

Washington Township Public Schools

Office of Curriculum & Instruction

Course: Advanced Multi-cultural Art and Design

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Description:

This course may be taken after the successful completion of the Introduction and Intermediate Multi-cultural Art and Design courses. Or, based on portfolio review, a student with a minimum of two years prior experience in Art, specifically in other Crafts oriented classes, may be considered for enrollment. A minimum grade of 77 is required. This course is designed to further expand students' knowledge and develop advanced proficiency in art production skills. Students will continue to develop their knowledge of and expand their appreciation for Art created by different cultures and countries throughout the world. More advanced concepts, skills and techniques in various media will be explored, promoting in depth problem solving, individual self-expression, and creative thinking skills. Students taking this course should have a high level of comprehension and interpretation of the Elements of Art and Principles of Design, with the ability to do independent research work and art production. Instruction in the appreciation of cultural arts as they evolve throughout history and the understanding that those works of art reflect the people and society that created them will be discussed. The students will create artwork using original ideas based upon personal experiences, research, and the fundamental foundations of art and design. Projects will be in the following areas: Ceramics such as Pottery and Sculpture. Weaving such as Tapestry, Basketry, and Loom. Textile Design such as Batik/Tie-Dye, Applique and Printing on Fabric. Jewelry/Metal Design and Fabrication. Other Art and Design experiences may be incorporated such as Enameling, Lapidary, Papermaking, Stitchery, Mixed Media (as time and materials permit). Students will be explore career opportunities that are available in various fields of Art and Design.

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DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Advanced Multi-cultural Art and Design

I. CLASSWORK REQUIREMENTS

- A. Students are to participate in all activities and discussions, complete art projects, design work and any reading or written work, including homework assignments. They are responsible for maintaining a notebook/sketchbook, any tools, equipment, project materials, books or printed matter that they use. Students are to assemble materials and tools promptly and clean up in a thorough and cooperative manner.

II. ATTITUDE & BEHAVIOR

- A. Students will receive weekly attitude grades which reflect creative effort, cooperation, perseverance, following directions, pride in work, self control, respect for others, self growth and responsibility.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT:

Students will be able to describe, discuss and create art projects involving various elements of art and principles of design at an advanced level. Those art projects will reflect the student's comprehension and or influence of various materials and design motifs as seen in various world cultures and time periods in art.

B. SKILLS:

Students will be able to work at an advanced level with a variety of tools and equipments, incorporating an in depth comprehension of design concepts. They will be able to discuss and define terms and techniques as they pertain to the project.

C. APPRECIATION OF CONCEPTS:

Students will further their understanding and appreciation for Multi-cultural Art and Design as visual expressions from various cultures and countries. They will further develop the ability to recognize the art of craft as a form of personal and cultural expression. Students will recognize career opportunities in the fields of art and design.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

- A. Attitude and Effort grades will be given weekly and will count for 30% of the marking period grade. Project grades will be based on following project guidelines, technique, use of tools and materials, and creative expression. Projects, tests, other written and oral work counts for 60% of the grade. Homework will count 10%.

MAJOR UNITS OF STUDY

Course Title: *Advanced Multi-cultural Art and Design*

- I. Jewelry and Metals
- II. Ceramics
- III. Weaving and Fibers
- IV. Textiles

Unit One Overview

Course Title: Advanced Multi-cultural Art and Design

Unit #: 1 **Unit Title:** Jewelry and Metals

Unit Description: Unit entails review of metal fabrication skills in traditional jewelry making acquired in the previous year. They will be incorporated and expanded with advanced metalsmithing skills such as making hinges, box construction, and surface embellishment. Students will be encouraged to do independent research and project development demonstrating increased depth, scope and breadth of comprehension for the subject matter and materials. Students will research and interpret various design trends and art movements from different world cultures and time periods in art history. Art production will include the design and fabrication of a three-dimensional metals piece, demonstrating breadth and depth in the understanding of form and function, and advanced knowledge of the elements of design and principles of art.

