

# Unit 2 - Fibers

Content Area: **Art**  
Course(s):  
Time Period: **Sept-Jan/Feb-June**  
Length: **30 days, Grades 10, 11, 12**  
Status: **Published**

## **CRAFTS I/TEXTILES**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**CRAFTS I/TEXTILES, Grades 10, 11, 12**

**UNIT 2 - FIBERS**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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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 weaving, embroidery, and basketry with the development of deep conceptual understandings and skills.

## **Enduring Understanding**

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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 Areas of the world that are arid and dry have had the most basketry samples. Moisture destroys the fibers.

EU8 Ancient basketry materials such as reeds, stalks and grasses are still used today. In addition, man-made materials such as wire and plastics are also used now.

EU9 The warp is the vertical element in weaving. It is constant. The weft is the horizontal element and changes with the design.

EU10 Designs are copied onto graph paper first. This creates a numbered pattern that corresponds to the warp and weft of the loom.

## Essential Questions

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

EQ2 How do artists 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 What areas of the world have had the most samples of ancient basketry?

EQ8 How are ancient basketry materials used differently than those used today?

EQ9 What is the difference between the warp and the weft in weaving?

EQ10 How do we begin to translate a patterned design for weaving?

## Exit Skills

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By the end of Unit 2:

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 yarns, thread, reed.
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form such as coiling, weaving basketry.
- 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)**

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|                        |   |
|------------------------|---|
| VA.9-12.1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork.   |
| VA.9-12.1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.                            |
| VA.9-12.1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.                                    |
| VA.9-12.1.5.12acc.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. |
| VA.9-12.1.5.12acc.Pr4a | Analyze, select and critique personal artwork for a collection or portfolio presentation.   |
| VA.9-12.1.5.12acc.Pr5a | Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.   |

|                        |   |
|------------------------|---|
| VA.9-12.1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| VA.9-12.1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works.                  |

## Interdisciplinary Connections

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|                 |  |
|-----------------|--|
| 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

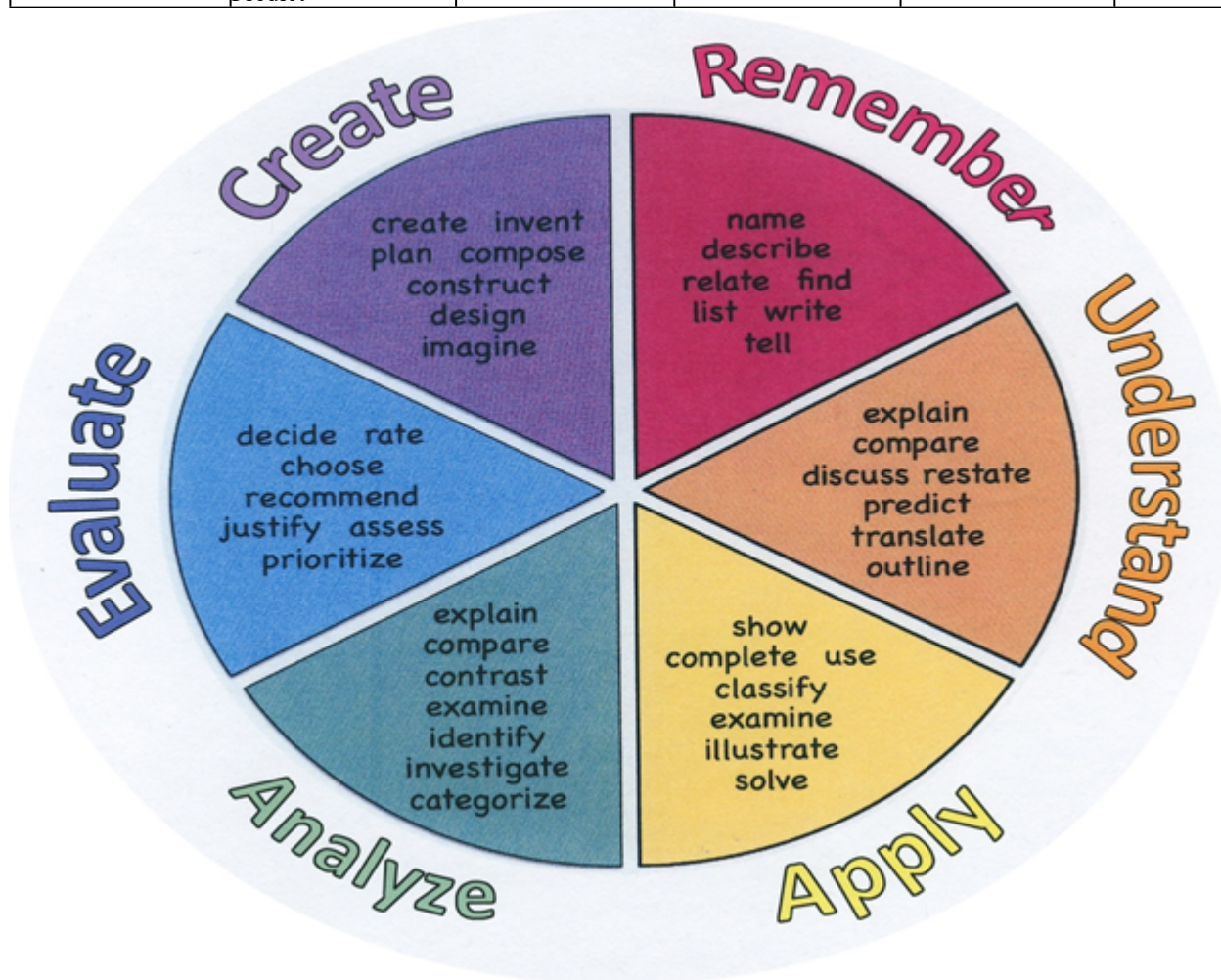
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- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Compare and contrast ancient and contemporary basketry.
- Integrate pattern and texture through the use of various fibers.
- Measure correct yardage for the warp in weaving.
- Use graph paper to translate designs into weaving patterns.
- 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<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Support<br>Test | Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |
|---|---|--|---|-----------------|--|



