

# MYP Personal Project: Creating Embroidery Pieces Inspired by Chinese Societal Values

## Criteria A: Planning

### Ai. Learning Goal & Personal Interest

As I was thinking on a topic for my personal project, I examined what my interests were, which was how the idea for an embroidery project sprang to mind. Because embroidery challenged my creativity and practical skills, it was a form of self-improvement and personal expression. But still, I wanted to make something purposeful to myself. So, I built on my ideas from what I wanted to learn about myself and embroidery.

Embroidery developed a connection with me since the beginning of the pandemic. I discovered embroidery as a fun activity to keep me occupied during my free time. What makes embroidery important to me is that during stressful times of the pandemic, making embroidery was a calm and soothing activity that helped me refocus. Such as (Fig.1.), was the first embroidery piece that I have created during the pandemic which I would spent hours working on it. Although I only used the satin stitch, it challenged my patience and my techniques. After that, I explored embroidery by myself where I would study different techniques through online resources such as articles and videos. Before I even noticed, I learned quite several stitches and so I started to use all these stitches I learned to create embroidery pieces starting from simple to complex.

Since I wanted to make this project meaningful, it would be exciting to explore Chinese societal values through embroidery as it also originated from China. Because despite learning in an international school and being exposed to different cultures, I always noticed that I am unfamiliar with my own culture. This is because, throughout my life, I grew up in a westernized environment and was scarcely exposed to my own culture. Thus, I often felt that I was an outsider within the group of people that shared the same culture as me. With the amount of time that I get to work on my personal project, I felt that it was a great chance to explore my culture so that I can better fit in with my people. I could dive into the topic of what do we value in people on the way they act and contribute to society in Chinese culture. And since I must express it through embroidery, it would also be a chance for me to learn about Chinese embroidery techniques and Chinese symbolism in arts. Therefore, the learning goal for my personal project is to learn about important Chinese societal values, Chinese embroidery techniques along with symbolism in Chinese arts.



Fig.1. My First Embroidery Piece

## Aii. State an Intended Product

My product is 3 to 4 Chinese embroidery pieces inspired by important societal values of Chinese culture to express cultural identity. High-quality products would be made by myself with a needle on a piece of silk. Each piece would contain symbols that have a meaning in Chinese arts and can effectively express Chinese societal values. There is a variety of Chinese embroidery stitches that are well done on each piece to recreate the aesthetics of Chinese Su embroidery. To judge the aesthetics of the product and its function, a survey would be conducted to collect data from the general public. If the product is successful, the audience would give a general rating that is high on how the stitches are done well, symbols look proportionate, pieces are vibrant and represent Su embroidery. And the audience gives a high rating showing that they think the piece effectively expresses the values and would agree to use these pieces as a representation of the Chinese culture and arts.

## Aii. Product Success Criteria

As my product is to create embroidery that expresses Chinese societal values, I will assess my products on their size, material, aesthetics, function and audience. The strand for size is included in the criteria because I am trying to express different societal values of China, therefore it is evident that each value should have a dedicated embroidery piece. And to ensure that all symbols are visible, the width and height of each piece should be at a consistent size so that the audience can easily examine all pieces. Including materials is essential in ensuring that I practice and learn the techniques of traditional Chinese embroidery as stated in the learning goal and better achieve the aesthetic of Su embroidery. The aesthetics strand is essential in ensuring that the audience is willing to examine these products and attempt to understand the message behind them. The function strand ensures that the product achieves its purpose in expressing these societal values. While the audience strand ensures these products help those that are a part of this culture to express their cultural identity alongside mine.

Level	Size	Material	Aesthetics	Function	Audience
1-2	<u>1 piece</u> of Chinese embroidery expressing 1 value is created with its size being <u>never 20cm</u> in <u>width</u> and <u>height</u> .	<u>No pieces</u> are made <u>by hand</u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u>0 Chinese embroidery stitches</u> and <u>3-4 symbols</u> are used in total. Survey results show each piece have a rating of <u>0-2.5 stars</u> on average showing the stitches are <u>not</u> consistent, colors are <u>not</u> vibrant, symbols are <u>not</u> detailed and <u>does not</u> resemble Su embroidery. <u>0-25%</u> agree.	Survey results show that each piece have a rating of <u>0-2.5 stars</u> on average showing that the symbols <u>do not</u> relate to the values and the values are <u>not</u> communicated.	<u>0-25%</u> of respondents <u>agreed</u> that they would use these embroidered pieces to represent Chinese societal values.
3-4	<u>2 pieces</u> of Chinese	<u>Some pieces (less than</u>	<u>1-2 Chinese embroidery stitches</u> and <u>5-6 symbols</u>	Survey results show that each	<u>25-50%</u> of respondents

