Coil Basket Lesson for Rooted, Revived, Reinvented: Basketry in America Exhibition
Grade Level (s) Middle School 5th–8th Grade
By: Shirley Boudreaux

NATIONAL VISUAL ARTS STANDARDS:
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artists and designers develop excellence through practice and constructive critiques, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

RATIONALE and GOALS FOR THIS LESSON:
• Students will be able to create a coiled basket.
• Students will do an art journal paper on the time line of basketry in America to what is happening today in basket movement.
• Students will put on an exhibition of their completed basket work within their own school to have a better understanding of what it's like to work in a museum.
• Visit the Rooted, Revived, Reinvented: Basketry in America Exhibition.
• Examine the relationship between materials and the meaning in a work of art.
• Form an interpretation of a complex artwork based on close observation in a museum setting.

ENDURING BIG IDEA:
Within the basket art world, it is not surprising that, today, we look backwards in time to the accomplishments of the artists, so that we can study what basketmaking is. We want to have a greater understanding of those cultures that have been part of the history of this art form. This project will transform traditional basketry into a contemporary fine art and help students have a greater understanding of basketry.

BIG IDEA:
“What is a basket?”
Through this lesson, we will see the transformation of traditional basketry into a contemporary fine art. What makes a basket in today’s world? What are artists making in the world of basketry? Rooted, Revived, Reinvented: Basketry in America Exhibition in helping identify what a basket is?

ESSENTIAL QUESTIONS:
• What is Basketry?
• What is the artist trying to communicate through the basket?
• What can a basket be used for?
• What do the materials say about the artwork?
• How are the elements of art and principles of design applied to basketmaking?
• What are your first impressions of this artwork (basketry)?
• What do you notice about the materials - (man-made vs. natural made)?

KNOWLEDGE BASE AND KEY CONCEPTS:
• Basket making is one of the oldest crafts in the world.
• You can use almost anything to make a basket, but most are made of limbs, leaves, vines, reeds, and whatever is available in their areas.
• They are woven together to carry out a different purpose, depending on where they come from or what time frame they are in. Today they have been replaced by metal and plastic containers.
• What is the Rooted, Revived, Reinvented: Basketry in America Exhibition?
OBJECTIVES:
• Visit a museum/gallery to see *Rooted, Revived, Reinvented: Basketry in America Exhibition*.
• Learn about baskets from various cultures.
• Critique works of basketry - speculate on how they were made.
• Learn the difference in baskets – Traditional/Contemporary.
• Utilize elements/principles of design to create baskets - create a form that varies in diameter and direction.
• Exhibit craftsmanship in basket making.

LESSON VIGNETTE:

Day One
• Weaving History with Pat Courtney Gold [https://www.youtube.com/watch?v=EpXU6PfMzY (9:07)]
  ![Yuppie Indian Couple by Pat Courtney Gold](image)

• The Black Ash Basket Maker [https://www.youtube.com/watch?v=UzJ--mhi2l4 (7:05)]
  ![Porcupine by JoAnne Russo](image)

• Students will break up into groups of three to five at the computer/iPads and do research for the mini research paper on basket artists in their Artist Journals.

Day Two
• Students will turn in their Art Journals writing assignments on a basket artist.
• Groups will talk about what basket artist they found.
• Vocabulary word sheet. *(attached to lesson plan)*
• *(VTS) Visual Teaching Strategies – Contemporary basket by: John Garrett (Builder’s Basket)*
  17x20x21 Folded and riveted steel, aluminum, various found and collected objects. [http://www.vtshome.org](http://www.vtshome.org)
  ![Builder’s Basket by: John Garrett](image)
Day Three

- Students will start their coil basket.
  - *(Video on how to start a basket)* [https://www.youtube.com/watch?v=axl_m22y98c](https://www.youtube.com/watch?v=axl_m22y98c)
  - Each basket requires at least 10 feet of ¼ diameter of paper coil or rope. This will make a 4” bowl. *(paper coil can be made by the students or you can buy them from Dick Blick)*
  - With yarn coil a round paper rope. *(see video for help)*
  - Make sure that it goes up or flares out.
  - Finish by cutting into the end of the paper coil to make a slight angle. Students can add beads, paints, and other decorative objects.

Day Four:

- Workday on baskets.
- Write Artist Statement *(Name, Title of the Basket, and a paragraph about their basket)*.

Day Five:

- Group critique about their baskets.
- Put up a basket exhibition in the classroom. *(Artist Statements with Baskets)*
- Students will move around the exhibition and fill out Exhibition Question Card. *(attached to lesson plan)*

Day Six:

- Field trip to visit and view the *Rooted, Revived, Reinvented: Basketry in America Exhibition*
- Museum Activity: Basket Hunt. *(attached to lesson plan)*

Day Seven:

- Students will write in their Artist Journals about what they saw and/or found that they did not think about baskets in the Rooted, Revived, Reinvented: Basketry in America Exhibition. Could you put an exhibition together of this size? Why or Why not?
- Fill out exit slips. *(attached to lesson plan)*

**FORMATIVE ASSESSMENTS:**

- Art Journal Assignment
- Questioning and participation during class discussion.
- Classroom involvement and responses of one-on-one questions during work time.
- Completing an artist statement.

