

Art II - Impressionist and Post-Impressionist Embroidery

**make an example*

I. Objectives / Expected Learner Outcomes

- A. **Impressionism & Post-Impressionism** The students will select an Impressionist or Post-Impressionist painting and re-create a detail of it with embroidery, applying stitches appropriate to the brushstrokes
- B. **Contemporary** The students will incorporate contemporary embroidery techniques to their piece by using unconventional materials and high texture
- C. **Found Object** The students will couch a natural found object into the embroidery to personalize their work
- D. **High Texture** the students will stitch thread on top of itself or other materials and created raised layers in the work
- E. **Unity** The students will create and complete a unified composition
- F. **Stitch** The students will use at least three different stitches in their embroidery
- G. **Fill** The students will fill the 3" diameter with 90% embroidery
- H. **Edges** The students will leave no more than a half-inch of space to create defined edges along the hoop

II. Standards of Education

- A. National Standards
 - 1. VA:Cr1.2.IIIa, VA:Cr2.3.IIIa, VA:Cr3.1.IIIa, VA:Pr4.1.IIIa, VA:Re.7.1.IIIa, VA:Re.7.2.IIIa, VA:Re8.1.IIIa, Va:Re9.1.IIIa, VA:Cn10.1.IIIa, VA:Cn11.1.IIIa
- B. Virginia Standards
 - 1. AII.1, AII.2, AII.3, AII.4, AII.5, AII.6, AII.8, AII.10AII.11, AII.12, AII.13, AII.14, AII.16, AII.17, AII.18, AII.19, AII.21, AII.22, AII.23, AII.24, AII.25

III. Student Group Targeted

- A. High school Art II students at Deep Run High School in Henrico, VA

IV. Time Required

- A. The class will meet 3x per week for:
 - 1. 180 minutes during weeks 2 & 4 (0:40, 1:40)
 - 2. 320 minutes during weeks 1,3 & 5 (0:40, 1:40, 1:40)

V. Materials and Resources

- A. (20-40) Class set of needles with felt squares
- B. (40) 4x4" Wooden hoops
- C. Fabric - solid but able to trace image from screen
- D. Tulle/transparent gauze
- E. Disappearing interfacing
- F. Digital images
 - 1. (Post) Impressionist work
 - 2. Trace from laptop screen
- G. White pencils, white charcoal, graphite
- H. Masking Tape
 - 1. Trace image to fabric
 - 2. Label hoop with name
- I. Feathers, polyester, yarn, ribbon (Amanda's bag)

J. Found natural objects (Amanda's bag)

K. DMC thread multicolor

1. GREY

L. Scissors

M. Stitch examples

1. Sampler

2. Handouts

N. Stitch ripper

O. Felt for backing

1. Grey

2. 200 in²

3. Cut into (40) 5" squares

P. Wire and clips

Q. TIL Cards

R. *Differentiation:*

1. *Cross-stitch plastic*

2. *Yarn*

VI. Itinerary and Instructional Strategies

A. Hand out paper Impressionism and Post-Impressionism notes

1. Students view videos from class website, fill in the blanks and turn it in

2. View new Neoclassical video as a class (previous lesson)

a) Multiple modes of representation

b) Reinforce concepts

c) New exemplars

3. Take Neoclassical quiz

4. Work on sketch books

B. Pass out graded paper notes and review from class website (**review, set up projector**): (5min)

1. Impressionism

a) Visible brush strokes

b) Open composition

c) Emphasis on accurate depiction of light in its changing qualities (often accentuating the effects of the passage of time)

d) Ordinary subject matter

e) Inclusion of movement as a crucial element of human perception and experience

f) Unusual visual angles

2. Post-Impressionism

a) Based work on the color theory and techniques of Impressionists

b) Combines the color and light of Impressionism with the design and composition of traditional painting

c) Two directions emerged with emphasis on:

(1) Design, permanence of form

(2) Emotional and sensuous expression

- d) Post- Impressionism set the stage for the extreme range of individual expression that characterizes art in the twentieth century.