Enduring Understandings/Generalizations

Students will understand;

- Various styles/trends in jewelry design and fabrication and the historical significance of jewelry design and production in various cultures and societies;
- New terms and techniques as they pertain to the art, design and fabrication of a three-dimensional metals piece.
- And be able to demonstrate advanced proficiency, skills, and procedures in creating a 3D metals piece.
- Career opportunities available in the jewelry and industrial design industry;
- And be able to demonstrate advanced skills and depth in using the elements of art and principles of design with creating metals piece.
- And be able to use/demonstrate a higher proficiency in the use of tools and materials with a greater emphasis on quality craftsmanship, design, and skill.

Guiding Questions:

1. What terms, tools, and materials are needed to understand, design and create a 3D metals piece emphasizing containment, function, and aesthetics?
2. What are the procedures in creating a hinge and how is it different or similar to other jewelry making processes?
3. How have different societies used small metal containers and for what purpose?
4. What can be learned from a design standpoint on researching various design styles and trends?
5. What career opportunities are available in various jewelry trades and industries?
6. How has jewelry design and the concept of adornment impacted different cultures throughout time?
7. How does the history of jewelry design relate to other art forms with regard to the history of art? What is enameling and how are enameled art pieces produced?
8. What elements of art and principles of design are used in jewelry design and metal fabrication?

CURRICULUM – Unit One Plan

Course Title: *Advanced Multi-cultural Art and Design*

Unit Title: Jewelry and Metals

Time Allocation: Nine weeks

Core Content Standards and Cumulative Progress Indicators:

1.1.12.D.1,

1.4.12.A.1,3,4

1.2.12.A.1-2

1.4.12.B.1-3

1.3.12.D.1-5

Objectives:

Students will be able to;

Demonstrate advanced proficiency in use of materials, tools, and equipment.

Design and fabricate a 3D metals piece, specifically a box construction, incorporating a hinge.

Incorporate the elements of art and the principles of design into art projects.

Identify and describe design elements from various time periods in art and from different world cultures.

Identify different career opportunities in the jewelry and product design industries.

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> Review of metal fabrication skills and techniques, using tools and equipment, and safety precautions; incorporating those acquired skills with new knowledge in the design and creation of a 3D object. Design and creation of a three-dimensional object incorporating a hinge, demonstrating advanced knowledge of terms and techniques. Knowledge and skill in advanced metalsmithing 	<p>Using teacher discretion and selection, students will;</p> <ul style="list-style-type: none"> Further increase their art and design knowledge and explore the art of jewelry and metalsmithing by viewing various instructional resources available via internet, video conferencing, actual art examples or reference literature/books; Observe demonstrations on skills, techniques, safety requirements, and proper use of tools and equipment used in different craft fabrication processes. 	<ul style="list-style-type: none"> Various jewelry making tools, materials, machinery and equipment in order to provide successful fabrication and completion of jewelry making project. These include, but are not limited to hand tools such as files, saws and pliers, buffing and grinding machinery, small kiln, sheet and wire metal, enamel powders and tools. Various internet resources/websites to enhance instruction and learning such as museum 	<p>Students will;</p> <ul style="list-style-type: none"> Be graded on completed art pieces in lapidary and enameling. The completed design will demonstrate thorough comprehension of the elements of art and principles of design pertinent to the unit/project. Complete projects will exhibit higher levels of skill and craftsmanship in overall fabrication with use of tools and equipments. Be tested by performance, demonstration or written, on their knowledge of art history/world craft as it relates to the project. the

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<p>and jewelry making skills.</p> <ul style="list-style-type: none"> Advanced use of design elements combining form with function, individual research and exploration, and experimentation. Greater proficiency in the use of the elements of art and principles of design. Demonstration of advanced skills. Recognition of design elements and/or trends in art as seen in various cultures or time periods. History of jewelry making and metalsmithing and how it may influence student work. 	<ul style="list-style-type: none"> Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for jewelry as an art form from different cultures/societies. Develop complex design concepts by completing a series of drawings and design exercises. Incorporate a deeper level of involvement using the elements of art and the principles of design. Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences. Designing jewelry/metals pieces as they pertain to the unit. 	<p>sites (Phila., Smithsonian, Louvre, Oxford Art online, Artstor.org, getty.edu).</p> <ul style="list-style-type: none"> Video conferencing as it becomes available. Various materials and periodicals available in the IMC. Art examples and reproductions. <p>Specific references include;</p> <ul style="list-style-type: none"> Jewelry of Our Time, by Helen W. Drutt English. The Complete Metalsmith by Tim McCreight. The Encyclopedia of Jewelry Making Techniques, by Jinks McGrath. Sculptural Adornment, by Albert Paley. Enamel, Enameling, Enamelists, by Glenice Lesley Matthews. The Jewelry Design Sourcebook, by Dana Scarisbrick. Crafts in the Classroom Textbook, Metal working chapter. 	<p>tools, use of equipment, terminology, and processes involved in the design and creation of the art project.</p> <ul style="list-style-type: none"> Be graded on their participation in group critiques of both work in progress and completed work. Receive a weekly effort and attitude grade, which reflects involvement, cooperation, perseverance, self motivation, following of directions, pride in work, respect for others, and respect for tools and materials in classroom. Attitude and effort will account for 30% of the marking period grade.

