High School Fibers Curriculum

Course Description: Designed to introduce the student to the materials and techniques of weaving, fabric collage, cotton batik, and other experimental fiber processes. Students explore fiber art as a design form.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 class periods</td>
<td>Introduction to Fibers</td>
<td>Topic 1: Types of Fiber  &lt;br&gt; Topic 2: Originality  &lt;br&gt; Topic 3: Fiber Art History and Contemporary  &lt;br&gt; Topic 4: Digital Portfolio Preparation &amp; Critique</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>Weaving</td>
<td>Topic 1: Weaving</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>Batik</td>
<td>Topic 1: Batik</td>
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<tr>
<td>3 weeks</td>
<td>Silk Painting</td>
<td>Topic 1: Silk Painting</td>
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<tr>
<td>1-2 weeks</td>
<td>Papermaking</td>
<td>Topic 1: Papermaking</td>
</tr>
<tr>
<td>1 week</td>
<td>Additional Processes</td>
<td>Topic 1: Extensions</td>
</tr>
</tbody>
</table>
Unit 1: Introduction to Fibers

Subject: Fibers
Grade: 10, 11, 12
Name of Unit: Introduction to Fibers
Length of Unit: 2 class periods

Overview of Unit: In the Introduction to Fibers unit, students will learn about the origin of various fiber materials. Students will be introduced to the fiber traditions of various cultures and contemporary fiber art. Students will create their digital portfolios to use for the duration of the course.

Priority Standards for unit:
● I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  ○ sensitivity and subtlety in use of media
  ○ engagement with experimentation and/or risk taking
  ○ informed decision-making

Supporting Standards for unit:
● III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
● I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  ○ Addresses complex visual and/or conceptual ideas
  ○ Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
● ISTE-EMPOWERED LEARNER 1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
● ISTE-EMPOWERED LEARNER 1.D - understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
● ISTE-DIGITAL CITIZEN.2.A - cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
● ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
● ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
• ISTE-CREATIVE COMMUNICATOR.6.D - publish or present content that customizes the message and medium for their intended audiences.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
</table>
| fiber media and techniques that demonstrate:  
  -sensitivity and subtlety in use of media  
  -engagement with experimentation and/or risk taking  
  -informed decision-making | Select | Apply | 3 |
| fiber media and techniques that demonstrate:  
  -sensitivity and subtlety in use of media  
  -engagement with experimentation and/or risk taking  
  -informed decision-making | Apply | Apply | 3 |

**Essential Questions:**
1. What are the types of fiber and why is important to use fiber appropriately?
2. Why is originality and creativity important in developing artwork?
3. Why is important to learn about Fiber Art History and Contemporary fiber artists?

**Enduring Understanding/Big Ideas:**
1. Natural fibers are cotton, silk, and wool and synthetic fibers are polyester, rayon, nylon spandex, etc. It is important to understand the properties of specific fibers when creating artwork.
2. It is important to develop original and creative works of art for unique student voice and to avoid plagiarism.
3. Through the study of historical fiber artwork from a range of global traditions, students will develop increased cultural sensitivity and awareness. Studying contemporary references is important for students to understand various contemporary techniques.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Art</td>
<td>Fiber</td>
</tr>
<tr>
<td>Fine Art</td>
<td>Natural fibers</td>
</tr>
<tr>
<td>Art History</td>
<td>Synthetic fibers</td>
</tr>
<tr>
<td>Contemporary Art</td>
<td>Cotton</td>
</tr>
</tbody>
</table>

Board Approved: February 23, 2017
<table>
<thead>
<tr>
<th>Originality</th>
<th>Silk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Wool</td>
</tr>
<tr>
<td></td>
<td>Polyester</td>
</tr>
<tr>
<td></td>
<td>Nylon</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary packets and online resources
Topic 1: Types of Fiber

Engaging Experience 1
Title: Burn Test
Suggested Length of Time: ½ class period

Standards Addressed

Priority:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate

Detailed Description/Instructions: Teacher will lead a burn test of various fiber materials.
Students will hypothesize if the material is natural or synthetic based on smell and if it is self-
extinguishing and fill out a corresponding chart.

