project (CHSSP), Kari was involved in the development and implementation of numerous social studies units. Kari's unit, Child Work in Colonial Days, was published by the UCLA branch of CHSSP.
- Kari has continued exploring her interest in history as a recent participant in a Gilder Lehrman summer institute at the Woodrow Wilson Presidential Library, where she engaged in research for the development of a series of civics lessons which include integrated art activities. These lessons on the Core Democratic Values, as well as her other curriculum units for preschool through 10th grade, are available online at FunLessonplans.com, a companion site to FunArtLessonplans.com.



FunArtLessons Art Unit Components

Guiding Question

The guiding question provides “food for thought” to help connect the project to a larger philosophical discussion.

Journal Response Topics

Students write responses in their sketchbooks and share with partners and group mates. This process helps enrich class discussion and helps students plan their project.

Art Start

Art Start is a series of independent activities which provide exercise in basic art skills and concepts needed for the unit project. Students work independently in their sketchbook the first 10-15 minutes of class.

Research

The research component encourages students to explore cultural, historical and environmental connections between the unit project and the world beyond the classroom.

The Project

Slides provide step-by-step instructions. During project work days demonstrate additional skills or methods as they become necessary. The Lesson Sequence chart provides a basic time frame for the project. During project work days circulate assisting students with methods, techniques and ideas.

Assessment

Use the “I Can” slide and worksheet to help students track their learning. Use the Interactive Assessment Guide to engage students in analyzing the ways in which their art and work habits meet the project criteria. The self-critique questions ask the artist to reflect on the art-making process. Answers can be rewritten on the form provided to create an Artist’s Statement.

Exhibition

It is important for students to have the opportunity to display their work to complete the process of communication in which artists are engaged. Instructions are provided for students to create a gallery information card, write an artist’s statement and find an appropriate venue for display.

How to use this PowerPoint

Book or Slideshow: Use this document as a slideshow, a book or both, depending on your resources.

- If you have a computer and digital projector in your classroom:
 - Read the Teacher Section directly on the computer screen as you plan your lessons. Then, display the Student Section ArtStart sketchbook activities and step-by-step project instructions as a slideshow for your class. Print out only the student worksheets, as needed.

- If you do not have a digital projector in your classroom:
 - Read the Teacher Section on the computer screen as you plan your lessons. Photocopy Student Section pages to use as hand-outs. Use the step-by-step project instructions to plan the project and guide your demonstrations.

- If you do not have a computer in your classroom:
 - Print entire document and use as you would any hard-copy, teacher resource publication. Make photocopies of Student Section pages to use as handouts.

This Lesson Meets National Standards

This lesson addresses the following standards established by the National Art Education Association:

Content Standard	Achievement Standard
Understanding and applying media, techniques, and processes	Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas.
Using knowledge of structures and functions	Students create artworks that use organizational principles and functions to solve specific visual arts problems.
Understanding the visual arts in relation to history and cultures	Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

What your students will learn

- ❑ Your students will learn about art, themselves and the world in this unit. They will also have fun! The “I Can” statements are a kid-friendly way of presenting the learning goals and objectives of this unit, all of which have been aligned with the National Art Education Association Standards.
- ❑ Have students write each “I Can” statement in their sketchbooks as they gain new skills.
- ❑ Or, photocopy the “I Can” statements check-off sheet in the student section so that students can track their progress.

I can:

- Name three cultures which make coiled baskets.
- Describe and compare the coiled baskets of two different cultures.
- Explain how the environment determines the materials used in traditional coiled baskets.
- Create a coiled basket with a pattern or design based on color.

Lesson Sequence

Day 1	Day 2	Day 3	Day 4	Day 5
Slides 20-27 <ul style="list-style-type: none"> •Art Start #1 •Introduce project •Discuss Guiding Question •Introduce vocabulary •Journal Response #1 	Slides 28-30 <ul style="list-style-type: none"> •Art Start #2 •Research •Share research in small groups 	Slide 31-32 <ul style="list-style-type: none"> •Art Start #3 Journal Response #2 Slides 14-19 <ul style="list-style-type: none"> •Show student gallery images as time allows. 	Slide 33-41 <ul style="list-style-type: none"> •Art Start #4 •Begin basket base. 	Slide 42 <ul style="list-style-type: none"> •Adding new yarn •Work on Baskets •Students take baskets home for the weekend to make progress.

