Name: Gerald Kaplan

Course: Drawing & Painting I (Intermediate)

Unit Title: Silk Painting

Grade Level: 10th-12th Grade.

Time: Seven- 85 minute classes plus

Primary Focus: Art Production, Art History

Secondary Focus: Art Criticism, World History

Unit Overview: Students will be introduced to the history and production of silk in China. Students will then have the opportunity to design and create a silk painting of their own.

Background Information: Students in this intermediate class have moderate to strong abilities in draftsmanship. They have experienced multiple wet and dry media prior to this project.

Standards:
9.1.12 Production of Visual Arts
A. Know and use the elements and principles of each art form to create works in the arts and humanities.
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts forms.
C. Integrate and apply advanced vocabulary to the arts forms.
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
G. Analyze the effect of rehearsal and practice sessions.
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts artwork and performance spaces.
I. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
J. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12 Historical and Cultural Contexts
A. Explain the historical, cultural and social context of an individual work in the arts.
B. Relate works in the arts chronologically to historical events.
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
D. Analyze a work of art from its historical and cultural perspective.
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
G. Relate works in the arts to geographic regions.
H. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
I. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
J. Identify, explain and analyze traditions as they relate to works in the arts.
K. Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.3.12 Critical Response
A. Explain and apply the critical examination processes of works in the arts and humanities.
B. Determine and apply criteria to a person’s work and works of others in the arts.
C. Apply systems of classification for interpreting works in the arts and forming a critical response.
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

9.4.12 Aesthetic Response
A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.
C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.
Objectives/Knowledge/Skills:

- The students will be exposed to the production of silk.
- The students will be shown various historical and contemporary works created on silk.
- The students will be able to demonstrate how to create unique 2-D artwork.
- The students will be able to analyze and describe their work and the works of others.

Vocabulary:

- Serti: Meaning ‘Fenced’ this technique involves creating closed shapes to be painted
- Resist: A material that prevents another material from penetrating or adhering to a surface
- Gutta: A resist used for silk painting
- Shape: an element of art that is two-dimensional, flat, or limited to height and width

Instruction

Part 1

Introduction: Time Period: First half of one- 85 minute class

The instructor will introduce the lesson via PowerPoint showing the production and uses of silk. Students will have access to the internet via Ipads and wifi, and also to the Art Library. Students will research work created on silk.

Part 2

Development: Design Time Period: Second half of one- 85 minute class

The teacher will have a class demonstration, in which the instructor will show various techniques for stretching, drawing on, and applying Gutta resist to a piece of silk. Instructor will then show the preparation and application of silk dyes to the silk, and use a second PowerPoint to show the proper setting of the dye using heat and/or steam. Students will have the remainder of the class to begin their own design using dried white glue on construction paper and chalk pastel. Students who do not finish their design in class will be instructed to complete it at home and have it ready for the next class.

Part 3

Development: Design transfer and resist Time Period: One- 85 minute class

Students will stretch their silk on a frame. Students will trace their original design on the silk using a 6H (light) pencil. Students will then trace their pencil marks in Gutta, insuring that each shape is fully enclosed, or designed to “leak” or “bleed.”

Development: Dye Time Period: Two- 85 minute classes

Students will apply blended dyes to their silk.
Development: Setting  

Time Period: Two- 85 minute classes

Students will roll their finished work in paper to be steamed, or iron it between paper to heat set it, depending on the dye they used. The following day students will wash out the Gutta and iron their work flat.

Part 4

Conclusion: Critique and Assessment  

Time Period: One- 85 minute class

The students will complete a self-assessment rubric with the grade they think they deserve. They will then have the remaining time in class to draft a written critique of their work based on the project rubric. Once graded, students will display their silks in the building.

Assessment: To measure student achievement, students will be given a rubric where they will self-evaluate. Students will grade themselves on the 2-dimensional image they created on their silk. There are descriptions underneath each point level so the students can see what each category means. Students will grade themselves on technique, craftsmanship, and effort. Students will then complete a written response, worth 10 additional points, in which they are to justify the grade they gave themselves. The instructor will then inspect a student’s artwork and compare it to their rubric, making adjustments when needed.