Bloom’s Levels: Understand
Webb’s DOK: 2
Rubric: to be created
Engaging Experience 1
Title: Idea Bank Brainstorming
Suggested Length of Time: 1 class period

Standards Addressed
Supporting:

- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

Detailed Description/Instructions: Teacher will lead students in a discussion of originality. Students will brainstorm original ideas and gather and take references images to use for the semester. Students will create journal covers by collaging or drawing ideas generated from the brainstorming to serve as an inspiration for Fibers.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
Engaging Experience 1
Title: Fiber Art History and Contemporary Fiber Art
Suggested Length of Time: ½ class period to introduce and ongoing throughout the semester
Standards Addressed

Priority:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)

Detailed Description/Instructions: Students will learn about the historical fiber traditions of various cultures, in addition to analyzing Contemporary fiber processes and artists.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: to be created
**Engaging Experience 1**

**Title:** Documenting Artwork & Critique

**Suggested Length of Time:** ½ class period to introduce and ongoing throughout the course

**Standards Addressed**

*Priority:*

- III.2.A.1 With one artwork:
  - describe artwork;
  - analyze the use of elements and principles in the work;
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated);
  - Judge the work from various perspectives:
    - Showing a real or idealized image of life (Imitationalism);
    - Expressing feelings (Emotionalism/Expressionism);
    - Emphasis on elements and principles (Formalism);
    - Serving a purpose in the society or culture (Functionalism)

**Supporting Standards:**

- ISTE-EMPOWERED LEARNER 1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE-DIGITAL CITIZEN.2.A - cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

**Detailed Description/Instruction:** Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** to be created
Engaging Scenario

**Engaging Scenario** Students will develop a complex visual theme to use throughout the semester to create small fiber artworks with various processes. The subject should be imaginative and encourage risk-taking and experimentation. Students will cohesively assemble the small fiber artworks in a large artwork at the end of the semester. Students will present their final product to the class at the end of the semester in a class critique.

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Types of Fiber</td>
<td>Burn Test</td>
<td>Teacher will lead a burn test of various fiber materials. Students will hypothesize if the material is natural or synthetic based on smell and if it is self-extinguishing and fill out a corresponding chart.</td>
<td>½ class period</td>
</tr>
<tr>
<td>Originality</td>
<td>Idea Bank Brainstorming</td>
<td>Teacher will lead students in a discussion of originality. Students will brainstorm original ideas and gather and take references images to use for the semester. Students will create journal covers by collaging or drawing ideas generated from the brainstorming to serve as an inspiration for Fibers.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Fiber Art History and Contemporary</td>
<td>Fiber Art History and Contemporary</td>
<td>Students will learn about the historical fiber traditions of various cultures, in addition to analyzing Contemporary fiber processes and artists.</td>
<td>½ class period to introduce and ongoing throughout the semester</td>
</tr>
<tr>
<td>Digital Portfolio Preparation and Critique</td>
<td>Documenting Artwork &amp; Critique</td>
<td>Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.</td>
<td>½ class period to introduce and ongoing throughout the course</td>
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</table>
Unit 2: Weaving

Subject: Fibers
Grade: 10,11,12
Name of Unit: Weaving
Length of Unit: 3-4 weeks
Overview of Unit: Students will learn weaving techniques and create an original weaving.

Priority Standards for unit:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting Standards for unit:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles
- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- II.2.A.1 With one artwork:
  - describe artwork;
  - analyze the use of elements and principles in the work;
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated);
  - Judge the work from various perspectives:
    - Showing a real or idealized image of life (Imitationalism);
    - Expressing feelings (Emotionalism/Expressionism);
    - Emphasis on elements and principles (Formalism);
    - Serving a purpose in the society or culture (Functionalism)
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
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  -informed decision-making | Select | Apply | 3 |
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**Essential Questions:**
1. What are weaving techniques and how are they used?
2. How do you create a weaving and use the tools to create a weaving?

**Enduring Understanding/Big Ideas:**
1. Weaving stitch techniques include; soumak, Egyptian knot, tabby, twining, dovetail, interlock and beading. Different techniques achieve different looks within the textile.
2. Weavings are created by using a loom with warp thread and various weft material.

