

## THEMATIC FOCUS:

UNIT 5: Textiles

### Elementary Art Quarter 4: *Weeks 28- 35* – Unit Plan

#### *Textiles Foundations*

#### FOCUS SKILLS: Creative Process

<b>Inspiration</b>	Students brainstorm/research ideas that are interesting and relevant; make lists, sort and categorize ideas. Students consider which ideas are going to be realistic, attainable options and which ones don't fit the concept.
<b>Development</b>	Students explore concept/idea by examining research and options. Students will plan as well as develop artwork through sketches and visual journals. <i>Model: Brainstorm, Practice, Demonstration.</i>
<b>Creation</b>	Students will produce artwork while reflecting on their concept, revising their work through analysis and improving skills through practice.
<b>Reflection</b>	Students respond to artwork through discussion as well as revise work through evaluation. <i>Model: Discuss, Analyze, Interpret, Evaluate</i>

#### KEY STANDARDS

Below are the key standards **taught** and **assessed** in this unit. Drawing Skills (Figure 1) are integrated into instruction in every unit.

#### Textiles/Fiber Art Skills/ Techniques

##### (Figure 1)

**Textiles/ Fiber Art Skills:** Students use a flexible range of art techniques in both assigned and independent practice to understand textile skills. Students will continue to apply earlier standards with great depth in increasingly more complex techniques as they become self-directed, creative artists. Students will strengthen their awareness of texture, color, and design through fiber exercises such as weaving, stitchery, and soft sculpture to create three-dimensional works.

Tools to Know- Process					Student Outcomes		
Apply	Evaluate	Understand	Analyze	Demonstrate	Technique	Observation	Media
Students know and apply visual arts media, techniques, and processes.	Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	Students understand the visual arts in relation to history and cultures	Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others	Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts	Use textile techniques to render three dimensional artworks either freely and intuitively or execute plans from drawings.	Practice observation and perception skills.  <i>Exercise right and left brain activity.</i>	Recognizing how artists use this media in well-known works of art.

### Knowledge and Skills

- (1) Foundations: Observation and Perception.** The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks.
- (2) Creative expression.** The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
- (3) Historical and cultural relevance.** The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.
- (4) Critical evaluation and response.** The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples

	Foundations	Readiness Standards	Supporting Standards	Figure 1
Knowledge and Skills		<p>1.0(A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.</p> <p>2.0(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.</p> <p>4.0(B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</p>	<p>1.0(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.</p> <p>2.0(B) create compositions using the elements of art and Principles of Design.</p> <p>3.0(A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols; 3.0(D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.</p> <p>4.0(A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.</p>	<p>Fig.1(C)</p> <p><i>Identified as §117.117(B)1-4 on TEA Student Expectations Tested report</i></p>
		<p><b>TEKS Not Included in Assessed Curriculum</b></p>	<p><i>1.0(C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.</i></p> <p><i>2.0(A) integrate ideas drawn from life experiences to create original works of art.</i></p> <p><i>3.0(B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures.</i></p> <p><i>3.0(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</i></p> <p><i>3.0(D) investigate connections of visual art concepts to other disciplines.</i></p> <p><i>4.0(C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.</i></p>	

## Art Criticism Process

**Evaluation Process.** Students use elements of the art criticism process (describe, analyze, interpret and evaluate) to evaluate artwork.

	Description	Analysis	Interpretation	Evaluate
<p>An investigative process used to evaluate a work of art.</p> <p>The process for analysis is determining how well the artist incorporated the art elements and design principles.</p>	<ul style="list-style-type: none"> <li>- <i>What kinds of things do you see in the work?</i></li> <li>- <i>How would you describe them?</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>What Elements of Art did the artist use? How?</i></li> <li>- <i>What Principles of Design are used? How?</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>What do you think this piece is about?</i></li> <li>- <i>Does the title fit?</i></li> <li>- <i>Pretend you can climb inside; How does it make you feel?</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Why do you think other people should see this work?</i></li> <li>- <i>What is worth remembering about this picture?</i></li> </ul>

### Skills and Techniques Section

**1.) Weaving** Students will form fabric together by interlacing threads.

**2.) Applique** Students create ornamental artwork in which pieces of fabric are joined to form pictures or patterns.

**3.) Patchwork/Piecing** Students create artwork in which small pieces of cloth in different designs, colors, or textures are put together.

