UNIT OF STUDY: Kay Cheever, weaver

TITLE OF LESSON PLAN: Yarn Images

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard One 5-8 – Students will express personal ideas, experiences, or emotions through various media, processes, and techniques.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS
• Creation of an art project graded by a rubric

LEARNING OBJECTIVES:
• Students will learn about South Dakota artist Kay Cheever.
• Students will evaluate the art piece using VTS techniques.
• Students will create a simple picture using yarn to create the image.

TIME REQUIRED:
• Once class period of 45 - 60 minutes

MATERIALS/TECHNOLOGY NEEDED:
• Images of Kay Cheever’s tapestries: “Magic Mountain Blues”, “Mimbres”, “Mort”, and “Elevator”
• Paper
• Yarn
• Pencil
• Scissors
• Glue
BACKGROUND INFORMATION:
South Dakota artist Kay Cheever is known for her weaving and the dying of the yarn with natural materials. Kay Cheever lost most of her sight approximately 30 years ago.

LESSON DESCRIPTION:
• Show students images of Kay Cheever’s tapestries.
• Using VTS observations, have students describe what they see in these tapestries.
• Discuss as a class.
  • You could explain to the class that Kay Cheever is a South Dakota artist that is visually impaired - totally blind in one eye and only has a limited amount of vision in the other eye.
• Instead of having students trying to weave, have students create a picture with using strips of yarn.
• First, have students look at the design in Kay Cheever’s tapestries, they are very simple, yet geometric.
  • Have students draw two separate geometric shapes on their paper (wherever they want). Next have students trace those shapes with a bead of glue outlining it. Next, have students outline the shape with their yarn over the glue. Now they have a basic shape.
  • Students can either take a long piece of yarn, and glue it to fill the inside of the shape; or they could use single pieces of yarn glued inside to fill the shape.
• Once the shapes are filled, have students use another color of yarn to fill in the open spaces of the paper that surround the shapes so that the entire paper is filled in with yarn (and glue).
• This project gives an illusion of weaving without being too complicated.

ENRICHMENT:
There are many websites that show you how to create a yarn weaving using a paper plates or cardboard. Below I have listed one site that you could use for directions.

BIBLIOGRAPHY/RESOURCES:
• South Dakota Textile Collection at the South Dakota Art Museum
  • Kay Cheever tapestries: “Magic Mountain Blues”, “Mimbres”, “Mort”, and “Elevator”