## Examples of Suggested Activities:

- Read Scholastic ART magazine - African Textile Designers: Working with Repetition and Variation.
- Create a patterned basket using the coiling technique.
- Create an example of various stitches to be used for embroidery.
- Use Quizlet to review appropriate vocabulary words for the unit.

## **Assessment Evidence - Checking for Understanding (CFU)**

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### **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**

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- Books: *Techniques in Basketry* by Virginia Harvey

*Basketry Today with materials from Nature* by Dona Z. Meilach

*Handweaving: The Basics* by Lynn Gray Ross

*Weaving: A Handbook of the Fiber Arts* by Shirley Helm

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

- Magazines: *American CRAFT*

*FiberArts*

## **Ancillary Resources**

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- Hand-outs such as: History of Basketry, History of Weaving
- PowerPoint/Google Slide presentation of examples/student work
- Historical and contemporary references such as basketry of Africa and Papua New Guinea, 15<sup>th</sup> century European weavings/textiles, Japanese textiles
- Internet use for research, image boards such as Pinterest, blog sites, TED Talks, Art 21 artist series, PBS Learning Media artist articles

## **Technology Infusion**

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**Examples could include:**

Online museum/gallery sites: ex.-Museum of Modern Art, [www.moma.org](http://www.moma.org)

Pinterest such as [www.pinterest.com/msdriskill/](http://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