**ADAPTATIONS FOR SPECIAL NEEDS and STUDENT ENGAGEMENT:**

- Peer or adult assistance.
- Increased time to complete artwork or assessments.
- Adaptation of materials.
- Classroom will be adapted, which allows for extra room for mobility or positioning of equipment.
- ipads, apps, computers or other alternative technology.
MATERIALS, TEACHING RESOURCES/REFERENCES:
- Power point
- Videos
- Baskets, samples and/or photos
- Paper coil or rope
- Paper
- Scissors
- Beads
- Paint
- Yarn
- Needle
- Student Art Journals
- Exit slips
- Word search
- Field Trip Permission Form
- Basket Hunt (For the Museum)

VOCABULARY LIST:

<table>
<thead>
<tr>
<th>Coiling</th>
<th>Splicing</th>
<th>Laying Out the Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaiting</td>
<td>Upsetting the Basket</td>
<td>Twining</td>
</tr>
<tr>
<td>Twining</td>
<td>Cut and Tuck or Cutting and Tucking</td>
<td>Triple Twining</td>
</tr>
<tr>
<td>Wicker/Willow Basket Hairs</td>
<td>To Weave a Row</td>
<td>Basket Hairs</td>
</tr>
<tr>
<td>Base</td>
<td>Rim Row</td>
<td>Rim</td>
</tr>
<tr>
<td>Stakes</td>
<td>Rim</td>
<td>Rim Fill</td>
</tr>
<tr>
<td>Spokes</td>
<td>Lashing</td>
<td>Lashing</td>
</tr>
<tr>
<td>Ribs</td>
<td>Shaping</td>
<td>Shaping</td>
</tr>
<tr>
<td>Weaver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES:
- American Basketry: [http://americanbasketry.missouri.edu/](http://americanbasketry.missouri.edu/)
- Craft in America PBS series (Note they also have lesson plans associated with each episode similar to Art21): [http://www.pbs.org/craft-in-america/home/](http://www.pbs.org/craft-in-america/home/)
  [http://www.vtshome.org](http://www.vtshome.org)
  [https://faculty.missouri.edu/~basketry/](https://faculty.missouri.edu/~basketry/)
SUMMATIVE ASSESSMENTS/RUBRICS:

Artist:_____________________________ Project:___________________________ Date:_________

! Exceptional; above and beyond
+ Substantial effort and understanding
# Basic understanding and requirements met.
? Needs guidance or Support
* Incomplete.

PRE-THINKING
  1. Artwork exhibits creative interpretation of project prompt.
  2. Individual meaning and personal expression evident.
  3. Participation and collaboration with peers on culminating activity.

PRODUCT
  1. Artwork exhibits creative interpretation of project prompt.
  2. Understanding of lesson content evident (example, artist, ideas, techniques).
  3. Individual meaning and personal expression evident.
  5. Participation and collaboration with peers on culminating activity.

PROCESS
  1. Artwork complete with artist statement.
  2. Artist Journal turned in on time.
  3. Used class time appropriately.
  4. Improved proficiency of technical skills.
  5. Craftsmanship.
  6. Evolution of artistic process evident within the artwork.

Final Score:___________________
Rooted, Revived, Reinvented, Basket

Name:________________________________________ Date:____________________________

Coiling
Plaiting
Twining
Wicker/Willow
Base
Stakes
Spokes
Ribs
Weaver
Packing

Splicing
Upsetting the Basket
Cut and Tuck or Cutting and Tucking
Basket Hairs
Rim Row
Rim
Rim Filler
Lashing

Shaping
Tools
Laying Out the Base
Twining
Triple Twining
To Weave a Row
Fold and Tuck
Wrap the Rim:
Lashing the Rim
Wrapping the Handle
### Classroom Exhibition Question:

- What did you like the most about this basket?
- What design elements can you see?
- What would you change about this basket?
- Can you tell what the artist wanted us to know?

### Museum Activity: (Basket Hunt)

Find the baskets in the picture

- What is the artist’s name who created the basket?
- What is it made of?
- What is the functionality of the basket?
- Is it man-made or natural materials?
- Is the basket traditional or contemporary?

### Exit slip:

- What is your favorite thing about this project?
- What is one thing you learned about baskets?
- What did you learn about art?
- What was the most difficult thing you did with your project?
- Is there anything that I can help you with?

### Answers to the Basket Hunt:

1. Magic Bus by Lois Russell (Twined wax linen)
2. The Halloween Grace by Nathalie Miebach (Reed, paint, wood, data)
3. April Snow by Jill Nordfor Clark (Hog casings, twigs, silk thread, gesso)
4. 2004-1 by Cynthia Taylor (White oak)
5. Balance by Marilyn Moore (Wire)
6. Rope Coil by Katherine Lewis (Willow)