Unit Plan Title: Fibers Techniques Length: 10-13 Weeks

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| **Course Name** | Fibers Techniques | **Grade Level** | 10-12th |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | Visual art has inherent characteristics and expressive features.  “I can identify elements and principles in art” |
| 2. Envision and Critique to **Reflect** | Reflective strategies are used to understand the creative process  “I can reflect on my creative process” |
| 3. Invent and Discover to **Create** | Assess and produce art with various materials and methods  “I can make art with many materials and methods” |
| 4. Relate and Connect to **Transfer** | Communication through advanced visual methods is a necessary skill in everyday life  “I can communicate through my art” |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| **Paper Making/ Bookbinding (Dream Journal)**  Students will explore how to create handmade paper with choice of color and added elements by blending scraps and water. The solution will be poured over a screen and left to dry. A demonstration will be provided of how to create simple one register book with cardstock and copy paper. The book will be a dream journal to reflect and ideate in for the rest of the unit.  **Media:** paper, newspaper, cardstock, copy paper  **Motivation:** Hand bound books  **History/ Culture:** Italian bookbinding, Zoe Williams | 2 weeks | 1 |
| **Discharge Arashi Shibori and bleach pens**  Students will explore surface design discharge techniques using bleach, water, and vinegar. Pole wrapping, folding, and stitch resist will be available. Hand drawn designs influenced by dream concept can be made with bleach pens.  **Media:** Cotton fabric  **Motivation:** Personal clothing  **History/ Culture:** Japanese Arashi Shibori, Zoe Williams | 2 weeks | 2 |
| **Embroidery**  Students will explore how to create different types of stitches and use these to build on their arashi shibori and bleach pen pieces to emphasize other aspects of their dreams that are better suited to be expressed through embroidery.  **Media:** Fabric, paper, embroidery thread  **Motivation:** Video  **History/ Culture:** Video, Zoe Williams | 2-3 weeks | 3 |
| **Fabric Paint Stencil**  Students will explore fabric paint stenciling and use their knowledge of other processes from previous techniques in the unit to use multiple processes on one piece. This lesson will focus on dreams for the future.  **Media:** Cotton fabric, fabric paint, freezer paper  **Motivation:** Personal clothing screen printing  **History/ Culture:** T-shirt prints, Zoe Williams | 2-3 weeks | 4 |

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| **Pedal hand loom**  Students will explore pedal and/or hand looms (depending on access of looms at school). Students will use colors for loom influenced by colors they remember from dreams.  **Media:** Yarn and fabric  **Motivation:** Teacher examples  **History/ Culture:** Zoe Williams | 2-3 weeks | 5 |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Exploration | **Unit: Prepared Graduate**  **Competencies** | **Comprehend:** Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  **Reflect:** Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information  **Create:** Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies  **Transfer:** Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)  1. Observe and Learn to **Comprehend**  Visual art has inherent characteristics and expressive features.  2. Envision and Critique to **Reflect**  Reflective strategies are used to understand the creative process  3. Invent and Discover to **Create**  Assess and produce art with various materials and methods  4. Relate and Connect to **Transfer**  Communication through advanced visual methods is a necessary skill in everyday life |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)  **Bookbinding/ Papermaking:**  What makes a piece of paper beautiful?  Why would someone keep a dream journal?  **Discharge:**  What makes a surface design successful?  What do surface designers consider when designing a surface?  **Embroidery:**  What role does detail play in fiber arts?  How does embroidery transfer with different fabrics?  **Fabric stencil:**  Why would someone want to use a graphic image on fabric?  How do artists tell stories through images?  **Looms:**  Why would someone weave a cloth by hand?  What role do woven fabrics play in our lives? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Exploration  Dreams |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Conceptual ideas can be communicated through a variety of techniques in visual art. | What makes a piece of paper beautiful?  Why would someone keep a dream journal?  What makes a surface design successful?  What do surface designers consider when designing a surface?  What role does detail play in fiber arts?  How does embroidery transfer with different fabrics?  Why would someone want to use a graphic image on fabric?  How do artists tell stories through images?  Why would someone weave a cloth by hand?  What role do woven fabrics play in our lives? | What is a fiber? Is paper a fiber?  What is surface design?  What is a seed stitch?  What is a back stitch?  What is a chain stitch?  What is a stencil?  What is the warp? What is the weft?  What are the pedals? What do they do?  What is the weavers arc and beater bar? What do they do? |
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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| How to bleach a piece of fabric  How to bind a book  How to weave on a loom  How to make a hand loom  How to embroider fabric | | Observe  Envision  Plan  Explore |
| **Vocabulary** | Discharge, shibori, warp, weft, discharge, surface design, spine | |
| **Literacy Integration** | Journaling, analyzing weaving patterns | |
| **Numeracy Integration** | Time for discharge, pattern making (weaving) | |