

PAPER BATIK

BALANCE VS SYMMETRY
ART AND LANGUAGE ARTS

GRADES: 3-5

BASED ON



Coromandel Coast
Tent Hanging, circa 1640
Cotton, hand-drawn and resist-dyed
V&A: IS.19-1989

OBJECTIVES

- Students will compare and contrast balanced and symmetrical compositions on fabric art from India.
- Students will create a balanced design using batik methods.
- Students will recognize balance and symmetry in Indian fabric designs.

CONCEPT

Students will be introduced to many examples of fabric designs that evolve around a tree motif. In India the Tree of Life motif is thought as the past, present and future or death, living and reaching to the heavens.

Batik is the process of creating a design on fabric using wax resists and dyes. The design is built and becomes more elaborate with each layer of wax and dye.

MATERIALS

White crayons, No washable crayons
 White paper
 Colored pencils for sketching
 Tempera paint
 Sponge brushes

VOCABULARY

Batik- is a technique of wax-resist dyeing applied to cloth.

Balanced- arranged in good proportions.

Symmetry- the quality of being made up of exactly similar parts facing each other.

PROCEDURE

Students will be shown several examples of *Tent Hanging* artwork and look for qualities of symmetry and of balance.

1. They will discuss the difference between symmetry and balance.
2. They will sketch the ground and tree with a light colored pencil. Keeping it to just a few lines.
3. They will go over their sketch with a white crayon drawing heavily (thick and slick).
4. They will then paint over their drawing revealing the white crayon line.
5. While the painting is drying, students will create a second tree using a white crayon to draw thick and slick.
6. Once the second tree is drawn they will paint over the white crayon and let dry.
7. If the first tree painting is dry they will add additional white crayon lines to the picture.

Second day of lesson

8. Check to see if the second tree has been painted if not they will paint over the white crayon for the first time and let dry.
9. They will then rotate between paintings adding white lines, textures and patterns and painting over the white crayons with a darker paint each time.
10. They may stop if they are satisfied with the painting but will need to have at least three layers of color on one of their tree paintings.
11. They will glue the painting to construction paper and have a balanced border.
12. They will be asked to write about their artwork. Here are some writing prompts:
 - Which tree is your favorite and explain why?
 - What is successful about your artwork and what would you change if you could?
 - Describe how you made the batik.
 - How do you feel about your artwork?
 - Describe what you see in your artwork?

ASSESSMENT

Students will self assess their work on a scale of 1-5, 5 being the highest.

1. I have represented a tree of life that is balanced.
2. My tree of life has various colored lines that show the batik method of layered dyes/paint.
3. I am satisfied with the end result of my paper batik.
4. I followed directions and used my time wisely.
5. My craftsmanship is at a high level.

NATIONAL STANDARDS

Students know the differences between materials, techniques, and processes.

Students use art materials and tools in a safe and responsible manner.

Students describe how different expressive features and organizational principles cause different responses.

Students know that the visual arts have both a history and specific relationships to various cultures.

Students understand and use similarities and differences between characteristics of the visual arts and other disciplines in the curriculum.

CURRICULUM CONNECTIONS

Students will compare and contrast both verbally and in writing about their artworks and the fabric designs of India.

RESOURCES

<https://www.youtube.com/watch?v=bjxm19v9Kyk>



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