

**Course Title: Studio Art I-IV**

**Topic/Concept: Basketweaving**

**Time Allotment: 1-4 weeks**

**Unit Sequence: 1**

1. Shape and form
2. Mastery of Medium
3. Three dimensional composition
4. Engineering and construction
5. Construction
6. Craftsmanship
7. Design
8. Fine Motor Skills
9. Hand Eye Coordination

1. Students will be able to build a basket with raffia and coiling core.
2. Students will be able to follow instructions in tying and wrapping for tight construction.
3. Students will be able to implement tools to create repetition and pattern within basket.

**PA Standards/Anchors:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- Model wrapping and tying techniques to build a basket.
- Incorporate pattern and design with using hand eye coordination. Construct a basket without any loose areas between each row of coiling core when tying properly.
- Incorporate craftsmanship with attention to functionality of project.

**Instructional Strategies:**

Critical Thinking  
Lecture and Demonstration  
Group Discussion  
One-on-One Instruction  
Practice  
Modeling  
Step by Step Instruction

Questioning  
Differentiated Learning

- 9 week grade: Craftsmanship
- Implementation of needle and raffia wrapping and tying
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Basket is repetitious and pattern is included
- Following instruction/steps in basketweaving
- Attention to detail

**Course Title:** Studio Art I-IV

**Topic/Concept:** Chip Carving

**Time Allotment:** 4-8 weeks

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. Geometric Design
2. Composition
3. Grid and Measurement
4. Mastery of Medium
5. Craftmanship
6. Use of Tool
7. Fine Motor Skills
8. Hand Eye Coordination

1. Students will be able to construct a geometric three dimensional design on a two dimensional wood surface using chip carving techniques.
2. Students will be able to follow instructions and use fine motor skills in cutting with an Xacto knife to create a geometric three dimensional design.
3. Students will be able to implement tools to create repetition and pattern within chip carving.
4. Students will be able to use a grid system to make design of chip carving.

**PA Standards/Anchors:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- Incorporation of measurement, craftsmanship, and interesting composition in geometric design.
- Develop chip carving project with proper tool use and understanding of chip carving techniques.
- Model chip carving techniques to complete project requirements.

**Instructional Strategies:**

Critical Thinking	Questioning
Lecture and Demonstration	Differentiated Learning
Group Discussion	Problem Solving Strategies
One-on-One Instruction	Individualized Instruction
Practice	
Modeling	
Step by Step Instruction	

- 9 week grade: Craftmanship
- Implementation of Xacto knife in chip carving and geometric design
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Chip carving is repetitious and pattern is included
- Following instruction/steps in chip carving

**Course Title:** Studio Art I-IV

**Topic/Concept:** Clay

**Time Allotment:** 8-12 weeks

**Unit Sequence:** 2

1. Hand building technique
2. Shape and form
3. Three dimensional composition of vase
4. Engineering and construction
5. Coloration and theme
6. Craftsmanship and function

**Expected Skills to be demonstrated:**

1. Students will be able to construct pottery pieces with a theme of color
2. Students will be able to understand how to use different handbuilding techniques
3. Students will be able to implement ceramics to create a functional object
4. Students will be able to use glazes properly.

- Model a variety of different hand building techniques such as coiling, pinch pot, slab construction, and wheel throwing in order to create pottery.
- Construct pottery incorporating functionality or non functionality.
- Implement the application of glazes or color appropriately while considering color theory.
- Create in the round with consideration of design in three dimensions.

**PA Standards/Anchors:**

**Eligible Content:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- 9 week grade: Craftsmanship
- Implementation of a variety of handbuilding techniques creating a clay piece.
- Time management and respect for materials/tools
- Final Product

Critical Thinking  
Lecture and Demonstration  
Group Discussion  
One-on-One Instruction  
Practice  
Modeling  
Step by Step Instruction

Questioning  
Differentiated Learning  
Problem Solving Strategies  
Individualized Instruction

Composition  
Glaze or color application  
Clay is even all on sides or asymmetrical.  
Following instruction/steps in clay such as wedging, scoring, slip.  
Completion of requirements for clay including balanced design, shape, color, and form.  
Attention to detail  
Completion of requirements for clay project.

**Course Title:** Studio Art I-IV

**Topic/Concept:** Metal Embossing

**Time Allotment:** 12-14 weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Interesting Design
2. Composition
3. Grid and Measurement
4. Mastery of Medium
5. Craftmanship
6. Use of Tool
7. Repousse

1. Student will be able to create a high relief image on a piece of metal.
2. Students will be able to follow instructions and use fine motor skills i
3. Students will be able to implement tools to create metal embossing.
4. Students will be able to use repousse methods to make a three dime

- Incorporate areas of high and low relief sculptural effects to the image of the metal embossing.
- Use of modeling tools to push and pull metal.
- Incorporate craftmanship with attention to techniques of metal embossing.
- Construct an image that is three dimensional and recognizable with depth on a piece of flat metal.