Unit Two Overview

Course Title: Advanced Multi-cultural Art and Design

Unit #: 2 **Unit Title:** Ceramics

Unit Description:

Unit entails review of pottery making and hand building skills used in ceramics acquired in the previous year. Students will develop advanced proficiency in Handbuilding and in the use of the Potters Wheel. Students will design and create their own “Design Line” of functional pieces. Design prototypes will be produced in preparation for mass production. Using advanced skills and understanding, students will produce a line of products that will incorporate both form and function. Students will research and interpret various design trends and art movements from different world cultures and time periods in art history. Career opportunities in ceramic design, industrial design and production will be explored.

Enduring Understandings/Generalizations

Students will understand: How to use a potters wheel using appropriate tools and advanced skills/techniques; Appreciate ceramics as an art form and how crafts can be functional yet aesthetically pleasing (form vs function); How to incorporate the elements of art and principles of design in a sophisticated manner in the design and creation of wheel thrown pottery and hand built pottery; And develop advanced proficiency in design concepts, skill in clay techniques; what career opportunities are available in ceramic and product design.

Guiding Questions

1. How are ceramic art pieces mass-produced?
2. How can different design motifs used by different cultures and countries, be interpreted and incorporated into contemporary design?
3. How can a ceramic piece be functional yet be aesthetically pleasing to the eye?
4. What are the similarities and differences between wheel thrown pottery and hand built ceramics?
5. What are the different career opportunities available today in ceramic art or production?
6. What is Industrial Design and how can ceramic pieces be mass-produced for every day use?

CURRICULUM – Unit Two Plan

Course Title: Advanced Multi-cultural Art and Design

Unit Title: Ceramics

Time Allocation: 9 weeks

Core Content Standards and Cumulative Progress Indicators:

1.1.12.D.1,	1.4.12.A.1,3,4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.D.1-5			

Objectives:

Students will be able to:

Define and describe terms and vocabulary relevant to the unit.

Demonstrate quality craftsmanship through the proper use of tools, techniques and materials.

Create a “Product Line” emphasizing form and function.

Use advanced skills and techniques in hand building and wheel throwing processes.

Incorporate the elements of art and principles of design in a greater capacity, demonstrating advanced proficiency, knowledge and skill.

Identify and appreciate ceramic art from different countries and cultures.

Identify career opportunities in Industrial Design and Product Development

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> Review of clay terms and techniques, and safety precautions; Recognition of how different countries and cultures create pottery and design elements that are used. Acquire advanced skill in using the potters wheel. Expanding skills in hand building. 	<p>Using teacher discretion and selection, students will:</p> <ul style="list-style-type: none"> Increase their art and design knowledge and explore the art of ceramics, specifically wheel throwing and hand building, by viewing various instructional resources available via internet, video conferencing, actual art 	<ul style="list-style-type: none"> Clay/ceramic tools, clay materials, equipment and machinery including potters wheels and accessories. Art reproductions and examples. Various internet resources/websites to enhance instruction and learning (i.e. museum 	<p>Students will;</p> <ul style="list-style-type: none"> Be graded on completed ceramic art pieces. The completed designs will demonstrate thorough comprehension of the elements of art and principles of design pertinent to the unit/project. Complete projects will exhibit higher levels of skill and craftsmanship in

