



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Art

GRADE LEVEL(S): 9-12

COURSE: Metal & Fiber Arts

TIME FRAME: Semester (2.5 credits)
90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

This course exposes students to unique art materials. Through the creation of jewelry and small objects, students are introduced to the metal-working techniques of cutting with a jeweler's saw, riveting, etching, enameling on metal, engraving, and more. Students also gain experience with the fiber arts, including paper crafts and textiles. Projects include silk screening on fabric, leather-working, creative book-binding, and developing wearable art.

II. Units of Study

***Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. ***

Unit 1: Metal (~45 days)

- Chain Making
- Jewelers Saw
 - Cutting simple shapes
 - Piercing interior spaces
- Cold Joining Techniques
 - Riveting
 - Hinges/ Clasps
- Surface Techniques
 - Texturing Metal
 - Etching
 - Roll Printing
 - Coloring Metal
 - Enamel
 - Epoxy
 - Patinas
 - Oxidation

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- Alternative Techniques
- Finishing Metal
 - Filing
 - Sanding
 - Polishing

Unit 2: Fiber Arts (~45 days)

- Weaving
 - Traditional
 - Non-traditional
- Printing on fabric
 - Stamping
 - Silk Screening
 - Image transfer from computer generated image
- Batiking
- Felting
- Papermaking
 - Making paper
 - Embellishing
 - Book binding

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
 - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
 - *Teacher-led demonstration/modeling of new skills.*
 - *Students practice new skills.*
- Project Planning & Execution
 - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
 - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: Metals

- What are some of the methods used to alter the surface of metal?
- What are some of the methods used to layer, join, or link metal together?
- How can I creatively use these basic concepts in conjunction with one another to create a wearable, functional, or decorative piece of artwork?
- How has metal been used in the past as body adornment?
- How has metal been used in the past as functional or decorative pieces?

Unit 2: Fiber Arts

- What are some of the traditional fiber methods?
- What methods have been developed with the advent of technology?
- What are some of the methods used alter the surface of a textile?

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- How can I creatively use these basic concepts in conjunction with one another to create a wearable, functional, or decorative piece of artwork?
- How have fiber arts been used in the past as body adornment?
- How have fiber arts been used in the past as functional or decorative pieces?

V. Learning Objectives

- Construct a variety of craft objects.
- Demonstrate skills in basic craft techniques, which may include paper, metal, plaster, wood, wire, clay, found objects, fibers, etc.
- Demonstrate basic surface finishing techniques.
- Define and solve challenging craft medium problems.
- Demonstrate skills in basic 3D art making techniques, which may include paper manipulation and construction techniques using metal, plaster, wood, wire, clay and found objects.
- Apply basic surface finishing and application techniques: texture, patinas, glazes and paints.
- Define and solve challenging 3D art problems.
- Demonstrate proper use of media, techniques, and processes to understand and express visual elements and principles.
- Demonstrate proper use of subject matter, symbols, and ideas to make connections between art and other disciplines.
- Design and create original works of art, which demonstrates the connection between personal expression and clay techniques.
- Demonstrate proper use of terminology in describing processes, tools, and materials in the production of 3D art making in the metal and fiber arts realm.

NJSLS Visual Art Standards:

- 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.
- 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- 1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.
- 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.
- 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.
- 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.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 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.



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- 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.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and 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.
- 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.
- 1.4.12.B.3 Determine the role 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.

National Core Arts Standards

- VA:Cr1.1.1a Use multiple approaches to begin creative endeavors
- VA:Cr1.2.1a Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

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21st Century Integration | NJSL 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Language Arts
 - NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies
 - 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Design & Engineering
 - 8.2.12.B.1 The cultural, social, economic and political effects of technology
 - 8.2.12.C.1 The attributes of design.
 - 8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Mathematics
 - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- Science (Chemical Reactions - Heat [Kiln])
 - MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)
- [Barnes, M. \(2010\) Weaving on Gourds. Schiffer Publishing, Ltd.](#)