C. Intro to Embroidery (slides) (5-10 min)

- 1. Impressionist stitching, color and light
 - a) Emulate the Impressionist or Post-Impressionist style with embroidery
 - b) Danielle Clough Example: [https://danielleclough.com/portfolio-](https://danielleclough.com/portfolio-item/nike-hq-bill-bowerman/)



[item/nike-hq-bill-bowerman/](https://danielleclough.com/portfolio-item/nike-hq-bill-bowerman/)

- 2. Incorporate contemporary trends into your work:
 - a) Embroidery has evolved from mending cloth to innovating fashion design trends
 - (1) Image: Mending back in the day
 - (2) Image: Angelina Jolie
 - b) Artist styles are less rigid and more exploratory
 - (1) Image: traditional embroidery
 - (2) Image: contemporary embroidery
 - c) Inclusion of unconventional materials
 - (1) Use of tulle or transparent gauze with disappearing interfacing
 - (a) How to: <https://www.emblibrary.com/EL/elprojects/pdf/pr1558.pdf>
 - (b) Olga Prinku Example: <https://sarahkbenning.com/craft-with->

conscience/craft-with-conscience-olga-prinku



(c) Another example

d) High texture:

- (1) Thread is stitched on top of itself or other materials and thus raised above other layers in the work
- (2) Creates illusion of dynamism or movement

(a) Emma Mattson Example:

<https://www.emmamattsonphoto.com/mixedmedia>



(b) Ann Khokhlova Example:

<https://scene360.com/illustration/84123/ann->



[khokhlova/](https://scene360.com/illustration/84123/ann-)

3. Look at **multiple embroidery examples** (contemporary & non), determine if they are contemporary and why:
 - a) Unconventional materials
 - b) High texture

c) *How are these techniques incorporated to the work? Consider how you will do this.*

D. Transition to Making Samplers (bring my Sampler as example; upload *Starting a Hoop* video to McCrayart.com; upload stitch example handouts, set up materials table with thread, yarn, fabric, hoops, needles)

1. Demo Starting Hoop (5-10 min)

a) Gather around table

b) Set fabric with traced image in hoop:

(1) Align threads in a grid - right angles to the top

c) Cut and straighten thread, then thread the needle through the eye:

(1) Choose thread

(a) Cut one thread strand twice the length of your hand to elbow

(b) Leave thread on front table

(2) Trim ends

(3) Leave tail and hold eye as you sew

d) Create first stitch

(1) Two stitches then cross over the tail

e) Introduce stitches:

(1) Running stitch

(2) Satin stitch

(3) Couching

(4) Advanced - Stem stitch

(5) Advanced- French knot

2. Students work on Samplers for remainder of class(15 min + next class period 1:40)

a) 10 stitches of each

(1) Running, Satin

b) Couch one strand of yarn

c) Attempt Stem and French knots

d) Stitch your name or initials

E. **Demo:** Select Detail and Trace (5 min)

a) **Use McCray's computer and projector**

b) Choose work from images on drive

(1) Select detail

(a) **Zoom into the image - try with McCray**

(b) Informs fabric and material choices

c) Set up **fabric** (pre-hoop)

(1) Stretch and align

(2) Place hoop on top of fabric

(a) Centered

(b) Focused on pattern/texture

(3) Make register marks for hoop position

(a) At edges

- (b) ½" in
 - (c) What is your diameter space? 3"
 - d) Trace the image onto fabric from screen:
 - (1) Turn brightness up
 - (2) Tape fabric to top of screen with **masking tape**
 - (3) Use **white charcoal, white colored pencil or graphite**
 - e) *Is it Impressionist or Post-Impressionist?*
 - (1) *Imp: Monet, Manet, Degas, Cassatt, Whistler, Rodin*
 - (2) *Post: Van Gogh, Gauguin, Cezanne, Seurat, Toulouse-Lautrec*
 - f) *How do you know?*
 - (1) *Look for Impressionist & Post-Impressionist conventions.*
 - (2) *Think about how you can translate that to stitches*
 - g) Stitch over the outlines FIRST using any stitch to emulate the brushstrokes and style of the painting
- F. Student Work Time (6 hours)
1. Select detail and trace onto fabric (10-15 min)
 2. Place your found object in the composition (5 min +)
 - a) Determine how you will incorporate it
 - b) Other materials also available for texture
 - (1) **Feathers, polyester, yarn, ribbon**
 - c) Sketch it out if you need to brainstorm
 3. Stitch over all traced lines FIRST (1 hour)
 4. Fill the hoop (4.5 hours total)
 - a) Stitch all space between outlines with different fill patterns (3 hours)
 - (1) Use three types of stitches
 - (a) Required: Running, Satin, Couching
 - (b) Extra: Stem, French, Other
 - b) Incorporate found object (1 hour)
 - c) Sign your name (30 mins)
 - (1) Sew your initials in corner OR
 - (2) Sew your name into ½" edge
 - (a) Adjust hoop temporarily
 - (3) **HOMEWORK:** Bring in a photograph to embroider on
(bring example embroidered photo)
 5. **Demo** Finishing Hoop (5 mins)
 - a) Felt circle
 - b) Grey thread or color match
 - c) Running stitch
 6. Students Finish Hoop (20-30 mins)
 - a) Place in your shelf
 - b) Work on sketchbook if finished early
 7. Photo Embroidery Project