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> • Design and creation of ceramic product line, demonstrating knowledge of terms and techniques. • Developing greater proficiency in the use of the elements of art and principles of design through use of more complex and higher level design problem solving and exposure to current design trends in industry. • Recognition of design elements and/or trends in art as seen in various cultures or time periods. • History of ceramics and the how it may pertain and/or influence student work. • Career awareness in the areas of ceramics and glass, product design, industrial design. • Cultural design influences could be from the Arts of West Africa, the Middle East, India, Europe, Asia, South/Central America, or North America. 	<p>examples or reference literature/books;</p> <ul style="list-style-type: none"> • Observe demonstrations on skills, techniques, safety requirements, and proper use of tools and equipment used in different craft fabrication processes. • Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for ceramics as an art form from different cultures/societies. • Develop design concepts by completing a series of drawings and design exercises. • Incorporate a higher level of proficiency and involvement using the elements of art and the principles of design through their combination, complexity, and variety. • Visit museums, galleries, artists studios, exhibits, virtual tours, websites, and/or participate in video conferences. • Design and create ceramic pieces as they pertain to the unit. • Learn of career opportunities in the field of Industrial Design and product development. 	<p>websites, American Crafts Council, professional ceramics websites).</p> <ul style="list-style-type: none"> • Various materials available and periodicals available in the IMC. • Crafts in the classroom textbook, ceramics chapter. <p>Reference books;</p> <ul style="list-style-type: none"> • The Encyclopedia of Pottery Techniques, by Peter Cosentino. • Making Pottery Without a Wheel, by Lavoos and Ball. • Ceramics by Slab, by Joan and Anthony Prola. • World of Crafts, by Merlion Arts Library. • World Crafts by Jacqueline Herald. • Art Through the Ages. by Gardner. • The White House Collection of American Crafts. 	<p>overall fabrication with use of tools and equipment.</p> <ul style="list-style-type: none"> • Be tested by performance, demonstration or written, on their knowledge of art history/world craft as it relates to the project, the tools, use of equipment, terminology, and processes involved in the design and creation of the art project. • Be graded on their participation in group critiques of both work in progress and completed work. • Receive a weekly effort and attitude grade, which reflects involvement, cooperation, perseverance, self motivation, following of directions, pride in work, respect for others, and respect for tools and materials in classroom. Attitude and effort will account for 30% of the marking period grade.

Unit Three Overview

Course Title: Advanced Multi-cultural Art and Design

Unit #: 3 **Unit Title:** Weaving and Fibers

Unit Description:

Unit entails review of weaving techniques and basket making skills acquired in the previous year. Students will continue to explore various uses of the Four Harness Weaving Loom, researching different weaves and interpreting weaving drafts. Using advanced skills and understanding, students will produce a large tapestry using in depth knowledge of the elements of art and principles of design. Students will research and interpret various design trends and art movements from different world cultures and time periods in art history. Career opportunities in weaving design and fibers will be explored.

Enduring Understandings/Generalizations

Students will understand: How to use a four harness weaving loom with appropriate tools and techniques; Appreciate weaving/ fibers as art forms and how crafts can be functional yet aesthetically pleasing (form vs function); How to incorporate the elements of art and principles of design in a sophisticated manner in the design and creation of woven pieces; And develop more advanced skill in weaving techniques and processes; What different career opportunities are available in weaving and product design.

Guiding Questions

- What is a weaving draft?
- What terms, tools, techniques, and materials are needed to understand, design and create a woven art piece using the four harness loom?
- How have different societies used weaving and tapestry both as functional and art pieces?
- What career opportunities are available in various weaving/fiber trades and industries?
- How has weaving design and the concept of adornment impacted different cultures throughout time?
- What elements of art and principles of design are used in weaving?
- What are the differences or similarities between various cultures and societies in how they use design elements in their weavings?

CURRICULUM – Unit Three Plan

Course Title: **Advanced Multi-cultural Art and Design**

Unit Title: Weaving and Fibers

Time Allocation: 9 weeks

Core Content Standards and Cumulative Progress Indicators:

1.1.12.D.1,

1.4.12.A.1,3,4

1.2.12.A.1-2

1.4.12.B.1-3

1.3.12.D.1-5

Objectives:

Students will;

Appreciate and identify the Art of Weaving from different cultures and time periods.

