# Unit 3 - Surface Design

Content Area: **Art**
Course(s):
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Length: **30 days, Grades 10, 11, 12**
Status: **Published**

**CRAFTS I/TEXTILES**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# CRAFTS I, TEXTILES, Grades 10, 11, 12

# UNIT 3 - SURFACE DESIGN

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** CHRISTINE DRISKILL, Visual Arts teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## Unit Overview

1. Discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

2. Learn how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.

3. Welcome students into the global artworld as active participants, engaging with its forms and content as they research, discuss, read, write and create art and interpretations of art.

4. Explore areas such as batik, silk painting, fabric patterns with the development of deep conceptual understandings and skills.

## Enduring Understanding

EU1 Creativity and innovative thinking are essential life skills that can be developed.

EU2 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

EU3 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

EU4 Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate

meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

EU5 Visual imagery influences understand of and responses to the world.

EU6 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

EU7 Batik uses wax as a resist to create barriers between layers of different colored dyes.

EU8 Gutta is used to create borders/barriers between various inks in silk painting.

EU9 Steam is used to set the inks and remove the gutta.

## Essential Questions

EQ1 What conditions, attitudes, and behaviors support creativity and innovative thinking?

EQ2 How do artist work?

EQ3 What role does persistence play?

EQ4 What is an art museum?

EQ5 What is an image?

EQ6 How does engaging in creating art enrich people's lives?

EQ7 How do layers of color and pattern build in a batik print?

EQ8 In silk painting, what is used to create borders between the various inks?

EQ9 What is traditionally used to set the ink on a silk painting?

## Exit Skills

- By the end of Unit 3:

  Creating:

  - Individually or collaboratively formulate new creative problems based on student's existing artwork.
  - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan art works, such as fabrics, dyes and inks.
  - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form such as silk painting and batik.
  - Demonstrate awareness of ethical implications of making and distributing creative work.
  - Redesign an object, system, place, or design in response to contemporary issues.
  - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

Presenting:

- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Responding:

- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

## New Jersey Student Learning Standards (NJSLS-S)

1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student's

| | |
|---|---|
| | existing artwork. |
| 1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| 1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Cr3a | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. |
| 1.5.12acc.Pr4a | Analyze, select and critique personal artwork for a collection or portfolio presentation. |
| 1.5.12acc.Pr5a | Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RST.11-12 | Reading Science and Technical Subjects |
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| LA.WHST.11-12 | Writing History, Science and Technical Subjects |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| SOC.6.1.12.B.2 | Geography, People, and the Environment |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |

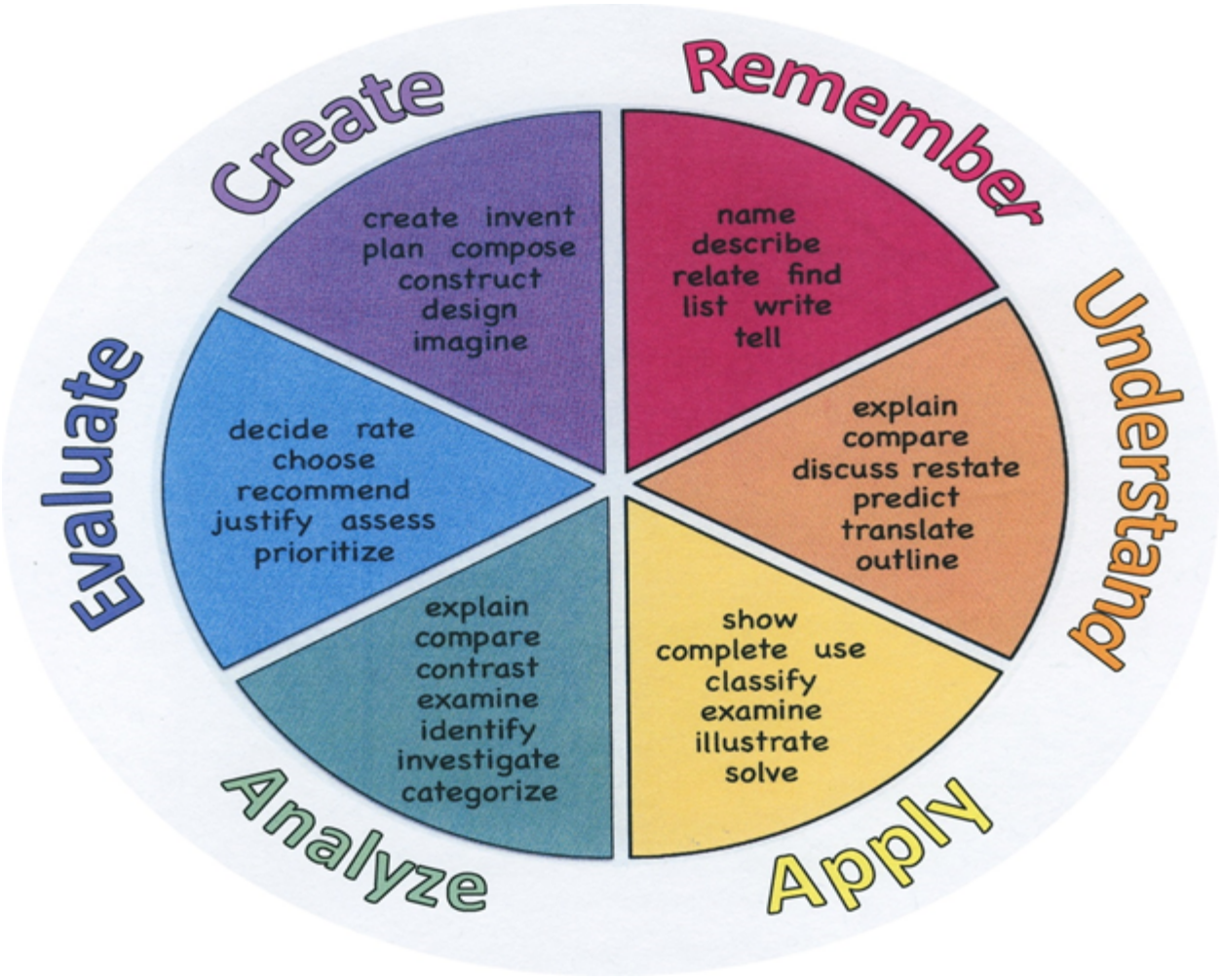
## Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Compare and contrast ancient and contemporary dyed fabrics.
- Integrate a variety of patterns into a batik design.
- Use graph paper to translate designs for silk painting.
- Design and construct original artwork.
- Critique and reflect on both historical and personally created artwork.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

