

*Discovering the Story:
A City and Its Culture*

*GEOMETRIC &
ORGANIC: FABRIC
PATTERNS FOR
EVERYONE*

An Art Enrichment
Activity for Grades 4-8

Based on
Reception Dress
by Selina Cadwallader



Selina Cadwallader (active 1870-1886)
Reception Dress, 1886
Gift of Wilmar Antiques c/o Mr. Maurice Oshry, 1971.550 a-c

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OBJECTIVES

- Students will examine an image of the Cadwallader *Reception Dress* and discuss how the seamstress created visual interest by using fabrics of varying patterns and textures.
- Students will identify both organic and geometric patterns within the garment.
- Students will create their own cut-paper design, combining both organic and geometric motifs and using a limited color palette.

VOCABULARY

Definitions can be found in the **Glossary** on the *Discovering the Story* website <http://www.discoveringthestory.org/goldenage/dress/glossary.asp>.

Organic
Geometric
Analogous colors
Repetition
Texture
Pattern

MATERIALS

- Colored construction paper
- Colored tissue paper
- Scissors
- Glue
- Paper and pencils
- Image of the *Reception Dress*
http://www.discoveringthestory.org/goldenage/images/dress_full.jpg

BRAINSTORMING

Ask students to look at an image of the *Reception Dress* and to describe the patterns within it. Ask students why the seamstress put these different patterns together in the same garment. Reinforce that the majority of the dress is made up of one color, and that it is the different patterns and textures that add to the visual interest of the garment. Point out the two different types of patterns found on the dress--organic (roses on bodice) and geometric (checks found in skirt). Ask students to point out things in the classroom that contain either geometric or organic shapes. Write these on the board in list form. Tell students that they will be creating their own design using both geometric and organic shapes.

PROCEDURE

Teacher will:

- Have each student select a piece of construction paper and a piece of tissue paper, both in the same color family (red and pink, royal blue and turquoise blue, lime green and grass green, etc.).
- Ask students to sketch both geometric and organic shapes onto white paper.
- Ask them cut out their favorite shapes.
- Have students trace their cut shapes onto their tissue paper and cut them out.
- Students can cut through a number of layers of tissue paper at once to create multiples of shapes.
- Carefully separate these shapes.
- Next, have students arrange their tissue paper shapes on the construction paper sheet to create a repeated pattern. Ask students to try many combinations of arrangements before gluing the pieces into place.

VIDEOCONFERENCE PREPARATION

Hang up the finished pieces. Which are the most interesting and why? Which would be best as a fabric pattern? As a poster? As a book cover? How are the designed pieces both similar to and different than the fabric of the *Reception Dress*? What are some questions about the fabric/dress you would like to ask the Museum staff during the videoconference?

"Art evokes the mystery without which the world would not exist."

Rene Magritte

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Level II (Grades K-4)

Benchmark 1: Knows the differences between art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping shading, varying size or color), and processes (e.g., addition and subtraction in sculpture, casting and constructing in making jewelry).

Benchmark 2: Knows how different materials, techniques, and processes cause different responses from the viewer.

Benchmark 3: Knows how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories.

Benchmark 4: Uses art materials and tools in a safe and responsible manner.

Level III (Grades 5-8)

Benchmark 1: Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.

Benchmark 2: Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Level II (Grades K-4)

Benchmark 1: Knows the differences among visual characteristics (e.g., color, texture) and purposes (e.g., to convey ideas).

Benchmark 2: Understands how different composition, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.

Benchmark 3: Uses visual structures and functions of art to communicate ideas.

Level III (Grades 5-8)

Benchmark 1: Knows some of the effects of various visual structures (e.g., design elements such as color, shape; principles such as repetition, rhythm, balance) and functions of art.

Benchmark 2: Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

Benchmark 3: Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Level II (Grades K-4)

Benchmark 1: Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art.

Benchmark 2: Knows how subject matter, symbols, and ideas are used to communicate meaning.

Level III (Grades 5-8)

Benchmark 1: Knows how visual, spatial, and temporal concepts integrate with content to communicate intended meaning in one’s artworks.

Benchmark 2: Knows different subjects, themes, and symbols (through context, value, and aesthetics) that convey intended meaning in artworks.

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

Level II (Grades K–4)

Benchmark 1: Knows that the visual arts have both a history and a specific relationship to various cultures.

Benchmark 2: Identifies specific works of art as belonging to particular cultures, times, and places.

Benchmark 3: Knows how history, culture, and the visual arts can influence each other.

Level III (Grades 5–8)

Benchmark 1: Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g. materials; visual, spatial, and temporal structures).

Benchmark 2: Understands the historical and cultural contexts of a variety of art objects.

Benchmark 3: Understands how factors of time and place (e.g. climate, resources, ideas, technology) influence visual, spatial, or temporal characteristics that give meaning or function to art.

Standard 5: Understands the characteristics and merits of one’s own artwork and the artwork of others.

Level II (Grades K–4)

Benchmark 1: Knows various purposes for creating works of visual art.

Benchmark 2: Knows how people’s experiences (e.g., cultural background, human needs) can influence the development of specific artworks.

Benchmark 3: Understands that specific artworks can elicit different responses.

Level III (Grades 5–8)

Benchmark 1: Distinguishes among multiple purposes for creating works of art.

Benchmark 2: Understands possible contemporary and historic meanings in specific artworks.

Benchmark 3: Understands how one’s own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.

OHIO STANDARDS: VISUAL ARTS

Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Grades K–4

Benchmark A: Demonstrates knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

Benchmark B: Uses the elements and principles of art as a means to express ideas, emotions, and experiences.

Benchmark C: Develops and selects a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Grades 5-8

Benchmark A: Applies knowledge of materials, tools, media, techniques, and processes to communicate subject matter, themes, or ideas in a variety of visual forms.

Benchmark B: Creates two- and three-dimensional original artwork that demonstrates personal visual expression and communication.

Benchmark C: Achieves artistic purpose and communicates intent by selection and use of appropriate media.

Historical, Social, and Cultural Contexts: Students understand the impact of visual art on history, culture, and society from which it emanates. They understand the cultural, social, and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in people's lives.

Grades K-4

Benchmark A: Recognizes and describes visual art forms and artworks from various times and places.

Benchmark B: Identifies art forms, visual ideas, and artistic styles and describes how they are influenced by time and culture.

Grades 5-8

Benchmark B: Creates a work of art that incorporates the style or characteristics of artwork from a culture other than their own.

Connections, Relationships, and Applications: Students connect and apply their learning of visual art to the study of other art areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Grades K-4

Benchmark B: Uses the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Grades 5-8

Benchmark C: Uses key concepts, issues, and themes to connect visual art to various content areas.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships, and interpret meanings in works of art. Students make judgment about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identifies and describes the visual features and characteristics in works of art.

Benchmark B: Applies comprehension strategies to respond to a range of visual artworks.

Grades 5-8

Benchmark A: Applies the strategies of art criticism to describe, analyze, and interpret selected works of art.