

**CRAFTS  
GRADES 10-12**

**THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618**

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **Preface**

### **Crafts Introduction**

Creative crafts encompass a wide range of craft projects. Students explore the design possibilities of various materials.

Products are often utilitarian, although they may be purely decorative. Emphasis is on creativity, originality, design quality, craftsmanship and mastery of techniques and materials.

Higher order thinking skills, such as analysis, problem solving and evaluation, will be emphasized throughout the course.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

##### **Technology Integration**

##### **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 create and communicate knowledge.

##### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

##### **ELA Integration**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

Companion Standards - History, Social Studies, Science and Technical Subjects (9-10)

Companion Standards - History, Social Studies, Science and Technical Subjects (11-12)

## **Unit 1: Introduction to Crafts and Safety (3 Days)**

### **Why Is This Unit Important?**

Students become aware of the dangers of each art tool and practice the correct way to use each tool. They learn why it's important to respect art tools and why cleaning up and keeping tools organized are important.

### **Enduring Understandings:**

- Safety should be a constant focus in the art room.
- The good habits you develop will carry forward to future artistic endeavors.
- Wash hands properly after working with materials.
- Putting good art classroom health and safety practices into effect will reduce the number of accidents and injuries.
- The sink area must be kept clean and any water spills cleaned up immediately to avoid slipping on the floor.
- Report any physical or mechanical problems with tools.

### **Essential Questions:**

- What can happen if dangerous tools are used incorrectly?
- Why is it important to exercise safety when working with cutting utensils?
- Why is it important to review art room safety rules?
- How do you plan to demonstrate the safe and responsible use of tools and materials?

### **Acquired Knowledge:**

- Use Xacto knife, glue gun, hammer, vices, saws, glue, plaster, in the correct way.
- Knowledge of first aid will help you provide treatment to someone involved in a minor accident in the art room.
- Develop an appreciation for the differences between handcrafted and industrially-produced objects.

### **Acquired Skills:**

- Allow adequate distance when working with sharp instruments.
- Explain in detail emergency procedures, such as room evacuation and practice at intervals.
- Demonstrate and continuously model the safe use of tools and equipment.
- Build proficiency in crafts skills through repeated experiences and practice with materials, tools, techniques, processes and technology.
- Incorporate the Elements and Principles of Art in their work.

## **Assessments:**

### Formative Assessments:

- Check for understanding
- Teacher questions and prompts
- Practice Quiz – Art room Safety Rules
- Performance tasks (planning, in-progress, final assignments)
- Self and peer assessments
- Safety test

### Summative Assessments:

- Safety quizzes/tests
- Final exam

### Benchmark Assessment:

- Evaluation of use of the elements and principle such as:
  - Japanese Lanterns: box knife and exacto blade safety- proper use, storage, and care
  - Clay Coiled Pots: ceramic tool safety, awareness of glaze compounds and their level of toxicity (food safe?)
  - Mayan/African Masks: Safe use of hot glue guns

### Alternative Assessments:

- Student modeling of safe, care, and storage of tools and materials
- Feedback verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.
- Have students explain emergency evacuation procedures.

## **Instructional Resources:**

### Core:

- Art Room Safety Guide
- Teacher demonstration on how to properly handle and use tools

### Supplemental:

- Paper
- Pencils
- Sketch pads
- Arts & Crafts supplies

**2020 NJSLS:**

- 1.5.12prof.Cr2a
- 1.5.12prof.Cr2b
- 1.5.12prof.Cr2c
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr2b
- 1.5.12acc.Cr2c

## **Unit 2: Native American Studies (20 Days)**

### **Why Is This Unit Important?**

Art has been used as a form of expression in the Native American way of life for hundreds, even thousands, of years. Most art was created as a symbol, such as a bear, walrus, eagle or people. The materials to make this artwork varied from rocks, feathers, cloth, clay and fabric. Native Americans enjoyed creating art as homage to their animal friends.

Totem poles were probably the most elaborate form of Native American art. These huge, tall wooden sculptures represented generations of family members. Each 'face' in the totem pole was a different representation, ranging from animal faces to people faces and wings would often be protruding from the totem pole as well. This has long been a symbol of Native American heritage and a truly important part of their culture of art.

### **Enduring Understandings:**

- Native Americans invented and perfected valuable functional art.
- Native Americans were treated unjustly by European settlers.
- There are and were many different tribes that had different strengths and weaknesses.
- The Navajo tribe is very well known for their hand-woven blankets.
- Basket weaving was a very popular form of art work.

### **Essential Questions:**

- How were the Native American people different from the European settlers?
- Why was Native American art so important to their culture?
- How do you plan to know that visual arts have a history, purpose and function in all cultures?
- How do you plan to identify specific works of art as belonging to particular cultures, times and places?

