# CURRICULUM COURSE OUTLINE

**Course Name(s):**  Crafts

**Grade(s):**  9-12

**Department:**  Art

**Course Length:**  Year

**Prerequisite:**  ---------

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**Textbook/Key Resource:**

Preble , Duane , and Sarah Preble . *Artforms*. Seventh . Upper Saddle River, NJ: Pearson Education , 2002. Print.

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**Course Description:**

This course provides students with knowledge of a large variety of media. Students will learn how to manipulate numerous tools and materials. Students will be able to plan projects and experiment with techniques. The class is designed to educate students on historical uses of various media as well as current techniques and functions. Throughout the course students will use wire, hemp, fabric, glass, paper, dyes, beads, metals and more to create expressive works of art.

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**Standards:**

**http://standards.dpi.wi.gov/files/standards/pdf/art&design.pdf**

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**Shawano School District**

| Unit: Wire Jewelry | Unit Length: Three-Four Weeks |
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| Students will know: | Students will be able to: |
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| • What tools can be used to manipulate wire<br>• The various gauges of wire<br>• How to create links in jewelry making<br>• Various types of metal wire<br>• How metal reacts to oxygen<br>• Various sandpaper grits | • Manipulate wire using a variety of tools<br>• Use various finishing techniques on metal surface<br>• Create a piece of jewelry using wire<br>• Plan a project using sketches as a method of explanation<br>• Test a media by creating a sample piece |

**Standard(s):** B.12.4, C.12.1, C.12.4, C.12.7, C.12.8, D.12.4, D12.6, H.12.4, J.12.1

| Unit: Paper Vessel | Unit Length: Six-Eight Weeks |
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| Students will know: | Students will be able to: |
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| • How to turn a 2-D media into a 3-D form<br>• How define a vessel<br>• Shapes of common Greek vessels<br>• Functions of specific vessel shapes | • Plan a project using sketches as a method of explanation<br>• Measure and cut even strips of paper<br>• Fold and roll paper in order to make coils in vessel construction<br>• Develop an eye for craftsmanship<br>• Meet specific height requirements |

**Standard(s):** A.12.1, A.12.4, B.12.4, B.12.5, C.12.1, C.12.2, C.12.7, C.12.8, D.12.4, D.12.4, H.12.4

| Unit: Sewing/Fabric Cozy | Unit Length: Three Weeks |
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| Students will know: | Students will be able to: |
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| • Numerous types of stitching<br>• How to sew a button to a piece of fabric<br>• How to use both embroidery floss and sewing thread<br>• How to tie knots and keep stitches tight and even | • Use a needle and thread<br>• Sew attachments to a piece of fabric<br>• Sew numerous pieces of fabric together and fill with stuffing in order to create 3D work<br>• Use various types of stitching<br>• Tie knots in order to end a stitch |

**Standard(s):** C.12.1, C.12.7, D.12.6, J.12.1, L.12.1, L.12.3, L.12.5

**Shawano School District**

| **Unit:** Wire Sculpture | **Unit Length:** Four Weeks |
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| **Students will know:** <br> • The definition of sculpture <br> • The definition of an armature <br> • The various gauges of wire <br> • The difference between shape and form <br> • How to plan for a 3-D work of art | **Students will be able to:** <br> • Create an armature <br> • Manipulate wire with various tools <br> • Turn a 2-D sketch into a 3-D work of art <br> • Create a form from wire <br> • Develop a high level of craftsmanship |
| **Standard(s):** A.12.1, A.12.2, B.12.5, C.12.1, D.12.6, E.12.4, H.12.3, I.12.5, L.12.3 ||

| **Unit:** Macramé | **Unit Length:** Two Weeks |
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| **Students will know:** <br> • Traditional macramé methods <br> • Various materials that can be used to macramé <br> • What hemp is and how to macramé with it <br> • How to plan a project using sketches <br> • How to incorporate a focal point in a piece of jewelry/accessory | **Students will be able to:** <br> • Turn a 2-D sketch into a 3-D work of art <br> • Manipulate hemp using macramé methods <br> • Use the design principle of repetition to create a pattern <br> • Measure correct units of cord to use in a project |
| **Standard(s):** A.12.2,B.12.4, C.12.1, D.12.4, H.12.2, L.12.5 ||

| **Unit:** Tie Dye/Batik | **Unit Length:** Six-Seven Weeks |
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| **Students will know:** <br> • What chemicals are used in dyeing fabric <br> • The difference between the batik and tie dyeing method of dyeing fabric <br> • How to apply wax to fabric <br> • The definition of resist in terms of art processes <br> • How to layer or blend colors | **Students will be able to:** <br> • Use math to mix their own chemical/dye ratios <br> • Follow printed instructions on specific steps of the dyeing process <br> • Use shape, line, pattern and focal point to create a design of a piece of fabric <br> • Responsibly/consistently wrap up work so that it doesn't get dried on <br> • Identify traditional batik designed fabric |
| **Standard(s):** A.12.2, A.12.4, B.12.2, C.12.1, C.12.7, D.12.6, I.12.5, J.12.3, J.12.6, L.12.1, L.12.6 ||

**Shawano School District**

| Unit:  Stuffed Animal | Unit Length:  Two Weeks |
|---|---|
| **Students will know:** <br> • Which stitches work best to create a stuffed animal <br> • The specific order of the steps in constructing a stuffed animal <br> • How to tie off knots so they are not only sturdy by aesthetically pleasing <br> • Which fabrics work best with certain threads and beads <br> • Why the fabric is sewn inside out before stuffing | **Students will be able to:** <br> • Follow printed instructions on specific steps of constructing a stuffed animal <br> • Chose stitches patterns that work best for a particular area <br> • Use craftsmanship when sewing <br> • Sew a button or a bead to a piece of fabric <br> • Construct a form from flat 2-D fabric |
| **Standard(s):**  C.12.1, C.12.2, C.12.8, C.12.10, F12.6, J.12.10, L.12.1, L.12.7 | |

| Unit:  Glass Mosaic | Unit Length:  Six-Eight Weeks |
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| **Students will know:** <br> • The definition of a mosaic <br> • The definition of tesserae <br> • What adhesive to use to create a glass mosaic <br> • How to use various tools such as glass cutter, running pliers and grinding stones/electric grinders <br> • The safety precautions when working with glass | **Students will be able to:** <br> • Manipulate glass working tools <br> • Choose tesserae shapes that work best for their mosaic <br> • Apply adhesive evenly <br> • Cut and grind tesserae pieces with a high level of craftsmanship <br> • use creativity to develop their own ideas for the design of a mosaic <br> • mix and apply grout correctly |
| **Standard(s):**  A.12.1, A.12.2, C.12.1, C.12.2, C.12.6, C.12.8, D.12.6, H.12.1, H.12.2, L.12.1 | |

| Unit:  Altered Book | Unit Length:  Six-Eight Weeks |
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| **Students will know:** <br> • how to glue pages together with minimal warping <br> • how to use an xacto knife <br> • the definition of a theme <br> • how to use the elements of art to provide unity | **Students will be able to:** <br> • Create a detailed plan of construction <br> • Use the elements and principles to create a consistent theme <br> • Apply various techniques used throughout the year to their book <br> • Turn a book into a piece of art |
| **Standard(s):** A.12.6, C.12.1, C.12.3, C.12.5, C.12.8, D.12.6, E.12.3, H.12.4, I.12.6, J.12.10, L.12.7 | |