| Wall Township Public Schools | Board Approval Date: Summer 2024 |
|---|---|

**Course Title:** Fiber Arts

**Course Description:** In this hands-on course, students will gain an understanding of the historical relevance of fibers and learn various fiber art techniques while creating decorative and functional works of art. Traditional and experimental materials will be used to explore such techniques as book binding, embroidery, felting, batik, fabric dyeing, weaving, and macrame. Emphasis will be placed on creative design, craftsmanship, and skillful and imaginative use of materials.

## New Jersey Student Learning Standards

**New Jersey Student Learning Standards for Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

**Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

**Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

| Course Sequence & Pacing | |
|---|---|
| **Unit Title** | **Estimated Number of Instructional Periods** |
| Unit 1: Bookbinding | 5 |

| | |
|---|---|
| Unit 2: Embroidered Painting | 12 |
| Unit 3: Needle Felting | 15 |
| Unit 4: Batik | 8 |
| Unit 5: Fabric Dyeing & Quilting | 8 |
| Unit 6: Weaving | 10 |
| Unit 7: Macrame | 9 |
| Unit 8: Bracelet Knotting | 3 |

# Unit 1

## Desired Results

**Unit 1 Title:** Bookbinding

**Unit Summary:** Students will gain a basic understanding of bookbinding and create a sketchbook that will be used throughout the course using the coptic stitch technique.

## Learning Standards

**NJSLS:**

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

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.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

### Interdisciplinary Connections

| |
|---|
| **Career Readiness, Life Literacies, & Key Skills** *(CLKS)*: |
| 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas |
| **Computer Science & Design Thinking (***CS & DT***):** |
| **Interdisciplinary Connections:** |
| L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. |

## Learning Targets

**Unit Essential Questions:**

- What impact did the invention of bookbinding have?
- What are the benefits of the coptic stitch bookbinding technique?
- How will you use the available materials to create a sketchbook?
- How will you achieve fine craftsmanship in your coptic bound sketchbook?
- What are the benefits of keeping a sketchbook as an artist?

**Unit Enduring Understandings:**

- Bookbinding is the process and art of fastening loose pages together inside of a cover to create a book.
- Coptic stitch bookbinding allows a book to lie completely flat when open, making it an ideal technique to use for sketchbooks.
- Like all skills, coptic stitch bookbinding must be practiced in order to achieve fine craftsmanship.
- Sketchbooks are used for developing ideas, practicing skills, and tracking one's personal progression as an artist.

**Vocabulary:** Book Binding, Coptic Stitch, Folio, Signature, Awl, Binder's Needle, Linen, Thread, Overhand Knot, Craftsmanship, Elements of Art, Principles of Design

**Students will be able to:**

- Explain the origins and benefits of coptic stitch bookbinding
- Create a sketchbook that will be used throughout the course of study using the coptic stitch bookbinding technique

- Apply the elements and principles of art as they decorate their sketchbook covers to communicate a particular aesthetic
- Choose appropriate materials, including paper, chipboard, awls, rulers, binder's needles, and waxed linen thread to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Instructor demonstrations on how to use an awl to perforate paper, how to thread a needle, how to tie an overhand knot, and how to bind a book using the coptic bookbinding technique
- Students will practice using an awl to perforate paper, threading a needle, tying overhand knots, and binding a book using the coptic bookbinding technique
- Students will use mixed media to decorate their sketchbook covers to communicate an aesthetic of their choice
- Students will self-assess their completed sketchbooks using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work

- Provide students with an optional guide for marking signatures and covers
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Give students the option of adding additional signatures to make a sketchbook with more pages
- Encourage students who excel to decorate front cover and back cover

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Construction of Sketchbook, Self-Critique

**Summative Assessments:** Completed Coptic Bound Sketchbook

**Common Benchmark Assessments:** Coptic Stitch Bookbinding Assessment

**Alternative Assessments:** Create a sketchbook using the straight stitch technique:

1. Fold 10 sheets of white paper in half for inner pages
2. Fold one sheet of decorative paper in half for cover
3. Stack papers and perforate 3X with an awl on the crease
4. Measure and cut thread 4X length of sketchbook
5. Thread needle and sew down through center hole leaving a 3 inch tail, up through top hole, down through last hole, and up through center hole
6. Gently pull on each tail diagonally and double square knot around the center band and trim ends
7. Decorate front cover