Read a complex weaving draft and design a woven piece to be made on the four harness loom, incorporating knowledge and skill in using the elements of art and principles of design. And/or,

Design and create a large tapestry of an original design.

Define and describe terms and vocabulary relevant to the unit.

Demonstrate quality craftsmanship through the proper use of tools, techniques and materials.

Know career opportunities available in Weaving and Fibers design and creation.

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> Review of weaving terms and techniques, and introduction of reading a weaving draft for the four harness loom. Recognition of how different countries and cultures create weavings and design elements that are used, including comparative studies in different types of looms (frame, tapestry, four harness). Acquire advanced skill in using the four harness loom and working on a larger scale. 	<p>Using teacher discretion and selection, students will:</p> <ul style="list-style-type: none"> Increase their art and design knowledge and explore the art of weaving, specifically four harness loom and tapestry. View various instructional resources available via internet, video conferencing, actual art examples or reference literature/books; Observe demonstrations on skills, techniques, safety requirements, and proper use of tools and 	<ul style="list-style-type: none"> Weaving tools, materials, and equipment, including four harness loom and accessories. Art reproductions and examples. Various internet resources/websites to enhance instruction and learning such as museum sites (Phila., Smithsonian, Louvre), Oxford Art online, Artstor.org, getty.edu. 	<p>Students will;</p> <ul style="list-style-type: none"> Be graded on completed Weaving art pieces. The completed designs will demonstrate thorough comprehension of the elements of art and principles of design pertinent to the unit/project. Complete projects will exhibit higher levels of skill and craftsmanship in overall fabrication with use of tools and equipments. Be tested by performance, demonstration or written, on their knowledge of art

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> Expanding skills in tapestry. Design and creation of weaving art pieces, demonstrating knowledge of terms and techniques. Developing greater proficiency in the use of the elements of art and principles of design through complexity and combination of those elements. Recognition of design elements and/or trends in art as seen in various cultures or time periods. History and appreciation of weaving as an art form and as a utilitarian craft. Career awareness in the areas of weaving, product design, and fashion design. Cultural design influences could be from the Arts of West Africa, the Middle East, India, Europe, Asia, South/Central America, or North America. 	<p>equipment used in different craft fabrication processes.</p> <ul style="list-style-type: none"> Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for weaving as an art form from different cultures/societies. Develop design concepts by completing a series of drawings and design exercises. Incorporate a higher level of involvement using the elements of art and the principles of design through their combination, complexity, and variety. Visit museums, galleries, artists studios, exhibits, virtual tours, websites, and/or participate in video conferences. Design and create weaving pieces as they pertain to the unit. 	<ul style="list-style-type: none"> Various materials and periodicals available in the IMC. Crafts in the classroom textbook, ceramics chapter. <p>Reference books;</p> <ul style="list-style-type: none"> Learning to Weave, by Deborah Chandler. The Art of Weaving, by Else Regensteiner. Weaving-A Creative Approach for Beginners, by Creager. Handweavers Pattern Book, by Marguerite Davison. World of Crafts, by Merlion Arts Library. World Crafts by Jacqueline Herald. Art Through the Ages. by Gardner. The White House Collection of American Crafts. 	<p>history/world craft as it relates to the project, the tools, use of equipment, terminology, and processes involved in the design and creation of the art project.</p> <ul style="list-style-type: none"> Be graded on their participation in group critiques of both work in progress and completed work. <p>Receive a weekly effort and attitude grade which reflects involvement, cooperation, perseverance, self motivation, following of directions, pride in work, respect for others, and respect for tools and materials in classroom. Attitude and effort will account for 30% of the marking period grade.</p>

Unit Four Overview

Course Title: Advanced Multi-cultural Art and Design

Unit #: 4 **Unit Title:** Textile Design

Unit Description:

Unit entails review of textile printing and painting techniques acquired in the previous year. Students will explore more advanced skills used in textile design such as multiple color printing and dying. Concepts and skills in surface embellishment (such as Quilting and Applique) will be explored. Students will do independent research and design development in order to produce a large painting on silk, a multi-color batik, or a multi-color block print for fabric, incorporating surface embellishment, and using advanced skills and understanding of the elements of art and principles of design. Students will do independent research and interpret various design trends and art movements from different world cultures and time periods in art history. Career opportunities in textile design will be explored in depth.

