

Worry Doll and Yarn Painting

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Basic Information

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| Title | Worry Doll and Yarn Paintings |
| Summary | In this multicultural lesson based on traditional Central American crafts, students will create a Guatemalan worry doll that coincides with a Huitchol yarn painting background. Overall, both art forms need to be cohesive (the doll should match the background in some way). Students will consider the traditional purpose of worry dolls and design a corresponding yarn painting that represents a dream. |
| Grade/Level | Grade 2 |
| Time Frame | This lesson will be 2 full class periods, 50 minutes each (doll and yarn painting have been scaled small to accomodate completion in one class period each). |
| Subject(s) | Art |
| Modifications | <ul style="list-style-type: none">• If there are time constraints, students may opt to just complete a worry doll and create a marker-based background (should still represent a dream).• Likewise, students may just create the yarn painting, completely omitting the worry doll portion. |

Standards and Key Concepts

MA- Massachusetts Curriculum Frameworks

Subject: Visual Arts

Strand: The Arts Disciplines

Standard 1: Methods, Materials, and TechniquesStudents will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Grade PreK-4:

Learning Standard 1.2:

Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction

Standard 2: Elements and Principles of DesignStudents will demonstrate knowledge of the elements and principles of design.

Grade PreK-4:

Learning Standard 2.6:

For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance Demonstrate an understanding of foreground, middle ground, and background
Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

Standard 3: Observation, Abstraction, Invention, and ExpressionStudents will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Grade PreK-4:

Learning Standard 3.3:

Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy

For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

Standards

Strand: Connections

Standard: 8: Concepts of Style, Stylistic Influence, and Stylistic Change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Grade: PreK-4

Learning Standard:

8.3: Perform or create works inspired by historical or cultural styles

USA- NAEA National Visual Arts Standards (2012)

Grade: K – 4

Content Standard:

1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

c. use different media, techniques, and processes to communicate ideas, experiences, and stories

Content Standard:

3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

b. select and use subject matter, symbols, and ideas to communicate meaning

Content Standard:

4. Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard:

c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Overarching Goal

The main goal is for students to understand basic 3D forms and the abstraction of ideas through the exploration of traditional Central American art forms.

Understandings and Lesson Objectives

- SWBAT create a basic worry doll form and customize their base.
- SWBAT use proportion on their worry doll.
- SWBAT design an abstract dream-like background to pair with their worry doll.
- SWBAT show contrast in their composition.
- SWBAT use materials according to expectations.

Essential Questions What is the purpose of art in a culture (or cultures)?

Unit (Guiding Questions)

- What are the basic parts of the worry doll?
- How can you wrap the yarn to create different designs?
- For the yarn painting, what different lines and shapes can you create?
- What are organic shapes?
- What are geometric shapes?
- How can you use different colored yarns to create contrast?

Knowledge and Skills

- Create a 3D form with found objects that demonstrates proportion of the human figure.
- Conceptualize an idea in abstract form through yarn painting.
- Shows use of contrast through their yarn painting composition.

Performance Tasks and Assessment

Performance Task/ Activity

- Students will create a worry doll and a corresponding yarn painting representing an abstracted dream.
- Students will connect their creation to Central American artforms and their significance.

Motivation

- Show the Guatemalan Worry Dolls PowerPoint for the 1st half of the lesson.
- Present Exemplar and demonstrate with materials.
- Present the Huichol/Yarn Painting Powerpoint for the 2nd portion of the lesson.
- Present yarn painting exemplar.

Rubrics:

Assessment/Rubrics

1. Worry Doll/Yarn Painting Rubric

Learning Experiences and Resources

Routines

- Meet and greet on rug
- Introduce lesson
- Show Powerpoint/other resources if needed
- Ask students to share expectations and objectives before going to seats
- Always have students write their names on their paper before continuing, check this step since there are so many kids (500 in a week), artwork will get lost if unnamed.
- Review material usage

- Clean up 5 minutes before class end unless:
 - If there is a story, have students clean up 15 minutes prior to accommodate the book.
- Walk students out, give verbal reminder of next week's goals.