## Core Instructional & Supplemental Materials

| |
|---|
| 8 ½ x 11” Paper |
| 6x9” Chipboard |
| 8x11” and 5x8” Decorative Paper |
| Awls |
| Gluesticks |
| Binder’s Needles |
| Waxed Linen Thread |
| Cutting Mats |
| Paint Markers |
| Mod Podge |
| Magazines |
| Scissors |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 2

## Desired Results

**Unit 2 Title:** Embroidered Painting

**Unit Summary:** Students will learn about the ancient art form of embroidery, as well as an assortment of embroidery stitches. Then, students will combine their new knowledge of embroidery with their prior knowledge of painting technique, elements of art, and principles of design to create an acrylic painting on fabric that is adorned with embroidery.

## Learning Standards

**NJSLS:**

- 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.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking (***CS & DT***):**

- • 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

## Learning Targets

**Unit Essential Questions:**

- What painting techniques and embroidery stitches will you use to achieve your desired effect?
- How will you use the available materials to create an embroidered painting?
- How will you achieve fine craftsmanship in your embroidered painting?
- How can you use the traditional art of embroidery in an unconventional way to create a work of art?
- What artistic processes can you combine embroidery with to create a unique work of art?

**Unit Enduring Understandings:**

- Embroidery is the ancient art form of decorating material using a needle and thread.
- Art can help us understand the values and traditions of different cultures.
- There are hundreds of embroidery stitches, each creating a unique effect.
- Embroidery can be combined with other artistic processes in endless manners to create works of art.
- Artists use traditional mediums and techniques in unconventional ways.
- Like all skills, embroidery must be practiced in order to achieve fine craftsmanship.

**Vocabulary:** Embroidery, Embroidery Needle, Embroidery Thread, Variegated, Running Stitch, Whipped Running Stitch, Back Stitch, Satin Stitch, Chain Stitch, Lazy Daisy, French Knot, Overhand Knot, Yarn, Acrylic Paint, Fabric Medium, Embroidery Hoop, Muslin Fabric, Beading Needle, Craftsmanship, Elements of Art, Principles of Design

**Students will be able to:**

- Demonstrate their ability to embroider a running stitch, whipped running stitch, backstitch, satin stitch, chain stitch, lazy daisy, and french knot by creating an embroidery sampler
- Apply their new knowledge of embroidery with their prior knowledge of painting technique, elements of art, and principles of design to create an embroidered painting
- Analyze the works of contemporary fiber artists
- Choose appropriate materials, including embroidery hoops, muslin fabric, acrylic paint, fabric medium, paintbrushes, embroidery thread, embroidery needles, yarn, and assorted beads to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Students will analyze the work of contemporary fiber artists in class critiques
- Review of how to tie an overhand knot, how to choose an appropriate needle, and how to thread a needle
- Instructor demonstrations on securing fabric in embroidery hoop, separating embroidery thread, embroidering various stitches to achieve different effects, and ending stitches
- Students will practice each embroidery stitch on a small piece of linen
- Students will sketch designs for their embroidered paintings in their sketchbooks from previous unit
- Students will participate in a peer feedback activity to identify their most successful design
- Students will draw their design on an appropriately sized piece of paper and trace their design onto muslin fabric
- Review of proper painting technique and color theory principles
- Students will use acrylic paint and fabric medium to paint their design
- Students will choose appropriate embroidery stitches to embellish their paintings

- Students may add beads/sequins
- Students will participate in class discussions
- Students will self-assess their completed embroidered paintings using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with an optional guide to use when learning stitches
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel will be able to learn additional embroidery stitches and add embellishments with beads and/or sequins

**NJ Law S4021**

- Students will learn about the Asian origins of embroidery
- Students will be exposed to the work of fiber artists from different cultures around the world

