

Fiber Arts #TCDPProjectChallenge Instructions:

- Read through the Lesson Plan.
- Complete the challenge.
- Fill out the Lesson Worksheet (include circling your age level, Before and After Self-Evaluation, Life Skills Learned, Leadership (if applicable), Evaluation, Citizenship, Signature and Date).
- Take a picture during some part of your Challenge.
- Email your challenge picture and a picture of the front and back of your completed Lesson Worksheet to pmaddy@ksu.edu or text it to 785-877-7262.
- Challenge pictures will be posted (not the worksheet pictures) on our respective county 4-H Facebook pages and our Twin Creeks District Facebook page.
- Your name will be entered into a drawing for a project prize that will be given at our 2020 Achievement Banquet next fall.
- Each time you complete a challenge, your name will be entered into a drawing for that project area.
- You can complete any and all challenges, even if you are not enrolled in 4-H or in that specific project area.
- Challenges are divided into three age groups -- 7 to 9, 10 to 13, and 14 and up.
- Pictures of your challenge and lesson worksheets are due by the last day of the month, January 31, 2020.**
- Printed copies of the challenge can be picked up at your local Extension Office.
- Do not hesitate to contact me if you have any questions (pmaddy@ksu.edu or 785-877-5755 or 785-877-7262). I am excited to see your pictures and what you learn through these challenges.



#TCDProjectChallenge

Fiber Arts: *Macrame 'Is Back*

Circle Your Age Level:

Age 7 to 9 (Beginner):
T-Shirt Doll Zipper Pull

Age 10 to 13 (Intermediate):
Friendship Bracelet

Age 14 & up (Advanced):
Plant Hanger or Wall Hanging

Time: varies

Goal:

Learn to tie macrame' knots
Create a macrame' project

Self-Evaluation BEFORE: Using the rating scale below, answer the following statements:

- 1 = not at all
- 2 = a little
- 3 = a lot

I know how to...

- Make t-shirt yarn1 - 2 - 3
- Create macramé knots.....1 - 2 - 3
- Identify the Elements and Principles of Design.....1 - 2 - 3

Instructions:

How To Make T-Shirt Yarn Video

<https://tinyurl.com/ojotyoh>

Chevron Bracelet

<https://tinyurl.com/y4eck469>

Friendship Bracelets

<https://tinyurl.com/v9fvw4k>

Plant Hangers

<https://tinyurl.com/qt84yaw>

Instructions:

Acquire necessary supplies before beginning your project. Practice using the Elements and Principles of Design when choosing your project and colors, etc. Materials needed might include a project board, scissors, measuring tape, beads (optional) and cording.

Ages 7 to 9: T-Shirt Doll Zipper Pull

Watch the T-Shirt Yarn video on how to create your own t-shirt yarn from old t-shirts that you no longer wear. Gather all of your supplies before beginning. Follow the step-by-step picture instructions. Create one for yourself and one or more to give away.

Ages 10 to 13: Friendship Bracelet

Watch the Chevron and Friendship Bracelet videos. Gather all of your supplies before beginning. Create one for yourself and one or more to give away.

Ages 14 and up: Plant Hanger

Watch the Plant Hanger video or follow the Wall Hanging instructions. Gather all of your supplies before beginning. Create a plant hanger or wall hanging.

All - Begin with the t-shirt doll project first if you have not had any experience in macrame'. Begin at the level of your skill comfort. Look for additional projects to create coasters, belts, placemats, animal leads or leashes, napkin rings, key chains, hatbands or jewelry, etc. Get creative!

Tips & Tricks:

Pull knots so they have the same tightness and are even.

Use painters tape or masking tape to mark straight, even lines if there are gaps of straight string between knots.

Use the following types of string to create your projects: embroidery floss, cotton string, hemp cord, bamboo cord, linen cord, nylon cords, sisal cord or any cord that is strong enough for the intended project.

Foods: *Macrame' is Back*

Life Skills Learned:

(Check all that apply.)

- Positive Self-Concept
- Inquiring Mind
- Concern for Community
- Sound Decision-Making
- Healthy Interpersonal

Leadership (teaching someone what you have learned — Int./Sr. levels.).

Taught lesson to other 4-Hers

Taught lesson to classmates/friends

Other _____

Self-Evaluation BEFORE: Using the rating scale below, answer the following statements:

1 = not at all

2 = a little

3 = a lot

I know how to...

