

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Crafts (956)

Department: Art Department

Teacher: Denise Freeman

Grade level: 9-12

Description of Course:

This course is a study of both two-dimensional and three-dimensional art. Students will recognize, experience and develop an understanding and appreciation of the aesthetic qualities from various cultural craftsmen throughout history. Weaving, batik, papermaking, printmaking, bookmaking, marbledizing, jewelry and puppetry are some of the areas that may be explored.

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies:

Creating

1. Students will define and solve challenging visual arts problems independently using analysis and evaluation. (speaking, writing, critical thinking and problem solving)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- e. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation.

Performing

2. Students will safely apply media, techniques and processes with sufficient skill that their ideas are carried out in their work. (Personal responsibility)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

3. Students will plan, arrange, create and organize steps to create a functional piece of artwork with personal and stylistic characteristics and craftsmanship. (Critical thinking and problem solving)

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- d. Design to generate multiple solutions to a variety of art problems

Responding

4. Students will be able to describe and analyze the function of specific art objects within a culture, time, and place. (Critical thinking and problem solving)

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

- a. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making.
- d. Understand various critical models of interpreting works from several historical periods and cultures.
- e. Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Suggested Texts and Media (Software, A/V, etc.):

Various examples of types of masks (functional and decorative), types of puppets (finger, hand, string, rod, shadow), sand paintings, tinwork, batiks, jewelry, postcards, scrapbooks, bookmaking, papermaking, etc.

Suggested Instructional Strategies:

1. Lecture and Demonstration- Students begin the course with brainstorming activities which differentiate the similarities and differences between an art and a craft. At that point they explore a variety of crafts and are introduced to its cultural and historical significance and function. Students take notes, journal and sketch drafts and final designs for their finished product. Each step is demonstrated with the use of materials, safety, application and technical processes. Handouts, assigned readings, notes and a series of objectives are clearly outlined.

2. Class Work- The program is designed for students with an interest in exploring both two and three dimensional works. Students experience the art making process through kinesthetic modalities using the basic principles and elements of art. Students explore using a variety of materials (plaster, pariscraft, plasticene, paint, tin, copper, sand, adhesives, fiber, leather, beads, cording, recyclable materials, etc.), technical skills and processes. Students will gain a broader understanding of the use of materials by experimenting and exploring its properties and applications.

3. Active Learning- Use of activity based learning experiences which include performing, creating and responding to visual arts.

Suggested Assessment Strategies:

- 1. Performance Rubrics-** Demonstrate an understanding of specific criteria and cultural or historical significance outlined in the assignment. Students are expected to apply concepts from the course in the design and construction of their "functional craft". Students are expected to apply the elements and principles of design in their work. Rubrics often have three major components of the core competencies within each unit; creating, responding and performing. One example is the unit on puppetry. Students perform character education skits they designed using their hand crafted puppets. They also have the opportunity to experience the art of "puppetry" by engaging in a traveling troupe to a local school. Throughout this experience, students engage in craftsmanship and artistry, performing (written and oral expression), group collaboration, character education (role modeling, values and morals), and community resources. Students are assessed in each area with formatives and summatives.
- 2. Quiz/Test-** Students are assessed both through a "hands on" experience, as well as, written multiple choice, true/false and open responses.
- 3. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others.