**DEI**

- Students will learn about the contributions of fiber artists from diverse backgrounds
- Instruction will be differentiated and appropriate modifications/accommodations will be provided to students

with diverse needs

| Assessment Evidence |
| --- |
| **Formative Assessments:** Instructor Observations, Questioning Techniques, Completed Practice Stitches, Completed Sketches, Participation in Peer Feedback Activity, Self-Critique |
| **Summative Assessments:** 1) Completed Painting on Fabric 2) Completed Embroidery |
| **Common Benchmark Assessments:** Embroidered Painting Assessment |
| **Alternative Assessments:** Name Embroidery<br>1. Write or trace name large on a 4 ½ x 12" piece of cardstock<br>2. Use an awl or thumbtack to create perforations on the lines that are evenly spaced apart<br>3. Thread needle and tie an overhand knot at the end of the thread<br>4. Start by bringing the needle up from the first perforation on the back of the paper<br>5. Use a running stitch to "connect" the perforations<br>6. End thread with a knot on the back of the paper and begin new thread as necessary |

| Core Instructional & Supplemental Materials |
| --- |
| Embroidery hoops (6 inch/8 inch/10 inch) |
| Cotton Muslin Fabric |
| Sketchbooks From Unit 1 |
| Acrylic Paint |
| Fabric Medium |
| Assorted Paint Brushes / Water Cups / Paint Palettes |
| Embroidery Thread |
| Yarn |

| |
|---|
| Embroidery & Beading Needles |
| Beads & Sequins |
| Needle Threaders |
| Scissors |
| Pencils/Erasers |
| Permanent Marker |
| Lightboxes |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 3

## Desired Results

**Unit 3 Title:** Needle Felting

**Unit Summary:** Students will gain an understanding of needle felting as they create a two-dimensional and three-dimensional needle felted sample. Then, students will combine their new knowledge of needle felting with their prior knowledge of painting technique, sculpture, embroidery, elements of art, and principles of design to create a needle felted painting or needle felted sculpture of their own.

## Learning Standards

**NJSLS:**

- 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.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

## Learning Targets

**Unit Essential Questions:**

- How will you use the available materials to create a needle felted work of art?
- How will you achieve fine craftsmanship in your needle felted painting and needle felted sculpture?
- What artistic processes can you combine needle felting with to create a unique work of art?
- What impact do materials used in the creation of art have on the environment?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Unit Enduring Understandings:**

- Needle felting is the process of repeatedly poking a barbed needle into a piece of fiber such as wool until the desired texture, firmness, and shape is achieved
- Wool is a natural, eco-friendly material that is renewable and biodegradable
- Two-dimensional needle felting is often referred to as painting with wool; wool fibers can be mixed, layered, and needled onto a base fabric that serves as the canvas
- Wool can be manipulated to create three-dimensional forms that can be attached to create unique sculptures
- Like all skills, needle felting must be practiced in order to achieve fine craftsmanship

**Vocabulary:** Needle Felting, Wool Roving, Core Wool, Coarse Triangle Needle, Fine Triangle Needle, Pen Tool, Punch Tool, Felting Mat, Felt Sheet, Armature, Craftsmanship, Elements of Art, Principles of Design

**Students will be able to:**

- Analyze contemporary fiber artists that use needle felting in their work

- Demonstrate appropriate needle felting technique in the creation of a small 2D needle felted painting
- Demonstrate appropriate needle felting technique in the creation of a small 3D needle felted sculpture
- Apply their new knowledge of needle felting with their prior knowledge of painting technique, sculpture, embroidery, elements of art, and principles of design to create a needle felted painting or needle felted sculpture of their own
- Choose appropriate materials, including core wool, wool roving, needles, needle tools, felting mats, and wire to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations
- Understand the sustainability of various materials used in the creation of art

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Students will analyze the work of contemporary needle felting artists in class critiques
- Instructor will model how to create a 2D needle felted painting sample as students follow along
- Instructor will model how to create a 3D needle felted sculpture sample as students follow along
- Students will practice 2D and 3D needle felting techniques in their samples
- Based off of their 2D and 3D samples, students will choose which process they enjoyed more to create a needle felted project of their own
- Students will search for reference images using their chromebooks
- Students will sketch designs for their independent needle felted project in their sketchbooks from previous unit
- Students will choose appropriate materials and needle felting techniques to achieve desired effects
- Instructor will review embroidery for students that would like to adorn needle felted projects with thread
- Students will choose appropriate embroidery stitches if they would like to embellish their needle felted project

- Students will participate in class discussions
- Students will self-assess their completed needle felted project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with optional templates for 2D needle felted paintings
- Provide students with optional pre-felted forms for 3D needle felted sculptures
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel will be given the opportunity to create larger needle felted projects
- Students who excel may embellish their needle felted projects with embroidery

**NJ Law S4021**

- Students will learn about the Asian origins of felting
- Students will be exposed to the work of fiber artists from different cultures around the world

