

School District of Loyal

Fiber Arts

Grade: 9-12

Student Learning Targets



Class: Fiber Arts

Students who demonstrate understanding can:

WI State Standards	Standard:	Student Learning Targets:
(Investigate)	(Investigate)	Students will be able to:
Cr.I.1	Engage in planning, problem solving, and research to generate ideas and support specific practices	- Research, problem solve, and come up with creative ideas within their planning. - Plan according to their materials and/or art practices.
Cr.I.2	Use Elements of Art in artwork.	
Cr.I.2(l)	Use Elements of Art (line) in artwork.	Use lines creatively in their artwork
Cr.I.2(s)	Use Elements of Art (shape) in artwork.	Find appropriate shapes in creating an organic figure.
Cr.I.2(v)	Use Elements of Art (value) in artwork.	Use value and reference the value scales in their piece. Black and white, plus color.
Cr.I.2(f)	Use Elements of Art (form) in artwork.	Create 3D forms in their pieces.
Cr.I.2(t)	Use Elements of Art (texture) in artwork.	Use their tools and techniques to create interesting textures.
Cr.I.2(c)	Use Elements of Art (color) in artwork.	Apply intentional colors in their works.
Cr.I.2(sp)	Use Elements of Art (space) in artwork	Keep in mind space, and how it emphasizes your subject matter.
Cr.I.3	Principles of Design in artwork.	
Cr.I.3(b)	Principles of Design (balance) in artwork.	Balance their artwork's visual harmony.

Cr.I.3(c)	Principles of Design (contrast) in artwork.	• Apply contrast in size, shape, or design to provide visual interest.
Cr.I.3(m)	Principles of Design (movement) in artwork.	• Draw a viewer's eye across a piece.
Cr.I.3(u)	Principles of Design (unity) in artwork.	• Show visual unity with size, shape, or design to provide harmony.
Cr.I.3(e)	Principles of Design (emphasis) in artwork.	• Guide the viewers attention to a certain element or focal point.
Cr.I.3(p)	Principles of Design (pattern) in artwork.	• Apply repetitive elements and patterns within their artwork.
Cr.I.3(r)	Principles of Design (rhythm) in artwork.	• Apply consistent elements that tie into a piece.
Cr.I.4	Use multiple approaches to begin creative endeavors.	• Students can try multiple mediums of art or techniques for a project.
Cr.P.1	Formulate original ideas.	• Students will be able to create original works that are not heavily inspired by others.
Cr.P.2	Will participate in practice, experimentation, and revision.	• Students will be able to practice, experiment, and revise throughout the art making process.
Cr.P.3	Effectively use feedback to make decisions about revisions.	• Students will be able to use feedback to change their piece and make it even better.
(Make)	(Make)	Students will be able to:
Cr.M.1	Develop well-crafted works of art.	• Develop well crafted works of art. Making sure it is neat and ready for viewing.
Cr.M.2	Demonstrate intentional use of media, tools, and techniques.	• Students will showcase their knowledge of the media, tools, and techniques while making their piece.
Cr.M.2(m)	Demonstrate intentional use of media (mixed), tools, and techniques.	• Students will be able to use mixed media effectively.
Cr.M.2(i)	Demonstrate intentional use of media (ink), tools, and techniques.	• Students will be able to use ink effectively.

Cr.M.2(pa)	Demonstrate intentional use of media (paper), tools, and techniques.	Students will be able to use paper effectively.
Cr.M.2(fo)	Demonstrate intentional use of media (felt), tools, and techniques.	Students will be able to use felt effectively.
Cr.M.2(wi)	Demonstrate intentional use of media (wire), tools, and techniques.	Students will be able to use wire effectively.
Cr.M.2(se)	Demonstrate intentional use of media (sewing), tools, and techniques.	Students will be able to use sewing tools effectively.
Cr.M.2(x)	Demonstrate intentional use of media (x), tools, and techniques.	Students will be able to use various art mediums effectively.
(Respond)	(Respond)	Students will be able to:
R.A.1	Distinguish the relationships between the elements of art and the principles of design and how it affects a work of art.	Find the parts of the Elements of Art and Principles of Design. In order to see how they work together to make an overall better piece.
R.A.2	Use multiple approaches to analyze artwork.	Use multiple approaches to analyze artwork and determine Elements of Art and Principles of Design.
R.I.1	Explain the intent and meaning of artwork.	Find and explain the intent and meaning of their own work.
R.I.2	Uses context clues or perspective to explain the meaning of a work of art.	Find and explain the intent and meaning of other's work.
R.I.3	Uses information about an artist's background to determine meaning in their work.	Use information of the artist's background, when the art was made, and the societal and historical context to determine meaning.
R.In.2	Can refer to evidence to support an interpretation of an artwork.	Back up their interpretations of a work with evidence.
R.E.1	Establish relevant criteria in order to evaluate a work or collection of works.	Students will be able to establish criteria they wish to follow in making a work or collection of works.
R.E.2	Apply relevant criteria to evaluate a work or collection of works.	Students will be able to follow established criteria in their work or works.

(Present) P.D.1 P.C.1 P.S.1	(Present) Develop a work or body of work that communicates one or more points of view. Describe how art can engage a viewer. Curate and exhibit artwork for presentation or portfolio development.	Students will be able to: • Students will be able to create a piece that communicates one or more perspectives. Making the viewer think. • Describe how art can engage, make one think, and stay with a viewer during and after a viewing. • Students will be able to research, select, and display their works for a presentation or showing.
(Connect) Co.I.1 Synthesize and relate knowledge and personal experience to make art. Co.CSH.1 Connect a work of art with cultural, historical, or societal context.	(Connect) Synthesize and relate knowledge and personal experience to make art. Connect a work of art with cultural, historical, or societal context.	Students will be able to: • Connect their piece to personal knowledge or experiences, and understand how other artists do the same. • Connect their piece with certain cultural, historical, or societal context in meaning. Drawing inspiration or intended interpretation through these connections.