	embroidery expressing <u><b>2 values</b></u> are created with its size being <u><b>sometimes 20cm in width and height</b></u> .	<u><b>half</b></u> are made <u><b>by hand</b></u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	are used in total. Survey results show each piece have a rating of <u><b>2.5-5 stars</b></u> on average showing the stitches are <u><b>somewhat</b></u> consistent, colors <u><b>somewhat</b></u> vibrant, symbols are <u><b>somewhat</b></u> detailed and <u><b>somewhat</b></u> resemble Su embroidery <u><b>25-50% agree</b></u> .	piece have a rating of <u><b>2.5-5 stars</b></u> on average showing that the symbols <u><b>somewhat</b></u> relate to the values and the values are <u><b>somewhat</b></u> communicated.	<u><b>agreed</b></u> that they would use these embroidered pieces to represent Chinese societal values.
5-6	<u><b>3 pieces</b></u> of Chinese embroidery expressing <u><b>3 values</b></u> are created with its size being <u><b>generally 20cm in width and height</b></u> .	<u><b>Most pieces (all except one)</b></u> are made <u><b>by hand</b></u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u><b>3-4 Chinese embroidery stitches and 7-8 symbols</b></u> are used in total. Survey results show each piece have a rating of <u><b>5-7.5 stars</b></u> on average showing the stitches are <u><b>mostly</b></u> consistent, colors are <u><b>mostly</b></u> vibrant, symbols are <u><b>mostly</b></u> detailed and <u><b>generally</b></u> resemble Su embroidery, <u><b>50-75% agree</b></u>	Survey results show that each piece have a rating of <u><b>5-7.5 stars</b></u> on average showing that the symbols <u><b>mostly</b></u> relate to the values and the values are <u><b>mostly</b></u> communicated.	<u><b>50-75%</b></u> of respondents <u><b>agreed</b></u> that they would use these embroidered pieces to represent Chinese societal values.
7-8	<u><b>4 pieces</b></u> of Chinese embroidery expressing <u><b>4 values</b></u> are created with its size being <u><b>consistently 20cm in width and height</b></u> .	<u><b>All pieces</b></u> are made <u><b>by hand</b></u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u><b>5-6 Chinese embroidery stitches and 9-10 symbols</b></u> are used in total. Survey results show each piece have a rating of <u><b>7.5-10 stars</b></u> on average showing the stitches are <u><b>always</b></u> consistent, colors are <u><b>always</b></u> vibrant, symbols are <u><b>always</b></u> detailed and <u><b>highly</b></u> resemble Su embroidery, <u><b>75-100% agreed</b></u> .	Survey results show that each piece have a rating of <u><b>7.5-10 stars</b></u> on average showing that the symbols <u><b>fully</b></u> relate to the values and the values are <u><b>fully</b></u> communicated.	<u><b>75-100%</b></u> of respondents <u><b>agreed</b></u> that they would use these embroidered pieces to represent Chinese societal values.

#### Aiii. Plan for Achieving the Product

To complete the product in an organized manner, I established an action plan. The plan contained a strand that explicitly states the required tasks that I had to complete and another right beside showing when I should start and when it should end. I have also included a section for reflection to show that I have accomplished the task or there are any changes made. The action plan ensured that I could achieve the requirements of my success criteria.

Time	Tasks	Reflection
<b>Week 1, Nov 1-7</b>	<p>Finish brainstorm for each piece and list:</p> <ul style="list-style-type: none"> <li>- What societal I want to communicate in each piece.</li> <li>- Symbols or colors might I use and their meaning.</li> <li>- What stitches do I plan on using in each piece?</li> </ul>	The task is accomplished accordingly to plan. The brainstorm was written on iPad and all three questions have been answered for each piece.
<b>Week 2, Nov 8-14</b>	Finish Sketches for pieces 1, 2 on iPad and list out the possibly used symbols, colors and stitches.	The task is accomplished according to plan. Sketches are done on iPad on Procreate and sketches are labeled.
<b>Week 3, Nov 15-21</b>	<p>Finish Sketches for pieces 3, 4 and list out the possibly used symbols, colors and stitches.</p> <p>Purchase materials on an online shopping platform (taboo). Such as Silk, embroidery hoop, water-soluble pen, three packets of thread, needle, thread cutting scissors. Practice embroidery techniques when materials arrive.</p>	The task is accomplished according to plan. Sketches are done on iPad on Procreate and sketches are labeled. Posted on managebac journal. Materials have all been purchased and did some light practice.
<b>Week 4, Nov 22-28</b>	<p>Begin creation of the first piece:</p> <ul style="list-style-type: none"> <li>- Taking reference from the sketches, draw the symbols on the silk with a water soluble pen.</li> <li>- Select threads that will be used.</li> <li>- Begin stitching. Should be halfway done by the end of the week.</li> </ul>	The task is done according to plan. Symbols have been drawn on silk and thread is prepared. Half of piece 1 has been stitched out.
<b>Week 5, Nov 29-Dec 5</b>	<p>Continue the creation of first piece:</p> <ul style="list-style-type: none"> <li>- Should be done by the end of the week.</li> <li>- Wash off the pen marks and dry the piece.</li> </ul>	Done accordingly to plan, I finished stitching the first piece. I have also washed off the pen marks on the piece.
<b>Week 6, Dec 6-12</b>	<p>Begin the creation of the second piece:</p> <ul style="list-style-type: none"> <li>- Taking reference from the sketches, draw the symbols on the silk with a water-soluble pen.</li> <li>- Select threads that will be used.</li> <li>- Begin stitching. Should be halfway done by the end of the week.</li> </ul>	Most tasks are done accordingly to plan. Symbols of the second piece are drawn, thread prepared. By the end of the week, a quarter of the product is done as there are a lot of details and symbols that require simplification.
<b>Week 7, Dec 13-19</b>	<p>Continue the creation of the second piece:</p> <ul style="list-style-type: none"> <li>- Continue stitching. Should be done by the end of the week.</li> <li>- Wash off the pen marks and dry the piece.</li> </ul>	An extension is required to complete the second piece. As the second piece contains symbols that are complex and difficult to stitch, therefore minor changes are made to simplify the symbols and get the product done by next week.
<b>Week 8, Dec 20-26</b>	<p>Begin creation of the third piece:</p> <ul style="list-style-type: none"> <li>- Taking reference from the sketches, draw the symbols on the silk with a water-soluble pen.</li> </ul>	The second piece is completed. But I decided to conjoin the ideas of pieces 3 and 4 as their sketches are relatively similar along with their values. This can