## Assessment Evidence

| |
|---|
| **Formative Assessments:** Instructor Observations, Questioning Techniques, Completed Sketches, Participation in Peer Feedback Activity, Participation in Class Discussions, Self-Critique |
| **Summative Assessments:** 1) Completed 2D Needle Felted Painting Sample 2) Completed 3D Needle Felted Sculpture Sample 3) Completed Independent Needle Felted Project |
| **Common Benchmark Assessments:** Independent Needle Felted Assessment |
| **Alternative Assessments:**<br>Cookie Cutter Sculpture - Students will follow along with an instructional video on how to use wool, triangle needles, a cookie cutter, and a felting surface to create a small needle felted sculpture.<br><br>Fiber Artist Research - Students will research 3 different contemporary artists that use needle felting in their work. Then, students will create a Google Slideshow with images of each artist's work. Students will write a description and response to each work. |

| Core Instructional & Supplemental Materials |
|---|
| Core Wool |
| Assorted Wool Roving |
| Coarse Triangle Needles / Fine Triangle Needles / Needle Tools |
| Felting Surfaces |
| Felt Sheets |
| Scissors |
| 16 Gauge Wire |
| Pipe Cleaners |
| Iron / Iron Mat |
| Embroidery Thread / Embroidery Needles |
| Assorted Beads /  Beading Needles |

| |
|---|
| Chromebooks |
| Reference Images |
| Printer |
| Sketchbooks From Unit 1 |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 4

## Desired Results

**Unit 4 Title:** Batik

**Unit Summary:** Students will learn about the traditional art form of Batik. Then, students will combine their new knowledge of batik with their prior knowledge of the elements and principles of art to create a batik that is meaningful to them.

## Learning Standards

**NJSLS:**

- 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.

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art- making approaches to create meaningful works of art or design.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • How will you use the available materials to create a batik?<br>• How will you achieve fine craftsmanship in your batik?<br>• What artistic processes can you combine with batik to create a unique work of art?<br>• How does art help us understand the lives of people of different times, places and cultures?<br>• Where and how do we encounter visual arts in our world? | • Batik is the ancient art form of wax-resist fabric dyeing<br>• Like all skills, batik must be practiced in order to achieve fine craftsmanship<br>• Batik originated in Indonesia and has been practiced for centuries in many cultures around the world<br>• Traditionally, batik patterns were used to signal social status, celebrate nature, and/or depict one's heritage<br>• Art influences our understanding of and responses to the world |
| **Vocabulary:** Batik, Muslin Fabric, Embroidery Hoop, Wax Resist, Batik Pen, Dye Bath, Elements & Principles of Art, Craftsmanship | |
| **Students will be able to:**<br>• Analyze traditional and contemporary batiks<br>• Demonstrate appropriate batik pen technique in the creation of a batik sample<br>• Explain the origins of batik, as well as how art can help us understand the lives and values of individuals from past and present cultures<br>• Apply their new knowledge of batik with their prior knowledge of the elements of art and principles of design to create a batik that is meaningful to them<br>• Choose appropriate materials, including embroidery hoops, fabric, batik pens, wax, and fabric dye to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing | |

- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Students will analyze the work of past and present batik artists in class critiques
- Instructor will explain and model proper batik pen technique, including how to set pen up, add wax, use a valve to prevent dripping, vary pressure/angle to achieve thick/thin lines, and clean pen when done
- Students will practice proper batik pen technique as they use a 6" embroidery hoop, 100% cotton muslin fabric, a batik pen, and wax create a batik sample
- Instructor will explain and model how dye fabric using two techniques: a dye bath and painting by hand
- Instructor will explain and model how to remove wax by ironing batik between pieces of newsprint and switching out newsprint when wax soaks through
- Students will dye batik sample and remove wax
- Students will sketch designs for their large batik, using their chromebooks to search for reference images
- Students will draw their designs on an appropriately sized paper
- Students will lightly trace their design on a piece of 100% cotton muslin fabric and secure in an embroidery hoop
- Students will choose appropriate materials and use learned techniques to achieve desired effects
- Students will participate in class discussions
- Students will self-assess their completed batik using an instructor-created rubric
- Students will revise batiks based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and

visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with optional guides for creating batik sample
- Provide students with printed images to trace
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel will be given the opportunity to wax and dye two times to achieve a more elaborate batik
- Students who excel may embellish their batiks with embroidery

