

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: **Craft**

GRADES: **9 - 12**

ADOPTED DATE: **JUNE 2015**

UPDATED: **DECEMBER 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The Crafts Course is the exploration of works of art that combine the skilled hand and the creative mind to produce works of art that are expressive and have utilitarian purposes. In this course the students will produce crafts that are unique in that they will merge form and function to produce solutions that are beautiful as well as practical. Students will gain an appreciation of crafts in its cultural traditions and within a historical context. The students will understand and illustrate the nature and value of crafts.

The students will explore and complete various crafts activities using the elements of art and principles of design as a foundation. The students will complete a series of craft projects in accordance with the New Jersey Student Learning Standards. By combining their creativity, mastery of skills and techniques, personal statement and functional capability the students will be able to identify crafts in its individual characteristics and expressive possibilities. The students will develop, through the teacher's attitude and program, positive attitudes toward instruction and the process of learning.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others

and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they

apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Textbooks

Brooks, Rebecca, PHD. *Inside Art, Culture, History and Expression.*

**Gatto, Porter, Selleck. *Exploring Visual Design*
Worcester, MA: Davis Publication, Inc., 2000.**

**Austin, Hobbs, Jack, Salmone, Richard, Vieth, Ken. *The Visual Experience.*
Worcester, MA: Davis Publication, Inc., 2005.**

Course Proficiencies

Students will be able to...

- **Understand and apply knowledge of structures and functions through observation of the visual, tactile, spatial and temporal elements in crafts.**
- **Consider the use of the elements of art and principles of design in their production.**
- **Understand and apply media, techniques and processes.**
- **Choose and evaluate a range of subject matter, symbols and ideas.**
- **Understand craft in relation to history and culture.**
- **Reflect upon and assess the characteristics and merits of their work and the work of others through art criticism, aesthetics and exhibition.**
- **Make connections between craft and other curricula.**

Curriculum Units

Examine a variety of objects:

Unit 1: Appreciation of Craft as an art form

Explore art elements:

Unit 2: Line

Unit 3: Color and Value

Unit 4: Shape and Form

Unit 5: Space

Unit 6: Texture

Apply principles of design

Unit 7: Unity

Unit 8: Emphasis

Unit 9: Balance

Unit 10: Variety and Repetition

Unit 11: Rhythm and Movement

Unit 12: Proportion

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: What is Craft? How should we look at Craft?</u>	<u>2 days</u>
<u>Unit 2: Line</u>	<u>3-4 weeks</u>
<u>Unit 3: Color and Value</u>	<u>3-4 weeks</u>
<u>Unit 4: Shape and Form</u>	<u>3-4 weeks</u>
<u>Unit 5: Space</u>	<u>3-4 weeks</u>
<u>Unit 6: Texture</u>	<u>3-4 weeks</u>
<u>Unit 7: Unity</u>	<u>3-4 weeks</u>
<u>Unit 8: Emphasis</u>	<u>3-4 weeks</u>
<u>Unit 9: Balance</u>	<u>3-4 weeks</u>
<u>Unit 10: Variety</u>	<u>3-4 weeks</u>
<u>Unit 11: Movement</u>	<u>3-4 weeks</u>
<u>Unit 12: Proportion</u>	<u>3-4 weeks</u>

Unit 1: What is Craft?

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is Craft?</p> <p>How should we look at Crafts?</p>	<p>To introduce students to a variety of craft processes and media.</p> <p>NJSLs#1.1.1.2.1.4</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • DEFINE CRAFTS • DISCOVER THE HISTORY AND CULTURAL TRADITIONS OF CRAFT • UNDERSTAND THE CHARACTERISTICS AND STRUCTURE OF CRAFTSWORKS THAT ARE DESIGNED FOR FUNCTION, AS WELL AS AESTHETIC APPRECIATION. 	<ol style="list-style-type: none"> 1. View video of crafts from the American Craft Museum 2. Students will examine, compare and discuss a variety of crafts and crafts materials 3. Students will examine and discuss various functional crafts objects 4. Students will compare and contrast objects that are mass produced and handmade 5. Students will examine and discuss a selection of crafts from various cultures 6. Students will examine the craft movement historically 	<p>Teacher observation</p> <p>Record notes in students Crafts Notebook</p> <p>Complete a study guide</p>