Materials:

- Silk blanks of various sizes
- Clear Gutta
- 6H drawing pencils
- Adjustable silk frames
- Silk pins
- Reference books
- Technology for internet research (Ipads and wifi)
- Water color palettes
- Water color brushes
- Clean computer paper
- Iron
- Steamer (made from rice cooker, metal air duct tube, hanger, cloth bag, and pot lid)
- Silk dyes (heat set and steam set)
- Construction paper
- Glue
- Chalk pastels

Resources:

- Teacher generated power point
- http://www.dharmatradning.com

Extensions/Adaptations:

Students slated for adaptations for extended and simplified writing will receive a modified writing assignment for their critique. Student slated for adaptations due to lack of ultra-fine motor skills will design a layer of shapes to be traced by an aide or instructor and then have assistance filling the shapes.
Silk is a valued and interesting fabric. It is lightweight, breathable, and at one time was as expensive as gold. For this project you will learn how to paint on silk using the Serti (closing or fence) technique. You will have to research historical works before starting your design.

### Get this paper design approved by Mr. Kaplan and he’ll give you your silk and frame.

- **Draw your design on white paper**
- **Trace over your lines with white glue**
- **Use chalk pastels to fill in the shapes, blend the colors into each other**

- Gently swish the jar(s) of silk dye. Be careful because the jars’ lids are not always on tight.
- You can water down help them spread Use a small cup or water.
- The dyes to and blend. palette with

- Lightly sketch your design with a high “H” pencil
- Trace over your lines with gutta. Allow the gutta to dry overnight.
- With a brush, dab a small amount of silk paint inside the dried gutta
- The paint will begin to spread

- The gutta will stop the paint from spreading
- To encourage more blending and spreading of the ink, you can use a brush to gently wet the area
- Place your first color on one side of the damp area
- Dab a dot of an analogous color on the other side and allow the 2 to bleed together

- Fill in all the areas you want colored. Remember that you can drop a second color on top of a wet area to create interesting fades/gradients. Let your dyes dry for 24 hours. After this you can roll your dried piece in newsprint/newspaper then steam the silk to set the colors. You can then wash out the clear gutta with warm water
I pledge on my honor that that this work is my own creation and I have not violated the honor code during this assessment.

NAME__________________________ Block/Period______

SILK PAINTING

30% Creativity

☐ LOW 10pts  ☐ FAIR 20pts  ☐ GOOD 25pts  ☐ EXCELLENT 30pts
I attempted to show a design  My project has an original idea.  Project is original, distinct, and interesting  Intriguing ideas. Fun and imaginative. New ways of thinking!

30% Technique

☐ LOW 10pts  ☐ FAIR 20pts  ☐ GOOD 25pts  ☐ EXCELLENT 30pts
I applied gutta prior to dying in an attempt to create a design  My silk is complete  My finished silk is virtually mistake free with strong borders and at least 2 color shifts attempted  My finished silk is flawless with clearly defined borders and intricate color shifts in any area larger than a dime.

30% Effort

☐ LOW 10pts  ☐ FAIR 20pts  ☐ GOOD 25pts  ☐ EXCELLENT 30pts
I finished some to most of the project.  I got to work soon after class started. I worked majority of the period.  I got to work right as class started. I worked the entire period.  I could not have worked harder on this project and made the best use of my time.

10% Written
1. Write your response in a minimum of 1 well developed paragraph (4 sentences min.) 4pts
2. How did working on silk differ from other surfaces and materials? 3pts
3. Do you prefer silk painting or batik? Why? 3pts

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Total Project Grade_______
What route is shown here?
Morus alba
White Mulberry
Lots and Lots of Silk...

• The cocoon is made of a thread of raw silk from 1,000 to 3,000 feet
  (3,000 ft = 10 football fields)
• 2,000 to 3,000 cocoons are required to make a pound of silk
• At least 70,000,000 pounds of raw silk are produced each year, requiring nearly
  10,000,000,000 pounds of mulberry leaves
Gutta-percha
Palaquium