**NJ Law S4021**

- Students will learn about the Asian origins of batik
- Students will be exposed to the work of fiber artists from different cultures around the world

| Assessment Evidence |
| --- |
| **Formative Assessments:** Instructor Observations, Questioning Techniques, Completed Sketches, Batik Sampler, Participation in Peer Feedback Activity, Participation in Class Discussions, Self-Critique |
| **Summative Assessments:** Completed Batik |
| **Common Benchmark Assessments:** Batik Assessment |
| **Alternative Assessments:** Glue and Watercolor Resist<br>1. Use a pencil to lightly draw a design on a piece of cotton fabric<br>2. Trace over all lines with liquid glue<br>3. Once glue has dried, watercolor paint fabric |

| Core Instructional & Supplemental Materials |
| --- |
| Embroidery Hoops |
| 100% Cotton Muslin Fabric |
| Fabric Scissors |
| Batik Wax |
| Batik Wax Melting Pens |
| Pencils |
| Sharpies |
| Assorted Cold Water Fabric Dyes |
| Dye Squeeze Bottles |
| Paint Brushes / Water Cups / Paint Palettes |
| Iron / Iron Mats |
| Newsprint |
| Chromebooks |
| Reference Images |
| Drawing 60 lb. paper |
| Printer |
| Sketchbooks from Unit 1 |
| Instructor - Created Google Slideshow |

| Accommodations and Modifications:<br>Students with Disabilities, English Language Learners,<br>Students at Risk of Failure, Students with 504s, Gifted & Talented Students |
| --- |
| **Specific Strategies and Practices that Support Students with Disabilities:** |

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 5

## Desired Results

**Unit 5 Title:** Fabric Dyeing & Machine Sewing

**Unit Summary:** Students will learn about the ancient art of fabric dyeing before creating tie-dyed textiles of their own. Then, students will learn basic sewing machine techniques before using their dyed textiles to create a project.

## Learning Standards

**NJSLS:**

- 1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking (***CS & DT***):**

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

## Learning Targets

**Unit Essential Questions:**

- How will you use the available materials to create a tie-dyed textile?
- How will you achieve fine craftsmanship in your tie-dyed textile?
- How do tie-dye techniques differ from region to region?
- How does art help us understand the lives of people of different times, places and cultures?

**Unit Enduring Understandings:**

- Tie-dye is the art of folding, tying, and dyeing fabric to create unique patterns
- Different regions have unique tie-dye techniques, such as Bandhani and Shibori, that reflect their heritage and traditions
- Tie-dyed fabric can be used in unconventional ways to create works of art
- Like all skills, tie-dying and sewing must be practiced in order to achieve fine craftsmanship

**Vocabulary:** Tie-Dye, Cotton Muslin Fabric, Cold Water Dye, Soda Ash, Bandhani, Shibori, Straight Stitch, Back Stitch, Bobbin, Presser Foot, Foot Pedal, Seam Allowance, Hand Wheel, Elements of Art, Principles of Design, Craftsmanship

**Students will be able to:**

- Explain the origins of fabric dyeing, as well as how art can help us understand the lives and values of individuals from past and present cultures
- Demonstrate appropriate fabric folding, tying, and dyeing techniques

- Demonstrate proper machine sewing technique
- Choose appropriate materials, including fabric, rubber bands, fabric dye, scissors, thread, and sewing needles to achieve desired results
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Whole group instruction on the history of fabric dyeing, including Bandhani and Shibori techniques
- Students will participate in class discussions
- Instructor will show examples and model how to fold, tie, and dye cotton muslin fabric to achieve unique patterns
- Instructor will explain and model proper machine sewing techniques
- Students will practice machine sewing on paper
- Students will choose appropriate materials and use learned techniques to tie-dye two pieces of fabric and create a machine-sewn project
- Students will self-assess their completed tie-dyed textiles and machine-sewn projects using an instructor-created rubric
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of

independent work
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel will be encouraged to choose the more advanced demonstrated techniques

**NJ Law S4021**

- Students will learn about tie-dye techniques, such as Bandhani and Shibori, that are specific to Asian cultures
- Students will be exposed to the work of fiber artists from different cultures around the world

**DEI**

- Students will learn about the contributions of fiber artists from diverse backgrounds
- Instruction will be differentiated and appropriate modifications/accommodations will be provided to students with diverse needs