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- [Barnes, M. \(2014\) Creative Rims for Gourd Art. Schiffer Pub Ltd](#)
- [Devine, C. \(2008\) Coiled Designs for Gourd Art. Schiffer Pub Ltd](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Wallpaper Paste & Water Solution
- Newspaper Strips
- Balloons
- Empty Cups
- Masking Tape
- Scissors
- Liquid Shoe Polish or Wood Stain
- Paint
- Raffia (or gathered dried grasses/pine needles)
- Other natural materials:
 - Feathers
 - Antlers
 - Seed Pods
 - Branches
 - Driftwood
 - Shells
- Other embellishments:
 - Beads
 - Leather Cord
 - Embroidery Floss
- Stick
 - A forked stick (at least a single fork)
- Warp String
 - Medium thickness, strong, smooth string/yarn,
- Weft String
 - Multiple colors, textures, thicknesses
- Needle
 - Large eyed needle
 - Plastic or metal
- Embellishments
 - Beads
 - Natural Fibers (long grass/leaves/stems)
 - Feathers
 - Tassels
 - Pompoms
 - Embroidery on top of weaving
- Fork
 - Tines of a fork can be used to compress weft strings as needed
- Printed Landscape Image
- Base Fabric
 - Wool
 - Craft Felt

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- Wool Roving (assorted colorS)
- Felting Needle
- Felting Pad
- Plaster Craft
- Plastic Wrap
- Bowls for Water
- Water
- Scissors
- Cardboard
- Wire
- String

Supplemental/District Created Materials:

- Gourd Baskets
- Weaving on Gourd Web Resources
- Branch Weaving
- Branch Weaving Presentation
- Branch Weaving Tutorial
- Weaving Techniques
- Basic Weaving Patterns
- Contrast in Metal
- Contrast in Jewelry Presentation
- Piercing, Riveting and Adding Texture Presentation
- Contrast in Metal Web Resources
- Needle Felted Landscape
- Needle Felting Presentation
- Needle Felting Process Board (*teacher example*)
- Intro Needle Felting Video
- Needle Felting Video
- Repousse Boxes or Wall Art
- Repousse Presentation

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately four (4) projects between the various units throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- Gourd Basket: *Create a paper mache gourd and embellish it with a choice of fibers technique(s).*
- Branch Weaving: *Create a weaving on a branch, utilizing multiple weaving patterns and the addition of unexpected materials.*

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- Contrast in Metal: *Create a wearable jewelry piece utilizing sheet metal fabrication techniques, emphasizing contrast*
- Needle Felted Landscape: *Create a needle felted landscape, showcasing varied textures and colors and a sense of space.*
- Repousse Boxes or Wall Art: *Create a repousse image on metal to adorn a box lid, book cover or to hang as piece of framed wall art.*

Formative:

- Personal Portfolio Reflection Sheet
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Gourd Basket:
 - Students can work from a reference photo.
 - Teacher mini-lessons.
 - Limit or add materials that can be used for the project.
 - Reduce overall project size.
- Branch Weaving:
 - Teacher mini-lessons.
 - Limit or add materials that can be used for the project.

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- Reduce overall project size.
- Assist students with weaving techniques.
- Contrast in Metal:
 - Teacher mini-lessons.
 - Limit or add materials that can be used for the project.
 - Reduce overall project size.
 - Assist students with metal working techniques.
- Needle Felted Landscape:
 - Teacher mini-lessons.
 - One-on-one assistance, as needed.
 - Reduce overall project size.
 - Access to [tutorial videos](#).
- Repousse Boxes or Wall Art:
 - Teacher mini-lessons.
 - Limit or add materials that can be used for the project.
 - Reduce overall project size.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Gourd Basket:
 - Challenge students to add additional features and materials.
 - Limit teacher input to design choices.
 - Create more complex forms and compositional relationships.
 - Students can develop a second art piece or introduce a new medium.
- Branch Weaving:
 - Challenge students to add additional features and materials.
 - Select an advanced color scheme.
 - Limit teacher input to design choices.
 - Students can develop a second art piece or introduce a new medium.
- Contrast in Metal:
 - Create more complex forms and compositional relationships.
 - Challenge students to add additional features and materials.
 - Limit teacher input to design choices.
 - Students can develop a second art piece or introduce a new medium.
 - Make advanced embellishments.

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- Needle Felted Landscape:
 - Use a more complicated reference photo.
 - Apply colors in a more expressive/interpretive manner.
 - Limit teacher input to design choices.
 - Students can develop a second art piece or introduce a new medium.
- Repousse Boxes or Wall Art:
 - Create more complex forms and compositional relationships.
 - Challenge students to add additional features and materials.
 - Limit teacher input to design choices.
 - Students can develop a second art piece or introduce a new medium.
 - Make advanced embellishments.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.

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