**PA Standards/Anchors:**

- 9.1.12.A,B,C,D,E,G,H
- 9.3.12.B,D,F
- 9.4.12.A,B,C,D

E

- |                           |                            |
|---------------------------|----------------------------|
| Critical Thinking         | Questioning                |
| Lecture and Demonstration | Differentiated Learning    |
| Group Discussion          | Problem Solving Strategies |
| One-on-One Instruction    | Individualized Instruction |
| Practice                  |                            |
| Modeling                  |                            |
| Step by Step Instruction  |                            |

- 9 week grade: Craftmanship
- Implementation of modeling tools to push and pull metal without breaking through it.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Metal embossing is three dimensional with areas that are high relief and low relief
- Following instruction/steps in metal embossing

**Course Title:** Studio Art I-IV

**Topic/Concept:** Jewelry Making

**Time Allotment:** 14-17 weeks

**Unit Sequence:** 5

1. Complex Design
2. Composition
3. Measurement
4. Mastery of Medium
5. Craftmanship
6. Use of tool
7. Identify metal
8. Fine motor skills and Hand eye coordination

1. Students will be able to use a jeweler's saw to create a piece of jewelry.
2. Students will be able to recognize different types of metal and their characteristics.
3. Students will be able to understand the requirements for hand cut
4. Students will be able to construct a piece of metal into jewelry.

- Model steps of cutting a variety of metal with a jeweler's saw, jewelry blades, and beeswax.
- Construct jewelry that edges are properly filed and sanded there is no identification of cuts into the metal with the saw or any stray markings on all sides.
- Incorporate craftmanship with attention to details and functionality of project.

**PA Standards/Anchors:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- 9 week grade: Craftmanship
- Implementation of jeweler's saw to cut out design.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Metal work includes filing, sanding, and use of jeweler's saw.
- Following instruction/steps in metal working.
- Attention to detail

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Critical Thinking  
Lecture and Demonstration  
Group Discussion  
One-on-One Instruction  
Practice  
Modeling  
Step by Step Instruction

Questioning  
Differentiated Learning  
Problem Solving Strategies  
Individualized Instruction

**Course Title:** Studio Art I-IV

**Topic/Concept:** Batik

**Time Allotment:** 17-20 weeks

**Unit Sequence:** 6

**Major Concepts to be learned:**

1. Design
2. Composition
3. Balance
4. Mastery of Medium
5. Craftmanship
6. Use of tool
7. Fine motor skills and Hand eye coordination

1. Students will be able to create a batik with hot beeswax and djan
2. Students will be able to develop a tapestry or balanced design/im
3. Students will be able to use dyes and wax creating a wax resist or

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- Implement hot wax, djanting needles, dyes, and iron to create an image on fabric.
- Use a variety of line with the djanting needles and thickness of wax.
- Create a balanced image with consideration of color theory when using dyes inbetween the wax linework.
- Incorporate craftmanship with attention to techniques used in batiking

**Instructional Strategies:**

Critical Thinking	Questioning
Lecture and Demonstration	Differentiated Learning
Group Discussion	Problem Solving Strategies
One-on-One Instruction	Individualized Instruction
Practice	
Modeling	
Step by Step Instruction	

- 9 week grade: Craftmanship
- Implementation of beeswax, dyes, and djanting needle.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Following instruction/steps in batiking.
- Attention to detail

**Course Title:** Studio Art I-IV

**Topic/Concept:** Wood Burning

**Time Allotment:** 20-23 weeks

**Unit Sequence:** 7

1. Design
2. Composition
3. Balance
4. Mastery of Medium
5. Craftmanship
6. Use of tool
7. Fine motor skills and Hand eye coordination

**Expected Skills to be demonstrated:**

1. Students will be able to create a wood burning with different soldering gun tips and techniques.
2. Students will be able to develop a design, pattern, or image by burning the image into a piece of wood.
3. Students will be able to implement a variety of tools to make a wood burning project.

**PA Standards/Anchors:**

- 9.1.12.A,B,C,D,E,G,H
- 9.3.12.B,D,F
- 9.4.12.A,B,C,D

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- Implement soldering gun and different tips and techniques to burn into the wood surface.
- Use a variety of line with many tips of the soldering gun to burn thick or thin lines or to push deeper into the surface of the wood for depth.
- Create a balanced image, design, or pattern.
- Incorporate craftmanship with attention to techniques used in wood burning.