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Class Discussions, Self-Critique

**Summative Assessments:** Completed Tie-Dyed Textiles

**Common Benchmark Assessments:** Tie-Dye Textile Assessment

**Alternative Assessments:** Sharpie Tie-Dye

1. Fan fold and flag fold a small piece of cotton muslin fabric
2. Use three binder clips or clothespins to secure each side of the folded fabric
3. Liberally color each folded edge of the fabric with Sharpie

4. Liberally spray or dip folded fabric in isopropyl alcohol
5. Let dry
6. Unfold fabric to reveal pattern

| Core Instructional & Supplemental Materials |
| --- |
| Cotton Muslin Fabric |
| Cold Water Fabric Dye |
| Soda Ash |
| Plastic Squeeze Bottles |
| Rubber Bands |
| Gloves |
| Iron / Iron Mat |
| Plastic Wrap |
| Table Coverings |
| Sewing Machines |
| Bobbins |
| Thread |
| Rotary Cutter / Cutting Matt / Quilting Grid Ruler |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications:

## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 6

## Desired Results

**Unit 6 Title:** Weaving

**Unit Summary:** Students will learn about the ancient art form of weaving before using various fibers and patterns to create a woven wall hanging.

## Learning Standards

**NJSLS:**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking *(CS & DT)*:**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

## Learning Targets

**Unit Essential Questions:**

- How will you use the available materials to create a weaving?
- How will you achieve fine craftsmanship in your weaving?
- How does art preserve aspects of life?
- Where and how do we encounter visual arts in our world?
- How does art help us understand the lives of people of different times, places and cultures?

**Unit Enduring Understandings:**

- Weaving is a textile art in which two sets of threads are interlaced to create a fabric
- Weaving originated thousands of years ago, used to intertwine plants and branches to create baskets, shelters, and fences
- Threads can be interlaced in various patterns to achieve unique effects
- Like all skills, weaving must be practiced in order to achieve fine craftsmanship

**Vocabulary:** Weaving, Textile, Loom, Yarn, Warp, Weft, Tapestry Needle, Dowel, Overhand Knot, Plain Weave, Basket Weave, Rya Knot, Soumak Stitch, Elements of Art, Principles of Design, Craftsmanship

**Students will be able to:**

- Analyze traditional and contemporary weavings

- Explain the origins of weaving, as well as how art can help us understand the lives and values of individuals from past and present cultures
- Practice warping a loom, plain weaving, twining stitch, basket weaving, and soumak stitching
- Practice removing and securing a weaving
- Apply their new knowledge of weaving with their prior knowledge of the elements of art and principles of design to create a woven wall hanging
- Choose appropriate materials, including fiber, a loom, warping thread, tapestry needles, and scissors to achieve desired results
- Embellish their weavings by embroidering details, needle felting charms, creating pom-poms, or creating polymer clay charms
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship
- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Students will analyze the work of past and present textile artists in class critiques
- Instructor will explain and model how to warp a loom, plain weave, tie rya knots, basket weave, soumak stitch, secure loose ends, remove a weaving, and finish a weaving as students follow along to create their woven sampler
- Students will practice learned techniques in their woven samplers
- Students will sketch designs for their woven wall hanging, choosing which stitches and colors of fiber they would like to use and in what order
- Students will choose appropriate materials and use learned techniques to create their woven wall hanging
- Students will embellish their wall hangings with materials of their choice (embroidery, beads, sequins, wool, polymer clay charms, etc.)

- Students will participate in class discussions
- Students will self-assess their completed weavings using an instructor-created rubric
- Students will revise their weavings based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with handouts of each stitch
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel may create a larger weavings and embellish their weavings with materials of their choice

**NJ Law S4021**

- Students will learn about the relevance of weaving in different cultures
- Students will be exposed to the work of fiber artists from different cultures around the world

**DEI**

- Students will learn about the contributions of fiber artists from diverse backgrounds
- Instruction will be differentiated and appropriate modifications/accommodations will be provided to students with diverse needs

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Class Discussions, Self-Critique, Completion of Woven Sampler

