



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Studio Art II			
Teacher	Shane Davis	Start Date	~April
Unit Title	<u>Fiber Arts</u>	Length of Unit	9-12 Weeks
Essential Questions	<ol style="list-style-type: none"> 1. Why is process such an essential aspect of fiber arts, and how does it influence the final piece? 2. How can combining traditional fiber art techniques with modern artistic ideas lead to innovative results? 3. How does the meditative and repetitive nature of fiber arts processes contribute to the creative experience? 4. How does focusing on the process rather than the product change the way you approach making art? 5. How have fiber arts been used historically and culturally as both functional and artistic expressions? 		
Summative Assessments	<p>Primary Summative Assessments:</p> <p>Midpoint Review</p> <ul style="list-style-type: none"> • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. <p>Final Fibers Project</p> <ul style="list-style-type: none"> • Objective: Students will create a final artwork incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. <p>Portfolio Submission</p> <ul style="list-style-type: none"> • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. 		

Formative Assessment	<p>Daily Participation</p> <ul style="list-style-type: none"> Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. Evaluation: Score based on effort, creativity, and completion of assigned tasks. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. <p>Class Critiques</p> <ul style="list-style-type: none"> Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	<ul style="list-style-type: none"> Kleiner, Fred S., editor. <i>Gardner's Art Through the Ages</i>. 13th ed., Thomson Wadsworth, 2005. Mittler, Gene A. <i>Art in Focus</i>. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	<ul style="list-style-type: none"> Sketchbooks Drawing Paper, Tagboard, Watercolor Paper Pencils, Lyra Pencils, Colored Pencils Cardboard Looms Yarn (various colors) Embroidery Hoops Embroidery Floss Scrap Paper Blender Mold and Deckle Indigo Dye Bath components Cloth- cotton, muslin
Pre-requisite Skills	<p>Pre-requisite Course: Studio Art I</p> <p>Potential Student Hurdles</p>

	<p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> Some students may not have been exposed to the elements of art or principles of design. Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. <p>Lack of Drawing Experience</p> <ul style="list-style-type: none"> Students may have varying levels of experience and confidence with drawing tools. Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> Some students may struggle with hand control or precision, which can affect their ability to draw clean lines, create smooth shading, or manage intricate patterns. Hurdle: Difficulty executing techniques like hatching, cross-hatching, or controlled ink work. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. Hurdle: Hesitation to engage fully in exercises or fear of failure. <p>Time Management and Focus</p> <ul style="list-style-type: none"> Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> Students with learning differences or visual impairments may require modified instructions, tools, or additional support. Hurdle: Challenges to understanding instructions or performing tasks without accommodation. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> Students taking this course as a requirement may not feel personally invested in the subject. Hurdle: Apathy toward assignments and reluctance to put in effort. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> Provide explicit instruction on art concepts with visuals and examples. Incorporate differentiated tasks to accommodate various skill levels. Emphasize process over product to build confidence. Offer scaffolding and practice exercises to develop fine motor skills. Create a supportive classroom environment that celebrates effort and growth. Include engaging activities and connect lessons to students' interests to increase motivation. 	
Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> Use step-by-step visuals, diagrams, and live demonstrations for all instructions. Label visuals with vocabulary terms. 	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> Break tasks into smaller, manageable steps. Provide a checklist for multi-step assignments <p><u>Adapted Tools</u></p>

	<p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> • Provide instructions in simple, concise language. • Offer sentence starters for critiques. <p><u>Bilingual Resources</u></p> <ul style="list-style-type: none"> • Supply bilingual glossaries for art terminology or use translation apps for key concepts. <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> • Pair ELLs with supportive peers for collaboration and explanation. <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency. 	<ul style="list-style-type: none"> • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <p><u>Extended Time</u></p> <ul style="list-style-type: none"> • Provide additional time for projects and assessments. <p><u>Flexible Seating and Environment</u></p> <ul style="list-style-type: none"> • Allow students to choose quieter spaces or sit near the teacher for extra support. <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> • Monitor progress regularly to ensure understanding and provide immediate feedback. <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> • Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Begin projects with structured warm-up exercises or partially completed templates. <p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> • Provide consistent, formative feedback to build confidence and guide improvement. <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> • Share examples of completed work at varying skill levels to model expectations. <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> • Focus on simpler goals and outcomes for each assignment. <p><u>Peer Support</u></p> <ul style="list-style-type: none"> • Pair struggling learners with more confident peers during collaborative activities. 	<p><u>Open-Ended Challenges</u></p> <ul style="list-style-type: none"> • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> • Encourage advanced students to propose their own projects related to the unit. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> • Assign roles in group critiques or ask advanced learners to mentor peers. <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development.