	<ul style="list-style-type: none"> <li>- Select threads that will be used.</li> <li>- Begin stitching. Should be halfway done by the end of the week.</li> </ul>	cancel out the repetition within pieces. A new sketch was created that contains a series of new symbols to represent the values.
<b>Week 9, Dec 27- Jan 2</b>	<p>Continue creation of third piece:</p> <ul style="list-style-type: none"> <li>- Continue stitching. Should be done by the end of the week.</li> <li>- Wash off the pen marks and dry the piece.</li> </ul>	The design of the third sketch was now drawn on the embroidery cloth with a water-soluble pen. The thread is prepared. By the end of the week, I completed a quarter of the product.
<b>Week 10, Jan 3-9</b>	<p>Begin creation of the fourth piece:</p> <ul style="list-style-type: none"> <li>- Taking reference from the sketches, draw the symbols on the silk with a water-soluble pen.</li> <li>- Select threads that will be used.</li> <li>- Begin stitching. Should be halfway done by the end of the week.</li> </ul>	I continued working on the product throughout the week. By the end, I managed to complete half the product. Therefore I will be needing to work on the product next week.
<b>Week 11, Jan 10-14</b>	<p>Continue the creation of the fourth piece:</p> <ul style="list-style-type: none"> <li>- Continue stitching. Should be done by the end of the week.</li> <li>- Wash off the pen marks and dry the piece.</li> </ul> <p>Create a survey that will assess the aesthetics, function and if the audience would use them.</p>	I have completed the last piece. I washed the three pieces again to ensure all pen marks are gone as there were still red marks on the back. The creation of the survey has been postponed as it has been told that we should focus on completing Criteria B. Once Criteria B is finished (Feb 25) I will create the survey within the time span of a week.

## Criteria B: Applying Skills

### **Bi. ATL Skill Applied to Achieve Learning Goal, Research Skills**

To achieve my learning goal of establishing an understanding of important Chinese societal values, Chinese symbolism and Chinese embroidery techniques, a considerable amount of research was required. Before I began my research, I constructed a research plan (Fig.2.) so I can cover all the topics that I need to understand to be successful in terms of my criteria and ensure that I collect data from a range of sources to ensure the reliability of my data.

Learning Goal	I will learn about the important Chinese societal values , Chinese embroidery techniques along symbolism in Chinese arts.		
Research Questions	Suggested Sources	Techniques	Link To Success Criteria
What are the different types of Chinese embroidery?	Academic Databases such as JSTOR, Google Scholar, etc. Articles and papers published by Art Institutions, preferably Chinese or those that specialize in studying Chinese arts. Chinese Culture blogs published by Chinese civilians or from the government.	Summarizing, paraphrasing, quoting	This can help me narrow down what type of embroidery are there and make sure I can differ my products from the other types of embroidery and ensure my product is Su embroidery.
What are some common embroidery techniques in Chinese embroidery?	Youtube Videos, Embroidery Blogs, Academic Databases such as JSTOR, Google Scholar, etc. Articles and papers published by Art Institutions, preferably Chinese or those that specialize in studying Chinese arts.	Quoting, paraphrasing, experimenting	This ensures that I understand how to apply different stitches on my pieces. It will also give me an idea of where I can use them. It also contribute to the aesthetics as I learn to make them look organized.
What materials and tools are used in Chinese embroidery?	Chinese Culture blogs published by Chinese organizations or from the government. Chinese traditional embroidery blogger's blogs. Youtube videos.	Paraphrasing, experimenting	It will ensure that I can better recreate the aesthetics of Su embroidery like mentioned within the success criteria in the aesthetics strand.

What are the symbols in Chinese embroidery and what do they mean?	My Chinese traditional art teacher. Articles and papers published by Art Institutions, preferably Chinese or those that specialize in studying Chinese arts. Chinese embroidery artist's blogs. Academic Databases such as JSTOR, Google Scholar, etc.	Interviews, writing transcripts, quoting, paraphrasing	This can ensure when I am choosing the symbols to represent the values, those that I choose are correct and can effectively communicate the values later on when I present it to my audience.
Why is Chinese embroidery significant to our community's cultural identity compared to other Chinese applied arts?	Academic and Historical papers from preferably Chinese Art institutions. Academic Databases such as JSTOR, Google Scholar, etc.	Quoting, paraphrasing	This can help me better explain to my audiences on the importance of embroidery when I am conducting my survey and testing its function.
What are the important societal values in Chinese culture and why are they important?	Academic and Historical papers from preferably Chinese Historical Institutions. Chinese historian's articles, Chinese historian's blogs.	Quoting, paraphrasing	If I am knowledgeable enough on these values I can effectively express these values through embroidery. And meet requirements of my success criteria.
How does understanding our societal values help us shape our identity?	Academic and Historical papers from preferably Chinese Historical Institutions. Chinese historian's articles, Chinese historian's blogs.	Quoting, paraphrasing	This can help me better explain to my audiences on the importance of embroidery when I am conducting my survey and testing its function.

Fig.2. My Research Plan

Throughout the process of researching, I developed skills that increased my efficiency and helped me to better interpret data. I put quotations around essential terms or the shortcuts of cites so the engines can provide me with resources that gave what I wanted. Or benefit from the advance search settings, where I filtered different articles and journals. I selected articles from study fields that my questions were in and I choose specific journal archives. And often I would also skim through the introduction and abstracts of articles and see if the data I want was there. When there is not the topic I want, I would move on to the next text. If there was, I would choose to read the introduction or go read parts of the article. I would make my decision based on whether if the introduction provides me with a high amount of information or not. Since these articles and data I collected could be very long texts, I would often highlight the keywords and sentences that can help me to better understand the source. To maintain an organization throughout my research (Fig.3.) I used the Cornell notes format as it helped me to express my findings through my own words and always reflect on what I have learned so that I remember.

