

Year “2100” Sock Dolls

Students investigate dolls and games in history and cultures. All cultures have dolls and are a fascinating reflection of climate, resources, ideas and technology. This particular lesson challenges the student to look into the future and reflect on the past.

Grade Levels 9-12

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Objectives

- Students will combine diverse media and technologies
- Students will use analytical principles and technology to forecast the humanities and sciences affecting the future, as a result of the present
- Students design and transfer objects into a repetitive pattern
- Construction steps must leave opportunities for later embellishments

Process

1. Select a sock and fill it with polyester fill until it is the desired size. Do not overstuff, leave some room so adjustments can be made to form when adding appendages. Use a rubber band to close off the sock. The rubber band makes



Materials

One adult sock per student, any color

Eberhard Faber® FIMO® Soft Polymer Clay, assorted colors (33228-), need one block per student

Kemper Klay Gun (30319-0100) share one for special effects

Delta® Sobo® Glue, (23820-1004), 4-oz bottle, share one bottle between two students

Embroidery needles with large eyes and long length

Polyester Flufferfill (66902-1006), 16-oz bag, need at least 1-oz per student

Oven or toaster oven

Materials for Embellishment, recommend:

Assorted Metallized Beads (60776-1001)

Assorted Plastic Beads (60716-1005)

Craft Buttons (61495-1001)

Blick Economy Yarn Assortment (65219-1005)

Hemp Twine (61511-)

Embroidery Floss (63100-1009)

Plastibands (61411-1002)

Raffia Mixed Colors (60908-1005)

Ribbons (61498-1009)

Spotted Guinea Feathers (61196-1009)

Natural Feather Assortment (61432-1005)

Chenille Kraft Stems (60923-0009)

Colored Copper Wire (60687-1229)

Metal materials: paper clips, hardware store items such as washers & nuts, scrap computer and electrical components

Interesting scraps of cloth

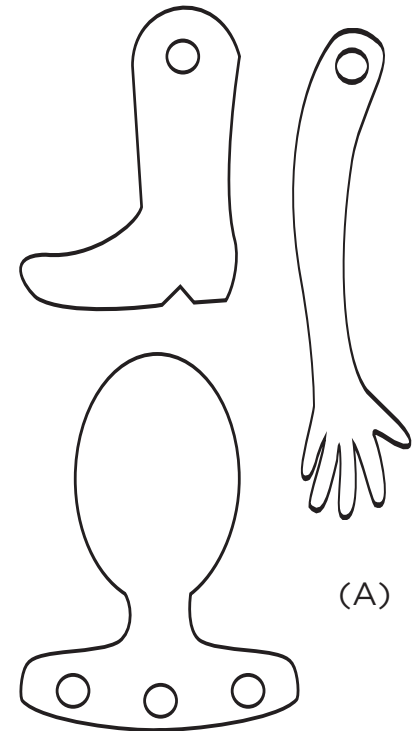
Process, continued

access to the interior of the body possible.

2. Form the head, arms and legs from FIMO Soft. Forming the FIMO soft is easy and can be very sophisticated. As you form, hold the part to the sock body to check the size and positioning. Be certain to engineer these so that they can be attached to the body by stitching. The best method is putting holes in the clay at the place of attachment, see (A). If needed, take apart a doll with a fabric body and hard arms, legs and head to examine how the pieces are put together. This process can be experimental but balance needs to be considered in the design.
3. Fire the FIMO pieces in an oven for 30 minutes at 265° F. Allow to cool.
4. Attach the FIMO pieces to the body. Embroidery thread is inexpensive, strong and colorful. Each strand has 6 threads. Separate 2 strands to use for sewing. The embroidery needles have big eyes to thread through and their length can easily go into the body and out, skipping a long distance in the front and out the back of the doll. Cut a small snip into the sock at the location you would like to attach the first piece. Sew in and out of the holes for attaching. Any unwanted or uneven seams can be covered. Continue this process for all FIMO pieces.
5. Create ways of attaching texture and adornments:
 - a. Lay a shaped wire on the surface and stitch over it to hold it on.
 - b. To create upper legs or indentations in the body, sew front to back, in and out. Pull tight to create shape.
 - c. Invent techniques that are functional and art forms.
 - d. Analyze the materials available and push the possibilities.

Hints

- Dolls do not have to stand on their own. The feel and tactile experiences of holding and positioning are gratifying.
- Sock dolls can be attached to one another
- Can be an excellent project for advanced grades 5-8



National Standards

Content Standard #1 —

Understanding and applying media, techniques and processes

- **9-12** Students conceive and create works of visual art that demonstrate and understanding of how the communication of their ideas relates to the media, techniques and processes that they use

Content Standard #2 — Using knowledge of structures and functions

- **9-12** Students create artworks that use organizational principles and functions to solve specific visual arts problems

Content Standard #3 — Choosing and evaluating a range of subject matter, symbols and ideas

- **9-12** Students apply subjects, symbols and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard #4 —

Understanding the visual arts in relation to history and culture

- **9-12** Students describe the function and explore the meaning of specific art objects within varied cultures, times and places