

Craft + Mixed Media. 1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, C, H, J</p> <p>Objectives:</p> <p>1. Use a variety of materials and tools to create crafts.</p> <p>2. Create a mixed-media work of art using both traditional and nontraditional materials.</p>	<p>The students will create a handmade book/journal following a class generated rubric including components and assembly.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • A craft is something made in a skillful way by hand. • A craft may be functional or decorative. • Various materials and tools can be used to create crafts. • Materials can be combined to achieve multi-media effects. • Both traditional and nontraditional art materials (ex. repurposed/recycled) can be used in a work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Apply techniques using a variety of media. • Select materials appropriate to create various works of art, such as: • Book making • Paper making • Batik (fibers) • Repousse (metal) • Collage • String Art • Weaving • Mosaic • Carving • Printing • Calligraphy 	<ul style="list-style-type: none"> • craft • mixed-media • Book making <ul style="list-style-type: none"> • spine • binding • end sheets • signature • Paper making <ul style="list-style-type: none"> • pulp • mold • deckle • Batik (fibers) <ul style="list-style-type: none"> • wax resist • tjanting tool • muslin • Repousse (metal) <ul style="list-style-type: none"> • relief • stylus • Collage <ul style="list-style-type: none"> • visual texture • tactile texture • String Art • Weaving <ul style="list-style-type: none"> • warp • weft • loom • Mosaic <ul style="list-style-type: none"> • tile • glass • grout • joint • Printing <ul style="list-style-type: none"> • printing plate • brayer • bench hook • edition/series • artist proof • numbering an edition • Calligraphy <ul style="list-style-type: none"> • illumination • scribe • nib • ink • ink well • guidelines 	<p>Learning Task:</p> <p>Students will discuss books... what is a books function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connect (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Students will explore the parts and function of books through history.</p> <p>Example - The Book of Kells</p> <p>Essential Question:</p> <p>What is the value of handmade work versus machines?</p>

Materials and Resources:

illustration board, drawing papers, adhesives, acrylic paints, watercolor paints, fabric, muslin, dye, wax, sheet metal, india ink, steel wool, wood, nails/pins, string, yarn, clay, glazes, ceramic tile, grout, linoleum blocks, block printing ink, brayers, bench hooks, carving tools, pencils, markers, oil pastels, chalk pastels, colored pencils, sharpies, paint brushes, kiln, teacher computer, internet access, projector

Resource Websites:

<https://www.google.com/search?biw=1422&bih=704&tbm=isch&q=string+art+installation&revid=>

[1424170045&sa=X&ved=0ahUKEwjws4Cwp8zJAhXC4D4KHeEOAIYQ1QIIJQ](#)

<http://www.teachersnetwork.org/dcs/math/stringart/index.html>

<http://www.modernedition.com/art-articles/string/string-art-history-3.html>

<http://contemporarycraft.org/>

Craft + Mixed Media. 2 Artists use tools and resources, as well as their own experiences and skills, to create art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, C, E, J, 9.2 A, C, D, E</p> <p>Objectives: 1. Differentiate between materials and tools.</p> <p>2. Develop skill in craft making and apply skills to achieve a desired effect.</p> <p>3. Draw from their own personal experiences when creating a work of art.</p>	<p>1. Select a theme and materials to design front and back cover designs using designed rubric with focus on creativity and craftsmanship.</p>	<ul style="list-style-type: none"> • Concepts (Know): • Crafts have been made over time using the resources artists had available to them. • The design of a crafted object can reflect its purpose and the artist who created it. • Specific skills are associated with various crafts. • Competencies (Do): • Learn and use tools related to various crafts. • Apply skills connected to specific crafts. • Define the term craft. 	<ul style="list-style-type: none"> • Craft • Craftsmanship • Skill 	<p>Learning Task:</p> <p>Students will discuss books... what is a book's function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connected (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Essential Question:</p> <p>What is the difference between a craft and fine art?</p> <p>What inspires an artist?</p> <p>How do available materials affect an artist's work?</p>

Materials and Resources

Student access to technology for research

Craft + Mixed Media. 3 The arts provide a medium to understand and exchange ideas.