Enduring Understandings/Generalizations

Students will understand: And recognize textile design as a utilitarian craft and as an art form; The historical and cultural importance of textile design in different cultures and societies from around the world; And recognize different trends and images that were/are produced by particular cultures from around the world; and demonstrate advance skills in the design and creation of textile design.

Guiding Questions

- What skills in textile design and knowledge in the elements of art and principles of design are needed to create complex textile patterns and design motifs?
- What is the purpose of surface embellishment?
- What career opportunities are available in the textile industry?
- What role does textile design play in our culture and why is it important?
- What is the history of textile design and how does it relate to other types of art?
- How can design elements from a different culture or time period in art influence contemporary art?
- What are the differences or similarities between various cultures and societies in how they use design elements in their textile designs? What purpose to they serve if any?
- What are the influences and how has art from another culture or country impacted your design style?

CURRICULUM – Unit Four Plan

Course Title: Advanced Multi-cultural Art and Design

Unit Title: Textile Design

Time Allocation: 9 weeks

Core Content Standards and Cumulative Progress Indicators:

<u>1.1.12.D.1,</u>	<u>1.4.12.A.1,3,4</u>	<u> </u>	<u> </u>
<u>1.2.12.A.1-2</u>	<u>1.4.12.B.1-3</u>	<u> </u>	<u> </u>
<u>1.3.12.D.1-5</u>	<u> </u>	<u> </u>	<u> </u>

Objectives: Students will;

Know and recognize textile design as a utilitarian craft and as an art form.

The historical and cultural importance of textile design in different cultures

And recognize different styles, trends, and images typical to certain societies and countries.

Develop advanced proficiency in implementing and using art and design elements.

Be able to demonstrate mastery in proper use of tools and materials.

Be able to demonstrate an advanced level of craftsmanship in their art work.

Design and create a variety of textile designs using advanced skills in batik, textile printing and painting.

Know what career opportunities there are in textile design.

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<ul style="list-style-type: none"> Review of textile printing terms and techniques; Review of history of textile design and how the craft has developed and been used in different cultures. Comparative studies in types of textile printing and painting such as the Japanese techniques of Katazome and Shibori-Zome. Expanding skills in batik using three or more colors. Create a large painting on silk using the resist method. Introduction to surface embellishment. Developing advanced proficiency in the use of the elements of art and principles of design through the complexity and combinations of those elements. Recognition of design elements and/or trends in art as seen in various cultures or time periods. Exposure to various art movements and design 	<p>Using teacher discretion and selection, students will:</p> <ul style="list-style-type: none"> Develop design concepts by preparing a series of drawings/sketches and color studies. Increase their art and design knowledge and explore the art of textiles, specifically resist methods such as batik and multiple block printing techniques. View various instructional resources available via internet, video conferencing, actual art examples or reference literature/books; Observe demonstrations on skills, techniques, safety requirements, and proper use of tools and equipment used in different craft fabrication processes. Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for textile design as an art form from different cultures/societies. Explore the art of Quilting and Applique. 	<ul style="list-style-type: none"> Various materials and supplies for textile printing and creation as needed, depending on project. Art reproductions and examples. Various internet resources/websites to enhance instruction and learning such as museum sites (Phila., Smithsonian, Louvre), Oxford Art online, Artstor.org, getty.edu. Various materials available in the IMC. Crafts in the Classroom textbook, Textiles chapter. <p>Reference books;</p> <ul style="list-style-type: none"> Design on Fabric, by Kaufman. Katazome, Japanese Paste-Resist Dyeing for Contemporary Use, by Kumiko Murishima. World of Crafts, by Merlion Arts Library. World Crafts by Jacqueline Herald. Art Through the Ages. by Gardner. The White House Collection of American Crafts. 	<p>Students will;</p> <ul style="list-style-type: none"> Be graded on completed Textile art pieces. The completed designs will demonstrate thorough comprehension of the elements of art and principles of design pertinent to the unit/project. Complete projects will exhibit higher levels of skill and craftsmanship in overall fabrication with use of tools and equipments. Be graded on their participation in group critiques of both work in progress and completed work. Receive a weekly effort and attitude grade which reflects involvement, cooperation, perseverance, self motivation, following of directions, pride in work, respect for others, and respect for tools and materials in classroom. Attitude and effort will account for 30% of the marking period grade.

