

# Unit 1: Fiber Arts

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 9 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Fiber Arts Summary

Unit 1, Fiber Arts, introduces artists to three main creative processes of weaving, crocheting, and embroidery. Artists will learn the basic skills and tools of these fiber crafts. Artists will learn to set up a weaving board and consider weaving's role throughout history from Renaissance looms to current macrame trends. Artists will learn the basic concept of crocheting and use a working vocabulary of various stitches and pattern terms. Artists will be able to successfully navigate reading patterns and other learning diagrams. Additionally, artists will learn the basic stitches of embroidery and needle crafts. After learning the beginner techniques to each of these crafts, artists will have the opportunity to relate one fully rendered project in their choice of fiber art. The main materials used in this unit will be yarn, fabric, embroidery hoops and floss, and crochet hooks.

## Learning Objectives

- Compare and contrast embroidery stitches
- Consider color theory and incorporate texture into a work of fiber art
- Continue literacy in pattern reading
- Create and update a working definition and understanding of embroidery
- Define embroidery terms
- Discuss the familial importance of fiber arts through fabric, quilts, clothing, and other linens and their transcendence through history
- Discuss the historical and cultural significance of needle arts like crocheting and knitting
- Discuss the importance of texture in fiber arts
- Establish a working definition and practice of needle art terms and needle art tools
- Establish timelines for textile arts throughout history
- Identify and establish a working definition of "fiber arts"
- Identify embroidery tools
- Identify the cultural significance of fiber arts across communities and time periods
- Incorporate fiber arts terms into art vocabulary

## Essential Skills

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- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Principles of Design.
- Artists will be able to discuss the roles of artists, artisans, and crafters in local communities.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to establish and maintain a working definition of crafts, marketability, and profitability.
- Artists will be able to establish working definitions of the terms sustainable, upcycle, and recycle.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to practice proficiency in reading various types of patterns.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to properly care for, use, and clean acrylic paint supplies.
- Artists will be able to safely use and store art materials.

## Standards

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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.9-12.1.5.12adv.Cr1b	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.
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.9-12.1.5.12adv.Cr2b	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.
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.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

## Instructional Tasks/Activities

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Completed full fiber arts project
- Embroidery terms and definitions (notes)
- Embroidery written reflection (journal entry)
- Fiber Arts vocabulary definitions exercises (notes)
- Full project proposal
- Mini macrame hoop project
- Mini macrame hoop sketches
- Sampler embroidery hoop project
- Weaving board diagram (notes)
- Weaving board setup
- Weaving textiles history (notes)
- Woven textile Etsy research mini assignment
- Woven textile project
- Written reflection on textiles (journal entry)

## **Assessment Procedure**

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- Art Show presentation
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- In class project
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests

- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to track project goals and complete written critiques
- Use Google Image Searches to gather ideas and concepts

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the

collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## Environment

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Honors Modifications

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## Resources

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- 50 Artists You Should Know
- 50 Things to Draw
- Art of Nineteenth Century Europe
- Crochet Encyclopedia
- Dick Blick
- Drawing on the Right Side of the Brain
- Graffiti School
- Guerilla Art
- Hand Guide to Embroidery Stitches
- How to Make Books
- Japanese Stencil Design
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- Needle Crafts Domain
- PowerPoints
- The Big Book of Art
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The Sketch Daily

- Visual Reference Guide: Mythology
- Visual Reference Guide: World History
- World Art reference guide

## **Unit Vocabulary**

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- Balance
- Color theory
- Comb
- Crocheting
- Design
- Embroidery
- Embroidery floss
- Embroidery hoop
- Fabrics
- Fiber arts
- Hook
- Knitting
- Loom
- Needle arts
- Needle crafts
- Pattern
- Principles of Design
- Rhythm
- Stitches
- Tapestry
- Textiles
- Texture
- Transfer paper
- Weaving
- Weaving board

## **Artistic Materials**

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Yarn, looms, crochet hooks, crochet needles, colored pencils, paper, sketchbooks, embroidery hoops, fabric, embroidery needles, embroidery floss, scissors

- Colored pencils

- Crochet hooks
- Crochet needles
- Embroidery floss
- Embroidery hoops
- Embroidery needles
- Fabric
- Looms
- Paper
- Scissors
- Sketchbooks
- Yarn

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine and applied arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.