

# Unit 5: Crafts

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **1 Week**  
Status: **Published**

## **Brief Summary of Unit 5: Crafts**

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In alignment with the NJSLV-VPA, students will discover and learn about a variety of Mediums, Materials, and Techniques. Throughout this unit, students will explore and discover different craft mediums and techniques.

## **Essential Questions**

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- Why should we study crafts?
- How does the artist's knowledge, understanding and skill in using different craft mediums and techniques affect the resulting artwork?
- How does knowledge and understanding of famous artists and artworks affect the artwork that is created?
- How does knowledge, understanding and skill of creating with craft mediums and techniques affect the artwork that is created?

## **Essential Understandings**

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- Various tools create different results
- Exploring and discovering various ways to create with craft mediums will improve artistic growth and produce a higher quality of artwork
- Introduction of how artists and artworks use craft techniques will expand students knowledge to various times in history, cultures, and art eras

## **Students Will Know/ Students Will be Skilled At**

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- Knowing the different types and characteristics of craft mediums and techniques
- Identifying types of craft mediums and techniques used in artworks; such as basketry, textiles, weaving, jewelry, paper-crafts, mosaics, yarn/fabric crafts, repousse, etc.

- Explaining the creative process behind choosing appropriate craft mediums or techniques
- Proper use and care of craft mediums and tools

## **Learning Plan**

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- Preview essential questions and objects, connecting to learning throughout the unit
- Introduce Craft Mediums: yarn, metal, paper, mosaic tiles, fabric, beads, glue, etc.
- Introduce Craft Techniques: basketry, textiles, weaving, jewelry, paper-crafts, mosaics, yarn/fabric crafts, repousse, etc.
- Practice creating with various printing mediums and techniques
- Discover artists; such as William Morris, Faith Ringgold, etc using craft techniques from various art eras
- Introduce and create artwork specifically focusing on craft mediums and techniques
- Reflect on use of craft mediums and techniques in their artwork and others
- Perform formative and summative assessments
- Showcase artwork throughout the school and in district buildings

## **Evidence/Performance Tasks**

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Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- Experimenting with a wide range of types of craft mediums and techniques
- Creating a resource with examples of craft mediums and techniques
- Recording and comprehending important art terminologies and techniques associated to current and past units
- Participating in the art making process while applying design criterias and requirements
- Participating in formal and informal assessments

- Answering essential questions and meeting project objectives and deadlines

## Materials

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Paper, glue, tape, scissors, yarn, metal sheets, found objects, mosaic tiles, grout, beads, wicker, wire, fabrics, paint, dye, plier, paper pulp, glass, sharpies, cardboard etc.

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.W.3.7. Conduct short research projects that build knowledge about a topic.

CRP.K-12.CRP6: Demonstrate creativity and innovation.

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

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| VA.6-8.1.5.8.Cn  | Connecting                            |
| VA.6-8.1.5.8.Cr  | Creating                              |
| VA.6-8.1.5.8.Pr  | Presenting                            |
| VA.6-8.1.5.8.Re  | Responding                            |
| VA.6-8.1.5.8.Cr1 | Generating and conceptualizing ideas. |
| VA.6-8.1.5.8.Cr2 | Organizing and developing ideas.      |

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| VA.6-8.1.5.8.Cr3   | Refining and completing products.   |
| VA.6-8.1.5.8.Pr4   | Selecting, analyzing and interpreting work.   |
| VA.6-8.1.5.8.Pr5   | Developing and refining techniques and models or steps needed to create products.   |
| VA.6-8.1.5.8.Pr6   | Conveying meaning through art.  |
| VA.6-8.1.5.8.Re7   | Perceiving and analyzing products.  |
| VA.6-8.1.5.8.Re8   | Interpreting intent and meaning.  |
| VA.6-8.1.5.8.Re9   | Applying criteria to evaluate products.   |
| VA.6-8.1.5.8.Cn10  | Synthesizing and relating knowledge and personal experiences to create products.  |
| VA.6-8.1.5.8.Cn11  | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  |
| VA.6-8.1.5.8.Cr1a  | Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.  |
| VA.6-8.1.5.8.Cr1b  | Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.   |
| VA.6-8.1.5.8.Cr2a  | Demonstrate persistence and willingness to experiment and take risks during the artistic process.   |
| VA.6-8.1.5.8.Cr2b  | Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.  |
| VA.6-8.1.5.8.Cr2c  | Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.  |
| VA.6-8.1.5.8.Cr3a  | Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.   |
| VA.6-8.1.5.8.Pr4a  | Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.  |
| VA.6-8.1.5.8.Pr5a  | Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.  |
| VA.6-8.1.5.8.Pr6a  | Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.   |
| VA.6-8.1.5.8.Re7a  | Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.  |
| VA.6-8.1.5.8.Re7b  | Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.   |
| VA.6-8.1.5.8.Re8a  | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| VA.6-8.1.5.8.Re9a  | Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.  |
| VA.6-8.1.5.8.Cn10a | Generate ideas to make art individually or collaboratively to positively reflect a group's identity.  |
| VA.6-8.1.5.8.Cn11a | Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.  |
| VA.6-8.1.5.8.Cn11b | Analyze and contrast how art forms are used to reflect global issues, including climate change.   |
| WRK.K-12.P.4       | Demonstrate creativity and innovation.  |

TECH.9.4.8.CI

Creativity and Innovation

TECH.9.4.8.CT

Critical Thinking and Problem-solving

Explore

Share

Select

Interpret

Investigate

Analyze

Reflect, Refine, Continue

Analyze

Relate

Perceive

Synthesize

### **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[Fine Arts Accommodations & Modifications](#)