**Unit Vocabulary:**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Loom</td>
</tr>
<tr>
<td></td>
<td>Warp</td>
</tr>
<tr>
<td></td>
<td>Weft</td>
</tr>
<tr>
<td></td>
<td>Cartoon</td>
</tr>
<tr>
<td>Tabby (plain weave)</td>
<td>Soumak</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Egyptian Knot</td>
<td>Dovetail</td>
</tr>
<tr>
<td>Interlock</td>
<td>Beading</td>
</tr>
<tr>
<td>Twining</td>
<td>Yarn</td>
</tr>
<tr>
<td>Yarn ply</td>
<td>Tapestry needle</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary packets and online resources
**Engaging Experience 1**

**Title:** Weaving Sampler

**Suggested Length of Time:** 5 class periods

**Standards Addressed**

*Priority: I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:*
- sensitivity and subtlety in use of media
- engagement with experimentation and/or risk taking
- informed decision-making

*Supporting:*

**Detailed Description/Instructions:** Students will create a weaving sampler on a cardboard loom. Students will learn how to warp the loom with even tension. Weft stitches include tabby, dovetail, interlocking, beading, Egyptian knot, soumak, twining, etc. Students are encouraged to explore color and textures with various yarns.

**Bloom’s Levels:** Create

**Webb’s DOK:** 2

**Rubric:** to be created
Engaging Scenario: Students will create an original weaving focusing on creating a variety of textures using weaving stitches. Students are encouraged to consider contrast and color. Yarn and other materials may be considered for weft. Various approaches may be used to finish the work, such as hanging, framing, making three-dimensional, etc.

Rubric for Engaging Scenario: To be created.
<table>
<thead>
<tr>
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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
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<tr>
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<td>Weaving Sampler</td>
<td>Students will create a weaving sampler on a cardboard loom. Students will learn how to warp the loom with even tension. Weft stitches include tabby, dovetail, interlocking, beading, Egyptian knot, soumak, twining, etc. Students are encouraged to explore color and textures with various yarns.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
Unit 3: Batik

Subject: Fibers
Grade: 10,11,12
Name of Unit: Batik
Length of Unit: 3-4 weeks
Overview of Unit: Students will learn batik techniques to create an original work of art.

Priority Standards for unit:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting Standards for unit:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles
- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- II.2.A.1 With one artwork:
  - describe artwork;
  - analyze the use of elements and principles in the work;
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated);
  - Judge the work from various perspectives:
    - Showing a real or idealized image of life (Imitationalism);
    - Expressing feelings (Emotionalism/Expressionism);
    - Emphasis on elements and principles (Formalism);
    - Serving a purpose in the society or culture (Functionalism)
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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| fiber media and techniques that demonstrate:  
- sensitivity and subtlety in use of media  
- engagement with experimentation and/or risk taking  
- informed decision-making | Select | Apply | 3 |
| fiber media and techniques that demonstrate:  
- sensitivity and subtlety in use of media  
- engagement with experimentation and/or risk taking  
- informed decision-making | Apply | Apply | 3 |

**Essential Questions:**
1. What are the batik techniques and how are they used?
2. How do you create a batik?
3. How to use the batik tools?

**Enduring Understanding/Big Ideas:**
1. Use hot wax resist to create a design with dye on fabric.
2. Layering color with dye and wax resist to create a design.
3. Hot wax is applied with a brush, dropper or tjanting tool. Layers of color are applied by dye bath.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>Craftsmanship</td>
<td>Wax resist</td>
</tr>
<tr>
<td></td>
<td>Dye</td>
</tr>
<tr>
<td></td>
<td>Dye bath</td>
</tr>
<tr>
<td></td>
<td>Tjanting</td>
</tr>
<tr>
<td></td>
<td>Shibori</td>
</tr>
<tr>
<td></td>
<td>Clamping</td>
</tr>
<tr>
<td></td>
<td>Stretching</td>
</tr>
<tr>
<td></td>
<td>Arashi</td>
</tr>
<tr>
<td></td>
<td>Discharge</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary packets and online resources
Topic 1: Batik

Engaging Experience 1
Title: Batik Sampler
Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- I.I.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking

Supporting:

- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas

Detailed Description/Instructions: Students will create a batik sampler using the method of batik by using hot wax as a resist and dye to create a design. Students will block in color with wax and dye fabric in a dye bath.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: to be created
Engaging Scenario

Engaging Scenario: Students will create a finished batik. Students will prepare an original image and edit with Photoshop as needed. Students will create complete batik with wax as a resist and will dye fabric in dye baths to create multiple layers of color.