Research Questions	Notes
What are the different types of Chinese embroidery?	<p><b>Source:</b> "Chinese Embroidery." <i>China Culture</i>, <a href="http://en.chinaculture.org/library/2008-01/22/content_45156.htm">en.chinaculture.org/library/2008-01/22/content_45156.htm</a>. Accessed 10 Sept. 2021.</p> <ul style="list-style-type: none"> <li>- Chinese embroidery, 4 types. Xiang, Shu, Yue and Su embroidery. Most dominant, practiced commonly in China. All contain unique and different styles.</li> <li>• Xiang embroidery, from 206BC-AD220 in central China, Hunan province. Use silk, hard and soft satin, nylon, transparent gauze. Vivid colors, great detail, complex composition, multiple techniques. Manipulation of light and dark, dimensional symbols looking real. Commonly stitched patches include characters, animals, flowers and landscapes.</li> <li>• Shu embroidery, from Chengdu, Sichuan Province. From Han dynasty, popular in Song Dynasty (960-1279). Smooth, flat stitches and often reflective based on the materials of the thread. Symbols include environment, customs, culture, flowers, leaves, animals, mountains, rivers and people.</li> <li>• Due embroidery, originated from Guangdong Province of China. Contains distant qualities based of their inspirations from China's folk art dragons, phoenixes, flowers, birds. Common use of gold thread and have extremely vibrant colors.</li> <li>• Su embroidery Suzhou, Jiangsu Province, has a history of more than 3000 years. here are high requirements for making a good Su embroidery piece, it has to look flat, have neat rim, use thin needle, lines dense, colors have unity though vibrant, picture is evenly in proportion.</li> </ul> <p><b>Source:</b> "Introduction Of Chinese Suzhou Embroidery (Su Embroidery)." <i>Realm Shanghai</i>, 1 Mar. 2019, <a href="http://www.realmshanghai.com/introduction-chinese-suzhou-embroidery-su-embroidery">www.realmshanghai.com/introduction-chinese-suzhou-embroidery-su-embroidery</a>.</p> <ul style="list-style-type: none"> <li>- Su embroidery has a variety of techniques, for example splitting threads are one of them. These threads are usually spread in to finer threads for creating better stitches. Their stitches are often attempting to be organized as possible, coming out as aesthetically pleasing to the audience</li> <li>- In su embroidery patterns would also be stitched onto pieces, and as skills become progressively developed, more detailed and refined symbols and paintings are stitched out.</li> </ul>
What are some	<b>Source:</b> Cammann, Schuyler. "Embroidery Techniques in Old China." <i>Archives of the Chinese Art Society of America</i> , vol. 16, University of Hawai'i Press, 1962, pp. 16–40, <a href="http://www.jstor.org/stable/20067040">http://www.jstor.org/stable/20067040</a> .

common embroidery techniques in Chinese embroidery?	<ul style="list-style-type: none"> <li>- Chain stitch on a visual level looks like a series of loops. Needle pass the the fabric form the back to the front first. Then pierce the needle back to the beginning.</li> <li>- Peking stitch is more of a knot. Bring the thread up from below and then make a circle by putting the needle below the thread that is just pulled up. And then put the needle inside the circle that's just made.</li> <li>- The satin stitch is one of the most basic stitches. Pull the needle to the front, then take it back under.</li> <li>- The surface satin stitch is almost the same as the satin stitch, the only difference would be not to go back to where you started for the second stitch but right beside where the needle went down.</li> </ul> <p><b>Source:</b> "How to Make Chinese Suzhou Embroidery - Long-and-short Stitch -." <i>Embroidery Blog of Su Embroidery Studio</i>, 18 Aug. 2018, <a href="http://www.suembroidery.com/embroidery_blog/article/12-08/suzhou_silk_embroidery_long-short-stitch.html">www.suembroidery.com/embroidery_blog/article/12-08/suzhou_silk_embroidery_long-short-stitch.html</a>.</p>
	<p><b>Source:</b> "How to Make Chinese Suzhou Embroidery - Stem Stitch -." <i>Embroidery Blog of Su Embroidery Studio</i>, <a href="http://www.suembroidery.com/embroidery_blog/article/12-08/suzhou_silk_embroidery_stem_stitch.html">www.suembroidery.com/embroidery_blog/article/12-08/suzhou_silk_embroidery_stem_stitch.html</a>. Accessed 21 Aug. 2012.</p> <ul style="list-style-type: none"> <li>- The stem stitch is basically creating a thicker straight line though using diagonal lines, which the results makes it look like a rope. In the 18th century it was used in ancient China.</li> </ul> <p><b>Source:</b> "Couching." <i>RSN StitchBank</i>, <a href="http://rsnstitchbank.org/stitch/couching-stitch">rsnstitchbank.org/stitch/couching-stitch</a>. Accessed 13 Sept. 2021.</p> <ul style="list-style-type: none"> <li>- This is also a stitch (couching) that was based on brush painting in Chinese art. This stitch basically attaches a group of fabric when it's getting too thick.</li> </ul> <p><b>Source:</b> Embroidered Stories. "Pekin knot stitch." <i>YouTube</i>, 7 Mar. 2018, <a href="http://www.youtube.com/watch?v=d-HClBGNGy4&amp;feature=youtu.be">www.youtube.com/watch?v=d-HClBGNGy4&amp;feature=youtu.be</a>.</p> <ul style="list-style-type: none"> <li>- With the peking stitch it shows how you have to make a hoop first and then a knot on the needle, then you pass the needle through the hoop but always remember to come back up before you finish the stitch, and you can make a series of continuous knots after then.</li> </ul>
What are the symbols in Chinese embroidery and what do they mean?	<ul style="list-style-type: none"> <li>- Conversation between me and my Chinese art teacher and I asked her about symbolism in Chinese art, which is actually one of the sketches that she gave me to paint and explore painting techniques and then she explained some of the symbolism and she also used an example where she explained what some symbols meant, for example she said that blowing flowers means spring is coming so we are welcoming the season and the birds represents life.</li> </ul> 

Fig.3. Excerpt of my Research

To ensure that I can use these data on my final product, I used the origin, purpose, value, limitations (OPVLs), template to judge the credibility of my sources (Fig.4.). The use of OPVLs helped me analyze my data on a deeper level. Understanding the origin of the source determined if the source was reliable or not. If the origin was not from a trusted organization, an author that was an expert on the topic indicated that it was not reliable. The purpose of the source can help me determine if the article expressed opinions instead of critical analysis and facts, it may be biased and not a useful source. Value helps me examine whether I need the source or not. Because often, other sources may have a better answer. Limitations help me examine what this source does not answer, making it easy to tell if I should use the source or not.