- a) Subject matter inspired by Post/Imp conventions
 - (1) Imp:
 - (a) Open composition
 - (b) Light showing passage of time
 - (c) Ordinary subject matter
 - (d) Color theory
 - (e) Movement
 - (f) Unusual visual angles
 - (2) Post:
 - (a) Traditional composition
 - (b) Permanence of form
 - (c) Emotional/sensuous expression
 - b) Stitch in Post/Imp style onto your own photo
 - c) Show continuity between your two pieces
 - d) Matte photo
8. Critique:
- a) **TIL Cards**
 - b) Hang finished hoops
 - (1) **Clip to wire**
 - c) How does the embroidery show **Impressionist or Post-Impressionist style?**
 - (1) Impressionist
 - (a) Visible brush strokes
 - (b) Open composition
 - (c) Changing qualities of light - showing the passage of time
 - (d) Ordinary subject matter
 - (e) Movement - showing human perception and experience
 - (f) Unusual visual angles
 - (2) Post-Impressionist
 - (a) Color theory and techniques of Impressionists
 - (b) Design and composition of traditional painting
 - (c) Two directions emerged among these artists:
 - (i) Cezanne and Seurat
 - (a) permanence of form
 - (b) design
 - (ii) Van Gogh and Gauguin
 - (a) emotional & sensuous expression
 - d) How does the embroidery show **contemporary** techniques?
 - (1) Unconventional materials
 - (2) High texture
 - e) Does the composition show **unity**? Does it look complete?
 - f) Did the artist fulfill the stitching requirements?

- (1) **Stitch:** Are there at least three types of stitches?
- (2) **Fill:** Do the stitches cover the 4x4" hoop?
- (3) **Edges:** Did the artist leave no more than a half inch of space at the edges?
- g) Discussion:
 - (1) How do you think these should be **displayed**?
- 9. Display class's work in hallway gallery (5 min)
 - a) **Plan with McCray for timing**
 - b) Arrange wire in hallway with a couple of students
 - c) Students clip their own hoop to wire

VII. Evaluation Strategies

	1	2	3	4
Impressionism & Post-Impressionism	Did not select an Impressionist or Post-Impressionist painting and/or did not re-create it with embroidery	Selected an Impressionist or Post-Impressionist painting and re-created it with embroidery, but did not show the stylistic conventions of that era	Selected an Impressionist or Post-Impressionist painting and re-created it with embroidery. Applied stitches appropriate to the brushstrokes	Selected an Impressionist or Post-Impressionist painting and re-created it with embroidery. Applied stitches appropriate to the brushstrokes and applied own impressions to the composition
Contemporary	Did not incorporate contemporary embroidery techniques into the project	Incorporated contemporary embroidery techniques but did not complete the project	Incorporated contemporary embroidery techniques (unconventional materials, high texture)	Incorporated contemporary embroidery techniques and used them to enhance the composition
Found Object	Did not stitch a found object into the embroidery	Stitched a natural found object into the embroidery	Stitched a natural found object that speaks to your personality into the embroidery	Stitched a found object from nature that speaks to your personality and incorporated it into the composition

High Texture	Thread is not stitched to show texture	Thread is stitched in low texture, is not raised above other layers in the work	Thread is stitched on top of itself or other materials and thus raised above other layers in the work	Thread is stitched on top of itself or other materials and thus raised above other layers in the work, creating the illusion of dynamism or movement
Unity	The composition does not show unity and is not complete	The composition is complete but does not show unity	The composition shows unity and looks complete	The composition shows unity and looks complete,
Stitch	Did not stitch	Used one or two different stitches	Used at least three different stitches	Used more than three different stitches
Fill	Filled the 3" diameter with less than 7% embroidery	Filled the 3" diameter with 75-90% embroidery	Filled the 3" diameter with 90% embroidery	Completely filled the 3" diameter with embroidery
Edges	No evidence of defined edges	Left more than a half-inch of space along undefined edges	Left no more than a half-inch of space along defined edges	Left no more than a half-inch of space along clearly defined edges

VIII. Suggested Supplemental Activities

- A. Make a patch, talk about subculture
- B. Bring in a photograph (unconventional material = contemporary)
 - 1. Apply Impressionist or Post-Impressionist style stitches to enhance your photo

a) <https://mymodernmet.com/colorful-thread-breathes-new-life-into->



[old-photos/](#)

b) Can be matted and displayed along with hoop