Lesson Sequence

Day 6	Day 7	Day 8	Day 9	Day 10
Slide 43 •Demonstrate forming basket walls •Work on Baskets	Slide 44 •Demonstrate finishing •Work on Baskets	•Work on Baskets	Slides 45-47 •Fill out Assessment Guide •Make Gallery Cards.	Slides 48-50 •Display baskets in your school or local library. •Fill out Self-Critique •Write Artist's Statement

Materials and Supplies

- **Core:** 3/8 inch coiling core available from craft supply stores(shown), or cotton or nylon clothes line or heavy weight twine.
- **Yarn:** gather a wide variety of colors and textures. Avoid very fine yarns.
- **Tapestry needles:**
The wider the 'eye' the better!
- **Masking tape**
- **Scissors**
- **Storage bags**
- **Student Sketch books**



Art Words

Introduce vocabulary as you begin the project. Reinforce terms during ArtStart activities. Invite students to write vocabulary words and definitions in their sketchbook. Encourage students to use Art Words as they answer journal responses and discuss art work.

- **Texture**
 - The way something feels through touch, or looks as though it may feel when touched.
- **Pattern**
 - The systematic arrangement, design or repetition of elements in a work of art
- **Form**
 - The shapes of an object that has the three-dimensions of height, width and depth.
- **Contour Line**
 - The outside lines which define the edges of a subject or shape of an object.
- **Functional**
 - Having a useful purpose.
- **Composition**
 - The arrangement of shapes, colors, forms, and light and dark areas in a work of art.



Aaron's Basket

Student Gallery



Kimy's Basket

Kimy used a variegated yarn to create this colorful pattern.



Toni's Basket

**Toni Used a
variegated yarn to
create this colorful
basket.**



Kayla's Basket

Kayla designed her basket to match her bedroom.



Lucas's Basket

Lucas wanted to use Rastafarian colors.



Lindsay's Basket

Lindsay created a flared rim on her basket.

Wrap It Up! Yarn Coil Baskets

Student Section



The Project

- Using simple materials such as yarn, rope-like core and a needle you will create a colorful, wrapped coil basket.



What you will learn

- You will learn about art, yourself and the world in this unit. You will also have fun.
- Write each “I Can” statement in your sketchbook as you gain new skills.

I can:

- Name three cultures which make coiled baskets.
- Describe and compare the coiled baskets of two different cultures.
- Explain how the environment determines the materials used in traditional coiled baskets.
- Create a coiled basket with a pattern or design based on color.

Wrap it Up

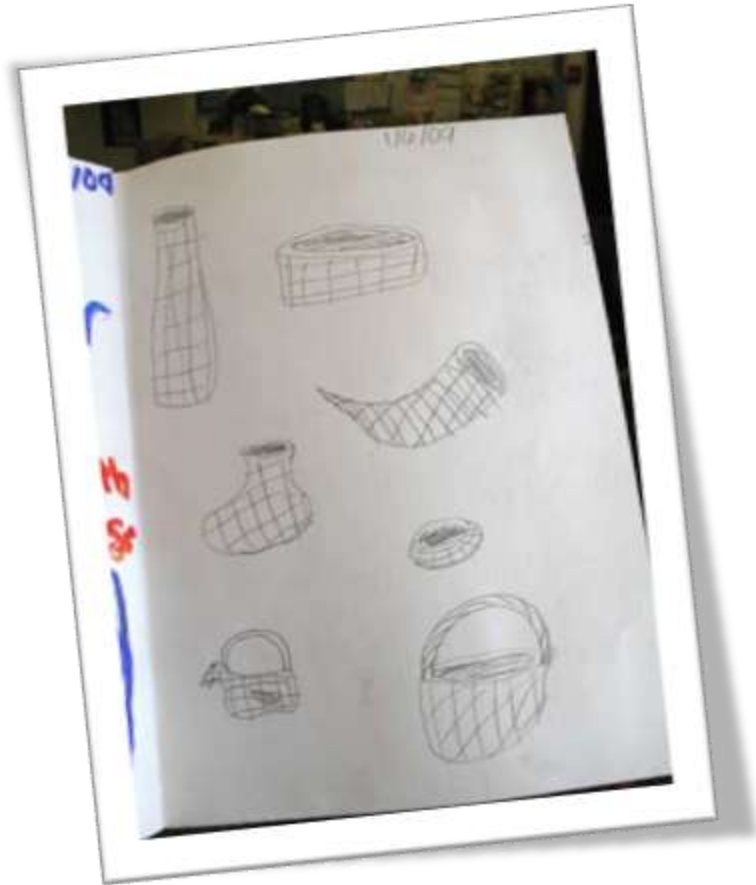
What you will learn

Name _____

I can:

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Art Start #1



- Use pencil, pen or marker.
- Draw as many different basket SHAPES as you can.

