

HIRSHHORN MUSEUM AND SCULPTURE GARDEN

The Smithsonian Institution’s Hirshhorn Museum and Sculpture Garden collects, preserves, and presents international modern and contemporary art in all media, distinguished by in-depth holdings of major artists of the twentieth and twenty-first centuries.

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Hirshhorn ArtLab+ Lesson Plan: Runway Monday

HIRSHHORN MUSEUM AND SCULPTURE GARDEN
2 MONTHS AGO

RUNWAY MONDAY

CREATE A WEARABLE OBJECT FROM EXISTING DESIGNS THAT INSPIRE YOU



A BROWSE ARTISTS POSTS EDUCATION ABOUT

LOG IN SIGN UP

SKILLS: Research, Sketch, 2D Prototype, Set up Gmail and Tumblr.

GEAR: Laptops, Pencils, Sketch Books

PROJECT:

Teens will: 1. set up a Gmail and Tumblr account; 2. research to find work images that inspire them; 3. send those images to their Tumblr account; and, 4. sketch out a design for a wearable object created from the images that inspired them.

ARTWORK EXAMPLES:

Work that inspires us! Rebar, Construction Cranes, Graffiti, Brain Scan, Plastic, and Concentrated: Fashion by Sruli Recht

STEP BY STEP:

4:45-5:00- Campfire:1. Announcements,2. Artwork examples are shared.

5:00-5:30- Inspirational Work:1. Teens set up their own Gmail and Tumblr accounts.2. Research images that inspire them. They should think in terms of art, architecture, places, medical supplies, hair styles, sounds, video games, and movies.3. Import images of inspiration into their Tumblr accounts.

5:30-6:30- Independent Work1. Using those images for inspiration, teens will make a sketch of their wearable object.2. Teens will also have to think of all materials need to create it and make a list of them.

6:30-6:45- Sharing and cleaning up.

PRODUCT:1. Prototype sketch of wearable object.2. Supply list.3. Tumblr inspiration account.

ROOM SETUP: Laptops out on tables with room for teens to sketch too.



LEVEL 2 (MESS AROUND)

SKILLS: Pattern, Joining Techniques: Sewing, Pop Rivets, Lashing, Hook and Eye.

GEAR: Paper Roll, Scissors, Yardsticks, Rulers, Markers.
TRYOUT: Canvas, Thread, Needles, Metal, Rivets, Vinyl, Foam Core

PROJECT:

Teens will:1. learn how to sew and rivet using canvas and metal; and,2. create a pattern for their wearable object.

ARTWORK EXAMPLES:

How to create a look: Fashion Sketch, Fashion Sketch, Multiple Fashion Sketches, and Fashion Sketch with Materials

PRODUCT DESIGN:

Examples: Jacket and Helmets

STEP BY STEP



4:45-5:00- Campfire:1. Announcements,2. Artwork examples are shared.

5:00-5:30- Demo1. Mentors will demonstrate sewing and riveting techniques to all the teens that have finished their sketch.2. Mentors will demonstrate how to create a simple pattern.

5:30-6:30- Individual Work

1. Teens will work on creating their pattern for their wearable object and focus on how they will join the different pieces of the pattern.

6:30-6:45- Sharing and cleaning up.

PRODUCT: Pattern for final wearable object. Blog update. Refined supply list.

ROOM SETUP: Teens at this level will need room to create their patterns.

LEVEL 3 (GEEK OUT)

SKILLS: Combination of Levels 1 and 2

GEAR: Canvas, Thread, Needles, Metal, Rivets, Vinyl, Foam Core, Fabric Dye, Canvas Bags

PROJECT: Teens will create their own wearable objects.

ARTWORK EXAMPLES:

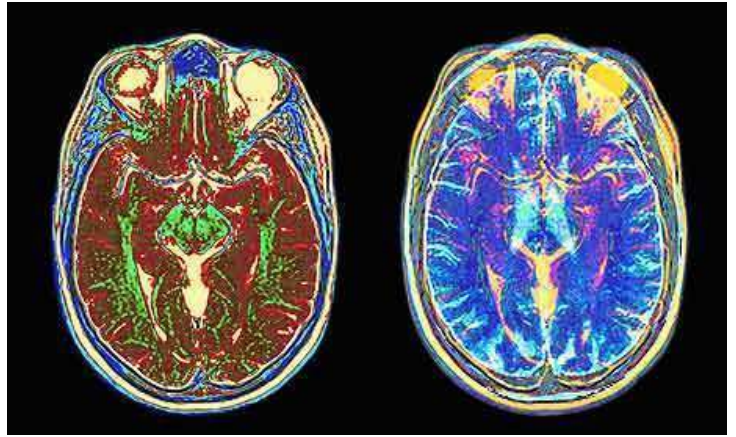
Art or Fashion?1. Paper Fashion2. Tea Cup Suit3. Coat4. Rope Fashion5. Wood Fashion6. Jewel Dress7. Head Dress8. Group Fashion

STEP BY STEP:

4:45-5:00- Campfire:1. Announcements,2. Artwork examples are shared.