**4.) Embellishment** Students create a decorative detail or feature added to something to make it more attractive.

**5.) Textile Painting** Students create colorful pictures and designs on fabric using paints.

**6.) Stamping/Stenciling** Students create pictures or designs by printing them from specially prepared stamps or stencils.

**6) Fabric Manipulation** Students will create designs for woven, knitted or printed fabrics or surface ornamented fabrics.

**Non-Negotiables**

In this unit, and in all subsequent units, students are encouraged to maintain *portfolios*. These portfolios can be physical or digital or a combination of both. Along with final works of art they may include loose preliminary sketches, photos, reflections, rubrics used in the creation of artwork, and notes taken during art class. The *sketchbook* should be considered as a key component of all student portfolios, and they may include preliminary sketches, notes taken in class, and additional reflections.

**ASSESSED IN THIS UNIT:**

**Key:**

	Non Negotiables
	Negotiables

The following table outlines the standards that are assessed throughout the unit and on what specific assessment they are assessed on during the quarter.

<b>Assessed in this Unit</b>			
<b>Textiles/Fiber Arts</b>	<b>K- 1<sup>st</sup> Grade Art</b>	<b>2<sup>nd</sup>- 3<sup>rd</sup> Grade Art</b>	<b>4<sup>th</sup>- 5<sup>th</sup> Grade Art</b>
<i>Elements of Art</i>	Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout
<i>Principles of Design</i>	Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout
Weaving using a loom			
Stamped/stenciled fabric design			
Collage using various fabrics			
Textile Painting			
Fabric Manipulation to create a three-dimensional work			

Title/Length of Unit	Essential Question(s) Recur throughout life, Key inquiries w/in discipline, Helps students make sense of core content.	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Suggested Instructional Activities	Common Formative Assessment(s)/ Date	Suggested Resources
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<p style="text-align: center;"><b>Elements of Art</b></p>	<p>Why is the knowledge and use of the elements of art essential to producing a successful work of art?</p> <p>Where do we see the elements of art at work in aspects of everyday life?</p> <p>How have artists used the elements of art successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0- Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the elements of art when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Line Shape Space Form Texture Value Color</p>	<p>Elements will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback.</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>
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<p><b>Principles of Design</b></p>	<p>Why are the principles of design an essential component to producing a successful work of art?</p> <p>Where do we see the principles of design at work in aspects of everyday life?</p> <p>How have artists used the principles of design successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0-Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the principles of design when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Unity Variety Balance Dominance Movement Rhythm Pattern Contrast Repetition Focal Point</p>	<p>Principles will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>
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# Textiles

## Visual Art Curriculum Maps and Formative Assessment Plans

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> <li>● Review the Elements of Art</li> <li>● Introduce Principles of Design- pattern, balance and repetition.</li> <li>● Intro to 3D Media</li> <li>● Critique Practice</li> <li>● Vocabulary</li> <li>● Continue using various tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do Principles of Design influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies for vocabulary</li> <li>● Form- geometric shapes, 3D techniques</li> <li>● Pattern and Repetition</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Math</b> geometric forms area</li> <li>● <b>ELA</b> vocabulary verbal skills writing skills</li> <li>● <b>Social Studies</b> multicultural Connections.</li> </ul>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>- Class Discussions</li> <li>- Verbal and/or Written Response to Images.</li> <li>- Peer Collaboration/ Group Discussion</li> <li>- Teacher Observation and Questioning</li> <li>- Brainstorming of Answers to Higher Order Thinking Questions</li> <li>- Pre-Tests</li> <li>- Exit Tickets</li> <li>- Bellringers</li> </ul> <p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>- Post-Tests</li> <li>- Rubrics</li> <li>- Art Competitions and Exhibitions</li> <li>- Final Product of Projects</li> <li>- Unit finals</li> <li>- Benchmarks</li> </ul>	<p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Textbooks</li> <li>- Workshops</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Peer Collaboration</li> <li>- Library</li> <li>- Student Examples</li> <li>- Teacher Examples</li> <li>- Art Education Publications</li> <li>- Parent Letters</li> <li>- Guest Artists</li> <li>- Syllabus</li> </ul>