



CRAFT IN AMERICA

WEARABLES MADE FOR STORYTELLING EDUCATION GUIDE

Studio Production: Co-creating Wearable Art (three to four 45-minute class periods)

Once students have chosen their design options, guide them to begin sketching ideas for their projects. Students may choose creation methods that differ from their partner, but making sure that the collaborative story is still evident in the final products.

Once student sketches are finalized and artworks are planned, have students identify and locate the object they will embellish, and if necessary, remind them to bring that item to class. Students can move on to executing their design plans once students have the items they intend to embellish.

Some suggestions for managing materials proactively in this studio setting include:

- Prepare clearly labeled supply stations that align to each method of embellishment
- Encourage students to bring personal or thrifted items for upcycling. This adds layers of meaning and mirrors the creative process of the artist Andrew “Wandy the Maker” Burgess.
- Maintain scrap bins organized by color and material type

Reflect and Refine

Midway in working, invite students to reflect on their experiences. Suggest that they step back and consider their goals with this project and how closely they have met them. Invite them to consider aspects of the process that they have enjoyed thus far. Ask the students:

- What do you especially like about your work in progress?
- What changes would you like to make before you complete this artwork?
- What do you need to do to complete the artwork?

CLOSING STRATEGIES

Reflection

Once students complete their collaboratively designed wearables, have them reflect on their work to determine the success of their projects. Begin by facilitating a class discussion using prompts such as:

- In what ways did collaboration influence your final design idea?
- How might you think differently about your story, now that you’ve co-created with your partner?
- What choice did you select from the available options? Did your chosen methods affect how well your wearable art suggested a story?
- What challenges did you experience working collaboratively, and how did you resolve them?
- If you could change one aspect of your process or design, what would it be and why?

Assessment

Have students use the following criteria to determine the relative success of their completed work. Assessment may be self-, peer-, and/or teacher-directed. The following criteria are intended to guide the assessment of the completed work.

- Final artwork is planned collaboratively with one or more peers, featuring clear evidence of shared responsibility between/among collaborative partners.



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- Final artwork features imagery and techniques inspired by collaboration that suggests a story about its maker, its wearer, or both.
- Final artwork features adaptation of traditional clothing and accessory construction and embellishment techniques in interesting ways.

Optional: Have students draw or photograph their finished wearables, labeling their images to indicate where story elements are located (e.g. symbols, colors, materials, patterns).

The following criteria are intended as a guide. Through discussions with the student, examining their worksheets, and witnessing their participation and production of the final project, it should be evident that the student:

- benefitted from collaboration with peer(s), as evidenced by the complexity of the stories suggested by the artwork.
- can explain how their artwork, as well as the wearable artworks and personal adornment items of others suggest stories about or communicate information about the wearer, the maker, or both.
- was actively involved in the planning and co-creation of the artworks created by both their partner(s) and themselves, exhibiting a shared sense of responsibility with their collaborating peer(s).