



eva

ELEMENTARY VISUAL ARTS

Park City Education Foundation • Kimball Art Center

LESSON

3

Judith Scott

Textiles & Sculpture

LESSON OVERVIEW

Judith Scott (1943-2005) was an American artist known for her intricate and expressive fiber sculptures, created using wrapped and knotted materials, which reflect her unique vision and experiences as an artist with Down syndrome. Students will learn about Judith Scott and create their own wrapped sculptures using found materials and yarn, developing their creativity and understanding of abstract art.

INSTRUCTIONAL OBJECTIVES

- Learn about the life and work of Judith Scott.
- Explore Judith Scott's technique of wrapping objects with yarn and other materials.
- Create a sculpture.

JUDITH SCOTT



SUPPLIES

- Various found objects (small boxes, sticks, plastic containers, etc.)
- Basic cardboard shapes (cut into simple forms like squares, circles, or triangles)
- Small cards for secret messages or drawings
- Yarn, string, and fabric strips in different colors and textures
- Scissors, glue, tape
- Pictures of Judith Scott's

Judith Scott was born in Ohio in 1943 with her fraternal twin sister, Joyce. At the age of seven, Judith, who had Down syndrome and was deaf, was sent to live at the Columbus State School, an institution for children with disabilities. She remained there until 1985, when her sister Joyce became her legal guardian and brought her to California. In 1987, Judith joined the Creative Growth Art Center, a studio for artists with disabilities. Initially, she did not show much interest in creating art, but during a workshop she discovered fiber art. Judith began making unique sculptures by wrapping materials around objects she found or built herself. These abstract sculptures had interesting shapes and forms that showcased her creativity and independence. Over the years, Judith created nearly 100 sculptures, which were displayed in important museums worldwide. She passed away in 2005, leaving behind a legacy that inspires people and demonstrates the power of creativity and self-expression.



LESSON PLAN

1. Share Judith Scott's life story, focusing on her challenges and achievements. Judith was born on May 1, 1943, in Cincinnati, Ohio, with her twin sister Joyce. Unlike Joyce, Judith had Down Syndrome and lost her hearing due to Scarlet Fever, though this wasn't discovered until much later. Unable to attend regular school, she was placed in a special institution. In 1985, Judith's sister, Joyce took her to live in California, where Judith started attending the Creative Growth Art Center. Initially uninterested in art, Judith became inspired after seeing a fiber art class and began creating sculptures by wrapping objects with colorful yarns. Over 18 years, she made more than 200 unique pieces.
2. Show pictures of her sculptures and discuss her wrapping technique. Ask students:
 - What objects do you think are under the string? How do you think she chooses her colors?
 - How do you think the sculpture would feel if you could touch it?
 - Why do you think Judith chose to wrap objects instead of painting or drawing them?
 - How does her art change the way you see everyday objects?
3. Students select a base for their sculpture. Options include: found, recycled objects collected by the teacher/ simple cardboard shapes / small cards with secret messages or drawings (students can personalize these before wrapping). Judith Scott wrapped a variety of objects in her sculptures, including natural materials like branches and sticks, everyday items such as chairs and furniture, utilitarian objects like cardboard tubes, wires, and plastic bottles, and other materials like fabric scraps, yarn, and string, paper, and cardboard showcasing her resourcefulness and creativity. Show how to secure yarn or string using tape or knots. Demonstrate tight wrapping, holding the starting end with a finger if needed. Show how to change colors and finish the wrap.
4. Allow students to begin wrapping their chosen objects. Encourage them to explore different wrapping styles and patterns, allowing some of the objects to show through and expressing their creativity through the materials provided. Circulate among students to offer guidance and assistance as needed. How does it appear from every angle?
5. Facilitate a discussion by asking students what they enjoyed about the activity and what challenges they faced. Highlight how Judith used found and discarded materials creatively in her sculptures. Discuss how Judith Scott's success challenges stereotypes in the art world and promotes diversity and inclusion.





KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS:

Based on Utah Core Arts Standards Visual Arts Requirements (Grade 2).

Strand: CREATE (2.V.CR.)

Standard 2.V.CR.4:

Repurpose objects to make something new.

Standard 2.V.CR.2:

Experiment with various materials and tools to explore personal interest in a work of art or design.

Strand: RESPOND (2.V.R.)

Standard 2.V.R.2:

Identify the mood suggested by a work of art and describe relevant subject matter and characteristics of form.



ADDITIONAL REFERENCES

Click on links to learn more.

- <https://art21.org/artist/judith-scott/>
- https://youtu.be/4_n-8P_4leE?si=zdkei9P9gDsXbvql
- https://www.youtube.com/watch?v=3Y-Xym_GygQ
- <https://americanart.si.edu/artist/judith-scott-31169>
- <https://www.textileartist.org/textile-artist-judith-scott-uncovering-innate-talent/>
- <https://creativegrowth.org/judith-scott>
- https://www.brooklynmuseum.org/exhibitions/judith_scott/
- <https://ndss.org/qa-kids#question-what-is-down-syndrome>

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