

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL**

**ART CURRICULUM**

**CRAFTS GRADES 9-12**

**AUGUST 2019**

## **Crafts Grades 9-12**

### **Course Overview**

This course is designed to encourage experimentation while developing an appreciation for and understanding of quality craft techniques. Emphasis will be placed on creative design, function of product, personal interpretation, potential of materials and good craftsmanship. Areas of exploration may include fiber arts, fabric decoration, paper crafts, and ceramics. The elements and principles of design will serve as a lens through which craft is addressed.

This 2.5 credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Crafts Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Ceramics</b>	25 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of</p>	<p>What choices must an artist make before beginning a work of art? What are the benefits of using the pottery wheel over hand building?</p> <p>How can we construct a vessel using slabs?</p>	<p>A successful ceramic work of art must be thoroughly planned prior to beginning work.</p> <p>Pottery wheel and hand building have different applications, as well as different strengths and weaknesses.</p>	<p>1. Demonstrate proper and safe handling of ceramic equipment like:</p> <ul style="list-style-type: none"> <li>A. Potter’s wheel</li> <li>B. Foot base</li> <li>C. Bat</li> <li>D. Bat pins</li> <li>E. Wheel housing &amp; clip</li> </ul> <p>2. Demonstrate proper and safe handling of ceramics tools like:</p> <ul style="list-style-type: none"> <li>A. Modeling, carving and trimming tools</li> <li>B. Rolling pins and canvas cloth</li> <li>C. Sponges and ribs</li> </ul> <p>3. Demonstrate proper and safe handling of ceramics materials like:</p> <ul style="list-style-type: none"> <li>A. Low fire clay bodies</li> <li>B. Glaze</li> <li>C. Slip</li> </ul> <p>4. Discuss the proper use of templates in clay building</p> <p>5. Demonstrate various surface decoration techniques such as:</p> <ul style="list-style-type: none"> <li>A. Glaze</li> </ul>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Understand that clay comes from the earth and is formed through natural processes.</p> <p>Understand that different reactions take place within the clay body at certain temperatures or stages.</p> <p>Heat alters ceramic material.</p> <p>Clay shrinks by a specific percentage each time it is fired.</p> <p>Students will be able to follow a complex process.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to</p>

	<p>understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and</p>			<p>B. Incising  C. Applique  D. Impression  E. Sgraffito  F. Burnishing  G. Carving  H. Sprigging</p> <p>6. Demonstrate proper use of various skills in the stages of wheel throwing:</p> <p>A. Centering  B. Opening  C. Raising  D. Forming  E. Trimming</p> <p>7. Discuss various firing procedures and approaches for:</p> <p>A. Bisque  B. Glaze  C. Raku</p> <p>8. Define the following terms:</p> <p>A. Applique  B. Bevel  C. Bisqueware  D. Burnishing  E. Glaze  F. Glazeware  G. Greenware  H. Impression  I. Incising  J. Leather hard  K. Low fire clay  L. Plasticity  M. Scgraffito  N. Slip  O. Slip and score  P. Sprigging  Q. Wedge</p>		<p>enhance productivity.</p>
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		<p>observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>			<p>R. Throw/Thrown lid  S. Center  T. Raise  U. Open  V. Form  W. Trim  X. Pulled handle</p> <p>9. Possible Learning Activities</p> <p>A. Create a hand-built pottery work using the coil or slab technique. Make a container with three compartments and at least one lid. Glaze surface decoration.</p> <p>Create a wheel thrown cylinder with sgraffito design (native American and art deco art history resources).</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Decorated Textiles</b>	30 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the</p>	<p>How have decorative textiles evolved through time? How do the aesthetics and creation of decorative textiles vary by culture?</p>	<p>Different cultures have a variety of textile traditions.</p> <p>There are many different ways to decorate textiles.</p>	<p>1. Discuss and demonstrate one or more of the following techniques: A. Batik B. Silk resist C. Tie dye/bound resist D. Printing E. Quilting F. Applique G. Patchwork H. Trapunto I. Stitchery/embroidery</p> <p>2. Discuss and demonstrate the safe and proper use of media and tools like: A. Fabric: muslin, cotton, silk, patterned fabrics B. Yarn C. Threads D. Mesh E. Felt F. Sewing machine G. Looms H. Needles I. X-acto knives J. Dyes K. Tjanting needles L. Paints M. Brushes N. Stretcher O. Strips P. Embroidery hoops Q. Mixing trays</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Textile production and design has evolved over time, and has strong connections to global culture and world history.</p> <p>Permeability of fabric affects dye uptake.</p> <p>Patterns are often found in textile designs.</p> <p>Textiles have been used to bring about social change throughout world history.</p> <p>Textile designs often feature stories.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