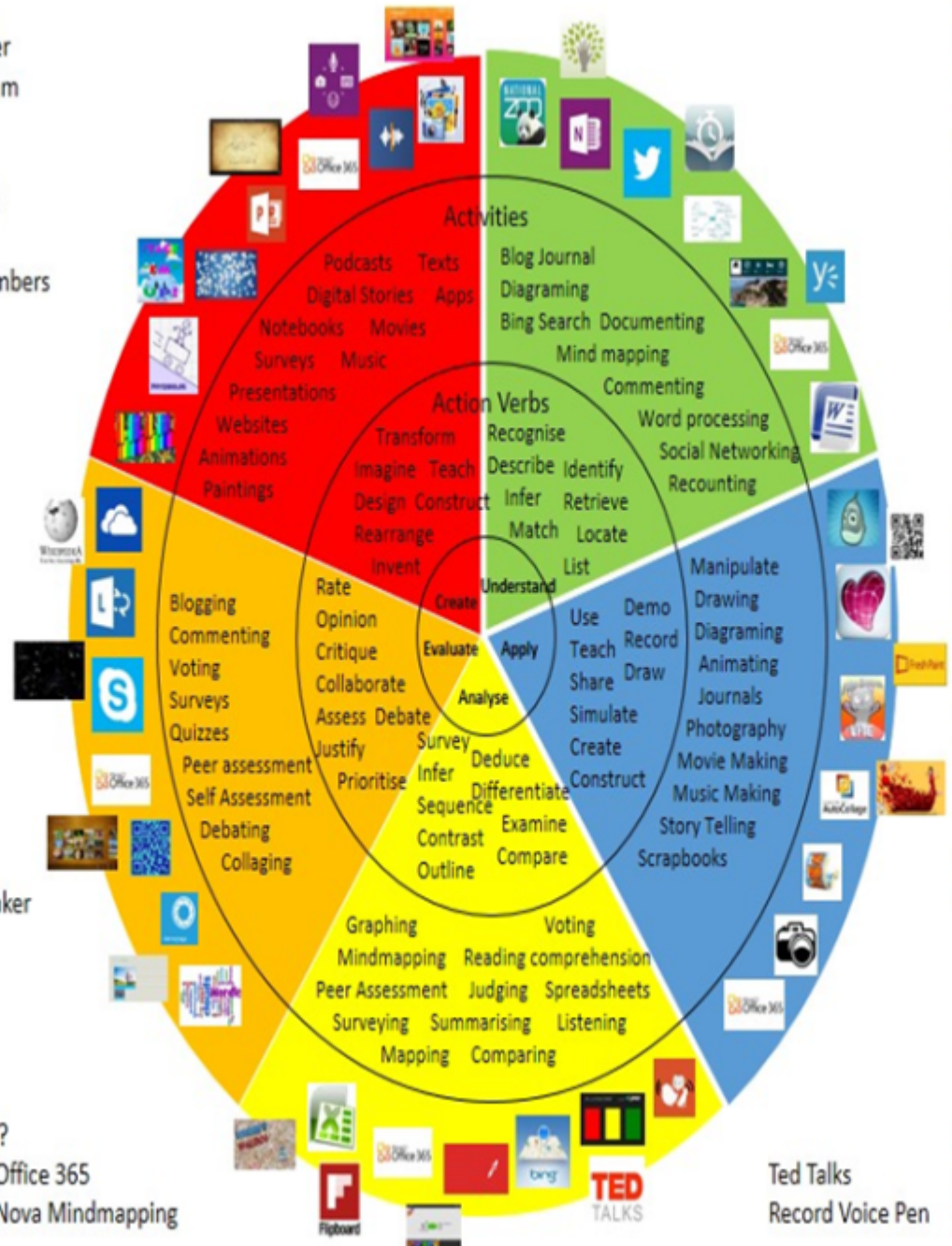
## Win 8.1 Apps/Tools Pedagogy Wheel

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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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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.

|                   |   |
|-------------------|---|
| WRK.9.2.12.CAP.3  | Investigate how continuing education contributes to one's career and personal growth.   |
| WRK.9.2.12.CAP.5  | Assess and modify a personal plan to support current interests and post-secondary plans.  |
| TECH.9.4.12.CI.1  | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).   |
| TECH.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).   |
| TECH.9.4.12.CI.3  | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |
| TECH.9.4.12.CT.2  | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  |
| TECH.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).    |
| TECH.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.).                |
| TECH.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). |
| TECH.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).                    |

## 21st Century Skills/Interdisciplinary Themes

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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**

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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**

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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)

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**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)**

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- 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 clarify
- 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 work presented 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

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- 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 work presented 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)

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- 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

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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: