

Standards

- 9.1.12 A. Know and use the elements and principles of each art form to create works in the arts and humanities
 - D. Demonstrate specific styles in combination through the production of a unique work of art
 - J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts
- 9.2.12 G. Relate works in the arts to geographic regions: Asia

Objective

Students will learn about the history of batik and how pattern is utilized in this art form. They will practice creating multiple patterns and then use those as inspiration for a design of their own batik. Students will create their design on paper and color it, in order to create a guide for them as they begin working on fabric. Students will then draw their design on the cotton fabric using light pencil lines, or if they are confident, they can start drawing directly with glue. The following days, students will paint on the fabric with acrylics in order to “dye” it. After school, the teacher will soak the fabrics in hot water in order for the paint to set and for the glue to soak off. Once dry and complete, students can complete their projects by hot gluing the extra edges down, or having them sewn by the students in daily living skills classes. Students can also choose to attach a dowel rod to their project in order to hang on the wall. As an extension, students can create a written explanation about their batik and what that specific pattern could mean as it pertains to someone, where they are from, their job, or their interests (mimicking the one of the original purposes of batik). To close the project, the group will engage in a verbal critique where each student gets to introduce their project by giving their opinion of the process as well as their project. Each member of the class will engage in conversation about each artwork.

Rationale

Our high school students have much experience seeing pattern in every day life on fabrics, walls, and other textiles. The students may be able to recognize a pattern, but creating their own pattern and developing a unique style may be more of a challenge. Creating batiks is an exciting way to use new materials to make an artwork that focuses on a basic art element that is utilized in nearly every other art form. Students will use glue and paint as a substitute for hot wax and dye due to safety reasons and student inconsistency in class. Students will critique in a group instead of a self-assessment so that they may introduce their artwork to their

classmates, and practice the social skills that come along with critiquing an artwork with peers.

Supplies

- Cotton Fabric (10" x 15")
- Acrylic Paints
- Paint Brushes
- Water
- Paint/Water Cups
- Elmer's Gel Washable Glue
- Cardboard/Backing board
- Pencil
- Scratch paper
- Colored Pencils
- Hot glue/glue guns
- Dowel Rods

Teacher Supplies

Computer
Smart Board
Internet
Hot water
Tub/Bucket

Schedule

Day 1-2

- Teacher will introduce project using PowerPoint on the history of batik and show examples of glue batik works and the steps that it goes through
- Teacher will lead a discussion about pattern and what types of patterns we see in our world and what they mean
- Students will sketch example patterns, experimenting with line and shape creating at least 6 unique patterns of their own

Day 3

- Students will draw their final design larger onto scratch paper and use colored pencils to map out color options
- Students will draw with LIGHT pencil marks onto their cotton square their design

Day 4

- Teacher will demonstrate how to place fabric onto cardboard and draw/trace lines using the glue bottle
- Students will trace their pencil marks on their fabric and draw with the glue
(Fabric and glue will dry overnight)

Day 5-6

- Students will use slightly watered down acrylic paints and paint their fabric (using their colored sketches as guides)
Fabric will be set out to dry for a few hours

- Teacher will soak projects in a bath of hot water for 30 minutes and pick off any excess glue after fabric is finished soaking
Fabric will be set out to dry over night

Day 7

- Students will hot glue or sew the edges in to hide the frayed edges on the back side and attach one end to a wooden dowel rod
- If students finish early, they will create a background story about their batik and what that specific pattern means in accordance with someone's social status, job, or where they are from, in order to connect it to the original purpose of batik

Day 8

- Students will gather and sit at the back table with their artworks in front of the teacher for a group critique. Each student will get to hold up his or her project and introduce it one at a time, telling about their thoughts on their work and our batik process
- Students will respond to their peers work with comments such as: "This area works for me because...." or "This area does not work for me because....."
- Teacher will remind students to base their comments around the art elements and principles (mainly: color, line, shape, value, balance, contrast, pattern)

Assessment

- Formative: Students will participate in discussion during intro presentation
Students will participate in sketching, writing with glue on the fabric, painting on the fabric, clean up of materials, and group critique
Students will engage in conversation with teacher and also be evaluated based on student attitude and willingness to try
- Summative: Teacher will grade students based on a 100 point scale:
80/100 points are based on formative assessments and 20/100 points are based on project completion, neatness, risk taking, and meeting project guidelines.
(sketching, painting with glue, painting with acrylic)

Vocabulary

Batik
Gel Glue
Dye
Double Boiler
Tapestry
Cotton Fabric
Wax-Resist

Resources

[Glue Batik 'How To' with Images](#)

[Batik on the Web](#)

Teacher generated materials