



PAPER BATIK – Traditional Indonesian Art

Students learn about the ancient art of batik and use crayons and watercolour paints to make a paper version of the technique.

Required Time

80 Minutes

Grade Level

Grade 3 to Grade 6

Subject

Science
Social Studies
Visual Arts

Vocabulary

batik
colour
contrast

Materials

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Crayola Crayons - 24 Count

Crayola Watercolour Paints - 8 Count

Crayola Paint Brushes - 5 Count

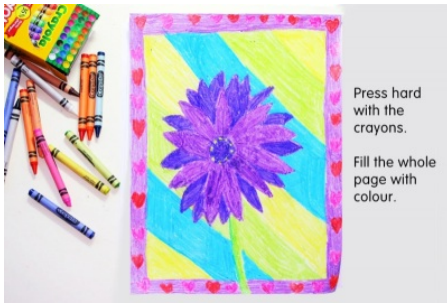
Water Containers

Paper Towels

Tissues

Shop Crayola
Products

Steps



Press hard with the crayons.
Fill the whole page with colour.

Step One

1. Use crayons to draw your picture.
2. Press hard with the crayon and fill the whole page with colour.



Crumple the paper into a small ball.
Make lots of cracks in the crayon.

Step Two

1. Crumple the paper into a small ball.
2. Make lots of cracks in the crayon.



Paint over the whole picture.
Make sure the paint goes in the cracks.

Step Three

1. Open the paper and flatten it out.
2. Mix blue and black watercolour paint together.
3. Paint it over the whole picture.
4. Make sure the paint goes into the cracks.



Use a soft tissue to gently polish the picture.

Step Four

1. Use a soft tissue to gently polish the finished picture.



View your work with fresh eyes.
What do you like best about this picture? Why?
How do the crackles contribute to the effectiveness of the work?

Step Five

1. View your work with fresh eyes.
2. What do you like best about this picture? Why?
3. How do the crackles contribute to the effectiveness of the work?

Learning Goals

Students will be able to:

- create a paper batik;
- create a design based on the close-up view of a plant;
- use contrasting colours;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the artworks.

Extensions

Have students:

- research the origins and history of batik in various countries;
- compare the traditional way of making batik with the process they used;
- make a batik on fabric using the simplified method described in the **Plants in Nature** lesson on this website;
- work cooperatively to present the information in a digital class book or slide show that includes photographs of all the batiks made by the class;
- share the finished presentation with other classes in the school, or place it on a continuous loop so it can be viewed by visitors to the school.

Prepare

1. Prior to the lesson download background information about batik, for example,
Batik
Batik Guild
2. Download some images of batik from around the world, for example,
Indonesia
Sri Lanka
Ukraine
China
3. A **UNESCO** video showing the techniques, symbolism and culture surrounding Indonesian batik can be found at the following link:
4. Link this lesson to a study of characteristics of plants in science.

Introduction

1. Show students some of the batik pictures and share a few interesting points about the art form.
 - *batik is both an art and a craft*
 - *a way to decorate cloth using wax and dye*
 - *an expressive art form that has been around for centuries*
 - *the art form has been found in use in the early centuries in Africa, the Middle East, and in several places in Asia*
 - *Java, Indonesia is most famous for its batiks*
 - *the word batik comes from the Javanese word 'amba', which means to write, and the Indonesian word 'titik', which means to dot or point*
 - *to make a batik hot wax is painted over parts of the fabric and then the fabric is dyed. The wax resists the dye so the fabric that has been waxed remains the original colour. To get another colour wax is again brushed onto the fabric and a new colour of dye is used. This process is repeated until the design is completed. Once all the colours are done the wax is removed.*
2. View the UNESCO video.
3. This is the traditional process. Explain that the class is going to do a simplified, paper version of this process.
4. Introduce the challenge

Activities

The Challenge

1. Create a paper batik.
2. Create a design based on the close-up view of a plant.
3. Use contrasting colours.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the works.

The Process

1. Have students select a plant to work with,
 - *photograph close-ups with their devices, or download an image from the Internet*
 - *work directly from their image, changing it for artistic purposes*
2. Make sure everyone understands the challenge.
3. Establish success criteria with your students, for example,
I know I am successful when I have:
 - *created a close-up view of a plant*
 - *worked directly from my source image*

- *changed the image for artistic purposes*
 - *used contrasting colours to make areas stand out*
 - *kept the paper in good condition*
4. Guide students through the steps outlined in this lesson plan.
 5. Observe students as they work.
 6. Provide individual assistance and encouragement.

Sharing

1. Once all the batiks are complete display them for a group discussion. Remind students of the challenge and ask them to:
 - *Look closely at the batiks.*
 - *Choose one that interests you for some reason.*
 - *Share thoughts about the work.*
2. During the discussion include references to:
 - *contrasting colours - How does the use of contrasting colours contribute to the effectiveness of the overall design?*
 - *crackle effects - How do the crackle lines contribute to the effectiveness of the overall design?*
 - *technique - How does the simplified batik process compare with the traditional process?*

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their batiks - speaks with a clear voice, looks at audience while speaking, points to areas in the batik, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - Batik_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - Batik_self-assessment.pdf)