

Wild Card Session

Stained Glass

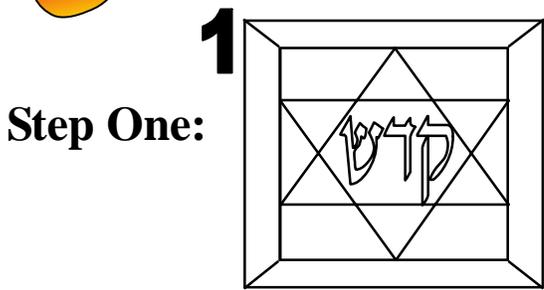
Fabric Craft

ISJL Education Conference:  
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בְּתַמוּז תשע"ג

Debi Swedelson Mishael, MAEd.  
DebiMishael@gmail.com

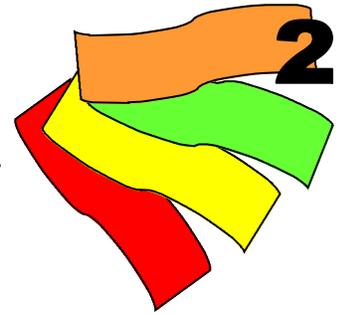
# "Stain Glass" Fabric



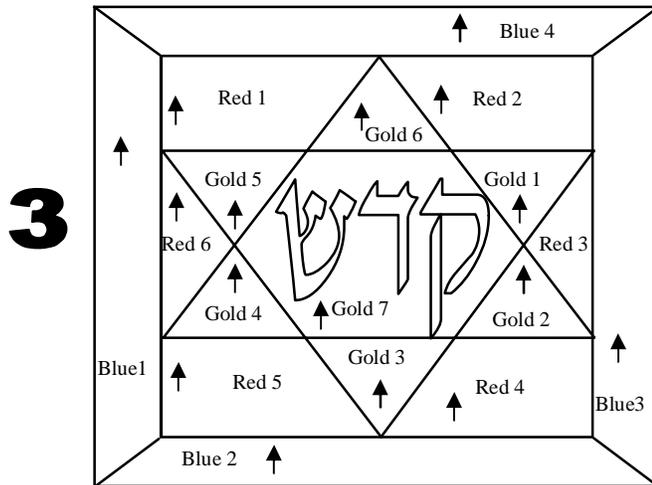
**Step One:**

Design or trace a design. (Make a copy.)

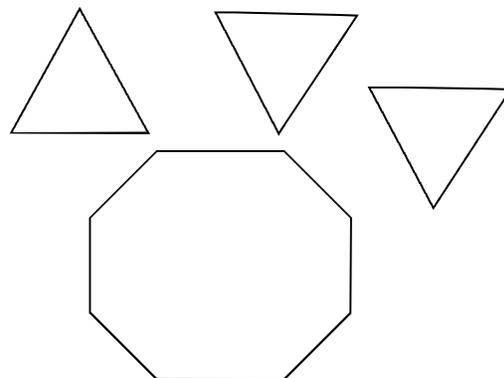
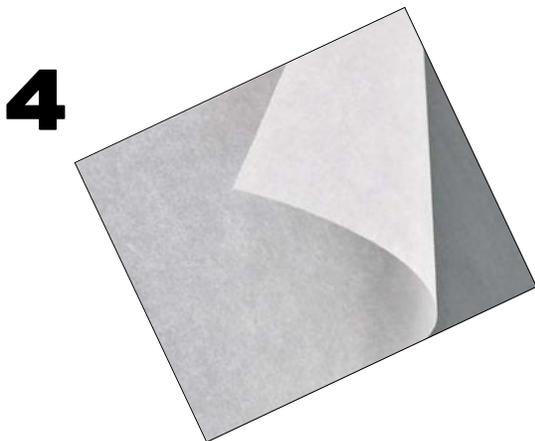
**Step Two:** Choose colors of satin fabric for your design.



