

**Lesson Title :** *What might you use this textile for?. Grade Level 6th*

**Description:**

With all the fashion in magazines, news, and the media in general, certain patterns are seen quite often in textiles. When one actually stops and looks at what they are seeing patterns begin to appear. Not only do they appear but they can be symmetrical as well. In addition they actually start to pop out at you.

**Objectives:** The student will look at **Nazca people, south Coast Perus Feather Tunic, AD 300-600** and other textile works in the permanent collection and will imagine what this textile might be used for. They will discuss the design, how the color might have been created, where there is symmetry and invent their own textiles using information gained from the exploration.

**Part 1: (Title) Lets Get Started**

Time Estimates 10 minutes: Overview of the assignment and review of key vocabulary words.

Materials:

- 5 note cards, 1 pencil, 1 map of museum, clipboard, xerox template form

Vocabulary: symmetry, primary colors, design, textile,function, inference, vertical, horizontal, genre,

Steps:

1. The student will enter the textile room and try to find 5 textiles that exhibit symmetry in their design. They will write down their list of 5 items. In addition they will look at ***Nazca People, south Coast Perus Feather Tunic.***
2. The student will then focus on the 5 textiles and make an inference as to what the item might have been used for. They will write down their list. In addition they will create a sketch of each piece and use vocabulary words to describe the pieces.

**Standards:**

6th Grade

**1.0 ARTISTIC PERCEPTION**

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

**Develop Perceptual Skills and Visual Arts Vocabulary**

- . 1.1 Identify and describe *all* the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- . 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- . Analyze Art Elements and Principles of Design
- . 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

## Template for exploration

Name of art	Artist	Used For	Sketch	Vocab
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