**Summative Assessments:** Completion of Woven Wall Hanging

**Common Benchmark Assessments:** Woven Wall Hanging Assessment

**Alternative Assessments:** Cereal Box Loom Weaving

1. Cut an 8-by-8-inch square from the front of a cereal box
2. Measure and mark ½-inch increments on two opposing edges of the square
3. Cut ½-inch slits on each mark
4. Warp loom - 1) Put one end of yarn through the first slit on the top of the loom so the short tail is hanging on the back 2) Pull yarn across and push down in opposing slit 3) Pull yarn up through next bottom slit 4) Pull yarn across and push down in opposing slit 5) Continue across 6) Secure ends to back of loom with tape
5. Weave a new piece of yarn over and under warp, gently pushing yarn down to prevent gaps
6. Continue ending and adding new yarn as necessary
7. Once the loom is full, gently remove the yarn creation from the cardboard by unhooking the loops through the slots at the top and bottom
8. Pull all of the looped ends on the bottom side gently, so they're all on the bottom
9. Cut each loop and tie an overhand knot with the two pieces of yarn
10. Trim ends

## Core Instructional & Supplemental Materials

Lap Looms

Assorted Yarn

Warping Thread

| |
|---|
| Tapestry Needles |
| Combs |
| Scissors |
| Dyed Fabric From Previous Unit |
| Needle Felting Supplies for Optional Additions |
| Embroidery / Beading Supplies for Optional Additions |
| Polymer Clay Supplies for Optional Additions |
| Sketchbooks from Unit 1 |
| Chromebooks |
| Reference Images |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 7

## Desired Results

**Unit 7 Title:** Macrame

**Unit Summary:** Students will learn about the art of macrame before combining their new knowledge of knotting techniques with their prior knowledge of the elements and principles of art to create a functional or decorative macrame project.

## Learning Standards

**NJSLS:**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

**Computer Science & Design Thinking *(****CS & DT****)*:**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

## Learning Targets

**Unit Essential Questions:**

- Where and why did macrame knotting techniques originate?
- How will you use the available materials to create your macrame project?
- How will you achieve fine craftsmanship in your macrame project?
- How does art help us understand the lives of people of different times, places and cultures?

**Unit Enduring Understandings:**

- Macrame is a textile art created by combining various knotting techniques
- Decorative knot-tying can be traced back to 2,300 BC in Mesopotamia, where knots were used to decorate the edges of mats
- A work of art can be decorative, functional, or both
- Each macrame knot serves a purpose and produces a unique effect
- Like all skills, macrame knotting techniques must be practiced in order to achieve fine craftsmanship

**Vocabulary:** Macrame, Larks Head Knot, Square Knot, Alternating Square Knot, Half Knot, Double Half Hitch Knot, Berry Knot, Gathering Knot, Dowel, Elements of Art, Principles of Design, Craftsmanship

**Students will be able to:**

- Explain the origins of macrame, as well as how art can help us understand the lives and values of individuals from past and present cultures
- Explain the difference between a functional and decorative work of art
- Practice creating larks head knots, square knots, alternating square knots, half knots, double half hitch knots, berry knots, and gathering knots
- Apply their new knowledge of knotting techniques to create a functional or decorative macrame project of their choice
- Choose appropriate materials, including cord, scissors, and masking tape to achieve desired results
- Create pom-poms or polymer clay charms for embellishments
- Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship

- Use appropriate learned vocabulary when speaking and writing
- Revise work based on self-reflection, peer feedback, and instructor recommendations

**Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

**Learning Activities**

- Students will analyze past and contemporary examples of macrame
- Instructor will explain and model how to create the following knots as students follow along on practice cord: larks head knots, square knots, alternating square knots, half knots, double half hitch knots, berry knots, and gathering knots
- Students will choose appropriate materials and use learned techniques to create a macrame project of their choice
- Students will embellish their macrame projects with materials of their choice (embroidery, beads, sequins, wool, polymer clay charms, etc.)
- Students will participate in class discussions
- Students will self-assess their completed macrame projects using an instructor-created rubric
- Students will revise their macrame projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with easy, moderate, and challenging pattern options for their macrame project

- Provide students with handouts on how to create each knot
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions
- Students who excel may create a more advanced macrame project and embellish their project with materials of their choice

**NJ Law S4021**

- Students will be exposed to the work of fiber artists from different cultures around the world