	<ul style="list-style-type: none"> • Use charts, diagrams, and infographics to break down techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. • <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Offer structured exercises. • Use teacher-led demonstrations to model processes. <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> • Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> • Use hands-on activities to engage tactile and kinesthetic learners. 	<p><u>Written Reflections</u></p> <ul style="list-style-type: none"> • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> • Resources: Platforms like YouTube, Art21, or Skillshare for drawing technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> • Tools: Google Slides, Canva, Kahoot. 	

	<ul style="list-style-type: none"> • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> • Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA). • Purpose: Inspire students by analyzing how professional artists develop and create work. <p>Assessment and Feedback</p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> • Tools: Jamboard, Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. <p>Documentation and Sharing</p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> • Tools: Built-in tablet or smartphone time-lapse cameras. • Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. <p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> • Core Idea: With a growth mindset, failure is an important part of success. <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>

	<p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> Core Idea: Innovative ideas or innovation can lead to career opportunities. <p><u>Critical Thinking and Problem-solving</u></p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. <p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <ul style="list-style-type: none"> Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	<p>6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p>

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities
Paper Making	1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.	<ul style="list-style-type: none"> Understand the historical and environmental significance of paper making. Demonstrate the process of recycling paper into handmade sheets using a mold and deckle. 	<p>Create</p> <ul style="list-style-type: none"> Blend recycled papers into pulp and use a mold and deckle to form sheets. Experiment with adding natural fibers, pigments, and pressed plants into paper sheets. Design and create a series of handmade papers with varying textures and thicknesses.

	<p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p>	<ul style="list-style-type: none"> Experiment with texture, color, and embedding materials into handmade paper. Reflect on how handmade paper can serve as both an artistic medium and a functional material. 	<p>Present</p> <ul style="list-style-type: none"> Arrange handmade paper in a display that highlights different techniques used. Share artistic choices behind the embedded materials and textural variations. <p>Respond</p> <ul style="list-style-type: none"> Participate in a peer critique discussing texture, color, and material experimentation. Compare traditional paper-making techniques with contemporary artistic adaptations. <p>Connect</p> <ul style="list-style-type: none"> Discuss sustainability and the environmental impact of paper production.
Fabric Dyeing	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</p>	<ul style="list-style-type: none"> Explore the history and cultural significance of indigo dyeing and Shibori techniques. Apply resist-dyeing techniques to fabric using folding, twisting, and binding methods. Analyze how dyeing methods impact the final design and composition of fabric patterns. Investigate the science behind fabric dyeing processes and color interactions. 	<p>Create</p> <ul style="list-style-type: none"> Prepare fabric for dyeing by applying Shibori resist techniques. Dye fabric using indigo vats, experimenting with layers of dye application. Explore over-dyeing techniques for color variation and pattern enhancement. <p>Present</p> <ul style="list-style-type: none"> Display dyed fabrics in a class exhibition focusing on pattern and process. Write an artist statement describing the techniques used and artistic intent.

	1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.		<p>Respond</p> <ul style="list-style-type: none"> • Discuss the impact of different Shibori folds on pattern formation. • Compare indigo dyeing to other global fabric dyeing traditions. <p>Connect</p> <ul style="list-style-type: none"> • Study indigo dyeing practices in Japan, West Africa, and India. • Examine contemporary artists who incorporate traditional dyeing techniques into modern textile art.
Weaving and Embroidery	<p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses</p>	<ul style="list-style-type: none"> • Learn basic weaving and embroidery techniques using yarn, ribbon, and mixed materials. • Explore the historical and cultural significance of woven and embroidered textiles. • Develop an understanding of fiber arts as both a functional craft and a fine art practice. • Collaborate on a large-scale loom weaving as a class community project. 	<p>Create</p> <ul style="list-style-type: none"> • Design and weave a small textile piece using a lap loom. • Practice embroidery stitches to embellish hand-dyed fabric or handmade paper. • Participate in a collaborative class weaving on a large loom. <p>Present</p> <ul style="list-style-type: none"> • Showcase individual woven and embroidered pieces in a student exhibition. • Document the collaborative weaving process through photographs and reflections. <p>Respond</p> <ul style="list-style-type: none"> • Analyze the relationship between color, texture, and pattern in fiber art. • Reflect on the tactile and meditative nature of weaving and embroidery. <p>Connect</p>

	of art in contemporary and local contexts.		<ul style="list-style-type: none">• Research weaving traditions from different cultures, such as Navajo weaving or Peruvian textiles.• Discuss contemporary textile artists who challenge traditional fiber art boundaries.