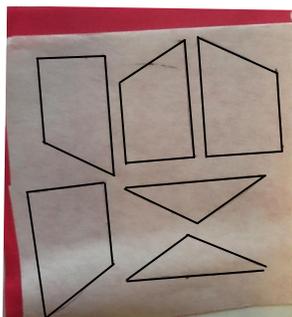
**Step Three:** Label each section of your pattern with directional arrows, color and number.



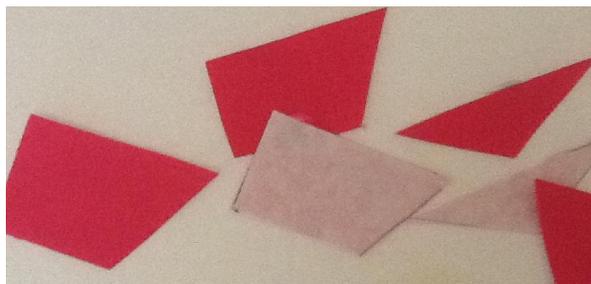
**Step Four:** Cut apart the copy of your design and trace the shapes onto the paper of the fusible webbing. (REMEMBER to reverse shape.)



**Step Five:** Iron the fusible webbing onto the matching satin fabric then cut out the shapes on the lines drawn.



**5**



**Step Six:** Peel off the paper backing from the fabric and iron the colored pieces onto your base fabric. (Use original to help you reassemble your design.) Use a pressing cloth to protect your satin.

**6**



**Step Seven:** Use black, squeezable fabric paint to cover all the lines and “seams” of the design. Allow to dry completely.

**7**



**FUSIBLE WEBBING** comes in many sizes and brands. It is readily available at all fabric or craft stores. Target and Walmart will also sell it in their craft sections. Some of the more common brands are:

Stitch Witchery

Heat 'n Bond

Steam a Seam

Wonder Under Transfer Web by Pellon

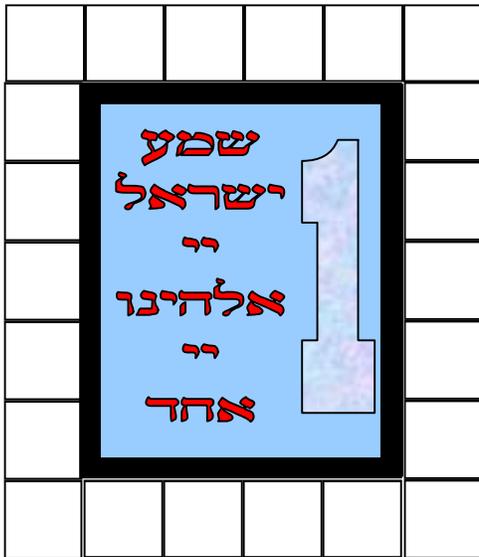
### Instructions Using Carbon Paper

- Lapel each shape in your pattern with a number and a color. Using colored pencils, crayons will make this step easier.
- Place a piece of carbon paper in between the fusible webbing (**paper side up**) and your pattern. **\*\*\*IMPORTANT\*\*\***Remember that a reverse image results from all the traced pieces. For symmetrical pieces without words, this is not a problem. For other images, turn the pattern sheet over and trace the design from the other side of the sheet. This will give a reverse image that will revert to the **correct image** once ironed onto the fabric. A "light-box" is highly recommended in order to get a clear image for tracing.
- "Trace" each pattern piece.
- Once pieces are traced onto the fusible webbing, "roughly cut" around each shape. **DO NOT cut on the drawn line!**
- Using a medium/hot **DRY** iron, press the fusible webbing (paper side up) onto the **WRONG side** of your chosen fabrics.
- Using small, "sharp" scissors, cut out the shape exactly on the drawn line. Take care when handling the fabric to avoid fraying the edges.
- *Carefully*, peel the paper backing from the pattern piece. A fine layer of adhesive will remain on the fabric.
- Using the "master pattern" as a guide, place the pieces into position onto your background fabric.
- Place a Press Cloth over the design and gently iron pieces in place.