Guiding Question



**WHAT ARE SOME OF THE
ELEMENTS OF ART THAT
MAKE A BASKET BOTH
FUNCTIONAL AND
BEAUTIFUL?**

Brainstorm Activity

Journal response #1



**HOW DOES THE
SHAPE OF A
CONTAINER RELATE
TO ITS FUNCTION?**

Art Words

- Texture
 - The way something feels through touch, or looks as though it may feel when touched.
- Pattern
 - The systematic arrangement, design or repetition of elements in a work of art
- Form
 - The shapes of an object that has the three-dimensions of height, width and depth.
- Contour Line
 - The outside lines which define the edges of a subject or shape of an object.
- Functional
 - Having a useful purpose.
- Composition
 - The arrangement of shapes, colors, forms, and light and dark areas in a work of art.

Art Start #2

- Make a **CONTOUR LINE** drawing of this basket three times on a page in your sketchbook.
- Decorate each basket to emphasize one of the following elements of art:
 - Color
 - Pattern
 - Texture



Find out About Native American Baskets

Work with a partner. Go to www.nmai.si.edu, The National Museum of the American Indian, to learn more about baskets. Click on "Exhibitions" then search "baskets" on this site. Check out the burden baskets in the exhibition, The Language of Native American Baskets. Click on each photo to gather information and images in the chart below.

Sketch a basket	Tribe	Materials	Uses

Name _____

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Sketch a basket	Tribe	Materials	Uses

Art Start #3

- Gather several baskets of different sizes and SHAPES.
- Arrange them in an interesting COMPOSITION.
- Use watercolors to paint your basket still-life.



ArtStart #4

- Sketch a few ideas for the basket you will make.
- Use colored pencil to show the colors you want to use and a PATTERN you like.
- Think about the baskets you looked at during your internet research.

Journal Response #2



**DESCRIBE THE FORM AND
PATTERN OF THE BASKET
YOU WILL MAKE.**

LET'S GET STARTED ON THE ART PROJECT

Follow the steps outlined in the next few slides to create your own beautiful coiled basket.



Step One

Gather and label your supplies



- 9-11 foot length of core: Make a masking tape 'flag' on one end with your initials and class hour.
- Yarn in a variety of colors
- Large tapestry needle
- Scissors
- Storage bag with name on masking tape

Step Two

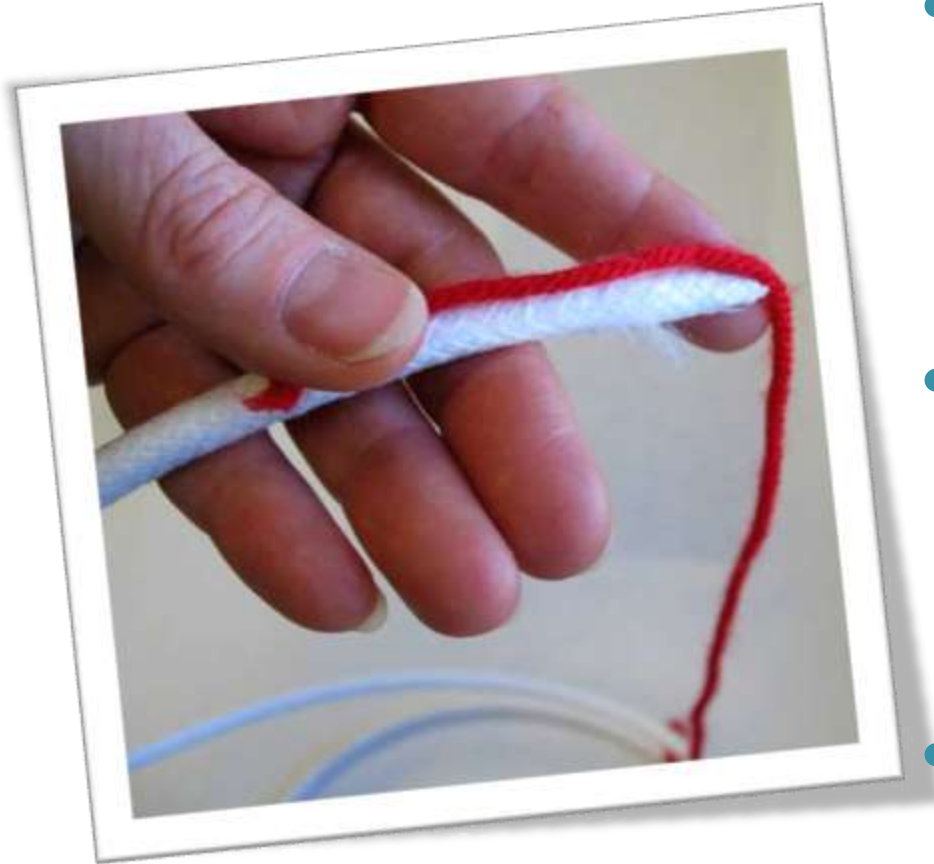
Cut Taper



- Taper the end of the core material by cutting diagonally.