Origin	This article comes from the database JSTOR and to be more specific, the article is originally published by Archives of the Chinese Art Society of America. JSTOR is an online library that posts academic articles on multiple topics. While Archives of the Chinese Art Society of America is an archive which provides resources on Chinese arts, they are many volumes and issues of articles that they have on JSTOR which are all made by scholars. This article is quite an old source, it is published in 1962. The article is written by the author Schuyler Cammann. He is an anthropologist which did his work in Asian countries and is most known for that. He has done works on art history and mainly Chinese art history where he provided analysis on pieces of art.
Purpose	The purpose of the article is clear and is to demonstrate the common techniques and stitches used in Chinese embroidery and analyzing the stitches used in Chinese embroidery pieces. The information is fact and analysis. The paper provided information on the common stitches used and gave facts on how to perform these stitches on fabric. And later on in the paper pieces were also analyzed and the types of stitches that were used were also analyzed. The paper does not express any opinions, it only states and explains the techniques of embroidery.

<b>Value</b>	This source is useful as the article contains information about the most commonly used stitches in Chinese embroidery and since my final product would be to create pieces of Chinese embroidery or at least pieces inspired by Chinese embroidery, I will surely use these stitches because they are the most common ones. The article is reviewed as the database has to ensure that it's an academic article for it to be published on the site, or at least it has to be licensed to JSTOR to be published on the site. And looking at other videos on how to perform these stitches, the descriptions from the article and other videos demonstrate the same way on how to perform these commonly used stitches.
<b>Limitation</b>	Overall the source is reliable as it provides accurate information on how to perform commonly used stitches in Chinese embroidery and the way to perform these stitches are verified by looking through other sources. The limitation would be that it only analyzes some embroidery pieces and picked out the most commonly used ones therefore there may be other commonly used stitches that aren't mentioned. The data is objective as it hardly contains any opinions, feelings or judgement. In the article it is mainly observations and facts on different types of stitches used.

Fig.4. Excerpt of my OPVLs

## Bii. ATL Skill Applied to Achieve Product Goal, Creative Thinking Skill

To achieve my product goal of creating 3 to 4 Chinese embroidery pieces inspired by Chinese societal values, creative thinking was essential. Before I began the process of creating my product, I created a brainstorm (Fig.5). Creating a brainstorm, provided me with a variety of ideas on how I can express these societal values through the effective use of symbolism. This technique of creating a brainstorm was essential as I would often come back to it during the stages of creating the product as I would often lose inspiration. I looked back at the brainstorming during the redesign of the third piece. It was easy for me to make connections between the third and the fourth value, along with the similar symbols and create a new plan for the new product.

# Initial Planning

## Important societal values

1. Having benevolence and living in harmony with each other in society.
2. Trusting each other, being loyal in society.
3. Maintaining justice and courtesy to keep a peaceful society.
4. Having wisdom and making the right choices to maintain peace in society.

## 2nd Piece

- Plum blossoms, perseverance
- Bamboo, loyalty, integrity, honesty
- Butterfly, long living, immortal
- Pink, green, brown
- Couching stitch\*, satin, surface satin

## 3rd Piece

- Dragon with pearl, symbolizing protection
- Lion dog, meaning valor
- Ax, symbolizing punishment for wrong doings, ensuring righteousness
- Coins, victory
- Mountains, steadiness
- Long & short stitch, satin stitch, stem stitch, surface satin

## 1st Piece

- Double fish, Yin Yang, balance, peace
- Canopy, "living under same roof"
- Artemisia leaves, good omens, maintain peace between each other
- Chrysanthemum, honor, respect
- Yellow, balance
- green, brown
- Peking, satin, surface satin, stem, chain, long & short

## 4th Piece

- Mountains, steadiness
- Artemisia leaves, good omens
- Chrysanthemum, honor
- Pheasant, wisdom
- Long & short stitch, satin stitches

Fig.5. My Brainstorm

Throughout the process of creating my product, I have developed skills that would help me better achieve my goal of expressing these values. I would create sketches (Fig.6.) before I started working on the final product. Creating sketches gives me a visual idea of what my product may look like.

