

Lesson Plan: Felted Agate Necklaces

Grade level: 3-8



Duration: 2 class periods

Media Type: wool fleece

Subject Integration: Science

Objective: To create a felted agate necklace after being inspired by jewelry maker, Louise Payjack-Guillou.

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form	value
space	contrast	emphasis	movement	pattern	rhythm			

Materials and Procedure:

Day 1: Share *Making It Up North* video snippet about London born artist Louise Payjack Guillou and her handmade jewelry.

<https://makingit.wdse.org/watch/louise-payjack-guillous-atelier-stone> (7:15)

Class discussion: “How does Louise make jewelry?” “Why does she enjoy creating jewelry?” “What materials does Louise use to make her jewelry?” “Could artists make jewelry from other materials?” “What makes a material useful for jewelry making?” “What does it mean to use ‘natural materials’?”

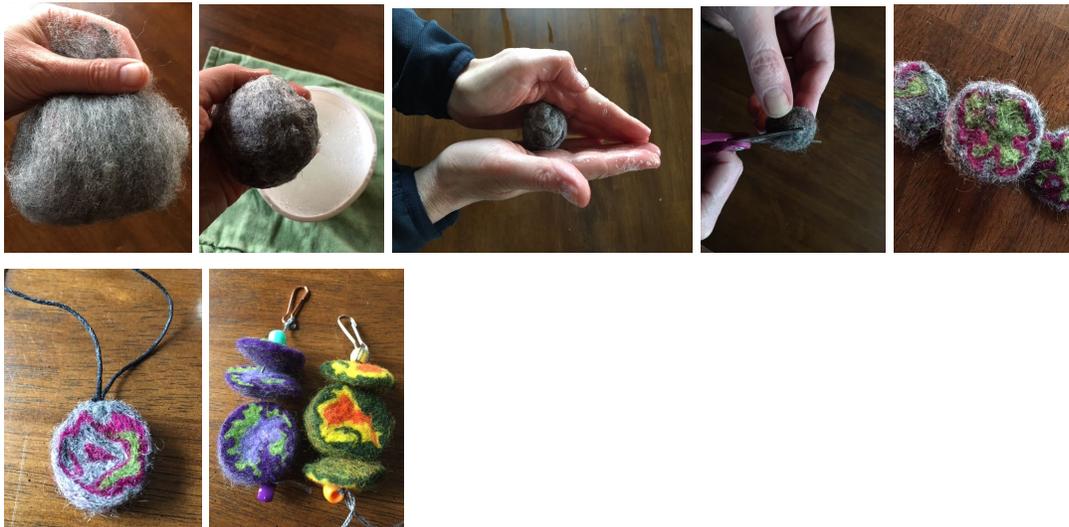
Introduce wool fibers to students, and where they come from. Discuss color of wool and how it is dyed to get amazing colors and variations.

Creating a felted agate doesn’t take too long for students to create.

Here are the steps:

1. Have students choose three colors of wool, preferably with contrasting colors.

2. Create a ball type cocoon with the wool, tucking inner colors inside, so that only the outside color shows.
3. With soapy warm water, have students “rain” on their felted ball/cocoon. Students should not dunk whole cocoon in water.
4. Students begin to gently agitate their wet fleece ball/cocoon by rubbing it between both hands.
5. Continue agitation. This is where the science comes in! The ball/cocoon should be magically shrinking between their hands until it becomes quite hard.
6. When ball/cocoon is fully felted, it is time to cut it open. This part is quite exciting for both students and adults. The beauty lies inside. Adults will probably need to do the cutting, as this part is pretty difficult for small hands. Have students use blunt ended needles to add string to their felted agate, or keychains can be created, too, using the felted end pieces that were removed after felting. Great job! You did it!



Day 2: Students finish felting their agate necklaces, tie on any cords, add beads, or any other finishing touches that were not accomplished on Day 1. Students will quickly become very astute at making these felted agates, and will want to create more. Be ready!

Resources:

<https://www.themagiconions.com/2012/11/felted-geode-tutorial-felting-fun-for-kids.html> (Tutorial on how to make felted agates/geodes)

<https://www.paradisefibers.com/collections/felting> (To order wool fibers)

<http://www.atelierandstone.com/> (artist website)

<https://www.kumd.org/post/art-week-jewelry-maker-louise-payjack-guillou-formerly-london> (more artist information)

<https://realitydaydream.com/agate-inspired-layered-paper-veneer-jewelry/> (other jewelry making variation)

National Standards for Visual Arts:

VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.

VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.

Sample Science Benchmark:

4.2.3.1.3: Compare materials that are conductors and insulators of heat and/or electricity. For example: wool is an excellent insulator of heat, but does not conduct electricity.