	<p>availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional</p>			<p>R. Applique for melting wax</p> <p>S. Rubber gloves</p> <p>T. Iron</p> <p>U. Polyfill</p> <p>V. Liquid resist</p> <p>W. Wax – paraffin, beeswax</p> <p>X. Plastic dye bath containers</p> <p>Y. Sizing, starch</p> <p>Z. Fixative</p> <p>AA. Heatset</p> <p>3. Discuss various fiber and soft sculpture concepts like:</p> <p>A. Construction</p> <p>B. Additive</p> <p>C. Realistic, non-objective, abstract</p> <p>D. Positive / negative Space</p> <p>E. High and low relief</p> <p>F. Mobile</p> <p>G. Stable</p> <p>H. In the round</p> <p>4. Discuss various works, traditions, and artists such as</p> <p>A. Japanese batiks</p> <p>B. Japanese silk painting</p> <p>C. Charles Rennie Macintosh</p> <p>D. Contemporary craftsperson</p> <p>E. Wearable art</p> <p>F. American Quilting Tradition</p> <p>5. Possible Learning Activities</p> <p>A. Create a hand painted silk scarf</p>		<p>CRP11. Use technology to enhance productivity.</p>
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	<p>artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.3 Determine the role</p>			<p>with original organic or geometric motif</p> <p>B. Create a fabric art such as</p> <ol style="list-style-type: none"> <li>a. Batik</li> <li>b. Quilt</li> <li>c. Block print</li> <li>d. Embroidery</li> <li>e. e.Silkscreen</li> </ol>			
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		of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.						
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Macramé &amp; Weaving</b>	15 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical</p>	<p>How can a craft be defined?</p> <p>How are crafts an important part of culture?</p>	<p>The differences between fine art and craft are socially constructed and are rooted in European tradition.</p> <p>Crafts differ greatly between cultures.</p>	<p>1. Discuss and demonstrate one or more of the following macramé or weaving techniques:</p> <ul style="list-style-type: none"> <li>A. Warp</li> <li>B. Weft</li> <li>C. Knotting</li> <li>D. Wrapping</li> <li>E. Found objects</li> <li>F. Plaiting</li> <li>G. Coiling</li> </ul> <p>2. Discuss and demonstrate how to use</p> <ul style="list-style-type: none"> <li>A. Loom</li> <li>B. Frame</li> <li>C. Shuttle</li> </ul> <p>3. Possible Learning Activities</p> <ul style="list-style-type: none"> <li>A. Create a wearable macramé artwork.</li> <li>B. Create a macramé or weaving using a variety of fibers.</li> <li>C. Create a weaving using a</li> </ul>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Craft has a vast history and is often connected to global culture.</p> <p>Patterns often emerge in knotting and weaving.</p> <p>Different fibers have different structural and genetic properties.</p> <p>Students will understand how to follow a complex process.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