Unit 2: Line

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How does the artist define the element of line in Craft?</p>	<p>To Define line and differentiate the effects of different types of line in crafts. NJSLs# 1.1, 1.2, 1.3, 1.4, 9.4.12.c.(6).2 9.4.12.c.(6).3. THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Acquire art vocabulary related to line. • Differentiate the effects of different types of line in crafts • Identify types of line that occur in various crafts. • Create crafts using line as a foundation. 	<p>1. Hand build a clay pot using coils as the line in various decorative designs. Motivation: Present visuals and have students identify how line creates expression, motion and mood in each Video :Maria Martinez, Native American Pottery Maker of San Ildefonso Materials and tools: clay. clay tools, yarn, string, fibers, wire, feathers, beads, glazes 2. Calder inspired wire sculpture: Students base sculpture off of line (contour) drawing and create a 3D sculpture figure in action or a inanimate object.</p> <p>Materials: Paper, wire, pliers, scrap wood blocks for base.</p>	<p>Art vocabulary related to line will be recorded in the student's art notebook.</p> <p>Conduct a final class critique/discussion of completed student craft works.</p> <p>Effects of line variation will be exhibited in students' craftworks.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 3: Color and Value

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What are the characteristics of color and value as an art element in craft?</p> <p>How can color be organized and used in crafts?</p> <p>How can we use color and value for expression in crafts?</p>	<p>Students will understand and use color and value as an art element in a variety of crafts. NJSLs#: 1.1,1.2,1.3,1.4, 9.4.12.c.(6).2 9.4.12.c.(6).3 THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Name and define the characteristics of color: hue, intensity, value. • Describe various categories and organizations of color: color wheel, warm and cool colors and color schemes. • Understand the use of color and value as an art element in a variety of crafts. 	<ol style="list-style-type: none"> 1. Create a custom designed color wheel that can be used as a reference for applying color to craft projects. 2. Paper mache masks in various cultures, applying color schemes and relationships to show the effectiveness of color in the design of the mask. 3. Glass fusing and stained glass window ornaments on the style of Art Nouveau. 4. Enameling on copper, the ancient tradition of adding color to metal. <p>Motivation: History of various crafts: Art Nouveau, Louis Comfort Tiffany stained glass. African masks. Materials: copper, glass, paper mache, paint, paper, newspaper, enamels, kiln.</p>	<p>Art vocabulary related to color and value will be recorded in the student's art notebook.</p> <p>Conduct a final class critique/discussion of completed student craft works.</p> <p>Effects of color and value variations will be exhibited in students' craftworks.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 4: Shape and Form

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How does the artist use the element of shape and form for creative expression in the creation of crafts?</p> <p>What are the differences in free-form, geometric and organic shapes?</p> <p>What are positive and negative shapes?</p> <p>What are the three dimensional characteristics of form?</p>	<p>Students will use shape and form for creative expression in a variety of media. NJSLs#: 1.1,1.2,1.3,1.4, 9.4.12.c.(6).2 9.4.12.c.(6).3 THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Define shape and form. Compare/contrast shape and form. • Understand the relationship between positive and negative space. • Distinguish between geometric, free form and organic shapes • Understand the three-dimensional characteristics of form • Identify shape and 	<p>1. Explore Origami, the Japanese art of paper folding and create a form of visual/sculptural representational objects. Create several and balance them onto a wire mobile.</p> <p>2. Create an African style coiled baskets, by wrapping yarn around a cotton cord and branch out making free form shapes. Motivation: examples and references. Materials: clay, clay tools, glaze, paper, wire, cotton cord, a variety of yarn,</p> <p>3. Pumpkin/Jack O' Lantern sculpture: Create 2D drawings and translate to 3D form by using wire, newspaper, and paper mache, or clay. Finish with acrylic paint. Materials: newspaper, wire, paper</p>	<p>Art vocabulary related to shape and form will be recorded in the student's art notebook.</p> <p>Conduct a final class critique of completed student craft works.</p> <p>Effective use of shape and form to create desired outcome and desired space relations will be exhibited in artworks.</p> <p>The elements shape and form are apparent in the creation of crafts representative of various cultures.</p> <p>A rubric developed by teacher will be used for assessment.</p>

	form in a variety of craft forms.	mache glue.	
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Unit 5: Space