Examples of Suggested Activities:

- Read Scholastic ART magazine - African Textile Designers: Working with Repetition and Variation.
- Create a color chart of ink mixtures for silk painting.
- Practice creating lines using a tjanting pen for a batik wax resist.
- Use Quizlet to review appropriate vocabulary words for the unit.

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence:**

**1.** Sketchbooks/Journals (formative assessment)

**2.** Individual critiques (formative assessment)

**3.** Group critiques (alternative assessment)

**4.** Admit tickets (formative assessment)

**5.** Exit Tickets (formative assessment)

**6.** Study Guides (formative assessment)

**7.** Teacher Daily Observations (formative assessment)

**8.** Summary Questions (summative assessment)

**9.** Cooperative structured learning activities (formative assessment)

**10.** Do-Now Activities (formative assessment)

**11.** Portfolio Review (summative assessment)

**12.** Create a product/solve a design problem (summative assessment)

**13.** Quarterly/Mid-Term/Final Exam (Benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Books: *New Crafts-Silk Painting* by Susie Stokoe

  *Batik and Tie Dye Techniques* by Nancy Belfer

  *Fabric Surface Design* by Cheryl Rezendes

  *The Fine Art of Painting on Silk* by Jan Janas

  *Textile Designs: Two Hundred Years of European and American Patterns* by Susan Meller, Joost Elffers

- Magazines: *American CRAFT* *Surface Design Journal*

  *FiberArts*

## Ancillary Resources

- Hand-outs such as: History of Batik, History of Silk Painting
- PowerPoint/Google Slide presentation of examples/student work
- Historical and contemporary references such as Chinese Silk Painters, Batik artists Sarkasi Said, Sujak Rahman, Choo Keng Kwang
- Internet use for research, image boards such as Pinterest, blog sites, TED Talks, Art 21 artist series, PBS Learning Media artist articles

## Technology Infusion

**Examples could include:**

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Pinterest such as www.pinterest.com/msdriskill/

Classroom and artist blogs

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes and altered reality sites

