

STITCH SOMETHING



Combine embroidery with other medias to create a work with actual and implied texture.

EXPECTATIONS



Student Work by Emily Tafolla 2014



Student Work by Samantha Nunez 2015

*“Without tradition,
art is a flock of sheep
without a shepherd.
Without innovation,
it is a corpse.”*

- Winston Churchill

Your submission must...

Be inventive.

Be creative.

Use embroidery as the main media.

Include at least 1 other media.

Be planned and well documented
in your sketchbook.

Contain actual and implied texture.

Refer to Rubric for more

PROCEDURES



Investigate:

Look up each of the listed reference artists.

Observe and analyze their work.

In your sketchbook, list the qualities you are inspired by from their work.

Plan:

Brainstorm what you want to convey in your work. What is your intent?

Decide which medias you will combine with embroidery.

Draw 3-5 annotated thumbnail sketches to plan your piece.

Gather materials.

Practice the stitches you will use.

Create:

Capture your images or video.

Edit and submit your work.

Evaluate:

In your sketchbook, write a 1 paragraph reflection about your finished work.

Did you convey your intent? How did you use embroidery? What artist inspired your work and in what way? Were you successful? How could you improve?

RESOURCES



Debbie Smyth



Sue Stone



Lauren DiCioccio

Reference Artists:

Debbie Smyth
Manny Robertson
Sue Stone
Lauren DiCioccio
Izziyana Suhaimi
Jacob Hashimoto
Rania Hassan
Julie Sarloutte
Defne Tesal
Diane Meyer
Stephanie K Clark
Hinke Schreuders
Lisa Grey
Emily Barletta
Andrea Dezso
Maurizio Anzeri
Hagar van Heummen
Hagar Cygler

Helpful Websites:

needlenthread.com
sublimestitching.com
thejealouscurator.com
textileartist.org

VOCABULARY



Texture - an element of art which describes the surface “feel” of a work

Actual Texture - Texture that can be felt with the fingers

Implied Texture - Texture that appears to feel a certain way

Textile - A cloth or fabric that has been woven or knitted

Fiber - A natural or synthetic material used to create textiles.

Embroider - A type of needlework used for ornamentation

Skein - A length of thread or yarn that is coiled together

Stitch - One complete movement of a needle and thread through the fabric

Sewing - A type of needle work used to join fabric

Embroidery Floss - 6 strands of cotton thread twisted together

Thread - A long thin strand of fiber such as cotton or flax

Eye - The opening of the needle which carried the thread

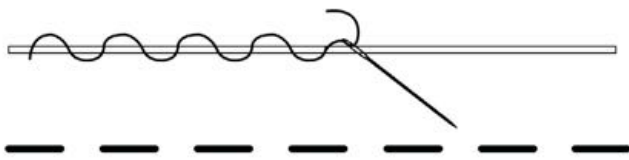
Point - The sharp end of the needle which pierces through the fabric

Notions - items or tools used for sewing or needlework

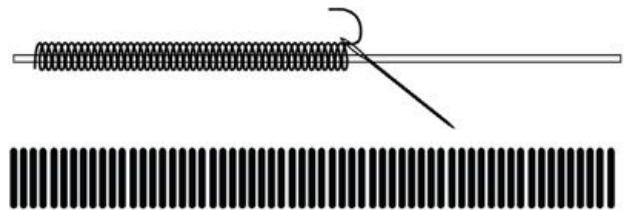
Hoop - 2 circles which clamp together to tighten and hold fabric in place