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
How do we incorporate space, the element of art that indicates areas between, around, above, below or within something in Crafts?	<p>The study of space and the perception of spatial relationship will be introduced to the students in a numbers of interesting ways. NJSLs#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Understand and use various ways to create the illusion of space on a two dimensional surface • Use and understand the concept of negative space • Identify back ground, 	<p>1. Make a book incorporating linear perspective in the illustrations.</p> <p>2. Show space in the picture plane in a lino-cut design from which you can make an edition of prints for card making.</p> <p>Materials: paper, glue, linoleum block, ink, brayers, plates, barren, bench hooks.</p> <p>Safety: Execute safety precautions when using the gouges for cutting the linoleum.</p>	<p>Art vocabulary related to space will be recorded in the student's art notebook.</p> <p>Conduct a final class critique/discussion of completed student craft works.</p> <p>Effective use of space to create desired outcome will be exhibited in artworks.</p> <p>The element of space is apparent in the creation of crafts.</p> <p>A rubric developed by teacher will be used for assessment.</p>

	middle ground and fore ground. <ul style="list-style-type: none"> • Use and understand the basic principles of linear perspective. 		
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Unit 6: Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(NJSL)</i>	Activities	Assessments
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<p>What is Texture?</p> <p>What is the difference between simulated (visual) and tactile texture?</p> <p>How can this element of art, texture, be used as an expressive power in crafts?</p>	<p>Students will explore ways to create texture using both two and three-dimensional art media.</p> <p>NJSLS#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3.</p> <p>THE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Identify various textures in natural and human-made environments. Identify texture in a variety of crafts, both two and three-dimensional art media. The expressive power of texture as an art element. 	<p>1. Clay masks: create texture on masks using two methods, impression and addition.</p> <p>Motivation: African masks.</p> <p>Materials and Tools: Clay, burlap, rolling pin, tools to score and texture.</p> <p>2. Appliqué: Using a variety of textured yarns and stitches create an interesting wall hanging in the tradition of Japanese artist, Ayako Miyawaki,</p> <p>3. Weaving: Using a variety of textured yarns.</p> <p>Motivation: Video: Gente del Sol.</p> <p>Materials: Yarn, needles string, cardboard, burlap.</p> <p>. Paper making: create handmade paper adding organic materials for texture materials: pulp, organic materials.</p>	<p>Art vocabulary related to texture will be recorded in the student's art notebook.</p> <p>Conduct a final class critique/discussion of completed student craft works.</p> <p>Effective use of the element of texture to create desired outcome will be exhibited in artworks.</p> <p>The element of texture is apparent in the creation of crafts.</p> <p>A rubric developed by teacher will be used for assessment.</p>
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Unit 7: Unity

Essential Questions	Instructional Objectives/	Activities	Assessments
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	Skills and Benchmarks (NJSLLS)		
How do artists create unity and in artworks?	<p>The students will use several strategies to achieve the feeling of completeness or wholeness in their crafts. NJSLLS#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Identify proximity, the tendency to see things that are overlapped, touching or grouped. • Organize things based on their similarity in color, value texture, shape or form. • Observe continuation, the flow of vision directed by lines, shapes and arrangement of elements. 	<ol style="list-style-type: none"> 1. Create a Mola, the ancient Panamanian art form created from cutting and layering fabric and worn by the Kuna People. Motivation: Study the Mola examples from the Kuna Indians. Materials: Felt, burlap, scissors, thread and needles. 2. Create a Native American Sand Painting, using colored sands and typical symbols and patterns in a composition. Materials: cardboard, sand, glue. 3. Create a Fraktur, a folk art craft developed by Pennsylvania Germans 	<p>Art vocabulary related to unity will be recorded in the student's art notebook.</p> <p>Conduct a final class critique/discussion of completed student craft works.</p> <p>Effective use unity to create desired outcome will be exhibited in artworks.</p> <p>The principle of design, unity is apparent in the creation of crafts.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 8: Emphasis

