

BAA Textile Arts and Crafts 11

District Name: Coquiltlam

District Number: SD #43

Developed by: Patti Jackson

Date Developed: March 2004

School Name: Centennial School

Principal's Name: Bryan Evans

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:



Course Name: Textile Arts and Crafts

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training: Teacher will need experience/training in the various crafts made.

Facilities Required: A textiles (sewing) room and access to a foods room for ovens.

Equipment Required: Varies depending on the specific crafts made. Some examples include glue guns, scissors, cutting mats and knives, stitchery equipment, sewing machines. Irons and ironing boards or heat press, knitting needles, crochet hooks, paintbrushes, computer(s), ovens.

Course Synopsis: Textile Arts and Crafts 11 is designed to provide both theory and practice in the production of craft items. It introduces students to a wide variety of crafts as well as then-historical and cultural significance. Through projects made, students have the opportunity to develop and refine many different crafting techniques by following instructions given as well as by using creativity to express themselves individually. Students will be given the tools to organize and manage their time and energy effectively. For some, this exposure might ultimately influence their interest to pursue a career in a related field, i.e. candle and soap making.

Rationale: Textile Arts and Crafts **11** is a hands-on project-based course that gives students the opportunity to make a connection between the past and the present. Through the completion of a number of traditional crafts (Le. crocheting, knitting, cross-stitching) as well as those based on modern technology, students will be encouraged to utilize their leisure time in a productive and creative way. Increased awareness is possible by participating in activities such as designing, producing and creating textile arts and crafts items. Many different types of equipment and supplies will be studied so that appropriate and economical choices can be made.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Colour and Design Projects	10 hours
Unit 2	Candle and Soap Making	20 hours
Unit 3	Clay/Dough Creations	10 hours
Unit 4	Crocheting/Knitting	20 hours
Unit 5	Stitchery/Needlework	20 hours
Unit 6	Gift Boxes, Cards, Tags, Wrapping	10 hours
Unit 7	Soft Sculpture	20 hours
Unit 8	Picture Frames	10 hours
Total Hours		120 hours

The following 5 Curriculum Organizers have been used to organize the Learning Outcomes for the units outlined above:

1. Textile Arts and Crafts (TAC) Fundamentals
2. Safety and Proper Use of Equipment and Supplies
3. Textile Arts and Crafts (TAG) Projects
4. Consumerism
5. History, Culture and Tradition

Unit Descriptions:**Unit 1: Colour and Design Projects****10 hours**

This unit introduces students to the Elements and Principles of Design. The elements studied include colour, shape and texture. Information on colour covers the colour wheel, the psychology of colour, colour schemes (monochromatic, analogous, triadic, complementary, accented neutral). Design principles include balance, proportion and rhythm. Although this information is covered in a unit all by itself, it is also considered in every other unit of the course.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design
- explain and use appropriate colour and design terminology
- demonstrate the effective use of time

Curriculum Organizers - TAC Projects

It is expected that students will be able to:

- apply the principles and elements of design to complete colour and design projects and assignments

Curriculum Organizers - Consumerism

- recognize how the psychology of colour is used by businesses and marketers and how it affects choices made

Curriculum Organizers - History, Culture, Tradition

- identify how tradition and culture influence colour choices and preferences

Unit 2: Candle and Soap Making

20 hours

This popular unit covers many different types of candle making such as gel, poured, rolled and shaped. The soap making techniques studied are melt and pour glycerine-based soaps, bath bombs and bath salts. Aromatherapy is also explored.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to candle and soap making
- explain and use appropriate candle and soap making terms
- demonstrate an appreciation of the aesthetic and functional value of candle and soap crafts
- identify career opportunities in the production of candles and soaps
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used in the production of candle and soap crafts
- identify appropriate safety precautions necessary in the making of candles and soaps & in the use of essential oils

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete candle and soap projects
- interpret instructions given to complete projects
- complete various candle and soap crafts using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of candle and soap products
- demonstrate an understanding of the differences in types of wax, wicks, scents and soap making supplies in order to make appropriate choices when purchasing
- compare the costs between commercial and self-made products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the history culture and tradition associated with the making of candles and soaps

Unit 3:Clay/Dough Creations

10 hours

In this unit students will make projects using commercially produced clays such as Sculpey, Premo and Fimo. For other projects, they also make their own dough using a traditional flour, salt and water recipe (i.e. play dough). Paints are used to colour some of the projects made.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to clay and dough projects
- explain and use appropriate clay and dough making terms
- demonstrate an appreciation of the aesthetic and functional value of clay and dough crafts
- identify career opportunities in the production of clay and dough crafts
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used to make clay and dough projects
- identify appropriate safety precautions necessary in the making of clay and dough projects

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete clay and dough projects
- interpret instructions given to complete projects
- complete various clay and dough crafts using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of clay products
- demonstrate an understanding of the different types of clay sold in order to make appropriate choices when purchasing
- compare the costs between commercial and self-made products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the history, culture and tradition associated with the making of clay and dough crafts