Quizlet for studying appropriate vocabulary lists

Kahoot

Flipgrid

Jamboard

Art/Design talks using TEDTalks

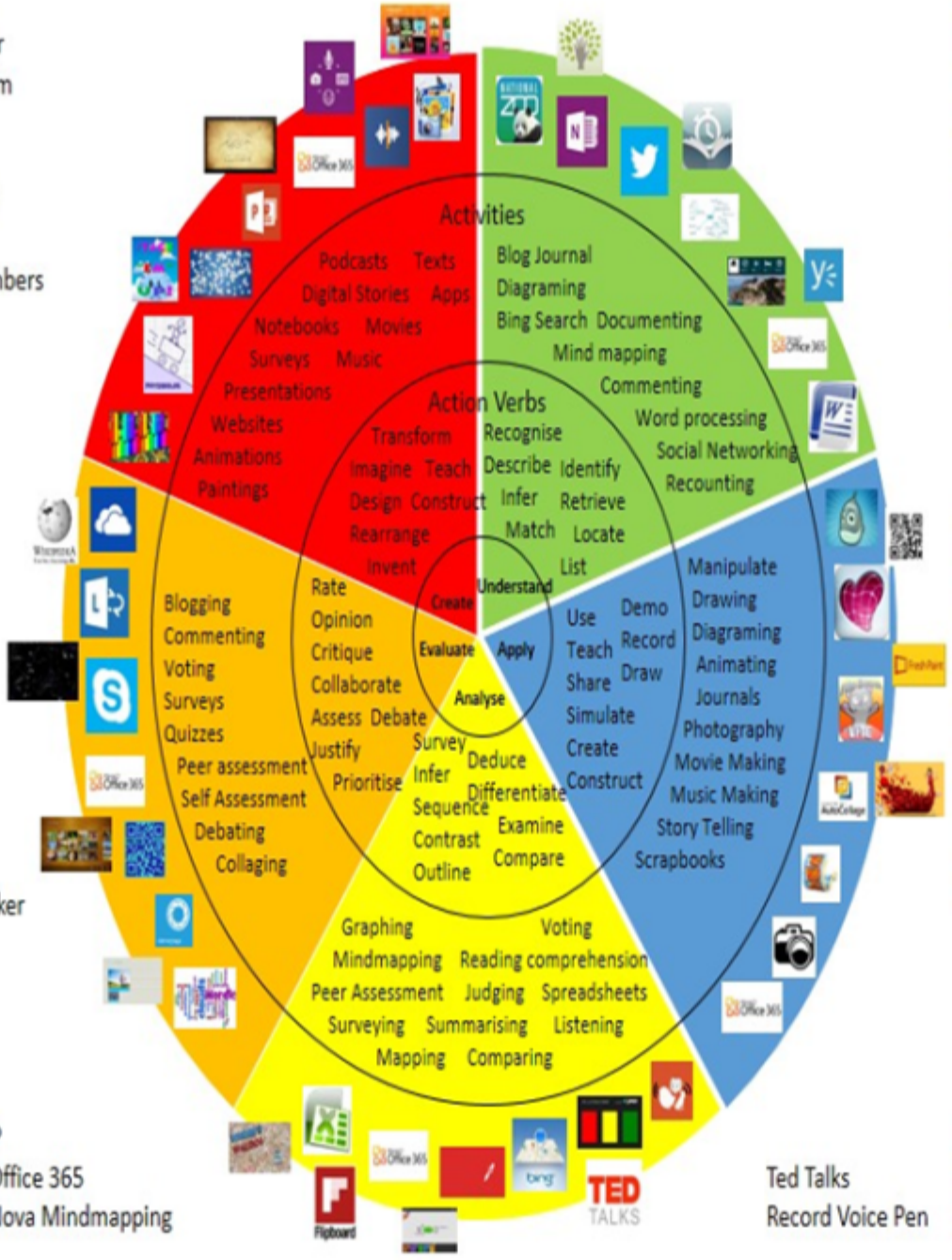
PBS Learning Media

Art 21

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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|---|---|
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| 9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| 9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| 9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| 9.4.12.TL.4 | Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**1.** Students will have the same subject matter but will have different outcomes.
**2.** Progress will be the same but the product will be different.
**3.** Guided instruction, direct instruction, group instruction.
**4.** Assist students with IEP & 504 guidelines.
**5.** Study guides, group and peer instruction, extended time/ test time, oral testing
**6.** Small group instruction
**7.** Small group assignments
**8.** Extra time to complete assignments
**9.** Pairing oral instruction with visuals
**10.** Repeat directions
**11.** Scheduled breaks
**12.** Rephrase written directions
**13.** Alternative formative and summative assessment
**14.** Leveled rubrics
**15.** Project-based learning
**16.** Exploration by interest
**17.** Open-ended activities

**Differentiations:**

- Small group instruction
- Small group assignments

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

**Special Education Learning** adaptations that will be employed in the unit

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery
- Have student repeat directions
- Check work frequently for understanding
- Secure attention before giving instructions
- Extended time on quizzes
- Preferential seating
- Printed Copy of text
- Assistive technology

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation

- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking student's correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring
- extra one-on-one class time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments

- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: