SILK PAINTING

Social Studies: Kodiak Unit

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Arts Integration Lesson – Kelly Longrich
Silk Painting
3rd Grade
Social Studies
Kodiak Unit

Standard: Social Studies

SS.3.DC.3 Describe how creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge in the Kodiak area communities (D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5, D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5, D2.Geo.7.3-5, D2.Geo.8.3-5, D2.Geo.9.3-5)

Standard: Arts

VA.35.CG.1 Generate ideas, set and monitor goals, and create meaningful artistic works. (AZ VA:CR1a-b.3-5) (NCAS VA:CR1.1-2.3-5) (AK CS.1-5)

Objective: Students will illustrate where Kodiak is in the world by painting 4 types of maps (Kodiak, Alaska, North America, and the Earth), and a compass rose using a wax resist and painting technique on silk.

Materials Needed: Silk painting box for Kodiak Arts Council (Silk paints & brushes, Wax resist & small dropper bottles with fine tips, class set sharpie markers, class set of 2’x 2’ silk squares, Freezer Paper (roll), Iron, Computer paper for tracing (if needed), copies of templates (attached) to trace. (You may need to increase or decrease the size of the templates based on the size of your silk).

Time Needed: 3-4 1 hour sessions (2 for tracing & waxing, 2 for painting) approx..

Sessions 1 & 2:

-Before class teacher prep, iron silks, plastic side to fabric, onto freezer paper of same or a little larger size than silk so that it is well adhered to reduce paint bleeding.

-Before class, prep wax by warming to room temp and shaking to homogenize, and pouring into small dispenser bottles so that they are ready to go for the students. Place extra wax in larger ketchup/mustard style squeeze bottle for easier refilling throughout the session

-Model & then have students: Trace over templates with fine point sharpie and cut off excess paper. Students will then plan their layout by lightly taping inked side of templates to paper/backside of freezer paper. When silk & paper are set down, silk side up, students should be able to see sharpie marks of their templates to trace over with their wax.

-Model & then have students: Trace with a thin, continuous line of wax over their designs from underneath, and have them include their first name and the year somewhere near the bottom, away from the designs. Note: if there are gaps in the wax line, color from the paints will have the ability to bleed through. The wax is what keeps the colors separate, so check that their lines are continuous and not gappy. Be sure to remind them that if they are right handed, to work from left to right, top to bottom, so as not to smear the wet wax with their hand or arm while they’re working (make that left to right, top to bottom, if working with lefties).

-Note: students may need a few hand stretch breaks😊

-Another note: I envision this to be laid out like a Frayer Model: The compass would be in the center, with a box or circle around it, then the 4 maps would be in the 4 quadrants of the silk. You could instruct the students to draw lines with wax to separate the quadrants, or you could pre-mark with a sharpie on the back of the freezer paper to help students be successful with layout, then they would just trace it with the wax.

-When done, let wax dry overnight.
Sessiøns 3 & 4: (Before class, prep paints by shaking and setting out. Have brushes out, water cups for rinsing, and paper towels for blotting brushes. Small paint palettes can work for this for smaller amounts of color and can provide room for a few colors. I would suggest having students choosing different blues and greens for each quadrant, and reserving the crazy color for the compass rose, but if they would like to have a bright pink Kodiak Island, then the color on the outside should provide enough contrast to set it off. It could be monochromatic with a bright pink in the center and a dark maroon for the ocean, or lime green land and deep purple ocean, just so there is some contrast.)

-Model: Show students how water affects how the paint works on the silk. If the silk is dry, the paint stays in a smaller area. If the silk is wet, the paint spread much further. What happens more water is added to a color? What happens when two colors touch on the silk? What is keeping the color from crossing the wax line?

-Students choose two colors to start with for their first quadrant, teacher puts the paint into the palettes with pipettes or by pouring carefully. (remind students about being careful with paints and not getting them on their clothes.

-As students need more paint, have them raise their hands to reduce the number of moving bodies around the room.

-When students have completed one quadrant, they may move on to the next. Let dry overnight.

-When the painting is all done, and dry, with fabric markers or a dot of fabric paint, have students make a bright, easy to see dot where the town/island of Kodiak is in each quadrant. This may be the following day, just to ensure no paint bleed from being wet.

Teacher work: When fabrics are dry, peel them from the freezer paper, and iron them between two pieces of newspaper or cotton fabric. They need to be pressed with an iron for 2-3 minutes to fix the paint to the fabric. This step ensures that the paints will stay vibrant after the wax is rinsed out.

After the painted silks have been ironed, the teacher gets to decide if he or she wants to rinse the wax out of the silks, or if you would like this to be a student activity. Some paint will leech out of the silk, so this is something you probably do not want the entire class doing at one time. This might be a good activity to be done in rotations with 4 students at a time. After rinsing all of the wax out with warmish water, the silks will need to be rung out and dried. After drying, the teacher can iron them once more to get all of the wrinkles out.

Ideas for display: If your building or classroom has a lot of windows, these would look beautiful (like stained glass), affixed to the windows. Of course they would also make a lovely gift for parents.

Next Steps:
-Soak & clean little wax bottle tops to prevent clogging.
-Return Silk Painting Box to the Arts Council for others to use.

Accommodations: For students that need more support, the templates can be pre-sharpie markered and cut. They can place them and be assisted with the wax usage for tracing. For students needing more of a challenge, have them create their own templates, without tracing a previously printed template or have them experiment with blending colors when painting on the silk.

This activity can be used for many different grade levels and concepts. I can picture the water cycle, the rock cycle, retelling of a story, Kodiak plants, Fractions, etc.
COMPASS ROSE
KODIAK
NORTH AMERICA
EARTH
Layout Approximation (but the real thing will look much nicer ☺ ) I can add photos of completed silks when we complete them.

Note:
1. Image below is just a layout idea. Do not include super high detail or it will simply look blobby on your silk.