

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Fine Art Department Fiber Art

Course Description: This course introduces the students to a variety of crafting techniques in the medium of fiber. Students learn the basics of fiber techniques, such as weaving, felting, batik, sewing, textile techniques, papermaking, and surface manipulation and embellishment to create both decorative and utilitarian pieces. Students will have the opportunity to combine other mediums with these pieces as desired to create their own original designs.

Initial Creation Date (if applicable) and Revision Dates: 9/2025

Wallenpaupack Area School District Curriculum	
COURSE: Fiber Art	GRADE/S: 9-12
UNIT 1: Needle work	TIMEFRAME: ~ 10 classes

<p>PA COMMON CORE/NATIONAL STANDARDS: 9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media</p>
<p>UNIT OBJECTIVES (SWBATS): Students will practice sewing and needlework techniques. Students will be able to apply the techniques learned in a final needlework project.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Activities could include:</p> <ul style="list-style-type: none"> • Practicing basic stitching techniques and various stitches. • Learning to sew by hand and/or sewing machine. • Attaching fabric together. • Decorative stitching, embroidery and/or cross stitch. <p>Skills worked on include:</p> <ul style="list-style-type: none"> • Threading a needle. • Machine and hand sewing. • Techniques include embroidery, cross stitching, finishing, knotting.
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Project grades 75- 100 points Class work, practice with new material 10 – 20 points Sketchbook 10 points (per assignment) Tests 50 – 100 points</p> <p>The following criteria are assessed for each of the projects:</p> <p>Daily Work - Class work: Project work done during class time Technique - Mastery of the skills that are covered in each unit, varies by unit Craftsmanship - Neatly crafted and completed Creativity - Original use of an idea, theme, concept or unique use of materials or principles</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Demonstration Small group Practice activities Accommodations outlined in students’ IEPs</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): Sewing and craft books YouTube</p>
<p>KEY VOCABULARY: Tools (needle thread, sewing machine, threading tool, scissors, aida cloth, fabric) Techniques (needle point, embroidery, stitches, knotting)</p>

Wallenpaupack Area School District Curriculum	
COURSE: Fiber Art	GRADE/S: 9-12+
UNIT 2: Felting	TIMEFRAME: ~ 5 classes

PA COMMON CORE/NATIONAL STANDARDS:
 9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):
 Students will explore needle felting techniques.
 Students will be able to apply techniques to a final felted artwork.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Activities could include:

- Needle felting on to flat wool felt creating picture.
- Practicing felting techniques, 2d and 3d.
- Needle felting a 3d sculpture.

Skills worked on include:

- Designing in 3d
- Felting, layering detail
- Understanding 2d and 3d space

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Project grades 75- 100 points
 Class work, practice with new material 10 – 20 points
 Sketchbook 10 points (per assignment)
 Tests 50 – 100 points

The following criteria are assessed for each of the projects:

- Daily Work - Class work: Project work done during class time
- Technique - Mastery of the skills that are covered in each unit, varies by unit
- Craftsmanship - Neatly crafted and completed
- Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Demonstration
 Small group
 Practice activities
 Accommodations outlined in students’ IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.)
 Student samples
 YouTube

KEY VOCABULARY:
 Felting (synthetic felt, wool, core wool, sculpture, relief, in the round)
 Tools (felting needles, foam, scissors)

Sculpture (3d, 2d, in the round, relief)

Wallenpaupack Area School District Curriculum

COURSE: Fiber Art

GRADE/S: 9-12+

UNIT 3: Weaving/Yarn Arts

TIMEFRAME: ~ 10 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

UNIT OBJECTIVES (SWBATS):

Students will explore weaving techniques, methods and materials.
Students will be able to apply techniques and create a final woven artwork.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Activities could include:

- Using yarn and cardboard: loom or yarn painting
- Practice with knots, crochet, knitting, looms (adjusted to group and/or individual abilities)
- Design a piece created out of yarn to be final project

Skills worked on include:

- Designing with yarn
- Creating a woven piece
- The concept of over/under and repetition

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points
Class work, practice with new material 10 – 20 points
Sketchbook 10 points (per assignment)
Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time
Technique - Mastery of the skills that are covered in each unit, varies by unit
Craftsmanship - Neatly crafted and completed
Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration
Small group
Practice activities
Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Student samples
YouTube

KEY VOCABULARY:

Tools (loom, crochet hook, knitting needles,)
Techniques (loom weaving, macramé, knitting, crocheting)

Wallenpaupack Area School District Curriculum

COURSE: Fiber Art

GRADE/S: 9-12+

UNIT 4: Paper making

TIMEFRAME: ~10 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • color • form/shape • line • space • texture • value

UNIT OBJECTIVES (SWBATS):

Students will explore using material to make recycled paper.

Students will be able to apply techniques and create a set handmade papers.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Activities could include:

- Recycling old paper and turning it into pulp
- Using traditional papermaking tools to create sheets of paper
- Dying or adding other materials (ie glitter, flowers, seeds) to paper
- Creating a set of handmade paper

Skills worked on include:

- Recycling
- History of papermaking

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project grades 75- 100 points

Class work, practice with new material 10 – 20 points

Sketchbook 10 points (per assignment)

Tests 50 – 100 points

The following criteria are assessed for each of the projects

Daily Work - Class work: Project work done during class time

Technique - Mastery of the skills that are covered in each unit, varies by unit

Craftsmanship - Neatly crafted and completed

Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Demonstration

Small group

Practice activities

Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Student samples

YouTube

KEY VOCABULARY:

Papermaking (deckled edge, tooth, dye, Blind Contour, Gesture, Realism)

Tools (frame, deckle, screen, vat, pulp, squeegee, press)

Techniques (blending, color mixing and dying)

Wallenpaupack Area School District Curriculum	
COURSE: Fiber Art	GRADE/S: 9-12
UNIT 5: Batik	TIMEFRAME: ~10 classes

PA COMMON CORE/NATIONAL STANDARDS:
 9.1.12B Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

UNIT OBJECTIVES (SWBATS):
 Students will practice masking fabrics with wax, then dyeing the fabric.
 Students will be able to apply the techniques learned in a final batik painting.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Activities could include:

- Practicing basic drawing and design techniques on fabric.
- Learning to use a tjanting tool to wax a piece of fabric.
- Mixing colors and creating dye
- Painting in the fabric with dyes to create a pattern or picture.

Skills worked on include:

- Designing a pattern or picture.
- Mixing dye to get color variations.
- Techniques include painting waxing and framing.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Project grades 75- 100 points
 Class work, practice with new material 10 – 20 points
 Sketchbook 10 points (per assignment)
 Tests 50 – 100 points

The following criteria are assessed for each of the projects:

Daily Work - Class work: Project work done during class time
 Technique - Mastery of the skills that are covered in each unit, varies by unit
 Craftsmanship - Neatly crafted and completed
 Creativity - Original use of an idea, theme, concept or unique use of materials or principles

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Demonstration
 Small group
 Practice activities
 Accommodations outlined in students’ IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Student samples
 YouTube

KEY VOCABULARY:
 Tools (muslin, cotton, tjanting tool, wax, alcohol lamp, brushes, dye)
 Techniques (waxing, dyeing/painting)