

# Hope Flags

*Art and the Community Unit*

Grades 1-3

What is community?

How can we use visual art to convey an idea?



## OVERVIEW & PURPOSE

Drawing inspiration from traditional Tibetan prayer flags, students will create their own flags symbolizing their hopes and dreams for their community. The significance of the flags in Tibetan culture will be explored through a flag-making performance task. Using the paste resist batik technique, students will explore how to create effects of texture on a 2D surface with paint.

## EDUCATION STANDARDS

- 1.1 Use of a variety of materials and media to produce visual effects (acrylic paint, cloth, wheat/rice flour paste)
- 2.3 Explore use of texture in the environment and artwork.

3.3 Create 2D artwork from imagination to embody an idea

8.3 Create a work based on a cultural style

## OBJECTIVES

1. Learn about traditional Tibetan prayer flags and their use in Tibetan society.
2. Focus on articulating their thoughts for the prompt “What hopes and dreams do you have for our world?”
3. Explore the art of paste resist batik in the creation of their own “hope flags”
4. Consider use of color and texture in their composition
5. Participate in a share-out-loud at the end of the 3-4 part lesson with consideration to peer work (What catches your eye about this flag? What would you change about it? What are signs of texture/use of space/elements of art that are successfully used?

## MATERIALS NEEDED

1. 8” x 8” plain white cotton/muslin squares
2. Iron press and ironing table (table top or full size)
3. Parchment paper
4. Sponge brushes (at least 1/student)
5. Acrylic fabric paint, diluted
6. Table covers
7. Plastic bins for each table
8. Plastic squeeze bottle/condiment dispenser, at least 25 or 1/student
9. Flour/Rice paste mix (1:1)
10. Flour OR rice flour (confirm allergies)
11. Water

## VERIFICATION

*Steps to check for student understanding*

1. What is the purpose of flags?
2. How can flags communicate a message?
3. How can colors express different meanings?

4. What effect do we create when we put our flags together?
5. Why is it important to have aspirations for the future? What if we did not?

## ACTIVITY

- Introduction to Tibetan Prayer Flags and how they convey ideas and messages to the larger community.
- Students will create their own string of flags to represent their hopes and dreams for the community.
- Performance task carried out with Resist Batik flag making activity found in **Sequence of Activities**.
- Appropriate **Guiding Questions** will accompany lesson to further student's exploration of unit on community.

## Day 1

1. Follow **Routines** to situate students prior to introducing lesson.
2. Have ALL necessary materials for the day prepared.
3. If technology allows, teacher can play Tibetan Music Youtube Video in **Resources** (this can be done in subsequent classes for this lesson)
4. Introduce students to Tibetan Prayer Flag lesson—ask guiding questions:
  1. What is the purpose of flags?
  2. How can flags communicate a message?
  3. How can colors express different meanings?
5. Begin Tibetan Prayer Flags Powerpoint in **Resources**
6. Tell students they will be making their own version of the Tibetan flags that will express their hopes and dreams for their community.
7. Provide handouts of traditional Tibetan symbols for inspiration (1 per pair of students)
8. Have students create “sloppy copies” (rough sketch/draft) of their proposed flag design with pencil and paper
  1. Emphasize to students that they will be “drawing” with flour paste in the next class. Ask them avoid tiny details in their drawings and aim for bold shapes since the flour paste will blur small details.
9. Walk around and observe what students are designing, ask questions regarding their designs. Make sure designs are appropriate and meets design guidelines (not too small, inoffensive, etc.)

10. 10 minutes prior to class end, have students start cleaning up their work area.
11. Remind students that next class they will be applying the flour paste to cotton squares.

## **Day 2**

1. Follow **Routines** before starting 2<sup>nd</sup> phase of lesson
2. All materials should be prepared and ready for use:
  1. plastic bottles with flour/rice paste
  2. tables covered with newspaper/protective plastic
  3. pre-cut 9"x 9" cotton squares at each table for each student (**save time by adding students' names on the back prior to class**)
3. Introduce Resist Paste Batik Instructions Powerpoint in **Resources** or do a live demo of the Resist Paste process.
4. Follow **Resist Paste Batik Day 2** Instructions
5. Students will begin applying their designs with the flour paste.
6. 10 minutes prior to class end, students should be instructed to begin cleaning up their work area.
7. Inform students that in the next class, they will be applying texture and color to their flags.
8. Ask students if they can differentiate between 2D and 3D, follow up with questions on how to create texture on 2D surface (refer to **Guiding Questions** for more details)
  1. How can you use paint to create texture on a flat surface?