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How does the artist create emphasis in an artwork?</p>	<p>The students will use a combination of methods to focus attention on a specific area of their artwork. NJSLS#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Understand and explain that a focal point is the part of an artwork that viewers tend to notice first • Observe and describe how artists create emphasis in an artwork through contrast. 	<p>1. Create a plaque by tooling metal through embossing and repousse techniques. Emphasize the focal point by raising the metal and contrasting other areas by pressing into the metal and oxidizing the surface. Motivation: Study the ancient art of embossing or pressing shapes into metal to create a design. For centuries the leading metalsmiths of Africa lived in Nigeria. Asiru Olatunde was famous Yoruba metalsmith. Materials: metal foil, oxidizer, embossing tools, foam pads.</p>	<p>Art vocabulary related to the principle of design emphasis will be recorded in the student's art notebook.</p> <p>Effective use of emphasis to create desired outcome will be exhibited in artworks.</p> <p>The principle of design, emphasis is apparent in the creation of crafts.</p> <p>Conduct a round-table critique/discussion of completed student craft works.</p> <p>A rubric developed by teacher will be used for assessment.</p>

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Unit 9: Balance

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How do artists make adjustments to their artworks so that they appear balanced to viewers?</p>	<p>Students will explore various ways to achieve balance in their artworks. NJSLs#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Understand and explain how balance in design can create a sense of stability in an artwork. • Identify and describe symmetrical, asymmetrical, radial, and dynamic balance. 	<p>1. Create a mobile on the style of Alexander Calder. Students will understand how objects are needed to balance others. Motivation: view video, Alexander Calder. Materials: Wire, plastic.</p> <p>2. Dream Catchers; review the folklore of Native American dream catchers. Students will create a radial symmetry design. Motivation: examples Materials: plastic ring, fibers, feathers, charms.</p> <p>3. Chinese Brush Painting/Sumi: Create dynamic balance in the traditional style. Motivation: History, and examples. Materials: Ink, brush, pen</p>	<p>Art vocabulary related to the principle of design balance will be recorded in the student's art notebook.</p> <p>Effective use of balance to create desired outcome will be exhibited in artworks.</p> <p>The principle of design, balance is apparent in the creation of crafts.</p> <p>Conduct a round-table critique/discussion of completed student craft works.</p> <p>A rubric developed by teacher will be used for assessment.</p>

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Unit 10: Variety and Repetition

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How do variety and repetition add interest to crafts.</p> <p>What is pattern?</p>	<p>Students will use repetition and pattern effectively in their productions. NJSLS#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Define pattern. • Recognize patterns in art, nature and the constructed environment. • Perceive and understand how artists use a variety of patterns within their artworks. 	<p>1. Batik: The art of decorating fabric using a wax resist and dyes. Students will study the batiks of Indonesia and Java for inspiration and create a design rich in color and pattern. Materials: muslin, brushes, wax tjanting tools, dyes.</p> <p>2. Oaxaca figures: Fabricate typical Mexican Oaxaca figures wrapping plaster gauze around a wire armature. Paint the figures in the typical style of bright colors and beautiful repeating patterns Motivation: Folk Art of Mexico, show examples of Oaxacan Crafts. Materials:</p> <p>3: Board Game: Design a</p>	<p>Art vocabulary related to the principle of design variety will be recorded in the student's art notebook.</p> <p>Effective use of pattern to create desired outcome will be exhibited in artworks.</p> <p>The principle of design, variety is apparent in the creation of crafts.</p> <p>Conduct a round-table critique/discussion of completed student craft works.</p> <p>A rubric developed by teacher will be used for assessment.</p>