Rubric for Engaging Scenario: To be created
### Summary of Engaging Learning Experiences for Topics

<table>
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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batik</td>
<td>Batik Sampler</td>
<td>Students will create a batik sampler using the method of batik by using hot wax as a resist and dye to create a design. Students will block in color with wax and dye fabric in a dye bath.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
Unit 4: Silk Painting

Subject: Fibers
Grade: 10,11,12
Name of Unit: Silk Painting
Length of Unit: 3 weeks
Overview of Unit: Students will learn silk painting techniques to create an original work of art.

Priority Standards for unit:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting Standards for unit:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles
- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
---|---|---|---
fiber media and techniques that demonstrate:  
- sensitivity and subtlety in use of media  
- engagement with experimentation and/or risk taking  
- informed decision-making | Select | Apply | 3

**Essential Questions:**
1. What are the silk painting techniques and how are they used?  
2. How do you create a silk painting (process)?  
3. How to use the silk painting tools?

**Enduring Understanding/Big Ideas:**
1. Silk painting techniques include: wet on wet, wet on dry, resist and salt.  
2. Silk is stretched on stretcher bars, resist is applied to the silk, next the dye, then dye is set and finally the silk is finished.  
3. Use proper tools to create desired outcome with tools, for example stretching silk on stretcher bars, frames, paint brushes and droppers.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</table>
| Craftsmanship | Silk  
Resist  
Stretcher bars  
Wet on wet  
Wet on dry  
Gradation  
Surface design |

**Resources for Vocabulary Development:** Vocabulary packets and online resources
Topic 1: Silk Painting

Engaging Experience 1
Title: Silk Painting Sampler
Suggested Length of Time: 4 class periods
Standards Addressed

Priority:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.2.E.2 Identify and create unity through elements and principles
- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works

Detailed Description/Instructions: Students will create a small silk painting using the silk painting techniques.
Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: to be created
Engaging Scenario

**Engaging Scenario:** Students will create a silk painting using resist and silk dye. Students will apply color theory and silk painting techniques to create an original artwork.

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

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<tbody>
<tr>
<td>Silk Painting</td>
<td>Silk Painting Sampler</td>
<td>Students will create a small silk painting using the silk painting techniques.</td>
<td>4 class periods</td>
</tr>
</tbody>
</table>
Unit 5: Papermaking

Subject: Fibers
Grade: 10,11,12
Name of Unit: Papermaking
Length of Unit: 1-2 weeks
Overview of Unit: Students will learn basic papermaking techniques with a mold and deckle.

Priority Standards for unit:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting Standards for unit:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles
- II.2.C.4 Use contrast expressively
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>fiber media and techniques that demonstrate:</td>
<td>Select</td>
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<td>3</td>
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</table>

**Essential Questions:**

1. How do you use paper making tools to create paper?

**Enduring Understanding/Big Ideas:**

1. Paper pulp, a vat, mold, and deckle are needed to create paper. Paper is couched onto felts and layered to make a post, which is then pressed.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>Mold</td>
</tr>
<tr>
<td></td>
<td>Deckle</td>
</tr>
<tr>
<td></td>
<td>Vat</td>
</tr>
<tr>
<td></td>
<td>Couching</td>
</tr>
<tr>
<td></td>
<td>Pulp</td>
</tr>
<tr>
<td></td>
<td>Post</td>
</tr>
<tr>
<td></td>
<td>Relief</td>
</tr>
<tr>
<td></td>
<td>Casting</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary packets and online resources
Engaging Experience 1
Title: Paper Sampler
Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.2.E.2 Identify and create unity through elements and principles

Detailed Description/Instructions: Students will successfully create at least two pieces of handmade paper using proper papermaking processes.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: to be created
**Engaging Scenario**

Engaging Scenario: Students will create artwork using various types of handmade papers, using casting and relief.

