

A FOCUS ON FASHION GRADES 3-8



CREATE AN ART DECO
UPCYCLED HAT

WICHITA ART MUSEUM

A FOCUS ON FASHION (GRADES 3–8)

CREATE AN ART DECO UPCYCLED HAT

This lesson can easily be adapted for lower and upper grades.

AMERICAN
ART DECO
DESIGNING FOR THE PEOPLE
1918–1939

Essential Questions

- How are art and fashion connected?
- How is fashion reflected in the art of the times?
- How does the culture of the time appear in fashion?



Unknown manufacturer,
Boat Hat, about 1919–1925.
Straw and taffeta,
3 1/4 x 22 1/2 inches.
Kansas City Museum

Unknown manufacturer,
Toque Hat, about 1925–1930.
Satin and rhinestones,
3 1/2 x 21 inches.
Kansas City Museum

Questions for the Student

- What do you notice about these hats? Describe the details you see.
- Who do you think would wear these hats?
- What would you be doing while wearing these?
- Imagine what the rest of the outfit would look like.

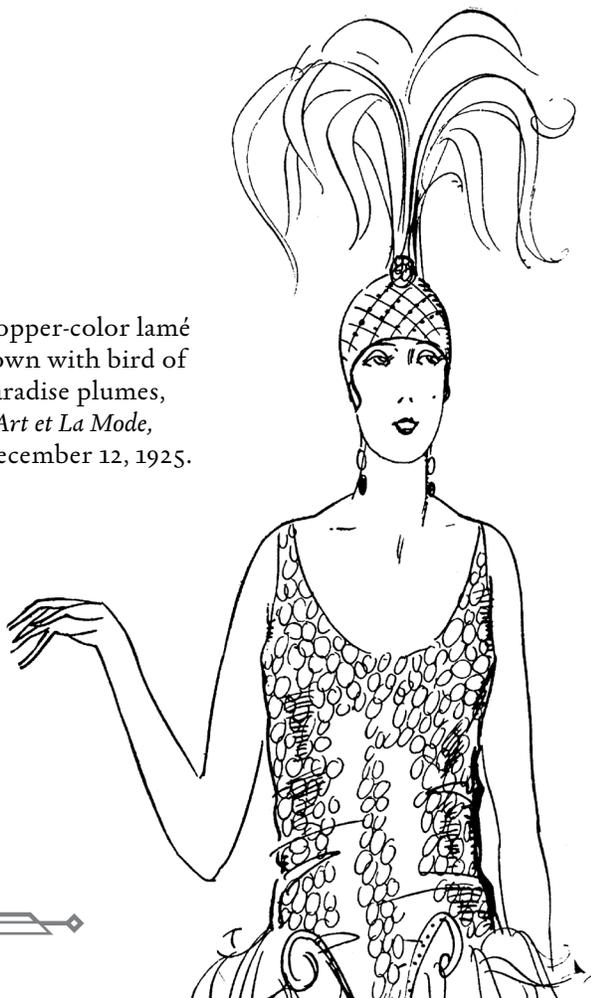


Illustration for
 Chez Lucie Hamar from
L'Art et La Mode, February 2, 1924.

CONNECT

During the 1920s, an economic boom took place. After the First World War, social changes also abounded, and a new style for women emerged—the flapper. Women bobbed their hair, put on dresses with shorter hemlines, and danced the night away in jazz clubs. The new, straighter silhouette fashion meant that most women could trade out the tighter-fitting corset for simpler undergarments and more freedom to move about. The result replaced clothing that emphasized the curvy womanly figure with a more androgynous fashion. Besides sporting short hair, women often wore snug-fitting, cloche hats—from the French word for “bell.” They covered most of the wearer’s head, highlighting the popular bobbed hairstyle. The material of cloche hats differed depending on the season. The influence of Art Deco introduced luxurious materials such as satin, jeweled brooches, fans of feathers, and the hat’s overall streamlined design. With the stock market crash of 1929, economic hardships often prevented people from buying the latest fashions. People were socially encouraged to make-do and mend their clothing rather than replace them. This meant that nothing was wasted, and materials were reused in new ways.

Copper-color lamé
 gown with bird of
 paradise plumes,
L'Art et La Mode,
 December 12, 1925.



CREATE



MATERIALS:

Newspaper (or any other recycled similar paper, wrapping paper, butcher paper, etc.)

Masking tape

Scissors

Various decorative items such as feathers, fabric, buttons, jewels, etc.

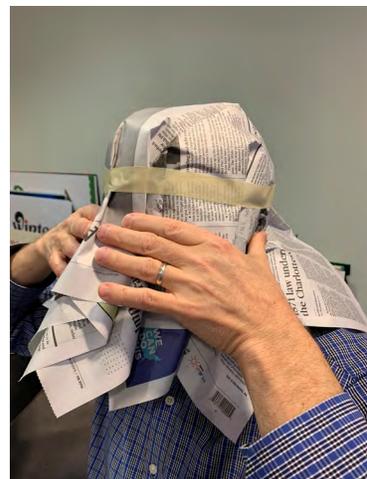
Acrylic paint (optional)

Duct tape (optional)

Head-sized bowl (optional)

METHOD:

1. Stack 4 full sheets of newspaper, arranging them in an alternating pattern.
2. Have another person center the stack of newspaper over your head to make your hat mold. Alternatively, a bowl approximately the size of your head could be used for this step.
3. Place your hands where your eyes are so that the other person can begin to wrap the masking tape just above this spot. Wrap the masking tape around your hat mold at least three times, making sure to overlap the tape to keep the shape of your head.



4. Carefully remove it from your head or bowl, and place it on a flat working surface. Flatten out the base of the extra newspaper so that you can draw a large circle around it to make a brim. Cut around your line. If you don't want a brim for your hat, you can trim it just under the lowest tape line. Be sure to finish the edge with tape if you leave it without a brim.

5. Roll in the edges and staple it in place as you mold the brim.

6. Finish your hat with paint, covering it with duct tape, or any other way using the various decorative items!

CONTINUE

Have the students put on a fashion show to model their hats, maybe have them put together an outfit to match!

Students could write a story imagining the person that would own their created hat.

You could also have them create a window display as if they were for sale.



VISUAL ART STANDARDS

Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Responding

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.