Fabric - A cloth made of woven or knitted textile fibers

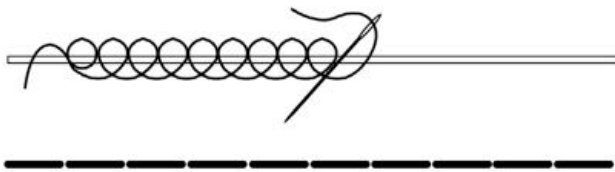
STITCHES



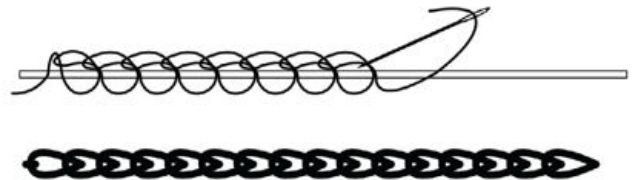
Running Stitch



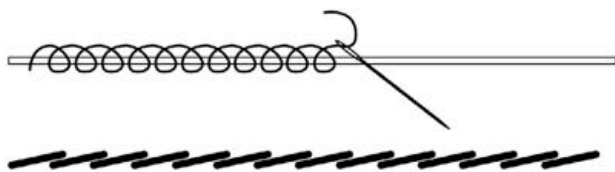
Satin Stitch



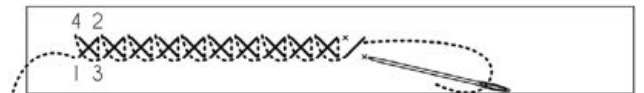
Backstitch



Chain Stitch



Stem Stitch



Cross Stitch

RUBRIC



Embroidered Mixed Media Studio					
Criteria		0-5	10	15	20
Technical competence	Use of Embroidery	The work does not reach a standard identified by the descriptors. Student used embroidery incorrectly or did not attempt to include embroidery.	The work demonstrates <u>minimal</u> use of embroidery a <u>minimal and inconsistent</u> level of technical competence in applying stitches.	The work demonstrates <u>adequate</u> use of embroidery an <u>adequate</u> level of technical competence in applying stitches.	The work demonstrates <u>effective</u> use of embroidery an <u>effective and deliberate</u> level of technical competence in applying stitches.
	Use of second Media	The work does not reach a standard identified by the descriptors. Student used media incorrectly or did not attempt to include a third media.	The work demonstrates <u>minimal</u> use of media a <u>minimal and inconsistent</u> level of technical competence in applying third media.	The work demonstrates <u>adequate</u> use of media an <u>adequate</u> level of technical competence in applying third media.	The work demonstrates <u>effective</u> use of media an <u>effective and deliberate</u> level of technical competence in applying third media.
	Craftmanship	The work does not reach a standard identified by the descriptors. Work submitted is tattered, incomplete, or in poor physical condition.	The work demonstrates <u>minimal</u> craftsmanship. Stay marks are evident. Studio is in less than ideal physical condition.	The work demonstrates <u>adequate</u> craftsmanship. Stay marks and adhesives are not evident. Studio is in ideal physical condition.	The work demonstrates <u>effective</u> craftsmanship. Stay marks and adhesives are not evident. Studio is in excellent physical condition.
Conceptual qualities	Concept and Creativity	The work does not reach a standard identified by the descriptors. Composition does not appear to be planned or is unfinished.	The work demonstrates <u>minimal</u> elaboration of ideas or concepts and demonstrates <u>minimal</u> use of creativity, imagery is <u>obvious, contrived or superficial</u> . Composition reflects <u>minimal</u> planning.	The work <u>visually elaborates</u> ideas or concepts to a point of <u>adequate</u> realization and demonstrates the <u>use of</u> creativity, imagery results in <u>adequate</u> communication of stated artistic intentions. Composition is mostly planned.	The work <u>visually elaborates</u> ideas or concepts to a point of <u>effective</u> realization and demonstrates the <u>subtle use of</u> <u>complex</u> creativity, imagery, results in <u>effective</u> communication of stated artistic intentions. Composition is thoroughly planned and well-executed.
Reviewing, refining and reflecting	Personal Engagement and Reflection	The work does not reach a standard identified by the descriptors. Work is incomplete and student does not demonstrate personal engagement. Student rarely uses class time to develop his/her artistic skills. Student is infrequently productive and completes few tasks with a positive attitude.	The work demonstrates <u>little</u> understanding of the process of reviewing or refining ideas, skills, processes or techniques. Reflection is mostly <u>descriptive or superficial</u> . Student demonstrates <u>minimal</u> personal engagement. Student uses class time <u>minimally</u> to develop his/her artistic skills. Student is occasionally productive and completes some tasks with a positive attitude.	The work demonstrates a <u>process</u> of reviewing and refining ideas, skills, processes and techniques, but this is <u>underdeveloped</u> . The work presents a reflection upon the acquisition of skills as an artist, but <u>with room for further depth</u> . Student demonstrates <u>adequate</u> personal engagement. Student uses class time <u>adequately</u> to develop his/her artistic skills. Student is productive, focused, and completes tasks with a positive attitude most of the time.	The work demonstrates a <u>highly effective and consistent process</u> of reviewing and refining ideas, skills, processes and techniques. The work presents a <u>meaningful and assured</u> reflection upon the acquisition of skills and <u>analysis</u> of the student's development as an artist. Student demonstrates <u>effective</u> personal engagement. Student always uses class time <u>effectively</u> o fully develop his/her artistic skills. Student is constantly productive, focused, and completes all tasks with a positive attitude.
TOTAL MARKS					

