

Curriculum Unit Title

Extracting dye from natural sources

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Dye and dying process; mordant types and uses; transformation of materials; natural resources

ESSENTIAL QUESTION(S) for the UNIT

What make a good dye? How to artist transform materials? Where does color come from?
How can we use the world around us to make art?

CONCEPT A

CONCEPT B

CONCEPT C

Dye Process

Mordents

Sourcing and Testing

ESSENTIAL QUESTIONS A

ESSENTIAL QUESTIONS B

ESSENTIAL QUESTIONS C

Why are there different types of dye processes?; What are some historical natural sources for dyes? Which would be the best process for school?

What is a mordant?; why is a mordant needed? What are the main types of mordents?

What makes a good dye?; Why is it important to document experiments accurately?; How can artists be scientists?

VOCABULARY A

VOCABULARY A

VOCABULARY A

Vat dye, mordant dye, direct dye, tyrian purple

Alum, tin, iron, bite, link

Chromatography, color, pigment, fastness, washfast, lightfast

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Empty box for additional information/material/text/film/resources.