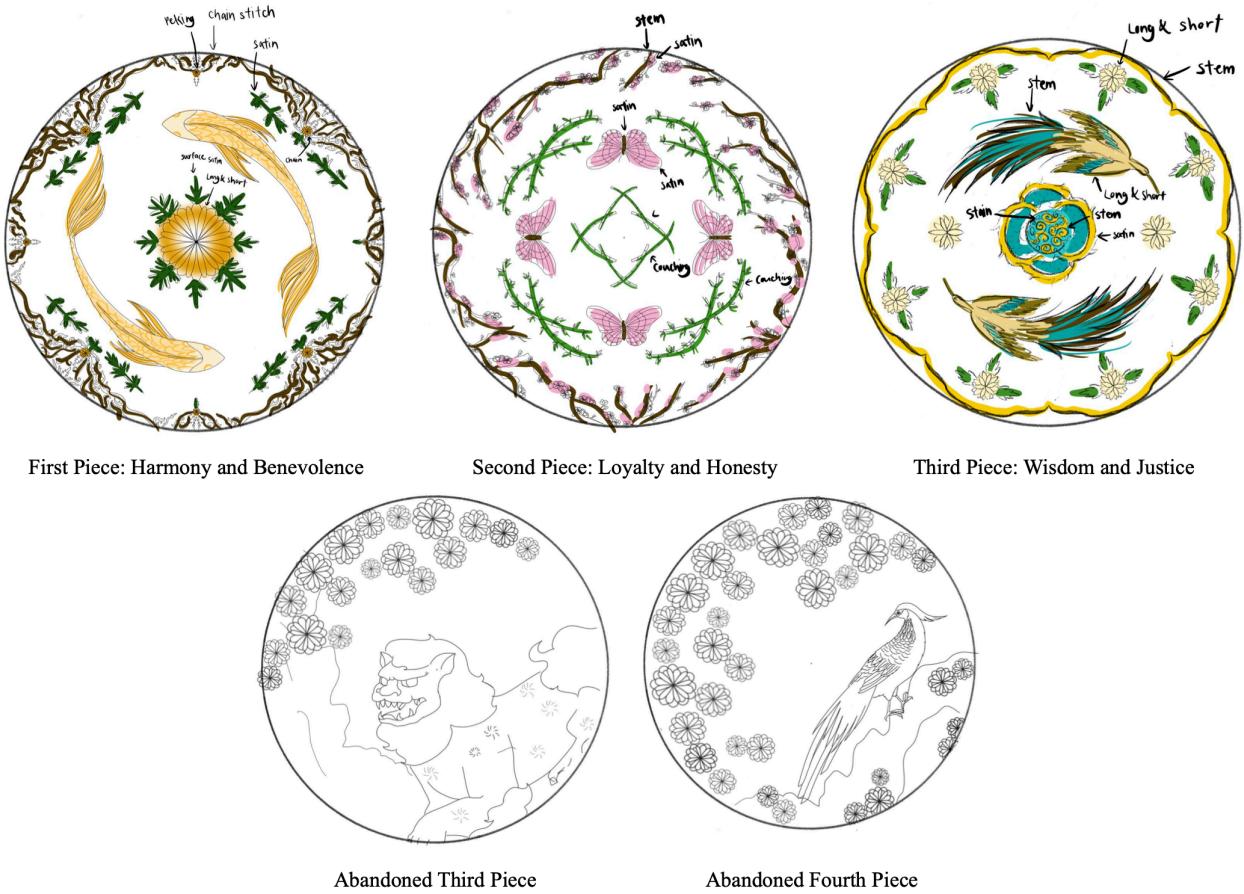


Fig. 6. My Sketches and the abandoned Sketches (two on the bottom)

Therefore when I work on my final product, I know what symbols I will stitch and I can easily make changes if I think there is a better way to express the value. Which I did, when I drew the symbols on the silk it was easy for me to notice that the patterns were beyond my embroidery capabilities, therefore I knew when I got to that section, I could simplify the symbol. When I was redesigning the third piece, I quickly noticed that there were too many repeating patterns and the design did not fit the aesthetics of theater two sketches. I took references from my drafts from the previous third and fourth piece along with my brainstorming and easily constructed a better sketch. I would often label my sketches, whether it is on what thread color I should use, or what stitches I may use. This was an efficient technique as I did not have to worry about picking a color or using which stitch while creating the product. It provided me with a sense of organization and control over the creation of my product.

To ensure that I make as few mistakes as possible when creating the final pieces, I experimented with some stitches beforehand. Therefore I can practice the stitches that I would commonly use in the pieces along with giving myself some feedback on how I can do better to improve when I start working on the final piece. This technique was effective in ensuring my success with the creation of the product as there are distinctive improvements made. From my first practice (Fig. 7.) in the stem stitch, I had extreme difficulties in trying to make the stitches look flat and organized. The final stitched pattern looked stiff and unlike what I have planned. But after some practice, examining a

section of my final product that used the stem stitch (Fig.8.), it is clear that the stitches seemed clear and contained smoother curves.



Fig.7. Excerpts on my practice in stem stitch



Fig.8. Excerpts of use of stem stitch in final product

### **Criteria C: Reflecting**

#### **Ci. Explain the Impact of the Product on Themselves or Their Learning**

After the project, I became knowledgeable in Chinese societal values and how to express them. These helped to better fit into the community that I am in because it has sparked an interest in me in Chinese history and its literature. I have grasped that the Chinese believed these values are like the pillars of society, they will ensure that we live in harmony, make the right decisions for ourselves and society while also ensuring order. These societal values are passed down from generation to generation and embedded in our culture, making them essential. Along with Chinese symbols, they were created on art pieces and every single one of the symbols had a meaning, whether it was plants, mythical creatures, stars, the sun, or the moon. These became useful tools to express important messages and stories as it is passed down. But after I became knowledgeable on these two topics, I wanted to know where they came from. Thus, it sparked an interest in me in Chinese history and Chinese poetry (Fig.9.). I dove into the history book which showed me the stories from the hypothesized beginnings of China and till the present day. I learned about the history of dynasties, their beliefs, holidays, emperors and empresses, historical figures, artifacts and wars. I read poems as well, I realized there were different types, some that described nature and its animals, some were sung aloud as religious writings. I found that many of these values were inspired by events and many meanings of symbols came from poems. As a result from the knowledge gained from the project and what it inspired me to do, I managed to be included in community discussions in libraries and learn about Chinese culture. We would listen to speeches held by professors and historians and we could share our opinions and knowledge which was a fantastic experience. I also had the chance to go to museums and learn about the history of different provinces in China. I had the chance to look at their artifacts with friends and family and have had discussions on what we have seen within these museums.



Fig.9. My Chinese History (Left) and Poem (Right) Book

Throughout the creation of my project, I have established a deeper understanding of different embroidery techniques. I learned a variety of Chinese embroidery stitches such as the peking, satin, couching, chain and stem stitch. But I felt like I learned more through hands-on experimentation instead of reading articles and videos. Because with embroidery you mainly gain your experience through doing it yourself and learning what you can do better next time. Which I did, and I was surprised that by the end I got comfortable with making stitches at a fast pace and keeping them flat and organized. Having this knowledge also sparked my interest to spend my free time exploring different embroidery stitches. Such as the French-knot, backstitch, daisy stitch and many more. These new stitches that I learned allowed me to create pieces such as (Fig. 10.) that contained more detail and contained more style. The stitches all have their unique aesthetics and contributed to creating a new texture to the piece. I have also learned to effectively use the thread spreading technique on my pieces. With this technique I could change how the stitches looked, when I used thicker thread, the stitches had a round and softer look while when thin threads are used the symbols looked detailed with a sharp look. As a result, I was able to create these new embroidered patches that appealed to friends and family and were often suited for gifts for special occasions.



