

# Unit 3: Surface Decoration

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **20 Days**  
Status: **Published**

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Cr3	Refining and completing products.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.

VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

## **Summary**

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The students will explore the concept and techniques related to surface design as an art form. They will develop an understanding of the cultural significance and technical aspects of surface design techniques. The skills and understandings will be applied to the creation of their own works of art.

## **Essential Questions**

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What is surface design?

What significance does surface decoration play in the history of varying cultures?

How does the understanding of surface design processes and techniques develop ones' individual sense of aesthetics?

Students will understand that surface design plays a major role in the visual arts. It can be used to embellish or enhance an artwork, or, it can stand alone as a work of art.

Students will understand that surface design has played a significant role in the history of varying cultures as well as contemporary society.

Students will understand that the decision making processes required to create surface designs will develop ones' individual sense of aesthetics.

## **Students will know/Students will be skilled at**

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Students will know the elements and principles of design.

Students will be skilled at the processes and techniques for creating surface design art, including batik, tie dye, repousse, weaving.

Students will know the unique properties of the various media used to create surface designs.

Students will know the key terms associated with the selected processes, techniques, and media.

Students will know that the choice of medium relates to the overall concept the artist is trying to express. It also relates to form, function, and visual impact.

Students will know that knowledge of surface design can be useful in many design careers, e.g., jewelry, fashion, architecture, and home furnishings.

Students will be skilled at creating a surface design on the chosen material, including but not limited to batik, weaving, and repousse.

## **Learning Plan**

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Preview the essential questions and connect to learning throughout the unit.

Introduction to the elements and principles of design. Visual aids will be used to reinforce content.

Student experimental explorations of the elements and principles of design within the area of surface design.

Group discussion of the elements and principles of design based on completed experimental artwork.

The choice of surface design process/es to be explored will be determined by the teacher. The following is an example of the sequence of learning experiences that would be used for the Batik, Repousse, Weaving processes:

Cooperative learning groups examine sample batiks, repousse, weavings to determine the criteria for a successful design.

Teacher will have large and small group demonstration of batik, repousse, weaving processes.

Students will brainstorm ideas and create thumbnail sketches for batik, repousse, weaving processes.

Teacher and student will critique thumbnail sketches to select strongest design that best suits the medium.

Student will transfer design to cloth and begin batik process, working to completion of the design.

Individualized critique throughout the waxing and dying process.

Students examine a variety of finishing techniques for batik design through samples, books and Internet sources to determine the most suitable finish for their particular artwork.

Students research the steps involved in the finishing technique they plan to utilize. Finishing is completed.

Students complete process test and rubric.

## **Evidence/Performance Tasks**

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Answer the essential questions.

Complete a variety of assignments that explore the elements and principles of design.

Create individualized artworks that utilize specific surface design processes and techniques (as defined by the instructor).

Correctly and consistently utilize the specific vocabulary associated with the processes, techniques, and media they are working with.

Participate in individual and group critique based on elements and principles of design.

Complete the rubrics for the individual projects.

Take process tests.

## **Materials**

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Various reproductions, Scholastic Arts Magazines, various teaching brochures, various media, various teacher made examples, past student work, teacher made handouts, videos, internet.

Cotton muslin fabric, fiber reactive dyes, large assortment of yarns, 36 gauge rolls of copper, embroidery floss, paraffin and beeswax, etc.

Suggested Strategies for Modification

<https://docs.google.com/spreadsheets/d/1y3bWVeZ25izNPE9TcLU5KrMCsxGTgqhb5VqdmLpE34Q/edit#gid=996132401>