



LESSON PLAN: TRANSFORMATION/EVOLUTION

Title: Non-Petroleum Product Garment/Accessory

Grades: 9 through 12

Medium: Mixed Media, fiber, metal

Author: Kathie Taylor

Class time required: 4 to 6 hours, depending on the project

Sample inspiration:



Sample results:



OVERVIEW: Transformation of life's evolutionary process through fashion, beginning with the beauty of underwater creatures reflecting the movement, color, and silhouette of primordial beings. Promote a holistic approach to this relationship between human beings and nature and reveal that development through dress.

For more information: www.ArtMeetsFashion.org

[San Diego Visual Arts Network](http://SanDiegoVisualArtsNetwork.org) (Public Charity 501 (c) 3 EIN #205910283)

2487 Montgomery Avenue, Cardiff by the Sea, CA 92007 www.SDVAN.net 760.943.0148 info@sdvisualarts.net



OBJECTIVE:

Teach students the practice of rejecting the use of petroleum-based materials and to experiment with use of natural fibers, dyes and products. This project is an attempt to embrace the vestige of an extinct form of life and the use of petroleum as a threat to the contemporary biosphere. The challenge is to use natural materials to express the possibilities of a new relationship between fashion and environmental transformation.

MATERIALS:

- Natural fibers and yarns
- Rubber products
- Paints (latex), brushes
- Metals, wire mesh
- Fabric such as silk, cotton, linen, rayon
- Scissors
- Pens, Pencils
- Paper for drawing
- Tape
- Needle and thread
- Sewing machine

TEACHER PREPARATION:

- Instruct students to visualize their depiction of the beginning of life and the evolution of life's creatures of the sea.
- Prepare a lesson by assembling the possibilities starting with photos, fabrics, fibers and colors they visualize as representing the beginning of life.

PROCEDURES:

- Depending on the number of students in the class, divide into groups of two or more.
- Have entire class participate and discuss the project with views and questions regarding the use of non-petroleum based items, fabrics etc.
- Give instructions on how to research and find images to fit their vision of what the beginning of life looks like to them in the form of plants, animals, insects, sea life or human life and the evolution of those species
- Have them create a storyboard with photos, colors, fabrics and natural elements they will use to interpret their vision.
- Give class time for the groups to sketch their interpreted fashion designs (including accessories, if desired) based on their storyboard presentations.
- Use class time to create and assemble the designs.
- When complete, present their finished garment along with their preliminary sketches, storyboards.
- After presentation by each group, have the students evaluate how the final product turned out based on their vision in their original concept. Ask if they considered their project successful and how they could have improved their work.

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TEACHER TIPS;

- Have entire class participate and discuss the project with views and questions. Using non-petroleum based elements is a challenge and takes plenty of research and questions regarding fabric and fiber content, even how the item to be used was made. Was petroleum used in the process?
- Discuss what affect the benefits of not using petroleum products will have on the environment. Find at least three benefits that will result from this.
- There will need to be some exceptions. For example, if the item is not hand sewn, but is machine sewn, the machine uses petroleum products to function.
- Show examples of original project with all photos of progression, fabric swatches and sketches and explain the concept and theory.

VARIATION:

Have students work in groups to allow each one to be assigned to a specific task. For example, after the collective storyboard, someone will find the petroleum free fabrics, fibers etc, someone will do the sketching and colors, and someone will do the patterns and sewing.

CA CONTENT STANDARDS;

1.0 ARTISTIC PERCEPTION

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

2.0 CREATIVE EXPRESSION

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.2 Identify and describe the role and influence of new technologies on contemporary works of art, diversity of the visual arts

4.0 AESTHETIC VALUING

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

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Bibliography/Webology:

***Publication:** Oparin, A. I. **The Origin of Life.** New York: Dover (1952)

*Wikipedia: <http://en.wikipedia.org/wiki/Prokaryote>

***Publication- Maine Organic Farmer Gardener- Yarns:**

<http://www.mofga.org/Publications/MaineOrganicFarmerGardener/Summer2009/FiberCSA/tabid/1197/Default.aspx>

*Greenspun Yarns- non petroleum based:

[_09/Spinnery/tabid/1024/Default.aspx](http://www.greenspun.com/09/Spinnery/tabid/1024/Default.aspx)

Google:

Greenprint Earth Friendly Materials

*<http://www.roxy.com/info/index.jsp?categoryId=3334307&infoPath=2883314>

*Alternative Fabrics: <http://unitedbyblue.com/blog/whatelsemakesclothes/>

* *Fair Companies: Greenest fabrics:

<http://faircompanies.com/news/view/fashion-guide-ii-greenest-fabrics/>

<http://arabaquarius.blogspot.com/2008/04/amazing-fish-inspired-fashion.html>

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