

GBCS Curriculum Guide			GRADE: 9th - 12th		SUBJECT: Textiles 1			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Coil Coaster	1 week	Coiling	<p>Content Standard 1: All students will apply skills and knowledge to perform in the arts.</p> <p>ART.I.VA.HS.1 Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.</p>	<p>What is coiling? How can you create a functional object using the coiling method? How can one use radial balance to make a coaster design? What is value and how can you incorporate that into the coaster design?</p>	<p>I can create a coil coaster using the coil weaving method. I can create a radial design that emphasizes different values of color.</p>	<p>Coiling Taper Figure 8 stitch Yarn Balance/ Radial Balance Value</p>	<p>Cord Yarn Tapestry Needles Scissors</p>	Coil Coaster Rubric
Coil Bowl	2 weeks	Coiling	<p>Content Standard #4: Understanding the visual arts in relation to history and cultures</p> <p>Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places</p>	<p>Where and when did coiling of containers begin? What was the reason for making a coiled container? How can one create different forms using the coil basket method?</p>	<p>I can create a coil woven bowl from my previous coil coaster knowledge. I can create a functional form using the basket method.</p>	<p>Coiling Taper Figure 8 stitch Yarn Form</p>	<p>Cord Yarn Tapestry Needles Scissors</p>	Coil Bowl Rubric
Molas	2-3 Weeks	Tapestry	<p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.IV.VA.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.</p>	<p>What is significant about the artwork of Kuna Nation? What is a reverse applique and how does it relate to positive and negative space? What is the purpose of a Mola? How is shape used to create different images within the Mola?</p>	<p>I can create a Mola using the reverse applique method. I can create positive and negative space in my design using shape.</p>	<p>Mola Kuna Nation Panama Reverse Applique Positive and Negative Space Shape</p>	<p>Felt Embroidery Thread Sewing Thread Needles Embellishments Scissors Paper Template</p>	Mola Rubric

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Relief Tree Landscape Tapestry	2 Weeks	Tapestry	<p>Content Standard 1: All students will apply skills and knowledge to perform in the arts.</p> <p>ART.I.VA.HS.3 Apply organizational principles and functions to solve specific visual arts problems.</p>	<p>What is a landscape? How can you create a landscape with actual and implied texture? How does atmospheric perspective create the illusion of space? How does one incorporate an emphasis into their design using line?</p>	<p>I can create a landscape that displays atmospheric perspective. I can use the relief method to create texture, line and emphasis.</p>	<p>Landscape Atmospheric Perspective Relief Burlap Weaving Line Emphasis Texture</p>	<p>Burlap Cord Yarn Embroidery Thread Tapestry Needle Fabric Glue Scissors</p>	Relief Tree Rubric
Scarf Loom Weaving	2 Weeks	Weaving	<p>1. Content Standard: Understanding and applying media, techniques, and processes</p> <p>ART.I.VA.HS.2 Intentionally use art material and tools effectively to communicate ideas.</p>	<p>How is cloth made? What is the structure of woven cloth? What are "natural" fibers and where do they come from? What are synthetic fibers and where do they come from? How can one create a pattern using the loom weaving method?</p>	<p>I can create a scarf using the loom weaving technique. I can create a pattern within my work by creating various stitching.</p>	<p>Loom Weaving Knitting Casting on/ off Stitch Pattern</p>	<p>Loom Yarn Loom Hooks Tapestry Needle</p>	Scarf Rubric
Dream Catcher	1 Week	Weaving	<p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.IV.VA.HS.3 Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork.</p>	<p>What is the history and the symbolism behind a Native American dream catcher? How does this symbolism relate to your life? How does one create movement within their design, literally and visually?</p>	<p>I can create a dream catcher using the weaving technique. I can create literal and visual movement in my work. I explain how my experiences relate to the Native American dream catcher symbolism.</p>	<p>Native Americans Dream Catcher Weaving Symbolism Movement</p>	<p>Cord Embroidery Thread Yarn Tapestry Needle Feathers Rope Embellishments Fabric</p>	
Tie Dying	2 Weeks	Dying	<p>Content Standard 2: All students will apply skills and knowledge to create in the arts.</p> <p>ART.II.VA.HS.3 Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.</p>	<p>How is cloth dyed? What is a "natural dye"? Where does die come from? What is the history of tie dying? How is rhythm created during the tie dying process? How does one create contrast in the their design?</p>	<p>I can create a tie dye pattern that displays rhythm. I can identify how tie dyed items have had a significance in past decades and movements.</p>	<p>Dye Pattern History of Tie Dye Color Mixing Rhythm Contrast</p>	<p>Cotton Fabric Fabric Dye Rubber Bands</p>	<p>Tie Dying Rubric Color Theory Quiz</p>

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Star Book	3 Weeks	Mixed Media/ Final Project	Content Standard 1: All students will apply skills and knowledge to perform in the arts. ART.1.VA.HS.3 Apply organizational principles and functions to solve specific visual arts problems.	How can one create a visual representation of a theme through book making? How does one create unity/ harmony in a work of art? How does one creatively express their thoughts and ideas through visual representation?	I can create a star book using mixed media that displays a chosen theme. I can create a harmonious design that connects several different parts to create a complete design.	Color Theory Theme Unity/Harmony Cardstock Decoupage Print Making	Cardstock Glue Decorative Paper Ribbon Embellishments Scissors Newspaper Magazines Photographs	Star Book Rubric Principles and Elements of Design Exam