## **Day 3**

1. Follow **Routines** before starting 3<sup>rd</sup> phase of lesson
2. To cut back on time, teacher should have dried flour paste squares already laid out on student tables.
3. There should also be enough paints for all students to share in pairs (it would be wise to pre-dilute the paints with a couple drops of water to make application on fabric easier)
4. Before students are seated at tables, review "Meaning of Colors" slide in Tibetan

Prayer Flags Powerpoint (**Resources**) to remind students of what colors they can use to convey meaning.

1. Leave the slide up or have handouts of the slide for reference. **Students are encouraged to use multiple colors on their flag but to avoid mixing the colors together** (otherwise colors will become muddled).
5. Refer to **Day 3 Resist Batik Instructions**
6. Allow at least 10 minutes for clean-up (emptying water buckets, cleaning brushes, clearing off work area)
7. Students should follow proper **Routines** for storing away their fabric squares to dry
8. **Exit activity:** Ask students how the Tibetan flags conveyed meaning through color usage.

#### **Day 4**

1. Before class, teacher should set up ironing station with iron and ironing table + parchment paper for “setting” the fabric
2. Have the dried fabric squares already set out at students’ tables + empty plastic bins for collecting dried paste bits
3. Follow **Routines** to situate students in class
4. Inform students that today, they will be peeling off the dried flour paste to reveal their resist design.
5. **Make sure students put the dried flour paste bits into the plastic bins** (these can be saved for future projects)
6. The teacher will assist students in heat setting the fabric AFTER all the flour paste has been removed from their squares.
  1. **Heat setting instructions:** lay fabric on ironing board, set parchment paper ON TOP of fabric, while iron is on low heat iron OVER the parchment paper covered fabric 3-4 times to ensure even heat-set.
7. After all students have had their fabric heat set, inform students that the teacher will wash the fabric to “set” the color permanently and sew them together with ribbon.
8. Before class ends, allow time for clean-up and a brief share-out-loud.
9. Students will be asked to come up by table group to share their flags.
  1. **Students should be asked to explain:** color, chosen imagery, and what their “hopes and dreams” represent
10. Students should place their flags in a pile on their tables for the teacher to collect. The teacher should be expected to sew or hot-glue the flags outside of class time.

1. **To wash:** wash flags in regular cycle with gentle detergent and dry on low heat. Iron once again on low heat to smooth out wrinkles.
2. **Sew or hot-glue** gun the trim/ribbon onto the top edge of the flags to create a string of flags.
11. After clean-up **Routines**, students should be reminded that their flags will be put together and displayed publicly around/in the school.
12. In the next art class, show students their completed string of flags and inform them that the flags will be hung around/outside of the school/ or just within the art room.

### **Resist Paste Batik Instructions**

#### **Day 2**

1. Prepare wheat or rice flour paste (1:1 parts) in plastic squeeze bottles, ideally 25 bottles or 1/student. This should be done **before** class begins.
2. Instruct students to gently squeeze the bottle to dispense flour paste mixture—squeezing too hard will deposit too much and would result in wasting time scraping off excess.
3. Students should refer to their sketches done on Day 1 when applying the flour paste onto the cotton square.
4. Allow to dry on drying rack per **Routines** guideline.

#### **Day 3**

1. Have all paints and brushes set out in work area (students should be able to pair up and share a set of paints)
2. Demonstrate to students how to “crinkle” their fabric squares so the dried flour paste cracks—inform them that this allows the paint to seep into the cracks, creating texture on the fabric surface
3. After students crinkle their squares, they can begin painting using the sponge brushes and diluted paint
4. Inform students to go over the dried paste so the paint can seep into the cracks, they are encouraged to use the provided *Meaning of Colors* handout for reference.