Rubric for Engaging Scenario: to be created.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Papermaking</td>
<td>Paper Sampler</td>
<td>Students will successfully create at least two pieces of handmade paper using proper papermaking processes.</td>
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</tbody>
</table>
Unit 6: Additional Processes

Subject: Fibers
Grade: 10,11,12
Name of Unit: Additional Processes
Length of Unit: 1 week

Overview of Unit: Additional processes are enrichment assignments determined by the pace of the semester and student choice. At the end of the semester the amount of time remaining will determine how many additional enrichment assignments can be added. Projects will be determined by student voice and choice.

Priority Standards for unit:

- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting Standards for unit:

- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles
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<td>3</td>
</tr>
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</table>

**Essential Questions:**
1. How can other fiber processes be applied to create unique works of art?

**Enduring Understanding/Big Ideas:**
1. Additional processes, such as basketry, fabric collage, embroidery, and bookbinding can be used to create fiber art.

**Unit Vocabulary:**

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</tr>
<tr>
<td></td>
<td>Fabric Collage</td>
</tr>
<tr>
<td></td>
<td>Embroidery</td>
</tr>
<tr>
<td></td>
<td>Bookbinding</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary packets and online resources
Engaging Experience 1
Title: Fabric collage
Suggested Length of Time: 4 class periods
Standards Addressed

Priority:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles

Detailed Description/Instructions: Students will create an original fabric collage design. First students will create a contour line drawing of their original idea and use the fabric to fill in the spaces.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: to be created

Engaging Experience 2
Title: Basketry
Suggested Length of Time: 4 class periods
Standards Addressed

Priority:
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.E.2 Identify and create unity through elements and principles

Detailed Description/Instructions: Students will create a basket. Students will learn traditional and contemporary basketry techniques, including weaving with wooden reed and wrapping a core with fiber material.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
**Engaging Experience 3**  
**Title:** Embroidery  
**Suggested Length of Time:** 4 class periods  
**Standards Addressed**

*Priority:*
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:  
  - sensitivity and subtlety in use of media  
  - engagement with experimentation and/or risk taking  
  - informed decision-making  

*Supporting:*
- II.1.D.4 Use textures expressively to communicate ideas  
- II.2.E.2 Identify and create unity through elements and principles  

**Detailed Description/Instructions:** Students will create an original embroidered fiber artwork. Students will learn basic embroidery stitches, such as back stitch, stem stitch, satin stitch, French knot, etc.  
**Bloom’s Levels:** Create  
**Webb’s DOK:** 3  
**Rubric:** to be created

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**Engaging Experience 4**  
**Title:** Bookbinding  
**Suggested Length of Time:** 4 class periods  
**Standards Addressed**

*Priority:*
- I.1.D.4.2 Select and apply fiber media and techniques that demonstrate:  
  - sensitivity and subtlety in use of media  
  - engagement with experimentation and/or risk taking  
  - informed decision-making  

*Supporting:*
- II.1.D.4 Use textures expressively to communicate ideas  
- II.2.E.2 Identify and create unity through elements and principles  

**Detailed Description/Instructions:** Students will create a handmade book using bookbinding techniques, such as coptic, figure eight, or Japanese stab binding.  
**Bloom’s Levels:** Create  
**Webb’s DOK:** 3  
**Rubric:** to be created
Engaging Scenario

**Engaging Scenario**: Create an additional fiber art piece using one or a combination of the following additional processes: Fabric collage, basketry, embroidery, bookbinding.

**Rubric for Engaging Scenario**: to be created
<table>
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensions</td>
<td>Fabric Collage</td>
<td>Students will create an original fabric collage design. First students will create a contour line drawing of their original idea and use the fabric to fill in the spaces.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Extensions</td>
<td>Basketry</td>
<td>Students will create a basket. Students will learn traditional and contemporary basketry techniques, including weaving with wooden reed and wrapping a core with fiber material.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Extensions</td>
<td>Embroidery</td>
<td>Students will create an original embroidered fiber artwork. Students will learn basic embroidery stitches, such as back stitch, stem stitch, satin stitch, French knot, etc.</td>
<td>4 class periods</td>
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<td>Extensions</td>
<td>Bookbinding</td>
<td>Students will create a handmade book using bookbinding techniques, such as coptic, figure eight, or Japanese stab binding.</td>
<td>4 class periods</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.