Fig.10. Other pieces I work on

### Cii. Evaluate the Product based on the success Criteria

The product is proof that I achieved my learning and product goal because, in my goals, I had to prove that I developed an understanding of societal values, symbolism and embroidery techniques through making 3-4 pieces of embroidery. With my product, they are meant to represent values through the use of symbols and made with different stitches. The first piece (Fig.11.), represented how people needed to have benevolence to live in harmony with each other. The symbols that I used were double fish, canopy, Artemisia leaves and chrysanthemum. The second piece (Fig.12), was

expressing how people have to be honest and show trust to each other. Symbols used are bamboo, plum blossoms and butterflies. The third piece (Fig.13), represented having wisdom and supporting Justice. Symbols are Artemisia leaves, chrysanthemum, pheasants, dragon with pearl and the outlines of a mountain.



Fig.11. Piece one



Fig.12. Piece two



Fig.13. Piece three

Assessing the product under the criteria for size, I have achieved a level of 5-6 based on the requirements. The criteria (Fig.21.) stated that 3 pieces of embroidery are needed, 3 Chinese societal values are expressed and the width and height of the product is 20cm by 20cm. From the images above, (Fig.11), (Fig.12) and (Fig.13.), I have successfully created three pieces that each expressed three different values. I have also measured the sizes of my product with a ruler and it is shown from (Fig.14.) that the sizes are 20cm. Originally, I could have achieved a level of 7-8, but I

have made changes to join the ideas of pieces three and four. This is because their sketches shown from (Fig.6.) along with the values of wisdom and justice were extremely related — It is written that people need the wisdom to make the right choices while justice is making the right choices so we can maintain order. What I would do differently next time is to try and focus on creating one piece instead of multiple pieces. Because embroidery is a difficult art and craft and requires a lot of attention and time, and often times I was stressed as I had other pieces to make.



Fig.14. Size measurement of my pieces one, two and three (In order)

For the criteria for materials, I achieved a level of 7-8. because all my products were made completely by hand with the corresponding materials written in the success criteria. I have spent hours on these products as I have made every single stitch by hand (Fig.15.). I have used materials such as silk, embroidery hoop, thread, water-soluble pen, needle and thread cutting scissors (Fig.16.). If I were to do this once again I would try using more threads types. Because with more thread types, I can experiment with the looks that they create after stitching a pattern and see which one is most suited the use in making symbols. Therefore the values can be better expressed.



Fig.15. Me stitching the symbols on my piece



Fig.16. Materials that I used

For aesthetics, I achieved a level based on the number of stitches I used, symbols I stitched and based on the average ratings from the audience. In the level 7-8 strand, a total of 5-6 stitches is required. In total I used 6 stitches which are Peking, chain, satin, long and short, couching, surface satin and stem stitch (Fig.17.). Using these stitches, I have created 10 symbols in total as seen in the pieces (Fig.11.), (Fig.12.) and (Fig.13.) with the symbols used mentioned above. The survey that I

conducted received responses from 67 people with Chinese culture as a part of their background. It is shown that for the first piece, they have given a rating of 8.3 stars. The second piece had a rating of 7.76 stars. The third piece had a rating of 8.13 stars. And more than 80% agreed that it resembled su embroidery (Fig.18.). Form the criteria, states that I need a rating higher than 7.5 stars and more, which I have achieved. For improvements, I would try to practice more with different stitches and try splitting the thread in different ways to see what new look I may get. Or I can try to use some thread made with other materials, such as those that mimic the color of gold to add interesting details to enhance the aesthetics.



Fig.17. Peking, chain, satin, long and short, couching, surface satin (front and back), stem stitch

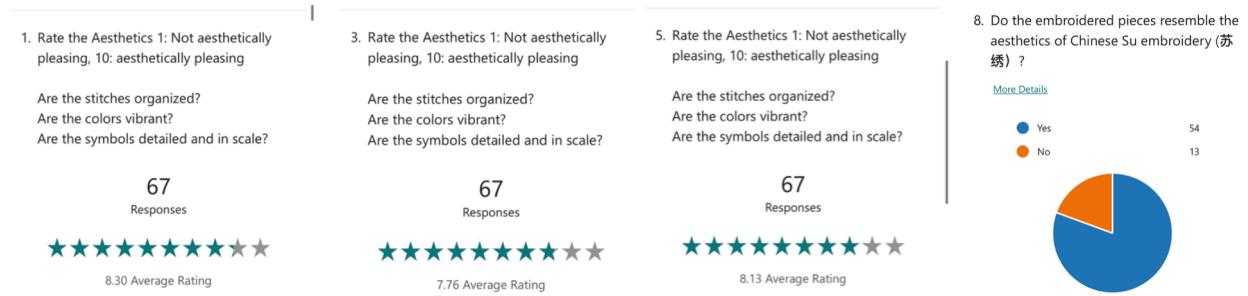


Fig.18. Aesthetics ratings for first, second and third piece (In order)

Examining the function strand, once again it is clear that I have achieved a level of 7-8. The requirements to achieve a level of 7-8 states that each piece needs have a rating high than 7.5 stars on how well the audience thinks the message is communicated. The first piece is shown having a rating of 7.88 stars. The second piece has a rating of 7.51 stars. The third piece has a rating of 7.84 stars (Fig.19), which all have a rating higher than 7.5 stars. To improve on the situation, I can try to use symbols that are more known to the public. Because not everybody knows exactly what every symbol in Chinese arts mean. Thus when more popular symbols are used, people can easily connect the meanings of the symbols to the values that I am expressing.