- Critical Thinking
- Lecture and Demonstration
- Group Discussion
- One-on-One Instruction
- Practice
- Modeling
- Step by Step Instruction

- Questioning
- Differentiated Learning
- Problem Solving Strategies
- Individualized Instruction

- 9 week grade: Craftmanship
- Implementation soldering gun and variety of tips to create differnet burn marks/textures.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Following instruction/steps in woodburning.
- Attention to detail

**Course Title: Studio Art I-IV**

**Topic/Concept: Shibori**

**Time Allotment: 23-22 weeks**

**Unit Sequence: 8**

**Major Concepts to be learned:**

1. Design
2. Composition
3. Tying and Wrapping Methods
4. Balance
5. Mastery of Medium
6. Craftmanship
7. Use of tool
8. Fine motor skills and Hand eye coordination

**Expected Skills to be demonstrated:**

1. Students will be able to create shibori clothing or tapestry with indigo dye and wrapping/tying techniques.
2. Students will be able to develop a tapestry or balanced design/image with pattern and repetition.
3. Students will be able to use a dye bath to create shibori out of fabric.

**PA Standards/Anchors:**

- 9.1.12.A,B,C,D,E,G,H
- 9.3.12.B,D,F
- 9.4.12.A,B,C,D

- Implement indigo dye bath and wrapping with string/objects, tying with rubber bands/string, and folding techniques to create a pattern or design on fabric
- Use of a variety of pattern with the folding, wrapping, and tying methods.
- Create a balanced pattern on the shibori fabric.
- Incorporate craftmanship with attention to techniques used in shibori.

**Instructional Strategies:**

- Critical Thinking
  - Lecture and Demonstration
  - Group Discussion
  - One-on-One Instruction
  - Practice
  - Modeling
  - Step by Step Instruction
- Questioning
  - Differentiated Learning

- 9 week grade: Craftmanship
- Implementation of tying and wrapping methods to create patterns in shibori.
- Time management and respect for materials/tools
- Final Product
- Composition
- Pattern and repetition
- Following instruction/steps in shibori.

**Course Title:** Studio Art I-IV

**Topic/Concept:** Copper Wire Soldering

**Time Allotment:** 22-26 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. Complex Design
2. Composition
3. Measurement
4. Mastery of Medium
5. Craftmanship
6. Use of tools
7. Soldering
8. Fine motor skills and Hand eye coordination

1. Students will be able to develop a continuous line of an intricate design/image with copper wire soldering.
2. Students will be able to create a three dimensional image with sold
3. Students will be able to understand soldering and copper wire bend

**PA Standards/Anchors:**

- 9.1.12.A,B,C,D,E,G,H
- 9.3.12.B,D,F
- 9.4.12.A,B,C,D

**Instructional Strategies:**

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|---------------------------|----------------------------|
| Critical Thinking         | Questioning                |
| Lecture and Demonstration | Differentiated Learning    |
| Group Discussion          | Problem Solving Strategies |
| One-on-One Instruction    | Individualized Instruction |
| Practice                  |                            |
| Modeling                  |                            |
| Step by Step Instruction  |                            |

- Implement solder, flux, pins, and different gauges of copper wire to make a three dimensional wire image.
- Use soldering methods and copper wire bending to make a three dimensional wire image.
- Develop a plan for construction of three dimensional copper wire image.
- Create a recognizable image in the copper wire soldering project.

- 9 week grade: Craftmanship
- Implementation of tools to solder copper wire together creating an image.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Copper wire image is three dimensional with recognizable features.
- Following instruction/steps in copper wire soldering and bending.
- Attention to detail

**Course Title:** Studio Art I-IV

**Topic/Concept:** Tissue and Reed

**Time Allotment:** 26-29 weeks

**Unit Sequence:** 10

1. Three dimensional/geometric design
2. Composition
3. Balance
4. Mastery of Medium
5. Craftmanship
6. Use of tool
7. Fine motor skills and Hand eye coordination

1. Students will be able to build a three dimensional tissue and reed project with reed and tissue paper.
2. Students will be able to follow instructions in gluing shaped reed and applying tissue paper ontop of reed for construction.
3. Students will be able to implement tools to create repetition and pattern within tissue and reed project.

**PA Standards/Anchors:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- Implement hot glue gun, wet reed, pins, tissue paper, and thinned glue to make a three dimensional tissue and reed project.
- Use pins to pin wet reed into shapes to make a three dimensional tissue and reed project.
- Develop a plan for construction of three dimensional tissue and reed project.

Critical Thinking	Questioning
Lecture and Demonstration	Differentiated Learning
Group Discussion	Problem Solving Strategies
One-on-One Instruction	Individualized Instruction
Practice	
Modeling	
Step by Step Instruction	

- 9 week grade: Craftmanship
- Implementation of tools to make tissue and reed project
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Following instruction/steps in copper wire soldering and bending.
- Attention to detail

**Course Title: Studio Art I-IV**

**Topic/Concept: Stained Glass**

**Time Allotment: 29-32 weeks**

**Unit Sequence: 11**

1. Geometric design
2. Composition
3. Balance
4. Construction
5. Mastery of Medium
6. Craftmanship
7. Use of tool
8. Fine motor skills and Hand eye coordination
9. Measurement and grid system

1. Students will be able to create a stained glass pane or box.
2. Students will be able to develop a plan using measurement and design of the cut glass pieces.
3. Students will be able to use the tools and techniques in the stained glass medium to adhere pieces of glass together.
4. Students will be able to apply color theory to their stained glass box or pane.