Thursday, October 15, 2015 8:02 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, C, D, E</p> <p>Objectives:</p> <p>1.Refine skills and techniques to carry out a task to create a craft object.</p> <p>2.Analyze an example of a craft to speculate origin and time period.</p> <p>3.Decode a craft and speculate the idea that the artist was trying to convey.</p>	<p>1.The students will conference with a partner to discuss the quality and craftsmanship of their artwork. Using feedback received, students will revise their work of art as a formative assessment.</p> <p>2.The students will use process portfolio for the final critique.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists refine skills and techniques to carry out their intention in their artworks. A craft can be used as a medium to exchange ideas. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Refine skills relative to specific techniques in crafts. Analyze an artifact and speculate the origin, including time period. Create an example of a craft that conveys an idea. Decode craft examples and speculate regarding the ideas that were being conveyed. 	<ul style="list-style-type: none"> Artifact Decode Speculate Intentional Origin 	<p>Learning Task:</p> <p>Students will discuss books... what is a books function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connect (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Essential Question:</p> <p>How do crafts convey meaning?</p> <p>Is a book art?</p>

Materials and Resources

Craft+ Mixed Media.4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 A, B, D, I, J</p> <p>Objectives:</p> <p>1. Research how the same craft has changed over time.</p> <p>2. Identify how different artists in the same time period and/or culture have used their ideas to cre</p> <p>3. Create a process portfolio that tracks the evolution of their ideas from inception to finished product.</p>	<p>1. In a group students will generate a timeline reflecting developments in bookmaking and technology.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Humans use the arts to express their ideas. • All humans throughout time and across cultures have created crafts. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Compare and contrast examples of crafts from different time periods and/or cultures. • Analyze how time, place, and available materials influence the making of a craft. 	<ul style="list-style-type: none"> • Timeline • Evolution • Working portfolio 	<p>Learning Task:</p> <p>Students will discuss books... what is a books function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connect (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Essential Question:</p> <p>How do crafts reflect the human experience throughout time?</p>

Materials and Resources

Craft + Mixed Media. 5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 B, C, E, F</p> <p>Objectives:</p> <p>1. Practice formal, intuitive and contextual criticism.</p> <p>2. Use appropriate vocabulary when critiquing works of art.</p> <p>3. Compare and contrast various works of art using formal, intuitive, and contextual criticism.</p> <p>4. Form judgments about the quality of various works of art and support your rationale.</p>	<p>1. Complete an artist statement on the first page of their journal/sketchbook using formal, intuitive, or contextual criticism labeling which one they chose.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position. • People can engage in formal criticism. • People can engage in intuitive criticism. • People can engage in contextual criticism. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality. • Form judgments about the quality of various crafts and support your rationale. 	<ul style="list-style-type: none"> • Formal criticism • Intuitive criticism • Contextual criticism • Judgement • Quality 	<p>Learning Task:</p> <p>Students will discuss books... what is a books function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connect (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Essential Question:</p> <p>How does quality vary among different examples of crafts?</p>

Materials and Resources

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Craft + Mixed Media. 6 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, B, C, D, F, 9.4 B,D</p> <p>Objectives:</p> <p>1. The student will use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use language appropriately when critiquing a work of art.</p>	<p>1. A final discussion will take place about artistic choices within books. Students will be asked to analyze questions like the following; the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Critical analysis includes assessing quality, interpreting meaning and determining value. • Artistic choices often provide a window into discovering the meaning of a work of art. • People use specific vocabulary that references the elements and principles of art when engaged in critical analysis. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use visual clues to speculate the artist's intended purpose of a craft. • Use appropriate language when critiquing a work of art. • Form judgments about the quality and value of various crafts and support your rationale. 	<ul style="list-style-type: none"> • Critical analysis 	<p>Learning Task:</p> <p>Students will discuss books... what is a books function... is a book art...</p> <p>Students will research the art of bookmaking and the materials and resources used throughout time. (Type of paper, how words are printed, how it is connect (binding) Example - The Book of Kells</p> <p>Students will create a handmade journal or sketchbook by combining parts of a book. Example - hard cover, end sheets, signatures, spine/binding. The students will apply elements and principles of design using a media of choice to embellish the front and back cover based on a common theme.</p> <p>The students will complete an artist statement on the first page of their journal/sketchbook using the process of formal criticism.</p> <p>A final discussion will take place about artistic choices within books. the quality of a paper back vs. a hard back, do you like to read an actual book or off of a kindle, would you rather get an important message in a written letter, typed letter, text, or a Facebook message.</p> <p>Essential Question:</p> <p>What role does critical analysis play in assessing quality, interpreting meaning and determining value?</p> <p>How do we determine if a craft object is of high quality?</p>

Materials and Resources

Course Description

Tuesday, December 8, 2015 8:58 AM

Title: Craft & Mixed Media

What is the difference between art and craft? What is the value of handmade items versus those that are made with machines? How do available materials affect an artist's work? Craft gets a bad wrap! Leave the popsicle sticks, cotton balls, and pipe cleaners behind. Embrace hot wax in batik, pulp in paper making, recycled materials in weaving. Learn why handcrafted items are increasingly popular in contemporary society, express modern ideas, and demand high quality craftsmanship.

1 Semester / Prerequisite: Creativity and Innovation (or Visual Art 1)