**DEI**

- Students will learn about the contributions of fiber artists from diverse backgrounds
- Instruction will be differentiated and appropriate modifications/accommodations will be provided to students with diverse needs

| Assessment Evidence |
| --- |
| **Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Class Discussions, Self-Critique, Completion of Macrame Sampler |
| **Summative Assessments:** Completed Macrame Project |
| **Common Benchmark Assessments:** Macrame Project Assessment |
| **Alternative Assessments:** Macrame Artist Research<br>1. Research three artists that use macrame knotting techniques in their work<br>2. Create a Google Slideshow with two images of each artist's work and a written response to each piece |

| Core Instructional & Supplemental Materials |
| --- |
| Assorted Macrame Cord |
| Dowels |
| Scissors |
| Masking Tape |
| Chromebooks |
| Instructional Videos |
| Tiered Macrame Patterns (Easy / Moderate / Challenging) |
| Knot Instruction Handouts |
| Beading Supplies for Embellishments |
| Polymer Clay Supplies for Embellishments |
| Instructor - Created Google Slideshow |

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 8

## Desired Results

**Unit 8 Title:** Bracelet Knotting

**Unit Summary:** Students will build on knotting techniques learned in Unit 7 to create bracelets using various cords and beads.

## Learning Standards

**NJSLS:**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art- making approaches to create meaningful works of art or design.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

**Interdisciplinary Connections:**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • Where and why did bracelet knotting originate?<br>• How will you use the available materials to create a wearable work of art?<br>• How will you achieve fine craftsmanship in your bracelets?<br>• How does art help us understand the lives of people of different times, places and cultures? | • It is believed that bracelet knotting originated from the indigenous people of Central and South America<br>• In different cultures, knotted bracelets are worn to symbolize connection, friendship, protection, or goodwill<br>• Each knot creates a unique effect and knots can be combined to create interesting patterns<br>• Like all skills, knotting techniques must be practiced in order to achieve fine craftsmanship |
| **Vocabulary:** Square Knot, Sliding Square Knot, Staircase Knot, Cord, Elements of Art, Principles of Design, Craftsmanship | |
| **Students will be able to:**<br>• Explain the origins of bracelet knotting, as well as the symbolic meanings of knotted bracelets in different cultures<br>• Recall how to tie square knots<br>• Practice creating sliding square knots and staircase knots<br>• Apply their prior knowledge and new knowledge of knotting techniques to create knotted bracelets<br>• Choose appropriate materials, including cord, scissors, masking tape, and beads to achieve desired results<br>• Demonstrate safe and appropriate handling of materials to achieve fine craftsmanship<br>• Use appropriate learned vocabulary when speaking and writing<br>• Revise work based on self-reflection, peer feedback, and instructor recommendations | |
| **Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*<br><br>**Learning Activities** | |

- Instructor will review how to tie square knots and staircase knots
- Instructor will explain and model how to incorporate beads into bracelets
- Instructor will explain and model how to create a sliding square knot closure as students follow along
- Students will choose appropriate materials and use learned techniques to create at least 2 knotted bracelets
- Students will participate in class discussions
- Students will self-assess their completed bracelets using an instructor-created rubric
- Students will revise their bracelets based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

**Differentiation**

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Provide students with easy, moderate, and challenging pattern options for their bracelets
- Provide students with handouts on how to create each knot
- Post video instructions in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard
- Use partner/cooperative learning groups for beginning English Language Learners
- Provide English Language Learners with translated project guidelines and instructions

**NJ Law S4021**

- Students will learn about the symbolic meaning of knotted bracelets in different cultures around the world

## Assessment Evidence

**Formative Assessments:** Instructor Observations, Questioning Techniques, Participation in Class Discussions, Completion of practice knots

**Summative Assessments:** Completed Knotted Bracelets

**Common Benchmark Assessments:** Bracelet Knotting Assessment

**Alternative Assessments:** Artist Research

1. Research three artists that create wearable works of art
2. Create a Google Slideshow with two images of each artist's work and a written response to each piece

Twisted Bracelet

1. Cut 3 cords, 24 inches in length each
2. Tie the 3 cords together with an overhand knot
3. Tape cords to a table to counter
4. Twist cords until kinks start to form
5. While holding the twisted cords to prevent them from loosening, fold them in half - they will twist together
6. Tie all of the loose ends together with an overhand knot and trim ends of knot
7. Create bracelet by pushing the knot through the opposite, folded end of the cords
8. Re-tie and adjust size as necessary

## Core Instructional & Supplemental Materials

| |
|---|
| Assorted Knotting Cord |
| Assorted Beads |
| Knot Construction Handouts |
| Scissors |

Masking Tape

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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