**PA Standards/Anchors:**

- 9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

- Implement solder, flux, pins, copper wrapping, soldering gun, and glass cutters to make a stained glass pane or box.
- Use soldering methods and glass cutter to make a three dimensional stained glass pane or box.
- Develop a plan for construction of three dimensional stained glass pane or box
- Create a pattern and geometric design that fits perfectly together in a stained glass pane or box.

Critical Thinking	Questioning
Lecture and Demonstration	Differentiated Learning
Group Discussion	Problem Solving Strategies
One-on-One Instruction	Individualized Instruction
Practice	
Modeling	
Step by Step Instruction	

- 9 week grade: Craftmanship
- Implementation of tools to create stained glass project.
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Pattern and design
- Following instruction/steps in stained glass project
- Attention to detail

**Course Title:** Studio Art I-IV

**Topic/Concept:** Weaving

**Time Allotment:** 32-33 weeks

**Unit Sequence:** 12

1. Design
2. Composition
3. Color
4. Balance
5. Pattern
6. Mastery of Medium
7. Craftmanship
8. Use of tool
9. Fine motor skills and Hand eye coordination

1. Students will be able to build a weaving with yarn and needles.
2. Students will be able to follow instructions in weaving techniques for tight construction.
3. Students will be able to implement tools to create repetition

- Model weaving techniques to build a rug, scarf, or woven tapestry.
- Incorporate pattern and design with using hand eye coordination.
- Construct a weaving without any loose areas between each row of warp and weft when weaving properly.
- Incorporate craftmanship with attention to functionality of project.
- Understand color theory and apply it to weaving project.

**PA Standards/Anchors:**

9.1.12.A,B,C,D,E,G,H  
9.3.12.B,D,F  
9.4.12.A,B,C,D

**Instructional Strategies:**

Critical Thinking	Questioning
Lecture and Demonstration	Differentiated Learning
Group Discussion	Problem Solving Strategies
One-on-One Instruction	Individualized Instruction
Practice	
Modeling	
Step by Step Instruction	

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- 9 week grade: Craftmanship
- Implementation of yarn, needles, and weaving techniques
- Time management and respect for materials/tools
- Final Product
- Composition
- Construction
- Weaving is repetitious and pattern is included
- Following instruction/steps in weaving
- Attention to detail

**Course Title:** Studio Art I-IV

**Topic/Concept:** Independent Project

**Time Allotment:** 33-36 weeks

**Unit Sequence:** 13

**Major Concepts to be learned:**

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|---|
| <ol style="list-style-type: none"><li>1. Design</li><li>2. Composition</li><li>3. Balance</li><li>4. Mastery of Medium</li><li>5. Craftmanship</li><li>6. Use of tool</li><li>7. Fine motor skills and Hand eye coordination</li></ol>  |
| <ol style="list-style-type: none"><li>5. Students will be able to construct studio project with a theme of color, shape, and design.</li><li>6. Students will be able to understand how to use different media to create a variety of projects.</li><li>7. Students will be able to implement tools to create a functional or non functional studio projects.</li><li>8. Students will be able to use color or design within each studio project.</li></ol> |

**PA Standards/Anchors:**

- |   |
|---|
| <p>9.1.12.A,B,C,D,E,G,H<br/>9.3.12.B,D,F<br/>9.4.12.A,B,C,D</p> |
|---|

- |  |
|--|
| <ul style="list-style-type: none"><li>• Model a variety of different techniques for each media.</li><li>• Construct studio project incorporating functionality or non functionality.</li><li>• Implement the application of color with considering color theory or pattern/design.</li><li>• Create in the round with consideration of design in three dimensions.</li></ul> |
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**Instructional Strategies:**

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|---|--|
| <p>Critical Thinking<br/>Lecture and Demonstration<br/>Group Discussion<br/>One-on-One Instruction<br/>Practice</p> | <p>Questioning<br/>Differentiated Learning<br/>Problem Solving Strategies<br/>Individualized Instruction</p> |
|---|--|

- |   |
|---|
| <ul style="list-style-type: none"><li>• 9 week grade: Craftmanship</li><li>• Implementation of tools, media, and techniques</li><li>• Time management and respect for materials/tools</li><li>• Final Product</li><li>• Composition</li><li>• Construction</li><li>• Studio project includes repetition and pattern</li><li>• Following instruction/steps in studio project</li><li>• Attention to detail</li></ul> |
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