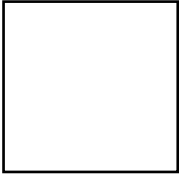


high school



LESSON TITLE:
NEEDLE FELTED NATURE
INSPIRED ARTWORKS

ART TEACHER:

Deb Cleary
Amboy High School
District #727
Amboy, IL

GRADE LEVEL:

High School, Grades 9-12

OBJECTIVES: Design and create a needle felted artwork

that is inspired by the artwork of Illinois artist Bethany Dhunjisha.

LESSON SUMMARY:

Students will design and create a needle felted artwork that illustrates the artwork of Illinois artist Bethany Dhunjisha. Students will plan their design in their sketchbook. Students will use their design as a guide to create their needle felted piece. Students will experiment and explore needle felting while creating their artwork.

STANDARDS:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Re8.1.J Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

TIME: 10 class periods (42 minutes each class)

MATERIALS: Examples of Bethany Dhunjisha's artworks, white and black pieces of felt 9"x12", various colors of wool roving, felting needles, student's sketchbooks, pencils, color pencils, crayons, and markers.

NEW VOCABULARY:

- **Artist Bethany Dhunjisha:** Illinois artist of photography
- **Needle felting:** process of interlocking wool fibers by stabbing it with a barbed needle
- **Wool roving:** bundle of wool, material used in needle felting
- **Organic:** based on nature



SEQUENCE:

Day 1: Students are introduced to the work of artist Bethany Dhunjisha. They read the artist's statement and biography, then look at artworks by Dhunjisha. A class discussion takes place of Dhunjisha's artwork, and vocabulary is discussed.

Day 2: Students begin working in sketchbooks. They are asked to create a design that illustrates Dhunjisha's style. Students then create shade drawings using color pencils, markers, or crayons.

Day 3: Students begin needle felting their design.

Day 4-9: Students work on needle felted piece. Teacher meets with each student to check on progress.

Day 10: Students finish needle felted piece, then answer assessment questions before turning in their finished pieces. The student's artwork will be displayed in the library.

TWO ASSESSMENT QUESTIONS:

1. How did the artwork of Bethany Dhunjisha influence your artwork?
2. What did you like about the process of needle felting?