5:00-6:30- Individual Work:1. Teens work independently, with the supervision of Mentors, to create their final product.

6:30-6:45- Sharing and cleaning up.



MENTOR FEEDBACK:

(What worked, what didn't, what did you change, what would you change if you did it again)

1. Teens had a tough time finishing their projects. The workshop seemed to be too vague for them to grasp the concept and show enough individual motivation to see a concept through from conception to a final product.
2. Fashion seems to be a popular topic for workshops; however, if this workshop was done again, it would help the teens if they had a structured final project to work towards, rather than a “you can make anything” approach.
3. It would have been helpful to have had a fashion designer, who has experience in patterning, come in and do a short demo for the teens.
4. Having the teens set up their own Tumblr pages really worked well. A few of them really geeked out over just that and spent a lot of time perfecting their page to make it reflect their style.
5. The sewing and joining demos were best received by the teens. There was a lot of interaction with sketching too, but not much follow through on actually creating what they were sketching.

**TEEN FEEDBACK:**

(What did they like, what did they find challenging, would they want to do it again)

1. Teens really liked setting up Tumblr pages, learning how to rivet and sew, and sketching their wearable art designs.
2. Teens had a tough time not getting overwhelmed with all the possibilities of what they could create.
3. Teens still show a high interest in a fashion workshop. If repeated, Mentors should give smaller projects for the teens to work on; they could make something small but utilize a different skill set during each workshop.

BROADER APPLICATIONS:

*(How would we tailor the lesson to teach teens with disabilities?
How could ARTLAB+ expand the workshop? How could schools/museums use this lesson and tie it into other subject areas?)*

STUDENTS WITH DISABILITIES:

1. Students with cognitive disabilities would need clear objectives. This lesson could not be open ended written. It would be best to focus on smaller final products (a little pillow, or printing/painting onto pre purchased t-shirts).
2. It is also important to take into consideration any physical limitations your students have. If your student's fine motor skills are not well developed, sewing may be difficult for them.

WORKSHOP EXPANSION:

1. DreamYard does a really great 20 week fashion workshop (<http://dreamyardfashion.tumblr.com/>). Each teen is required to create a logo in three sizes (small, medium, and large), make items (shirts, jewelry, stationery), and the workshop commences with the teens selling their items at a fashion show/craft-show type event.
2. This workshop could also be expanded by incorporating photography and design elements. Teens could photograph models wearing what the teens have designed and then designing those into a magazine or web page.
3. Bringing in an outside artist to teach a few workshops on patterning would also be a helpful extension of this workshop.
4. Have the teens plan, market, and run a fashion show to show off their work.

CROSS CURRICULUM FOR SCHOOLS:

1. By incorporating logo design, you can also incorporate graphic design. You can also encourage students to create jewelry that can be printed out with a 3D printer to incorporate a more graphic element.



2. Students can create a fashion magazine where they also write about the design process, including what inspired them to create what they did.

3. This could easily turn into an upcycling workshop too. Students could be tasked with bringing in their own objects to transform into wearable art. This would help them expand their definition of what can be considered art/high fashion.

COMMON CORE STANDARDS: CCSS.ELA-Literacy.CCRA.R.7, CCSS.ELA-Literacy.CCRA.SL.2, CCSS.ELA-Literacy.CCRA.SL.5, CCSS.ELA-Literacy.SL.8.1, CCSS.ELA-Literacy.SL.8.1d, CCSS.ELA-Literacy.SL.8.2, CCSS.ELA-Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.1d, CCSS.ELA-Literacy.SL.9-10.2, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.SL.11-12.1d, CCSS.ELA-Literacy.SL.11-12.2, CCSS.Math.Content.HSG-MG.A.1, CCSS.Math.Content.HSG-MG.A.3

21st CENTURY LEARNING SKILLS: Play, Performance, Simulation, Appropriation, Multitasking, Distributed Cognition, Collective Intelligence, Networking, Negotiation

