

UNIT 3 - TEXTILES

Content Area: **Art**
Course(s): **Studio 3D Honors**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

STUDIO 3D HONORS, GRADES 11, 12

UNIT 3 - TEXTILES

Belleville Board of Education

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Unit Overview

Unit 3 - TEXTILES

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, dyeing, basketry 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 Islamic art is based on geometry, nature and writing. It is not about the self.

EU8 Resist creates the basic shapes of the design. It repels dye from traveling where it is not needed.

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.

EU11 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.

Essential Questions

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 How does Islamic art differ from visual art of the western world?

EQ8 What is the importance of resist in silk painting designs?

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?

EQ11 How are ancient basketry materials used differently than those used today?

Exit Skills

By the end of Unit 3:

Creating:

- Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Presenting:

- Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Investigate, compare, and contrast methods for preserving and protecting art.
- Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Responding:

- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Connecting

- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
- Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

New Jersey Student Learning Standards (NJSL)

VA.9-12.1.5.12adv.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr3	Refining and completing products.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of

	social, cultural and/or political experiences.
VA.9-12.1.5.12adv.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

Interdisciplinary Connections

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2	World History: Global Studies
SOC.6.2.6	Contemporary Issues
SCI.HS	Structure and Properties of Matter
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Demonstrate the correlation of math in art.
- List the characteristics of Islamic Art.
- Understand the differences in ancient and contemporary silk painting practices.
- Integrate pattern and texture through the use of various fibers.
- Use graph paper to translate designs into weaving patterns.

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 ScholasticArt magazine - Islamic Art: Working with Pattern
- Create a series of baskets using unconventional materials.
- Investigate the idea that form must follow function.
- Use Quizlet to review appropriate vocabulary words for the unit
- Research the work of - Disabled artists such as Van Gogh

- Research Holocaust artists such as Bill (Wilhelm) Spira
- Research Artists of color such as Jean-Michel Basquiat
- Research LGBTQ artists such as Charles Demuth
- Research Artists from the Asian American culture

Assessment Evidence - Checking for Understanding (CFU)

- * Sketchbooks/Journals - formative assessment
- * Individual critiques- formative assessment
- * Group critiques - alternative assessment
- * Admit tickets - formative assessment
- * Exit Tickets - formative assessment
- * Creating Study Guides - alternative assessment
- * Teacher Daily Observations - formative assessment
- * Summary Questions - alternative assessment
- * Cooperative structured learning activities - alternative assessment
- * Do-Now Activities - formative assessment
- * Portfolio Review - summative assessment

* Teacher Daily Observations - formative assessment

* Create a series of baskets - summative assessment

* Portfolio Review - summative 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: *Silk Painting by Jennie Milne*

Islamic Geometric Patterns by Eric Broug

Islamic Art: Recognizing Geometric Ideas by Janey Levy

Textiles of Central and South America by Angela Thompson

Navajo Ceremonial Baskets by Georgianna Kennedy-Simpson

Indian Textiles by John Gillow

- Magazines: *FiberArts*

American CRAFT

ScholasticArt: African Textile Designers

ScholasticArt: Islamic Art, working with pattern

Ancillary Resources

- Hand-outs such as vocabulary lists, selected readings, technical procedures
- PowerPoint presentation of examples/student work
- Historical and contemporary references such as Islamic Art and Architecture, Ancient Asian silk paintings, African Textiles, South-Western United States textiles, Indian textiles Phil Lack, Susan Wierzba, Julie Jennings, South American basketry
- Internet use for research, image boards such as Pinterest, blog sites

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

Aurasma and other altered realities

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes

Quizlet for studying appropriate vocabulary lists

Kahoot

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.

WRK.9.2.12.CAP	Career Awareness and Planning
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.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
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.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPERS.8).

21st Century Skills/Interdisciplinary Themes

- - Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.
 - Khan Academy
 - Artsonia
 - Google Institute
 - PBS Learning Media
 - Newsela
 - ART 21
 - Artweb
 - Getty Institute
 - Sketchbook Express
- 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

Career paths in the field of art - research artists on ART 21 website

Communication and Collaboration

Information Literacy - Read about Visual Arts current events on Newsela

ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Creativity and Innovation

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

Differentiation

- Students will have the same subject matter but will have different outcomes.
- Progress will be the same but the product will be different.
- Guided instruction, direct instruction, group instruction.
- Assist students with IEP & 504 guidelines.
- Study guides, group and peer instruction, extended time/ test time, oral testing
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Scheduled breaks
- Rephrase written directions
- Alternative formative and summative assessment
- Leveled rubrics
- Project-based learning
- Exploration by interest
- 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)

- additional time for skill mastery
 - preview of content, concepts, and vocabulary
 - behavior management plan
 - have student repeat directions to check for understanding
 - teacher initiated weekly assignment sheet
 - assistive technology
 - check work frequently for understanding
 - secure attention before giving instruction/directions
 - multi-sensory presentation
 - preferential seating
 - Reduced/shortened written assignments
 - printed copy of board work/notes provided
 - peer tutoring
 - testing with counselor
-
- 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 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

- 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 students' 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 relating to Elements of Art/Principles of Design.
-
- 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)

- 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

Unit Name: Textile: Repeated Pattern Batik Design for Home Fabrics

NJSLS: linked below

Interdisciplinary Connection: Math: measuring, proportions, shape/form; ELA: reading informational text, descriptive writing; History: Global/Cultural studies; Science: melting points, chemical resist; 21st century career: career goals, entrepreneur opportunities

Statement of Objective: SWDAT design repeated pattern home fabrics by sketching/brainstorming designs, experimenting with batik techniques to create patterns, writing a descriptive analysis and participating in class discussions and critiques.

Anticipatory Set/Do Now: What safety aspects do we need to emphasize when using hot wax and permanent dyes? What are your goals for the week? How will you know you accomplished them?

Learning Activity: Discuss home fabrics such as pillows, drapery, table clothes... Demonstrate creating patterns by layering various dyes using hot wax resist techniques. Students will sketch out possible designs, research batik artists and experiment creating patterns on cloth. Revision of work after class discussions and critiques. They will present their completed pieces to the class and for display.

Student Assessment/CFU's: Class Participation/Discussion, Group Work, Teacher Observation, test/quiz, Project rubrics, critiques.

Materials: batik wax and electric skillets, tjanting pens, various colors of permanent dye, cloth, manilla paper and sketchbooks, pencils, scissors, examples

21st Century Themes and Skills: Business, Financial, Economic & Entrepreneurial Literacy, Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Life and Career Skills

Differentiation/Modifications: Added time to complete assignments, Independent research and projects, Modified expectations for task completion, Pairing oral instructions with visuals, Project-based learning, Reinforcing on-task behaviors and skill acquisition.

Integration of Technology: Google Classroom, Smart TV, online access for image references, Pinterest boards, links to museum and gallery sites, ipads for sketching

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VA.9-12.1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.

VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
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VA.9-12.1.5.12adv.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.