Make t-shirt yarn1 - 2 - 3

Create macramé knots.....1 - 2 - 3

Identify the Elements and Principles of Design.....1 - 2 - 3

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Evaluation:

Which Element of Design is described as reflected light? _____

Name the three characteristics of color _____

Name the three types of balance? _____

What was the hardest part of the activity? _____

Share:

- Gift a small macrame' item to a neighbor/friend _____
- Display example of macrame' knots at your local library _____
- Present a demonstration at a club meeting or school classroom _____
- Other _____

_____ *Member's Signature*

_____ *Date*

Resources:

Oregon State University 4-H Fiber Arts

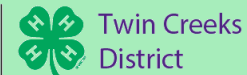
Kansas 4-H Fiber Arts

myfrenchtwist.com

ftd.com

YouTube Videos

Patsy L. Maddy, 4-H Youth Development Agent
Jenilee Godsey, Youth Ag - Alyssa Rippe-May, Livestock/Horticulture
Keith VanSike, Ag & Natural Resources - Karen Shepard, FCS
Stacy Brown, Director & FCS



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Macramé and Knotting

Macramé is the art of ornamental knotting. It originated as a decorative way to finish a woven fabric and became a technique for creating entire items or garments. Tatting also is based on knotting and forms a type of lace or decorative motif.

Methods

There are many different **macramé** knots and techniques to choose. More intricate pieces are a combination of different knots. Macramé usually is worked on a flat surface called a **knotting board**. The board supports the work, and pins hold the work in place. A grid on the surface can help keep the cords and knots spaced evenly. An alternate method is to secure cords to a support (cord, dowel, ring, or belt buckle held firmly in place) so they can be tied under tension. Knot-tying materials vary in type of fiber, both natural and synthetic, and diameter of the cord, thread, or rope. Use material that is strong enough to withstand the abrasion of repeated knotting and does not have too much give or elasticity. **Tatting** uses one knot called a **double stitch**, worked in groups over a single thread. A tatting shuttle carries the thread and helps form the knots. Tatting also can be done using a long needle of even diameter with a blunt tip at one end and an eye for the thread at the other. The needle size must be matched to the thread being used. The knots are worked over the needle and then transferred to the thread. Tatting usually is worked with fine, smooth cotton thread so it forms a strong but delicate looking lace.

Skill Building

For macramé, it is best to start with small items using materials that are pliable, uniform, and of a size appropriate to the item but not too fine. The smaller the diameter of the materials, the harder it is to see the knot being formed, and more knots might be needed. Members can build their skill by trying larger projects using more

complicated knots. Start tatting with small, basic motifs. Needle tatting is easier than shuttle tatting. Patterns and books often show basic, intermediate, and advanced skills.

Use the 4-H *Fiber Arts Exhibit*

Explanation Card (see “Resources for macramé and knotting”) to describe the techniques you have used, skills you have improved, and new things you have

Project Ideas

For macramé, members can try coasters, belts, placemats, animal leads or leashes, napkin rings, key chains, hatbands, jewelry, and purses or bags. For tatting, good starting projects are small motifs to decorate note cards or simple lace edgings to attach to another item.

As their skill grows, members can make larger, more intricate items, work with more than one color, or add beads with either type of knotting.

Standards for Evaluating

The goal is for members to develop an understanding of what makes good-quality work. Members learn to evaluate their macramé and tatting projects for the following characteristics.

- Knots are tied correctly.
- Spacing of knots follows the intended pattern.
- Cords or threads are added inconspicuously.
- Ends are finished securely.

Basic elements and principles of design are pleasing.

The goal is for members to develop an understanding of what makes good-quality work.

Elements and Principles of Design

Understanding the elements and principles of artistic design is basic to working with all the techniques in Fiber Arts projects.

Elements of design are the tools or parts of a total design. There are six basic elements in design.



Line is a mark longer than it is wide. It can be straight or curved, thick or thin, and run on the horizontal, vertical, or diagonal.



Shape is a closed line. Shapes are flat but have the dimensions of length and width. They include triangles, squares, circles, and freeform.



Form is a three-dimensional shape with length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



Space is the area between and around objects, or a feeling of depth.



Color is reflected light. Characteristics of color include **hue** (for example, red, blue, or green), **value** (lightness or darkness), and **intensity** (brightness or dullness).



Texture is surface quality, such as rough, smooth, soft, hard, slick.

Principles of design are the methods used to organize or arrange the elements of a design.



Balance refers to the sense of stability that is created when the elements of design (objects, colors, texture, and space) are combined.

Symmetrical balance uses very similar elements on each side of the design. **Asymmetrical balance** may use different elements on each side which still create a visual balance. **Radial balance** arranges elements around a central point; those elements may be similar.



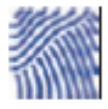
Repetition works with pattern to make the design seem active. Repetition of elements creates unity.



Proportion is the feeling of unity when all parts of a design (their sizes, amounts, or number) relate well to each other.



Movement is the path the viewer's eye takes, often directed by lines, edges, shape, and color.



Rhythm is created when one or more elements is used repeatedly to create a feeling of organized movement. Variety is essential to keep rhythm exciting and active.



Emphasis is the part of the design that stands out and catches attention. Emphasis usually is achieved by using contrast; that is, the emphasized part is different in size, color, texture, shape, etc.



Unity is the feeling that all the parts work together.



Pattern is the repeat of an object or symbol throughout the design.



Variety is the use of several elements to hold the attention.

It's important that leaders and members discuss these terms and their meaning, so that as members begin to create their own designs, they can develop an understanding of how to organize elements and use principles to make their designs pleasing and successful.

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