

Lesson Plan: Fiber Arts: Felted Boxes

Grade level: 4-12



Duration: 2-3 class periods (45-60 min. each)

Media Type: wool fleece

Subject Integration: Science

Objective: To create a 3-dimensional box from raw wool.

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

- Obtain raw wool of varying colors (approx. 1 oz. per student),
- small styrofoam cubes (about 2" x 2"),
- one knee high nylon per student
- Sharpie markers (for putting student names on nylon stockings)
- Ivory dish soap (as pure a soap as you can find)
- plastic pail for warm water
- Towels
- Scissors (electric knife if you have one)

Day 1:

Introduce students to the art of felting via video links. Ask students what they know about felting and the material of wool as an art medium.

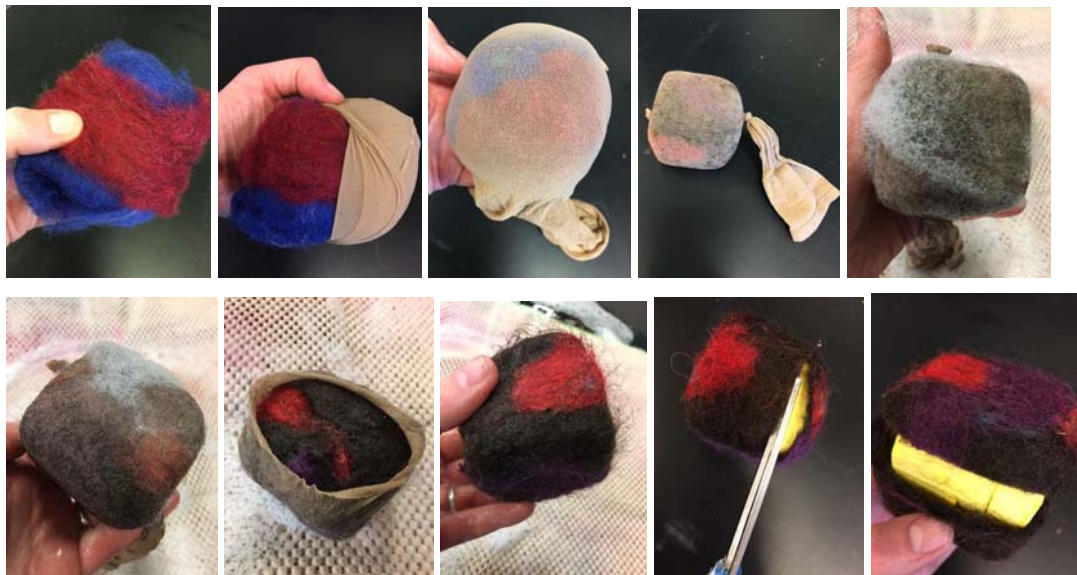
<https://makingit.wdse.org/watch/ely-folk-school-traditional-craft> (5:36) Ely Folk School
<https://www.youtube.com/watch?v=vusSZV38JqQ&t=10s> (3:47) The Playlist, Mary Reichert

Discuss with students the versatility of wool and how it can also be used, for example, to create homes for nomad people of Mongolia. Show this clip:

<https://www.youtube.com/watch?v=gJ0uojUHYdA> (3:28) Discuss clip. Discuss the difference between raw wool and felted wool.

Give each student a styrofoam cube, nylon stocking and enough raw wool to cover the cube without being able to see through the wool to the cube. Make sure the fibers alternate vertical and horizontal direction. This will help lock the fibers together. Put nylon stocking over wool covered cube, carefully place at bottom of stocking, and tie knot as close to cube as possible.

Carefully saturate each nylon/wool covered cube with warm soapy water. Students should agitate their cube carefully, with hands on each side of the cube, taking turns. The wool will start to shrink around the cube. This is the desired outcome!



Day 2:

The great thing about felting, is one can leave it alone for a period of time, and then come back to it the next day. The cubes will again need to be saturated in warm soapy water, and the agitation process continued. This process should continue for another 20+/- minutes. When the wool has begun to shrink around the cube, and is one stable body, the nylon can be removed. At this point, the agitation continues without the nylon. The agitation process can be slightly more vigorous without hurting the final product. Make sure the felted cube has plenty of soap to allow the student's hand to pass over easily. (The soap acts as a lubricant.)

Continue the agitation process until the wool is tightly formed around the cube. Rinse entire cube under warm water, trying to remove all evidence of soap. Rub damp felted cube on dry

towel until cube is dry. Cut cube open on three sides with electric knife (if you have one) or carefully with scissors to create a hinged top to your box. Hooray! You did it!

Day 3:

If so desired, embellish by sewing on buttons, clasp, completing “blanket stitch” around edging, etc.

Discussion Questions:

“What do you know about felting?” “Where does wool come from?” “How does wool gain its color?” “What can wool be used for?” “Do you own anything that is made of wool?” “What happens when wool shrinks?” “How do you make wool shrink?” “What do people use wool for?”

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Resources:

<http://www.livingfelt.com/> (online store for raw wool)

<http://www.decadentfibers.com/> (online store for raw wool)

<http://www.decadentfibers.com/> (Duluth, MN local shop carries wool roving)

National Standards for Visual Arts:

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Science: