

Crafts

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Prerequisite: Art Foundations

This crafts course is intended for students who are interested in the creative process, but not interested in the fine art aspect (drawing/painting). Students will learn about the art and craft of various cultures while creating both functional and decorative works of art. Students will experience working with five types of crafts: textile crafts, paper crafts, decorative crafts, fashion crafts, and functional crafts. Students will self-reflect and self-evaluate their work. Artworks are created for display inside the school and community. Artworks will be maintained through the use of a portfolio in digital format.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Bookbinding
Summary	Topics: art journal, accordion book, decoupage Formative: Supply box, Art journal 1 Summative: Art Journal
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)

Unit 2	Mosaic
Summary	Topics: tessellation, mosaic tools and cutting techniques Formative: Planning, Art journal 2 and 3 Summative: Mosaic
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 3	Mask Making
Summary	Topics: paper mache, armature, surface design Formatives: Planning, Art journal 4 Summative: spirit animal mask
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 4	Felting
Summary	Topics: needle felting process, 2D, 3D, blending wool roving Formatives: practice felting pieces, Art journal 5 Summative: landscape or food sculpture
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2)

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Unit 5	Embroidery
Summary	<p>Topics: stitching techniques, stretching fabric</p> <p>Formatives: Planning, Art journal 6,7</p> <p>Summative: embroidered illustration</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) • Students evaluate all the features of composition. (MLR A2) • Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) • Students create a body of original artwork. (MLR B3) • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) • Students analyze and evaluate art forms. (MLR D1) • Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) • Students analyze skills and concepts that are similar across disciplines. (MLR E2) • Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 6	Wearable Art
Summary	<p>Topics: shrink art, beading, polymer clay, functional art</p> <p>Formatives: planning, Art journal 8</p> <p>Summative: wearable art</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) • Students evaluate all the features of composition. (MLR A2) • Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) • Students create a body of original artwork. (MLR B3) • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) • Students analyze and evaluate art forms. (MLR D1) • Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) • Students analyze skills and concepts that are similar across disciplines. (MLR E2) • Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 7	Portfolio

Summary	Students curate and finalize a digital portfolio of their body of work. Summative: Digital Portfolio
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1)
<p style="text-align: center;"><u>Summative Assessments Retake</u></p> <ul style="list-style-type: none"> Students have the opportunity to retake summative assessments. The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. The highest score a student can receive on a retake or late assessment is a 75. The score achieved on a retake will replace the current score (even if the score is lower). If a student is making up a test from an absence, that assessment will be graded up to 100. 	
<p style="text-align: center;"><u>Make-up Work</u></p> <p>Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>	
<p style="text-align: center;"><u>Grading of Formative Assessments</u></p> <ul style="list-style-type: none"> Formative assessments will count as 30% of the grade. Formative assessments may be scored on either a 0-100 scale or a 0-4 scale. The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67. The method of scoring of formative assessments will be determined by assignment. 	