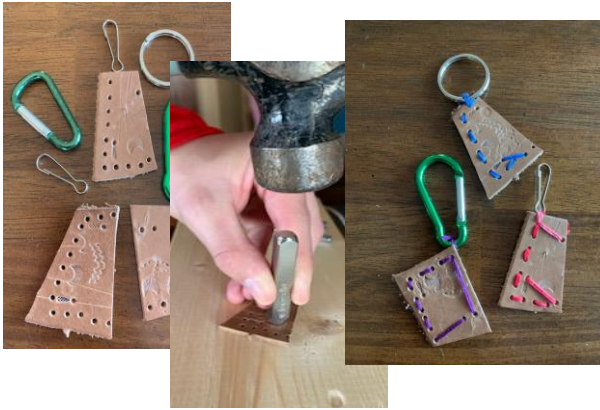


Lesson Plan: Leather Keychains

Grade level: 6-10



Duration: 3-4 class periods

Media Type: leather

Subject Integration or Collaboration: Social Studies

Objective: To create a leather made keychain with repurposed materials.

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:

leather scraps

leather craft punch tools

wood plank for work surface under tools

hammer or mallet

embroidery floss--various colors

large dull ended tapestry needles

scratch paper for sketches / planning

Day 1:

Introduce students to Candace of [Hemlocks Leatherworks via Making It Up North](#) video snippet (4:27)

Discussion Questions:

How did Candace begin her exploration into shoe making?

'Utilitarian' is a big word. What does Candace mean by utilitarian when speaking of her work? Do you think Candace's shoes are useful and practical rather than attractive?

What does Candace say about working with leather? What do you think about making shoes by hand vs. having a machine make shoes? Are you aware of other local businesses that create leather goods? What types of products do they create and sell?

Discuss with students how they will be creating their own hand made leather key chain. Demonstrate use and safety of tools, especially with hammers and leather punch tools. Work stations can be set up for small groups of students to work together to create their individual leather piece. Students can practice using tools on spare pieces of leather, before they start their "finished" artwork. Once students understand how the tools work, they can sketch design ideas of possible final artwork. Once students have arrived at their final sketch or plan, they can start to make the magic happen! Leather punch tools are fairly easy to use after some practice. Students will have a ton of fun creating their own designs on real leather!

Further Understanding:

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

Day 2-3:

Small groups of students continue to work on their leather creations. Students can write their names on the back of their artwork for easy identification.

Day 3-4:

When students finish the leather punching portion of their work, the last step will be to attach a split keychain ring, a carabiner type key chain, or any other type of clasp that can be attached easily with colorful embroidery floss and a large tapestry needle. Students love to sew, and it is a great life skill to learn. Give a basic demonstration on how to attach the ring to the leather piece, and then let students come up with their own way to secure the two. Through trial and error and a small bit of guidance, they will figure it out. Have fun!

Resources:

<http://www.hemlocksleather.com>

<https://leatherworksmnnesota.com>

<https://www.frostriver.com/shop/accessories/?sort=featured&page=2>

<https://www.duluthpack.com>

National Standards for Visual Arts (link)

Sample Visual Arts Standards:

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

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

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.