Unit 4: Crocheting/Knitting**20 hours**

Crocheting and knitting are old fashioned traditional crafts that are popular once again. Students learn the basics and make one or two small projects. However, they learn skills that they will be able to use for a lifetime.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to crocheting/knitting projects
- explain and use appropriate crocheting/knitting terminology
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the equipment used for crocheting/knitting

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete crocheting/knitting projects
- interpret instructions given to complete projects
- complete crocheting/knitting projects using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of crocheting/knitting products
- compare the costs between commercial and self-made products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- understand the history, culture and tradition associated with crocheting/knitting

Unit 5: Stitchery/Needlework

20 hours

Cross-stitching, embroidery and silk ribbon embroidery are the techniques covered in this unit. Students also examine the different mediums such as plastic canvas and waste canvas (Aida cloth) used as the base for stitchery projects. The various types of yarns, threads and needles used are also studied.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to stitchery/needlework projects
- explain and use appropriate stitchery/needlework terms
- demonstrate an appreciation of the aesthetic and functional value of stitchery/needlework crafts
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used in the making of stitchery/needlework crafts

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete stitchery/needlework projects
- interpret instructions given to complete projects
- complete stitchery/needlework crafts using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of stitchery/needlework products
- compare the costs between commercial and self-made products

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate an understanding of the history, culture and tradition associated with the making of stitchery/needlework

Unit 6: Gift Boxes, Cards, Tags, Wrapping

10 hours

Students use a variety of materials and techniques to complete the projects in this unit. Examples include decoupage, embossing, stamping. Various painting techniques are also covered such as sponge painting, bubble painting, stencilling and block printing. Purchased paper mache boxes and self-made cardboard boxes are used as a basis for the techniques being done.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to the making of gift boxes, cards, tags, wrapping
- explain and use appropriate terminology for the decorating and painting techniques covered
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the equipment needed to make gift boxes, cards, tags, wrapping

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete gift boxes, cards, tags and gift wrapping projects
- interpret instructions given to complete projects
- complete projects using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of products for the making of gift boxes, cards, tags, wrapping
- compare the costs between commercial and self-made products
- use recycled materials to make projects more cost effective

Curriculum Organizers - History, Culture, Tradition

It is expected that students will:

- demonstrate and understanding of the history, culture and tradition associated with techniques such as decoupage

Unit 7: Soft Sculpture

20 hours

Soft sculpture is done by using fabrics, socks and/or nylon stockings to make items such as stuffed animals and dolls. Basic sewing principles, sewing equipment and fabrics are studied and used in the completion of projects.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to production of soft sculpture projects
- explain and use appropriate sewing and fabric terminology
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment used to make soft sculpture projects

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete soft sculpture projects
- interpret instructions given to complete projects
- complete various soft sculpture crafts using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- locate and select suppliers of sewing supplies
- compare the costs between commercial and self-made products
- use recycled materials to make projects more cost effective

Unit 8:Picture Frames

10 hours

In this unit students make picture frames mostly from recycled materials. Cardboard boxes and fabric remnants are the main sources of the supplies used. The use of a heat press and fusible interfacings is also covered.

Curriculum Organizers - TAC Fundamentals

It is expected that students will:

- identify the principles and elements of design as they apply to picture frame making
- explain and use appropriate terminology in the production of picture frames
- demonstrate the effective use of time

Curriculum Organizers - Safety/Equipment Use

It is expected that students will:

- demonstrate the safe and appropriate use of the tools and equipment needed to make picture frames

Curriculum Organizers - TAC Projects

It is expected that students will:

- apply the principles and elements of design to complete picture frame projects
- interpret instructions given to complete projects
- complete picture frames using creativity

Curriculum Organizers - Consumerism

It is expected that students will:

- compare the costs between commercial and self-made products
- use recycled materials to make projects more cost effective

Instructional Component:

- Demonstrations/lessons/observation
- Samples of completed projects
- Some projects have samples that illustrate each step to be completed
- Photographs of student projects made in previous semesters - these photos include projects that were completed at a level of excellence as well as those that were not. Some are even examples of what not to do.
- Videos
- Worksheets
- Bulletin board/poster presentations
- Guest speakers/demonstrators
- Student demonstrations/presentations

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- numerous booklets, magazines, project sheets, internet websites that outline the craft projects being made
- video - "Color in Every Day Life"

Additional Information:

Textile Arts and Crafts 11 has been taught at some of the secondary schools in School District 43 for a number of years. It has been taught at Centennial since February, 1997 and was brought in as one of the electives for students enrolled in the Early Childhood Education Career Preparation Program. Since it carried both the Fine Arts and Applied Skills Credits in the previous graduation programme, it was also an elective for students on the old graduation program who needed to fulfil this part of their graduation requirements.

The schools that offer this course have the personnel and the resources in place to teach it.