A. CONTENT/SKILLS	B. LEARNING ACTIVITIES	C. SUGGESTED MATERIALS	D. STUDENT EVALUATION
<p>styles as sources of inspiration.</p> <ul style="list-style-type: none"> • Career awareness in the areas of textiles, product design, industrial design and fashion design. • Cultural design influences could be from the Arts of West Africa, the Middle East, India, Europe, Asia, South/Central America, or North America. 	<ul style="list-style-type: none"> • Incorporate a higher level of involvement using the elements of art and the principles of design through design development, brainstorming, and concept development activities. • Visit museums, galleries, artists studios, exhibits, virtual tours, websites, and/or participate in video conferences. • Design and create textile designs demonstrating advanced skills and proficiency in batik, silk painting, and block printing. 		

Cross-Content Standards Analysis

Course Title: Advanced Multi-cultural Art and Design **Grade:** 11-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages*	Educational Technology	21 st Century Life and Careers
Jewelry/Metals	1.1.12.D.1, 1.2.12.A.1-2 1.3.12.D.1-3,5 1.4.12.A.3-4 1.4.12.B.1-3	n/a	RI.Gr11-12.10 W.Gr11-12.4-10 RST.Gr11-12.3-10	G-CO 1.4 G-MG 1,3	5.1.12.C.1	6.1.12.D.14.f 6.2.12.D.2.a 6.2.12.D.4.k	n/a	8.1.12.A.3-4 8.1.12.D.2,4 8.2.12.C.3 8.1.12.F.2	9.1.12.A.1 9.1.12.F.2 9.1.12.F.4 9.2.12.A.1,2 9.3.12.C.5-6 9.3.12.C.3,7,8
Ceramics	1.1.12.D.1, 1.2.12.A.1-2 1.3.12.D.1-3,5 1.4.12.A.3-4 1.4.12.B.1-3	n/a	RI.Gr11-12.10 W.Gr11-12.4-10 RST.Gr11-12.3-10	G-CO 1.4 G-MG 1,3	5.1.12.C.1	6.1.12.D.14.f 6.2.12.D.2.a 6.2.12.D.4.k	n/a	8.1.12.A.3-4 8.1.12.D.2,4 8.2.12.C.3 8.1.12.F.2	9.1.12.A.1 9.1.12.F.2 9.1.12.F.4 9.2.12.A.1,2 9.3.12.C.5-6 9.3.12.C.3,7,8
Weaving and Fibers	1.1.12.D.1, 1.2.12.A.1-2 1.3.12.D.1-3,5 1.4.12.A.3-4 1.4.12.B.1-3	n/a	RI.Gr11-12.10 W.Gr11-12.4-10 RST. Gr11-12.3-10	G-CO 1.4 G-MG 1,3	5.1.12.C.1	6.1.12.D.14.f 6.2.12.D.2.a 6.2.12.D.4.k	n/a	8.1.12.A.3-4 8.1.12.D.2,4 8.2.12.C.3 8.1.12.F.2	9.1.12.A.1 9.1.12.F.2 9.1.12.F.4 9.2.12.A.1,2 9.3.12.C.5-6 9.3.12.C.3,7,8
Textile Design	1.1.12.D.1, 1.2.12.A.1-2 1.3.12.D.1-3,5 1.4.12.A.3-4 1.4.12.B.1-3	n/a	RI.Gr11-12.10 W.Gr11-12.4-10 RST.Gr11-12.3-10	G-CO 1.4 G-MG 1,3	5.1.12.C.1	6.1.12.D.14.f 6.2.12.D.2.a 6.2.12.D.4.k	n/a	8.1.12.A.3-4 8.1.12.D.2,4 8.2.12.C.3 8.1.12.F.2	9.1.12.A.1 9.1.12.F.2 9.1.12.F.4 9.2.12.A.1,2 9.3.12.C.5-6 9.3.12.C.3,7,8

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org