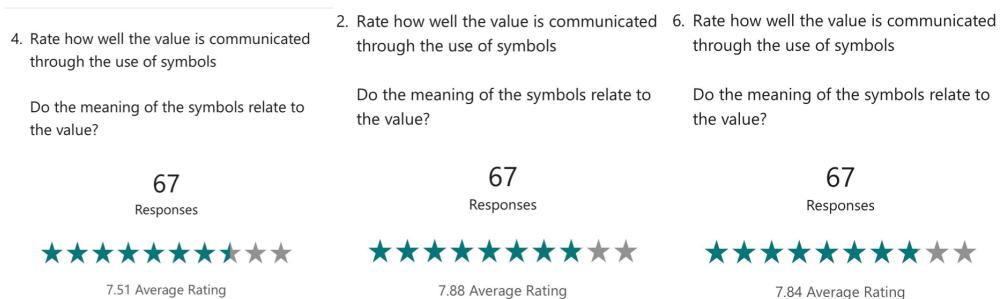


Fig.19. Function ratings for the first, second and third piece (In order)

Finally, for the audience strand, I once again have achieved a level of 7-8. The requirements state that I need more than 75% of the audience to agree that they would use these products to express Chinese societal values. From (Fig.20.), it is shown that more than 80% of the audience agrees to use these embroidery pieces to represent the values. To improve on this situation, I considered it might be the reason that the audience may not think that it could resemble all of the societal values. Thus if it is possible, I could improve on this situation by creating more pieces of embroidery that will represent a full set of values or more values than I have now.

7. Would your agree to use these embroidered products to represent Chinese societal values?

[More Details](#)

● Yes  
● No

57  
10

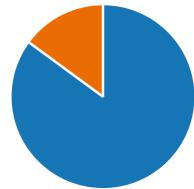


Fig.20. Ratings for whether if the audience would use it

Level	Size	Material	Aesthetics	Function	Audience
1-2	<u>1 piece</u> of Chinese embroidery expressing 1 value is created with its size being <u>never 20cm</u> in <u>width</u> and <u>height</u> .	<u>No pieces (0)</u> are made <u>by hand</u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u>0 Chinese embroidery stitches</u> and <u>3-4 symbols</u> are used in total. Survey results show each piece have a rating of <u>0-2.5 stars</u> on average showing the stitches are <u>not</u> consistent, colors are <u>not</u> vibrant, symbols are <u>not</u> detailed and <u>does not</u> resemble Su embroidery. <u>0-25%</u> agree	Survey results show that each piece have a rating of <u>0-2.5 stars</u> on average showing that the symbols <u>do not</u> relate to the values and the values are <u>not</u> communicated.	<u>0-25%</u> of respondents <u>agreed</u> that they would use these embroidered pieces to represent Chinese societal values.
3-4	<u>2 pieces</u> of Chinese embroidery expressing 2 value are created with its size being <u>sometimes 20cm</u> in <u>width</u> and <u>height</u>	<u>Some pieces (less than half)</u> are made <u>by hand</u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u>1-2 Chinese embroidery stitches</u> and <u>5-6 symbols</u> are used in total. Survey results show each piece have a rating of <u>2.5-5 stars</u> on average showing the stitches are <u>somewhat</u> consistent, colors <u>somewhat</u> vibrant, symbols are <u>somewhat</u> detailed and <u>somewhat</u> resemble Su embroidery <u>25-50%</u> agree.	Survey results show that each piece have a rating of <u>2.5-5 stars</u> on average showing that the symbols <u>somewhat</u> relate to the values and the values are <u>somewhat</u> communicated.	<u>25-50%</u> of respondents <u>agreed</u> that they would use these embroidered pieces to represent Chinese societal values.
5-6	<u>3 pieces</u> of Chinese embroidery expressing 3 value are created with its size being <u>generally 20cm</u> in <u>width</u> and <u>height</u>	<u>Most pieces (all except one)</u> are made <u>by hand</u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u>3-4 Chinese embroidery stitches</u> and <u>7-8 symbols</u> are used in total. Survey results show each piece have a rating of <u>5-7.5 stars</u> on average showing the stitches are <u>mostly</u> consistent, colors are <u>mostly</u> vibrant, symbols are <u>mostly</u> detailed and <u>generally</u> resemble Su embroidery, <u>50-75%</u> agree.	Survey results show that each piece have a rating of <u>5-7.5 stars</u> on average showing that the symbols <u>mostly</u> relate to the values and the values are <u>mostly</u> communicated.	<u>50-75%</u> of respondents <u>agreed</u> that they would use these embroidered pieces to represent Chinese societal values.
7-8	<u>4 pieces</u> of Chinese embroidery expressing 4 value are created with its size being <u>consistently 20cm</u> in <u>width</u> and <u>height</u>	<u>All pieces</u> are made <u>by hand</u> with thread and needle on silk on an embroidery hoop, with water-soluble pen and scissors.	<u>5-6 Chinese embroidery stitches</u> and <u>9-10 symbols</u> are used in total. Survey results show each piece have a rating of <u>7.5-10 stars</u> on average showing the stitches are <u>always</u> consistent, colors are <u>always</u> vibrant, symbols are <u>always</u> detailed and <u>highly</u> resemble Su embroidery, <u>75-100%</u> agreed.	Survey results show that each piece have a rating of <u>7.5-10 stars</u> on average showing that the symbols <u>fully</u> relate to the values and the values are <u>fully</u> communicated.	<u>75-100%</u> of respondents <u>agreed</u> that they would use these embroidered pieces to represent Chinese societal values.

Fig.21. Highlighted Success Criteria Indicating which Level I Achieved