### Instructions Using 2 Copies of your Pattern

- Lapel each shape in your pattern with a number and a color. Do the same on both copies. Using colored pencils, crayons will make this step easier.
- Cut out all the shapes of one copy of the pattern.
- "Trace" each pattern piece onto the paper side of the fusible webbing. **\*\*\*IMPORTANT\*\*\***Remember that a reverse image results from all the traced pieces. For symmetrical patterns without words, this is not a problem. For other images, turn the pattern piece over and trace the design from the other side. This will give a reverse image that will revert to the **correct image** once ironed onto the fabric.
- Once pieces are traced onto the fusible webbing, "roughly cut" around each shape. **DO NOT cut on the drawn line!**
- Using a medium/hot **DRY** iron, press the fusible webbing (paper side up) onto the **WRONG side** of your chosen fabrics.
- Using small, "sharp" scissors, cut out the shape exactly on the drawn line. Take care when handling the fabric to avoid fraying the edges.
- *Carefully*, peel the paper backing from the pattern piece. A fine layer of adhesive will remain on the fabric.
- Using the "master pattern" as a guide, place the pieces into position onto your background fabric.
- Place a Press Cloth over the design and gently iron pieces in place.

# Classroom Shema Quilt



## SUPPLIES NEEDED:

- Quilt fabric 3 colors (see measurements below)
- Muslin fabric (2 yards)
- Fabric paints or markers (or other technique)
- Fusible webbing (iron on)

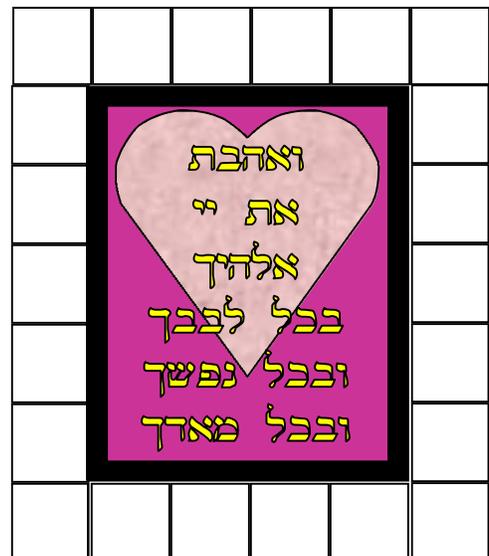
## INSTRUCTIONS:

1. Cut the muslin to the finished size of your classroom quilt. 1 yard of muslin will make a 45" x 36" quilt. Cut a center piece 24" x 30" out of contrasting fabric. Cut out strips of outline fabric to create a 3" boarder all around.
2. Apply fusible webbing to all cut pieces and iron them in place on the muslin base fabric.
3. Cut (22) 6" x 6" squares of muslin. These will be given to your students to decorate. This can be done with fabric paints, markers, tissue paper and mod podge, crayons (iron on) or other...
4. Iron fusible webbing to the back side of the fabric you want to use for the letters. Cut out Hebrew letters from this fabric.

## OTHER IDEAS: ...V'ahavta Quilt...

### TO MAKE A DIGITAL PICTURE QUILT:

1. Take pictures of your students. Close up shots are best. Watch the background. You don't want the background too busy.
2. Transfer the picture to your computer so that it can be printed on an iron-on transfer paper. (Remember to set the preferences for printing. You will want to tell the computer to print your picture so that it is transposed otherwise you will have a backwards picture on your quilt.)
3. Iron the picture onto the quilt following the directions on the package of the transfer paper.
4. At this point, your quilt is ready for embellishments. You can use permanent markers, fabric markers, or fabric paints. (Remember to do a test on your fabric prior to giving it to the kids. Some pens will "bleed" on the fabric and will be difficult to use.



# Choosing an Art Project

## 1. How much **TIME** is required for this project?

Think about the time you need to complete the project. Can you simplify the steps if it is too long? Can you easily break the steps into sections so that one parts can be done over several sessions? (Don't forget to factor in set-up and clean-up time.) It may not be worth doing if it takes too much time. Consider your curriculum goals; is this project worth the time it will take to complete?