Step Three

Beginning



- Cut a five foot length of yarn and thread onto a wide tapestry needle.
- Set your needle on the table and pick up the 'tail' end of your yarn.
- Lay yarn 'tail' along the top of core.

Step Four

Securing 'Tail'



- Wrap yarn along tapered end, over the yarn 'tail.'
- Wrap 16 times or about an inch and a half along core.
- Be sure to wrap with your 'writing' hand.
 - Hint: For right handed people, always keep the core on your left side and the yarn and needle on your right side. Lefties – reverse it!

Step Five

Form Loop



- Fold core in half to form a loop.
- If center hole is too large, unwrap the yarn a few times to create a smaller loop when bent.
- Wrap tightly four times around the tapered end and main core to secure loop.

Step Six

Begin the Spiral

- Wrap yarn 6 times around core.
- Roll to form spiral
- Stitch up through the center of the spiral two times to secure.



Step Seven

Continue Wrap 6 and Stitch 2



- Continue to wrap core 6 times and stitch twice.
 - Be sure to wrap directly next to the previous yarn like neat books on a shelf.
- Stitch into the center until you have circled the loop one time.
 - Be sure to wrap stitches over the core next to the last 'wrap 6' yarn.
 - Never wrap or stitch on top of the yarn.

Step Eight

Add New Yarn



- Add new yarn after the second stitch, before wrapping.
- Lay the tail of new yarn along the core with the end of old yarn
- Begin to wrap 6 times around core and two yarn ends.
- Trim yarn ends after second sequence of 'wrap 6.'

Step Nine

Form Basket Wall



- To form basket wall ease the newly wrapped portion on top of the previous core before stitching.
- Stitch firmly in this new position to hold core in place.
 - To form a bowl shape, place core slightly higher along the side of the previous row.
 - To form a cylinder, place core directly on top of previous row.

Step Ten

Finishing

- To finish, continue the wrap 6, stitch 2 pattern until you reach the end of the core.
- Taper the end.
- Stitch tightly along the taper into the previous row.
- Finish by weaving two inches of remaining yarn back through basket to lock in place.



MAKE A GALLERY CARD

Directions: Make a gallery card to put next to your basket in a display case or elsewhere such as atop a bookshelf in your library. Fold an unlined index card or piece of card stock in half so that it will stand up like a tent. Write the following information on your gallery card in dark or colorful marker.

- Title
- Artist's Name
- Medium (materials you used in your art)
- Date

Interactive Assessment Guide

Directions: Circle each category where you feel you have earned a “3”. For each category where you feel you have earned a 1 or 2 make notes in the boxes to explain why.

Wrap It Up! Coiled Basket	3 Wow All Criteria Met	2 Good Job! Most Criteria Met	1 Keep Trying! Some Criteria Met
Sketchbook	I Completed 4 sketches with care and attention to detail. I Completed journal response #1 & 2 thoughtfully and neatly.		
Basket Design	The form of my basket is pleasing. Colors are expressive and a clear choice regarding pattern is evident.		
Craftsmanship	My wrapping and stitches are neat and regular. There is little or no core showing between the yarn.		
Effort	I always used class time wisely. I completed each part of the assignment to the best of my ability.		
Citizenship	I was careful with supplies and equipment. I cleaned up after myself and helped others. My attitude was enthusiastic and respectful.		

Interactive Assessment Guide

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Art Self-Critique

(Kri-teek: to discuss a creative work giving an assessment of its successful qualities.)

Directions: Look carefully at YOUR work of art. Answer each question in complete sentences. Use four vocabulary terms: texture, pattern, shape, form, contour line, functional. Circle each term you use.

1. Describe your artwork. Tell about the materials you used, describe details such as form, color, pattern and texture.
2. What are some of the challenges you faced in completing your basket? What did you learn from this project?
3. Choose an element or principle of art that is used successfully in your artwork. How has it contributed to your artwork?

Name _____

Date _____

Class _____

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Artist's Statement

By

THE END

Thank you for using this
FunArtLessonPlans.com Art Unit!