### **Acquired Knowledge:**

- How various cultures express everyday life and traditions through crafts with a focus on regions studied in Social Studies.
- Compare and contrast various art projects through different tribes.
- Compare and contrast ancient Native American cultures verses contemporary American culture.
- Articulate an understanding of various craft processes and communicate knowledge to others.



## Acquired Skills:

- Develop knowledge and create clay coil vases, mandala weavings, beading and jewelry.
- Demonstrate and use the elements of art and principles of design in crafts.
- Analyze how viewers respond to crafts.
- Recognize that crafts are created through personal, social, historical and cultural perspectives.
- Identify the materials to make Native American artwork.
- Identify things about Native American art work that you can see and name with certainty.
- Demonstrate craftsmanship in all steps of the project.

## Assessments:

### Formative Assessments:

- Check for understanding
- Teacher questions and prompts
- Group discussion and written reflection
- Student questions/comments

### Summative Assessment:

- Quizzes and tests on history of Native American culture
- Final exam

### Benchmark Assessment:

- Assessment of Projects:
  - Evaluation of use of the elements and principle such as:
    - Beading Projects: Color and Pattern
    - Clay Coiled Pots: Form and Volume
    - Dream Catchers: Line, Composition (space), and Shape

### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
  - Feedback verbal and written critique gained from public display of artworks and participation in student art exhibition and competition.

## **Instructional Resources:**

### **Core:**

- Model Artwork
  - Display of outstanding Native American art projects

### **Supplemental:**

- Paper
- Pencils
- Sketch pads
- Arts & Crafts supplies
- Video: We Still Remain-Wounded Knee Stand in the 1970s

## **2020 NJSLs:**

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

## Unit 3: Asian Studies (15 Days)

### Why Is This Unit Important?

Asian traditions are mostly very colorful. The climate of Southeast Asia is hot and humid and only stone and metal sculptures have survived. It is believed that there was a rich tradition of woodcarving, considering the skills needed for the intricate and delicate work that was created. Sculptures and reliefs showed events of Buddha's life and scenes from Hindu legends and mythology. However, the artists showed the dance, music and customs of the court and social life.

### Enduring Understandings:

- How the items of subject matter and art elements have been organized or interrelated to work.
- Understand the individual creativity that was a part of Asian culture and heritage.
- Understand how collage techniques are created.
- Understand how to use various materials to create watercolor paintings.

### Essential Questions:

- How do you plan to focus exploration on the unique properties and creation of texture in artwork?
- How do you plan to refine techniques and processes for working with watercolor paint?
- How do artists decide when and how to apply specific materials?
- How does art impact the world and the world impact art?
- How do you plan to evaluate and select materials, techniques and processes to facilitate creation of value in art?

### Acquired Knowledge:

- Knowledge of how color creates emotion and sets a mood
- Knowledge of how color functions
- Knowledge of water color techniques
- Knowledge of applying media, techniques and processes

### Acquired Skills:

- Demonstrate the use of texture and pattern
- Develop strategies for imagining and implementing color
- Create artwork that shows control of the use of color as the expressive element in creating a piece of art
- Recognize that crafts are created and understood through personal, social, historical and cultural filters
- Recall and follow the method demonstrated for completing a choice project

## **Assessments:**

### Formative Assessments:

- Check for understanding
- Teacher questions/prompts
- Performance tasks (planning, in-progress, final assignments)
- Critiques (group discussion, written reflection, in-progress)
- Self and peer assessments

### Summative Assessments:

- Quizzes and tests on history of Asian culture
- Final exam

### Benchmark Assessment:

- Student Projects
  - Assess technical skill level:
    - Asian Screen: Application of watercolor techniques
    - Japanese Lanterns: Precision of measured and cut balsa wood

### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
  - Feedback verbal and written critique gained from public display of artworks and participation in student art exhibition and competition.

## **Instructional Resources:**

### Core:

- Model Artwork
- Asian visual samples
- Color theory handouts

### Supplemental:

- Watercolor paints
- Brushes
- Pencils/paper
- Balsa wood
- Fabric
- Construction/tissue paper

**2020 NJSLs:**

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

## Unit 4: Central American Studies (12 Days)

### Why Is This Unit Important?

Ancient people began farming and raising animals thousands of years ago in Central America. Then the Olmec culture developed in the area of Mexico along the lower Gulf Coast. The Olmecs carved great portrait sculptures of their leaders with broadly-curved features and simple forms. The portraits, some over 10 feet tall, were placed in public buildings.

The Mayans built great city-states in eastern Mexico and Honduras. They developed a writing system used on monumental buildings to record the great deeds of their rulers who directed trade, politics, war, religion and the production of art for rituals and recording the rulers' glorious achievements.

