

Miró and Felting

ART AND MATH
Grade Levels: 4 – 8

BASED ON



Mural for the Terrace Plaza Hotel, Cincinnati 1947
Artist: Joan Miró, (1893-1983) Spain
Oil on Canvas
Gift of Thomas Emery's Sons, Inc. 1965.514

OBJECTIVE

- Students will be introduced to Joan Miró, a 20th century artist
- Students will explore the possibilities of wool fiber as an art medium
- Students will communicate and create using elements and principles of design

CONCEPT

Students will observe Miró's work of art and begin a conversation about the artist, his artwork and the materials that he used to create his works of art. This will give them opportunities to feel comfortable about expressing themselves verbally. Students will then express themselves by felting. Using safety precautions with the tools students will create a variety of small pieces, one to be shared on a large piece of felt as a class mural.

MATERIALS

- Variety of dyed wool fiber (\$2.50 per oz.)
- High Density Foam (\$4.00 per small square)
- Felting Needles, gages 36 and/or 38 (\$1.00 per needle)
- Optional items – cookie cutters, yarn, felt
- All prices are approximated

VOCABULARY

Elements of Art

1. Color- hues and intensity
2. Lines- distance between one point to another
3. Shape/Form- a 2-dimensional or 3-dimensional space that can be defined by edges
4. Space- the areas around, between and within things
5. Value- the lightness and darkness of things
6. Texture- the way something feels or looks like it feels

Principles of Design

1. Emphasis- the focus point
2. Balance- visual equality
3. Unity- bring the composition together
4. Contrast- differences
5. Movement- the visual flow through the artwork
6. Rhythm- repetition of elements

Joan Miró

1. Spontaneous Art- works of art that come together fast and free
2. Slow Art- works of art that are planned and changed and reworked meticulously with careful movements
3. Representational painting- recognizable objects
4. Symbolic painting- using stars, birds, eyes, heads and ladders

PROCEDURE

Two 45 minute classes

Day 1

1. Introduce Joan Miró to students by showing them his works of art and a handout with facts.
2. Have the students make observations about *Mural for the Terrace Plaza Hotel, Cincinnati.*
3. Prompt the students to talk about the artwork in small groups.
 - What do you see?
 - What elements of art do you see and can you describe them?
 - What principles did Joan Miró use?
 - What do you like about the artwork and why?
 - What do you not like about the artwork and why?
4. Allow time for the students to explain their responses, and share their ideas with the class.
5. Demonstrate felting
 - Wool is a fiber made from animals such as sheep, alpacas and lamas
 - It is cleaned by carding (brushing the fibers) and dyed to change the colors
 - Wool is transformed into felt by agitating the fibers with a felting needle that tangles the fiber into felt

Day 2

1. Review observations about Joan Miró and the Mural.

CLASS EXPERIENCE

2. Review felting and safety procedures.
3. Pass out supplies: foam block, felting needle, wool, and cookie cutter to each student.
4. Placing the cookie cutter on the foam students will layer the wool going in different directions inside the cookie cutter.
5. For safety, students will use their pencil to hold the wool and cookie cutter in place. This prevents them from sticking their fingers.
6. Start in the center of the cookie cutter and slowly stick the felting needle straight up and down through the wool. If the student is not careful the needle will hit the cookie cutter and break the needle, or if it goes in sideways it will bend the needle.
7. Continue to agitate the wool until it becomes more concentrated and then peel it off the foam, flip it and continue to agitate with the needle.
8. Add different colors and yarn to create a variety of elements.
9. Students will explore and create several small pieces, choosing one to add to the class mural.

ASSESSMENT

Students will be assessed by their oral and/or written responses to Joan Miró's mural and their own artwork. See rubric.

NATIONAL STANDARDS

1. Content Standard: Understanding and applying media, techniques, and processes
Achievement Standard:
 - a. Know the differences between materials, techniques, and processes
 - c. Use different media, techniques, and processes to communicate ideas, experiences, and stories
 - d. Use art materials and tools in a safe and responsible manner
2. Content Standard: Using knowledge of structures and functions
Achievement Standard:
 - b. Describe how different expressive features and organizational principles cause different responses
 - c. Use visual structures and functions of art to communicate ideas
3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas
Achievement Standard:
 - a. Explore and understand prospective content for works of art
 - b. Select and use subject matter, symbols, and ideas to communicate meaning
4. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the works of others.
Achievement Standard:
 - a. Understand there are various purposes for creating works of visual art
 - b. Describe how people's experiences influence the development of specific artworks
 - c. Understand there are different responses to specific artworks

Curriculum Connections

This project can be used to explore math concepts of geometrical and organic shapes. It can also be a starting point for creative writing.

RESOURCES

Books

Famous Artists Miró an Introduction to the Artist's Life and Work

Author Nicholas Ross, published 1995, Barron's

50 Modern Artists You Should Know

Authors Christiane Weidemann and Christine Nippe, published 2010, Prestel

Joan Miró, the Ladder of Escape

Edited Marko Daniel and Matthew Gale, published 2011, Thames & Hudson Inc.

Cincinnati Art Museum Collections Highlights

Cincinnati Art Museum, published 2008, GILES

Websites

www.joan-miro.net

www.nga.gov/ngaweb/video/joan-miro.html

Suppliers

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MEET THE ARTIST

Joan Miró (Spanish, b.1893, d.1983)

- He was born and raised in Barcelona Spain.
- He studied art but was considered clumsy and became an accountant's clerk as a first job.
- He had been sick and was sent to the countryside of Catalan Spain to recover. Catalan inspired many of Miró's landscapes.
- He also was influenced by surrealists and cubist but his style was all his own. Using strong colors, symbols and mysterious signs and archetypal elements such as stars, birds, eyes, heads and ladders. He created pictures that look naïve and almost child-like.
- He loved experimenting with materials. He explored painting, ceramics, graphics, sculpture and tapestry.
- He produced some art slow and meticulously and other he produced spontaneously, fast and free.

QUOTES

"The simplest things give me ideas"

"I try to apply colors like words that shape a poem, like notes that shape music"



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