Project Runway

Newspaper Challenge
ART AND (History)
GRADES: 4-6

BASED ON

Guercino (1951-1666) Italy
Mars with Cupid, 1949
Oil on canvas
The Edwin and Virginia Irwin Memorial 1977.96

Elizabeth Hawes (1903-1971) United States
Dress and Slip, 1935
Silk
Given in memory of Julius Fleischmann by Dorette Kruse Fleischmann, 1991.210 a,b

Madeleine Vionnet (1876-1975) France
Dress, 1926-27
Gift of Dorette Kruse Fleischmann in memory of Julius Fleischmann, 1991.199

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OBJECTIVES
- Students will study garments from various time periods and cultures
- Students will design an outfit reflecting their culture.
- Students will construct an outfit in 30 minutes using newspaper, masking tape and items they may have brought from home.

CONCEPT
This is a fun way to introduce a variety of cultures and the styles they can reflect upon. It also introduces various careers such as designer, dressmaker, and tailor to the students. In this project students study a variety of garments from various periods. Questions such as What was useful? What was needed? What was 'extra'? Did/does the garment truly reflect the time?

Students then look at their present day culture and design an outfit which will be made from newspaper, masking tape (teacher provided) and any other tapes or items they wish to bring to their design. In the following art class the students are given 30 minutes (out of a 40 minute class period) to construct their outfits. They work in teams to assist one another in securing the garment on them.

MATERIALS
Masking tape (about one roll per 6 students)
Newspapers
9 x 12 sketching paper
pencils

VOCABULARY
designer - one who creates the garment from idea to fabric
textile - a material which is used in garment making
design - the creation or design of a object (in this case a garment)

PROCEDURE
- students research garments from various cultures and time periods
- students reflect on their own culture
- using their research and reflection process they design a garment
- during the next class students will be given 30 minutes to construct their outfit
- their partner will help them into their garment
- at the end of 30 minutes, students will line up to walk the runway

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ASSESSMENT

	Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
3 pts.	The student can demonstrate knowledge of different cultures and times having different garments	The student accurately identifies the use of form in artwork.	The student's garment clearly illustrates the use of form. and wears well.	The student thoughtfully and honestly evaluates own work using the four steps of art criticism.
2 pts.	The student's knowledge of the garments of other cultures/time periods is weak or incomplete.	The student shows emerging awareness of the use of form in artwork.	The student's garment shows some awareness of form. The garment has some design flaws.	The student attempts to evaluate own work, but shows an incomplete understanding of evaluation criteria.
1 pt.	The student cannot demonstrate knowledge of different garments from different times and/ cultures.	The student cannot identify the use of form in artwork.	The student's garment shows no understanding of form.	The student makes no attempt to evaluate own artwork.

NATIONAL STANDARDS
VA:Cr1.2.4
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

VA:Cr1.1.4
Brainstorm multiple approaches to a creative art or design problem.

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VA:Re7.2.4
Analyze components in visual imagery that convey messages.

VA:Cn11.1.4
Through observation, infer information about time, place, and culture in which a work of art was created.

CURRICULUM CONNECTIONS
History - students research clothing from a variety of cultures and time periods
Writing - students write about their experience as a designer of unconventional materials.

RESOURCES
Project Runway TV show (Thursday nights)
Cincinnati Art Museum Collection

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