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| **Art 231 – Creative Crafts Curriculum** | | | | |
| NYS Standards | Unit Name | Objectives | Instructional Resources | Vocabulary |
|  | Unit 1: |  |  |  |
| **VA:Re7.1.HSIII a**. Hypothesize ways in which art influences perception and understanding of human experiences. | **What is Art?**   * What are the different kinds of media found within the arts? * What are some occupations related to the arts? * What is the art of craft? | Students will identify a variety of occupations related to the arts.  Students will identify a variety of mediums used within the Visual Arts. | [What is art - occupations, purpose, mediums1.docx](https://nfschools-my.sharepoint.com/:w:/g/personal/crost_nfschools_net/EQce07QRV3RHmkZIFVPHAhMBpvV0HQIq6v48is4vXnsM1g?e=ilCOPk) | *Functional Art*  *Craft – Wood, Clay, Glass, Textiles, Metal*  *Media* |
|  | Unit 2: |  |  |  |
| **VA:Cr1.2.HSI a.** Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  **VA:Cr2.1.Ia.** Engage in making a work of art or design without having a preconceived plan.  **VA:Cn10.1.Ia.**  Document the process of developing ideas from early stages to fully elaborated ideas. | **Mark Making & Altered Books**   * Paper making * Collage * Paper decorating * Marbling * Book Binding | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to paper making and altered books.*  Jane Kramer    Josh Monroe    Angie Shen, Paper Pulp Paintings | Altered Book  Marbling  Binding  Overlap  Paper pulp  Screen  Paper Slurry |
|  | Unit 3: |  |  |  |
| VA:Pr4.1.8 a. Develop and apply **criteria** for **evaluating** a collection of artwork for presentation.  VA:Pr5.1.8 a. **Collaboratively** prepare and present selected **theme-based** artwork for display, and formulate exhibition narratives for the viewer.  VA:Re7.2.HSIII a. **Evaluate** effectiveness of **images** to influence ideas, feelings, and behaviors, of specific, audiences. | **Paper Manipulation; Cutting & Folding**   * Origami * Layered paper shadow boxes * Quilling | Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to paper manipulation.*  Sena Runa | Layers  Negative Space  Positive Space  Mount  Foreground  Middleground  Background |
|  | Unit 4: |  |  |  |
| VA:Re7.2.HSII a. Identify commonalities within a group of artists or **visual images** attributed to a particular type of art, timeframe, or **culture**.  VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to **generate** solutions to ecological, social, and/or economic problems. | **Weaving**   * Paper weaving * Radial weaving * Basket weaving * Tapestry on dowel * Magazine paper rolling | Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to weaving.*  Amber Kokenge  Faid Ahmed    Lynne Francis-Lunn, Wonderous Waves | Weaving  Loom  Warp  Weft |
|  | Unit 5: |  |  |  |
| VA:CR2.2.HSII a. Explain how **traditional** and **non-traditional materials** may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. b. Consistently apply **ethical** standards when making and distributing creative work. | **Mosaic**   * 2D paper mosaic – magazine pages, shades & colors * Glass & Ceramic tile mosaics | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists and techniques related to mosaics.*  Amy Rose Hahn, Erie PA | Grout  Adhesive  Scoring  Wheeled Cutters  Nippers |
|  | Unit 6: |  |  |  |
| VA:Cr1.2.HSI a. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  VA:Cn11.1.HSII a. 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**. | **Fabric Dying**   * Shibori - Japanese Art of Fabric Dying * Batik (with wax resist) * Eco dying * Cyanotypes | Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists.*  *Firelei Baez: contemporary artist who uses batik in her large scale installations (below)*      Marcia Baldwin, *Equus Trio 2006*  Marcia Baldwin *Batik Koi 01*  Indonesian Batik | Shibori   * Itajime * Arashi * Kumo   Indigo  Batik  Wax Resist  Cyanotype |

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| NYS Standards | Unit Name | Objectives | Instructional Resources | Vocabulary |
|  | Unit 7: |  |  |  |
| VA:Cr2.1.HSIII a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  VA:Pr6.1.HSII a. Make, explain, and **justify** connections between artists or artwork and social, **cultural**, and political history. | **Plaster Craft**   * Masks (mold on face) * Casting (hands, torso, etc) | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to plaster and casting.*    George Segal    Jeff Koons | Plaster Craft  Mold  Casting |
|  | Unit 8: |  |  |  |
| VA:Cn10.1.HSI a. **Document** the process of developing ideas; from early stages to full elaboration. | **Paper Mache** | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to paper mache.* | Paper Mache  Additive Sculpture  Paper pulp  Armature  Modeling |
|  | Unit 9: |  |  |  |
| **VA:Cr2.2.HSI**-Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools and the equipment in the classroom.  **VA:Cn11.2.HSI**-Investigate how skills used in developing artistic solutions can be applied to study in other disciplines and explore how they are sought-after work force attributes in other fields. | **Clay**   * Pinch pot * Coil Pot * Slab built Mug | Students will experiment with the use of visual arts materials, techniques, and processes.  Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. | Roberto Lugo    Ronit Baranga    Elaine Coleman | Slip  Score  Coil  Slab  Sgraffito  Clay  Ceramic  Kiln  \*Quartz Inversion\*  -great science inclusion to discuss the chemical change that occurs in the kiln to change from organic clay to inorganic ceramic by the extreme temperature of the kiln. |
|  | **Unit 10:** |  |  |  |
| VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  VA:Cn10.1.HSIII a. Synthesize knowledge of social, **cultural,** historical, and personal life with **artmaking approaches** to **create meaningful** works of art or design. | **Weaving Extension** - Coiled Baskets (Could be an extension of the basket unit,or mix it up from woven baskets) | Students will experiment with the use of visual arts materials, techniques, and processes. | *Students will be introduced to a variety of historical and contemporary artists related to basket weaving.*  Pamela Becker, *Days End* |  |
|  | Unit 11: |  |  |  |
| VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  **VA:Pr4.1.HSIII a**. **Critique**, **justify**, and present choices in the process of **analyzing**, selecting, **curating**, and presenting artwork for a specific exhibit or event. | **Final Project:** Students will create a work of art using one or more of the techniques they have learned throughout the course. | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will experiment with the use of visual arts materials, techniques, and processes. | [Artist Statement - Written Reflection.pptx](https://nfschools-my.sharepoint.com/:p:/g/personal/crost_nfschools_net/EdieowgEYuhHvph51Oj9O5ABX_kw4lJ96CQnUQkbpiSJtw?e=oGAr6U) | Artist Statement  Critique |