## 2. How much will this project **COST**?

Are you planning this project for one class or are you planning for a whole school? Don't let cost be the only factor that prohibits you from a great project. Can you get the materials donated from parents or vendors? Be creative in trimming your costs if you think the project is worth while. Consult your principal and ask for guidance. It is your job to be a creative teacher; it is your principal's job to help you do it. How many projects per year will you need? Try to plan your year in advance.



## 3. Is the project **AGE-APPROPRIATE**?



Crayons are great for preschoolers but rarely inspire a middle school student. Make sure your project is difficult enough to challenge older students and not too difficult for younger students. Do your students have the fine motor skills necessary for the project? You want your students to be excited about the activity. They will be if you have chosen the right project. Many times it is the materials not the project itself that can be changed to fit the students.

## 4. Does it enhance **CURRICULUM**?

Are you planning a really good time filler or are you enhancing your curriculum? Neither answer is bad. Sometimes you are just looking for an appropriate time filler. However, A well designed art project can enhance your curriculum. It can actually "teach" new skills or content. It is important for you to understand your goals for the project.



## 5. Does it follow the principles of **HIDDUR MITZVAH**?



My Father always said, "If it's worth doing, it's worth doing well!" Please, please, make your projects pretty and **SUBSTANTIVE**! I hope I never see another paper seder plate in my life. There are so many ways to make it functional and to make it last. We send the wrong message to our students when we ask them to put time into a project that is low quality and of a temporary nature. It is a mitzvah to make a beautiful object for use in fulfilling mitzvot!

שְׂדֵי אֱלֹהֵי וְלִמְנוּחָהּ  
הַדָּוָר מִצְוָה  
This is my G-d and I will glorify G-d.

Exodus 15:2

- The roots of “*hiddur mitzvah*” are found in Exodus 15:2. Our understanding of this passage has come to justify all artists in their desire to create beauty where otherwise there would be mundane objects.
- This is the *mitzvah* that encourages us to create elegant *Kiddush* cups, *challah* covers, *mezuzzot*, and more. It helps us to create holy from the regular. The concept of *hiddur mitzvah* suggests that whenever a joyous commandment requires a physical object for its performance, that object be as esthetically pleasing as possible.
- Any classroom art project should begin with a discussion of “Hiddur Mitzvah.”
- *Hiddur Mitzvah* is not mandatory however, one is considered to have elevated oneself and the action through *hiddur mitzvah*.
- The rabbis of the Talmud said one should be willing to pay as much as 1/3 above the normal cost of an item in order to fulfill *hiddur mitzvah*. [Bava Kama 9b]

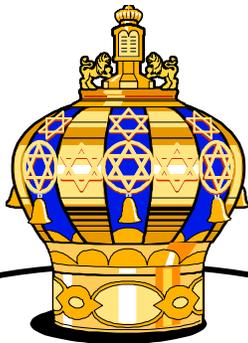
Beautification of the Commandments

# ShabbART Shalom:

## Teaching Shabbat Liturgy through Art

### Three Approaches:

- 1) Study Art inspired by the Liturgy
- 2) Use the Liturgy to inspire your students to create art
- 3) Art as the method used to teach about Shabbat



Explore the liturgy through the work of artists learning how they took their inspiration from text to present it visually.

- Tour your shul
- Check out the gift shop
- Hiddur Mitzvah

# 1



Examine ways to get our own students to be inspired from our liturgy and create their own artistic representations, and thus moving from the 'keva' of the prayer to the 'kavanah.'

- Look at one word or one phrase or sentence
- Find personal meaning

# 2



Use art as the tool to teach Shabbat. How can classroom teachers engage their students in hands-on ways that enhance the curriculum and not just fill time.

- Class projects as "Advanced Organizers"
- Ask "why" are we making this
- Are you "teaching" or "babysitting"

# 3