### Enduring Understandings:

- Art history and cultural studies focus on regions
- The visual arts can be related to historical and cultural traditions
- Ancient people were skilled artists, painters, potters and sculptors
- Understand why crafts are an important part of our culture and heritage
- The culture and traditions of Native Americans have been a source of support and healing in contemporary society

### Essential Questions:

- How is Central American art current to our culture today?
- What spiritual meaning do these art forms have?
- How can we describe our reactions to these art forms?
- How may crafts develop a marketable skill?
- Why is it important to know the difference between custom and mass produced products?
- What exactly is Central American culture?

### Acquired Knowledge:

- Knowledge of Central American cultures (Olmec, Teotihuacan, Mixtecas, Aztec, Nazca and Paracas)
- How art reflects the time period, culture, geography and status of a region's inhabitants
- How visual art terminology allows us to communicate our personal response to artwork

**Acquired Skills:**

- Use and apply appropriate art vocabulary
- Articulate personal responses to the sensory and expressive qualities in crafts
- Recognize that crafts involve the skillful making of decorative or practical objects by hand, often in a traditional manner
- Apply observation, critical thinking and problem solving skills to create crafts that communicate ideas or emotions
- Identify different materials used in foil embossing

**Assessments:**

## Formative Assessments:

- Check for understanding
- Teacher questions/prompts
- Performance tasks (planning, in-progress, final assignments)
- Critiques (group discussion, written reflection, in-progress)
- Self and peer assessments

## Summative Assessments:

- Quizzes and tests on history of Central American culture
- Final exam

## Benchmark Assessment:

- Student Projects
  - Assess technical skill level:
    - Basket Weaving: Precision of pattern repetition and weaving technique
    - Sand Art Design- Creative use of symbolism

## Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
  - Feedback verbal and written critique gained from public display of artworks and participation in student art exhibition and competition.

## **Instructional Resources**

### **Core:**

- Model Artwork
  - Mayan mask designs, African mask examples, samples from other students:

### **Supplemental:**

- Paper/pencils
- Glue
- Wood reed
- Pattern and symbol references
- Sand

### **2020 NJSL:**

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b



## **Unit 5: African Studies (15 Days)**

### **Why Is This Unit Important?**

Students become aware of the influence and importance of African culture and customs and the importance of their art and how it influences American culture.

### **Enduring Understandings:**

- Students will understand some of the ways masks are used in the following cultures:
  - Bamana
  - Baule
  - Bwa
  - Kuba
  - Senufo
- Students will understand some of the ways masks are used in our own American culture
- Understand the relationship among materials, techniques and subject matter
- How various cultures affect artistic content
- How political and social events can and do inspire and directly affect the creative process

### **Essential Questions:**

- How are these art forms current to our culture today?

### **Acquired Knowledge:**

- Compare and contrast cultures
- Knowledge of foil tooling and embossing
- Knowledge of sun-sensitive fabric dyeing

### **Acquired Skills:**

- Embossing techniques
- Stencil cutting
- Sewing on a machine
- Sewing by hand
- Create artwork that demonstrates understanding of materials, processes, tools and techniques

## **Assessments:**

### Formative Assessments:

- Check for understanding
- Teacher questions/prompts
- Performance tasks (planning, in-progress, final assignments)
- Critiques (group discussion, written reflection, in-progress)
- Self and peer assessments

### Summative Assessments:

- Quizzes and tests on history of African culture
- Research Simulation Task (RST)
- Final exam

### Benchmark Assessment:

- Student Projects
  - Assess technical skill level
    - Mask making: Use of metal foiling technique (repousse)
    - Textile Design: Batik (wax resist) process

### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
  - Feedback verbal and written critique gained from public display of artworks and participation in student art exhibition and competition

## **Instructional Resources:**

### Core:

- Model Artwork

### Supplemental:

- African mask video, African artifact visuals
- Sample craft work from other students
- Handouts on mask making and visual examples

**2020 NJSLS:**

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

## **Unit 6: Folk and Contemporary American Crafts Studies (10 Days)**

### **Why Is This Unit Important?**

Students become aware of the influence and importance of other cultures, both contemporary and ancient, learn how we are influenced by them, and are globally very connected.

### **Enduring Understandings:**

- Students will understand that the Elements and Principles of Art are an integral part of the creative process
- Students will understand various bead and metal working/making processes
- Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products
- Students will understand that created beads must be transformed into a specific item

### **Essential Questions:**

- Why are beads such an important facet in jewelry making?
- How do specific materials affect structure and form?
- What techniques are suited for specific materials?
- How are the Elements and Principles of Art important to construct and finish a piece of bead work?

