Unit 3: Surface Decoration

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

Summary

This course provides the opportunity for creative experience in crafts. As a discipline-based foundation for the succeeding selection of advanced crafts courses, instruction and activities are centered upon introductory experiences in hand built pottery, metal design and sculpture, surface design, and fibers. The materials, processes and products are basic to art and correlate with aspects of the study of art, applied technology, and family and consumer science. A student's interest in producing craft items and his/her desire to understand the cultural value of the arts are the most important considerations in electing this course.

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.

Revision Date: July 2024 - Samantha Berk.

Standards

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

1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
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.
1.5.12prof.Cr3	Refining and completing products.
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.
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.

1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Conveying meaning through art.
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.
1.5.12prof.Re7	Perceiving and analyzing products.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
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.
1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Essential Questions/Enduring Understandings

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.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Students will know/Students will be skilled at

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

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 demonstrations 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 the strongest design that best suits the medium.

Students 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

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

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 of Modifications

https://docs.google.com/spreadsheets/d/1whirPHhSur-WY5EGTzfLHayWczAu0O9Svu-0ggxyXFY/edit#gid=1426178898