



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Residency Dates: _____

For Students in: _____

The Felted Mural Residency

Katherine Dilworth



Students work with wet as well as needle-felting techniques, developing individual elements of a larger, multi-paneled scene that can be hung in the school after completion. Students learn how to take loose wool and use friction, water and specially designed needles to link the fibers, develop imagery, and add details.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating classrooms.

Inclement Weather

DON'T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.



Teacher Prep

- **If possible, read the text: Murals: Walls that Sing by George Ancona.** Discuss the use of murals to tell a story or memorialize a person or event. Question students: Why do people use murals as an expressive tool? What is the advantage of using a mural?
- **Discuss the use of murals in Baltimore as a way of beautifying parts of the city.** Explore the website: <http://www.promotionandarts.org/index.cfm?page=artscouncil&id=9> and take a virtual tour of the different murals.
- **Question students:** Why murals? What do you notice about the different murals? What are they representing? How do you know?

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Artist Bio

Inside this Guide:

- Artist Bio
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- Content Examples
- Maryland State Curriculum Connectors
- Common Core Connectors
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Katherine brings the centuries-old art form of felting to your school. Comprised of sculpting loose wool into solid shapes and murals, felting is an ideal medium for broadening students' perception of visual art. Katherine has been integrating fabrics and fibers into her art for more than 20 years. Her work is in galleries throughout the U.S. and was included in two books. "I love the moment when someone in the room looks at what they are making and their face says: 'I like this. I get this. I can do this.' And suddenly they are excited. And they want to know and do more. And the art is no longer something they are being taught, but something that is theirs."

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“This residency [with Katherine] had a great impact on our students because they were able to fully understand the subject matter and were able to get passionate about the topics.”

- Laurie, Teacher, Glenwood Middle

Content Examples

- The first day is a discussion and brainstorming day to get to know the materials as well as begin our exploration of the mural themes. Students talk about wool and which animals it comes from, looking at photographs of sheep, goats, alpaca, rabbits. The students are shown examples of cotton plants and silk cocoons. We brainstorm visual elements for the mural. Students choose what they will do, as well as a predominant color for their element and choose the roving that best fits it. Using soap, water and rubbing, students wet felt a piece of roving into a swatch of felted wool in a ziploc bag. Swatches are allowed to dry overnight.
- Students watch a 6-min film of contemporary wet-felting on a large scale in Mongolia. We talk about cultures that use the technique today (some houses are still made this way by nomadic herding tribes). Katherine supplies the voice over to the film and can draw direct connections between the process they are seeing and the process they completed the session before. Students sketch their element/story panel to scale on paper. They learn how to identify the big shapes in their image. Students cut paper sketch into "pattern pieces" and tape to swatch and begin to cut out basic shapes.
- Students use special felting needles to attach their element to a large background, adding additional colors and details with felting needles. Depending on the number of mural panels and size of the group, students work at their seats initially and move onto the shared background as they are ready and as there becomes space.



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Maryland State Curriculum Connectors

Standard 3.0 Creative Expression and Production

Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Common Core Standard Connectors

4.MD.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

3.G.A.2 Reason with shapes and their attributes.

Background Information

Needle Felting 101: History, Wool, Tools

This blog is dedicated to all things “needle felting!” The site gives examples, how-to instruction, and even a question/answer section if you would like to take up the craft! Very colorful and easy to navigate!

<http://www.lauraleeburch.com/2012/05/needle-felting-101-history-wool-tools/>

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List of Resources

- Make a Mural activity site from the Chicago Children's Museum. This site is amazing! It gives important vocabulary, lesson plans, additional resources, and activities. <http://www.chicagochildrensmuseum.org/CCMMakeAMural.pdf>
- *Murals: Walls that Sing* by George Ancona
<http://www.amazon.com/Murals-Americas-Childrens-Literature-Commended/dp/0761451315>
- This website, from the University of Utah, gives a brief history of murals. It explains when murals started (since man learned to draw!) and why they exist. The site also gives information on the process of making a mural and how to get one started. http://www.art.utah.edu/murals/What_We_Do/History_of_Murals.html
- Baltimore Office of Promotion & the Arts' website offers a glimpse of the murals featured around the city. It highlights the Baltimore Mural Program: CityPaint. The site includes the reasoning behind the project, how to get involved, and a variety of mural photos from around Baltimore.
<http://www.promotionandarts.org/index.cfm?page=artscouncil&id=9>



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Post-Performance Activities

Culminating activities have ranged from gallery walks, as part of a larger school art show, to PowerPoints in which students explain the process before presenting the finished project to the rest of the school.

Professional Development Strategies

Theme examples: outer space, great buildings in architecture, the Chesapeake Bay, the 6 biomes of North America. Often students have completed entire units on the topic. In some cases students have studied one part of the subject in depth.



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