Instructional Approaches

Multicultural- Student's will reinterpret traditional Central American art forms through personal art exploration.

Constructivism- Provided with an array of materials, students will experiment with found objects to create their own, personalized Guatemalan worry doll.

Worry Dolls

- **This portion of the lesson is aimed as a one-day activity.**
- Before class, set out bins at each table containing wooden balls, spools, corks, pipe-cleaners, and yarn.
- At beginning of class, show Guatemalan Worry Dolls PPT.
- Teacher Demo:
 - Glue small wooden ball on spool then glue onto cork base.
 - Wrap a small piece of pipe-cleaner around the spool (torso)
 - Wrap yarn around the pipe-cleaner and continue wrapping until the spool is covered, secure end with some tacky glue.
 - Use another color yarn to wrap around the cork until it is all covered. Secure end with tacky glue.
 - Snip pieces of yarn to glue onto wooden ball (for hair)
 - Use thin Sharpie markers to draw on face.
 - Explain that beads and other bits of fabric may be added to customize the doll.
- Aim to finish with 10 minutes remaining in class. With extra time, play When I Feel Worried YouTube clip for students: <https://youtu.be/Pnbn58eYwVl?t=54s>
- Follow Routines for dismissal.

Sequence of Activities

Yarn Painting

Day 1

- Show Mexican Yarn painting PPT--following guiding questions on PPT.
- Review complementary colors.
- Discuss different types of lines that can be used to create a design. What lines create geometric shapes? What lines create organic shapes?
- Have students brainstorm animal and plant shapes to use in their yarn painting. Ideas should be sketched onto scrap paper. Make sure students write their name in small print in the corner of their paper. Early finishers may begin sketching onto a piece of 6" x 6" chipboard.
- Follow Routines for dismissal.

Day 2

- Review objectives (yarn painting sketch, organic/geometric shapes, line variety)
- Teacher demo:
 - Emphasize large shapes rather than minute details which might be difficult to create with yarn and to be conservative with glue usage (show dot-line application)
 - Reiterate using contrasting yarn to highlight the shapes drawn on the chipboard.
- Provide students with tacky glue, chipboard (if they did not start sketching last week), and starting pieces of yarn (they may go to the yarn station to retrieve more if necessary).
- Walk around to make sure students are not adding too much glue (this will make the yarn application more difficult)
- Follow Routines for dismissal.
- Adaptive handtools for:
 - scissors
 - glue
 - pencils
- provide hand-over-hand assistance for twisting pipecleaners if necessary
- Substitute yarn for colorful pipe cleaners; have student bend a multitude of pipe cleaners into a unique design and help mount onto a piece of chipboard.
- Provide visual checklist of procedures for ELLs
- Materials and resources:

Differentiated Instruction and Adaptations

- Powerpoint
- Exemplars
- YouTube videos
- Technology resources:
- PowerPoint

Resources

Attachments:

1. **Guatamalan Worry Dolls.pptx**
2. **Yarn 4.jpg**Exemplar

Links:

1. [When I Feel Worried](#)

Worry Dolls

- small wooden balls and spools, assorted shapes
- yarn (many colors)
- beads
- pipe cleaners
- Sharpies
- tacky glue

Materials

Yarn Painting

- 6" x 6" chipboard
- yarn (many colors)
- tacky glue

Key Words / Vocabulary

Attachments:

1. **Guatamalan Worry Dolls.pptx**
2. **Mexican Yarn Paintings (lower grades).pptx**
3. **yarnpaintexemplar.jpg**Yarn Exemplar

Links:

Appendices

1. [When I Feel Worried](#)
2. [Worry Dolls 1](#)
3. [Worry Dolls 2](#)
4. [Worry Dolls Box](#)
5. [Worry Dolls Pillow](#)
6. [Worry Dolls Pouch](#)