### **Acquired Knowledge:**

- Compare and contrast cultures

### **Acquired Skills:**

- Learn the proper use of tools and processes necessary to create a project
- Classify different beads
- Select different types of material to use in beading

### **Assessments:**

#### Formative Assessment:

- Check for understanding
- Teacher questions/prompts
- Performance tasks (planning, in-progress, final assignments)
- Critiques (group discussion, written reflection, in-progress)
- Self and peer assessments

**Summative Assessment:**

- Quizzes and tests on history of Contemporary American and /or American Folk Art
- Unit Test: American fashion trends and craft techniques
- Final exam

**Benchmark Assessment:**

- Student Projects
- Assess technical skill level:
  - Bead making: Use of metal bead in jewelry design and production
  - Folk Art: Evaluation of metal tooling and piercing techniques

**Alternative Assessment:**

- Modify project requirements and rubrics to accommodate specific identified learners.
  - Feedback verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

**Instructional Resources:**

**Core:**

- Model Artwork
  - Folk art examples
  - Contemporary art examples

**Supplemental:**

- Assorted beads
- Beading wire, thread and cord
- Sketching paper
- Pencils
- Jewelry clasps/connectors
- Metal tooling sheets
- Burnishing and piercing tools

**2020 NJSLS:**

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
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- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

## **21<sup>st</sup> Century Skills & Career Readiness Practices**

### **CRP6. Demonstrate creativity and innovation.**

For example, in Unit 6, students will create an original piece of jewelry that synthesizes technical skill, knowledge, and cultural significance acquired throughout the semester. Students will create a design that may be abstract, representational or a combination of both. Students will focus on creating their design with awareness of the elements and principles of art.

### **CRP7. Employ valid and reliable research strategies.**

For example, in Unit 5 students will complete a RST (Research Simulation Task) that investigates African Art and its influence on 20<sup>th</sup> century European and American art and artists. Students will examine and analyze various texts and visual resources to understand and explore African art and its influence on more contemporary art styles and genres. Students will also use graphic organizers to compare and contrast. Student will employ Google docs to collaborate and craft an essay.

### **9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.**

For example, in Unit 4, students will study crafts as a monetary resource and its contribution to Central American tourism and economy. Teacher and students will discuss possible careers in the art industry and investigate the freelance industry as compared to salaried positions.

### **9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.**

For example, in Unit 6 (Folk and Contemporary American Crafts), students will be given current information on possible art careers, salaries, cost of living, required education and expenses. These art careers could come a crafts field, such as commercial pottery, jewelry making, and textile design and production.

**9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.**

For example, in Unit 2, students will learn about Native American culture and artifacts. The crafted works are significant in the Native American culture in that they are used symbolically to convey the people's spiritual beliefs and are often used ceremonially.

**9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.**

For example, in unit 3 students will discover the use of symbolism used in the Asian art and crafts. Colors are used symbolically to express an idea or mood. For example, cool colors express calm and serenity, while warm colors express energy and passion.

**Technology Integration**

Standard + Example

**8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review**

For example: Throughout the course students will document their work and produce a digital portfolio of created crafts. These portfolios will be combined to create an online craft "store", where students can display and sell their crafts. Additional crafted pieces can be used to fundraise for a museum trip or other art related activity.



### **Interdisciplinary Connection**

Research Simulation Task

**NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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**NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

These standards are met through the completion of a Research Simulated Task. Students close read and analyze content from multiple source (articles, websites, databases, documentaries etc) and collect evidence. For example students may be asked to compare different artist and art periods, compare the same subject matter that has been illustrated by different artists or to give their opinion on why art is relative and what art does. Ultimately, students complete an essay with supporting evidence from the research.

### **Culturally Responsive Art Practices and Resources: *Amistad, Holocaust, LGBTQ/Disabilities and DEI***

Three-part pedagogical framework:

- Artworks can make cultural connections and tell stories
- Highlight artists and artwork from various cultures
- Student cultures can become the focal point of the art classroom by asking them questions

Unit 2

[Ursula Johnson](#) - weaving/fiber arts - the popularity of selling weaving baskets and beadwork at craft shows/concerts etc

[Tyra Shackelford](#) - wearable weavings

Unit 3

[Wen Zhengming](#), [Wang Tiande](#) - difference between Asian scroll art from 14th century (Wen) to 19th-20th century (Wang)

Unit 4

[Alan Pelaez Lopez](#)- Jewelry using found objects- how artists can use everyday objects around them for art

The Jewish Museum: [The Holocaust](#)

Julie Mehretu: [An Abstract Artist Absorbing Multiple Identities](#)

Unit 5

[Ciara LeRoy](#)- artist brings in pop culture to her fiber arts

Hale Woodruff's [Amistad Mutiny Murals](#)

Unit 6

[Alma Woodsey Thomas](#) - Influence in collages and paper crafts in the artworld