	<p>proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common</p>			<p>variety of fibers.</p> <p>D. Create a knotting and wrapping object.</p> <p>E. Create a basket using plaiting and coiling techniques.</p> <p>F. Create designs using a computer to explore the potential of 2D weaving.</p>			
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		<p>properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>						
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<b>Paper Crafts</b>	20 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original</p>	<p>What is the value of a handmade craft/product? How can something be considered a craft?</p> <p>What is a collage?</p> <p>How can we use paper in unique ways to create interesting works of art?</p>	<p>Paper can be used to create 2D or 3D works of art.</p> <p>Different types of paper have different uses and textures.</p> <p>Natural fibers can be used to create paper.</p>	<p>1. Discuss the art of decorative handmade papers</p> <p>2. Discuss the art of the hardbound book</p> <p style="padding-left: 20px;">A. Accordion book</p> <p style="padding-left: 20px;">B. Side-sewn book</p> <p>3. Discuss and demonstrate:</p> <p style="padding-left: 20px;">A. Marbling techniques</p> <p style="padding-left: 20px;">B. Manipulated and sculptural techniques</p> <p style="padding-left: 20px;">C. Use of additives and coloring agents in papermaking</p> <p style="padding-left: 20px;">D. Couching</p> <p style="padding-left: 20px;">E. Pressing</p> <p style="padding-left: 20px;">F. Board drying</p> <p style="padding-left: 20px;">G. Sizing</p> <p style="padding-left: 20px;">H. Embedding</p> <p style="padding-left: 20px;">I. Porridge technique</p> <p style="padding-left: 20px;">J. Embossing</p> <p style="padding-left: 20px;">K. Pouring</p> <p style="padding-left: 20px;">L. Sandwich method</p> <p style="padding-left: 20px;">M. Casting</p> <p style="padding-left: 20px;">N. Mould and deckle</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Paper can be created using a variety of natural fibers.</p> <p>Bookmaking has a strong historical tradition.</p> <p>Pattern and repetition may be incorporated into paper crafts.</p> <p>Measurements are important when working with paper.</p> <p>Heat and fiber content can affect the structure of paper.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

	<p>portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance,</p>			<p>4. Define and discuss the following terms and their use</p> <ul style="list-style-type: none"> <li>A. Curtain netting or screening</li> <li>B. Woolen blankets (or felts)</li> <li>C. Mould and deckle</li> <li>D. Plastic sheets</li> <li>E. Boards</li> <li>F. Interfacing or vilene</li> <li>G. Paper pulp</li> <li>H. Found objects/fiber</li> <li>I. Gelatin</li> <li>J. Cold water dyes</li> <li>K. Molds for casting</li> <li>L. Water base marbling paint</li> <li>M. Alum mordant</li> <li>N. Stylus</li>   <li>O. Combs and rakes</li> <li>P. Wisk</li> <li>Q. Needles</li> <li>R. Heavy thread</li> <li>S. Paperpunch</li> <li>T. Awl</li> <li>U. Bone folder or clean cloth</li> <li>V. Clamp or spring clothespin</li> </ul> <p>5. Discuss/artists/activities</p>		
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		<p>music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>			<p>related to papermaking and bookbinding</p> <ul style="list-style-type: none"> <li>A. Chinese paper making – 105 AD</li> <li>B. Paper mills of the US – 1690</li> <li>C. Japanese handmade paper and traditional bookbinding</li> </ul> <p>6. Discuss different ways in which paper can be used to create 3D works of art.</p> <p>7. Possible Learning Activities</p> <ul style="list-style-type: none"> <li>A. Create assorted hand made papers using a variety of techniques.</li> <li>B. Create a small book.</li> <li>C. Create a collage using different patterned and textured papers.</li> </ul> <p>Create a design using rolled magazine pages. The design should focus on pattern and color theory.</p>			
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**BIBLIOGRAPHY**

*Careers in Art* by Brommer & Gatto

*Claywork* by Leon Nigrosh

*Hands in Clay* by Charlotte Speigh

**WEBLIOGRAPHY**

Elements and Principles of Art: <http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>

American Crafts Council: <https://craftcouncil.org/resources/Craft-Museums-in-the-United-States>

Art 21: <https://pbs.org/art21/>

Weaving Stitches: <https://theartofeducation.edu/2016/09/02/54449/>

**ASSOCIATION JOBS LIST BY UNIT**

<b>Unit 1</b>	Artist, ceramicist, scientist, designer, architect
<b>Unit 2</b>	Artist, designer, textile artist, interior designer, fashion designer
<b>Unit 3</b>	Artist, fiber artist, fashion designer, designer
<b>Unit 4</b>	Artist, designer, book binder