		<p>board game on paper using all elements of art while considering mixed media. Construct 3D playing field and pieces while considering all aspects of function and strategy.</p> <p>Materials: Foam board, markers, paint, colored pencils, paper, rulers, craft sticks, pipe cleaners, etc.</p>	
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Unit 11: Rhythm and Movement

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What are the three methods for creating rhythm in artworks?</p> <p>What is implied movement?</p> <p>What is Optical Art?</p>	<p>Students will explore a variety of ways to use the principles of rhythm and movement in their artworks.</p> <p>NJSLS#: 1.1,1.2,1.3,1.4, cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3.</p> <p>STUDENTS WILL BE ABLE TO:</p>	<p>1. Marbleizing on Paper to recognize marbling as a decorative art shoeing movement. Use this technique to create a book cover.</p> <p>Materials: paper, marbling paints and gel water.</p> <p>2. Basketry one of the oldest crafts, predating pottery, has</p>	<p>Art vocabulary related to the principle of design rhythm will be recorded in the student's art notebook.</p> <p>Effective use of rhythm and movement to create desired outcome will be exhibited in artworks.</p>

	<ul style="list-style-type: none"> • Use a repeating element in their design to create movement • Repeat more than one element to create an alternating rhythmic pattern • Use progression by gradually changing an element • Capture a moment in time that implies a relationship to time and movement. • Use sequence to imply movement .and passage of time. 	<p>been practiced throughout history in every culture. Create a basket identifying the rhythm and movement by using a repeating pattern Materials: reed, sea grass, dyes.</p> <p>3. Book making: use sequence to tell a story. Materials, paper, paint, ink, brushes, pens, glue.</p>	<p>The principle of design, rhythm is apparent in the creation of crafts.</p> <p>Conduct a round-table critique/discussion of completed student craft works.</p> <p>A rubric developed by teacher will be used for assessment.</p>
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Unit 12: Proportion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
<p>What is the distinction between proportions and scale?</p> <p>How can changes in scale and proportion be used to</p>	<p>Students will examine and explore the principle of proportion through a variety of two and three-dimensional crafts. NJSLS#: 1.1,1.2,1.3,1.4,</p>	<p>1. Fabricate a soft sculpture stocking figure using nylon stockings and polyester fill to create a lively character, Materials: stockings, polyester stuffing, needles,</p>	<p>Art vocabulary related to proportion and scale will be recorded in the students' art notebook.</p> <p>Conduct a final class</p>

<p>express ideas, feelings and moods in crafts?</p>	<p>cpi# 9.4.12.c.(6).2 9.4.12.c.(6).3. STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Define proportion as a principle of art. • Understand proportion is concerned with the size relationship of parts of a composition to each other and to the whole • Investigate ways in which changes in scale and proportion can be used to express ideas, feelings and moods. 	<p>thread, fabric, notions. 2. Create a tea set considering proportion, the size relationship of the handle, spout to the pot and the cups in relationship to the tea pot. 3. Study the artwork of Claes Oldenburg and create a large paper mache sculpture of an abject that is ordinarily very small.</p>	<p>critique/discussion of completed student craft works.</p> <p>Effects of proportion and scale will be exhibited in students' craftworks.</p> <p>A rubric developed by teacher will be used for assessment.</p>
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New Jersey Student Learning Standards
Academic Area
Visual and Performing Arts

1. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.

- 2. Standard 1.2 History of the Arts and Culture:** All students will understand the role, development and influence of the arts throughout history and across cultures.
- 3. Standard 1.3 Performing:** All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 4. Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

Rubric

1. Expressiveness of theme/idea
2. Originality (does not use trite, overused symbols)
3. Technical use of medium/execution/skill in handling tools and materials
4. Composition (use of design Elements and principles)
5. Visual complexity/details
6. Experimentation with new combinations of materials
7. Transfer of learning to new situations
8. Effort/interest in project

(amount of thought, [planning, time, care)

9. Followed instructions

10. Completed project on time