

Consumer & Life Studies Brunswick School Department
Fiber Arts
Fibers

Essential Understandings	<ul style="list-style-type: none"> ▪ Every type of fabric is comprised of threads or yarns which are called fibers.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the characteristics of fibers? ▪ What are the two classifications of fibers? ▪ What are the natural fibers? ▪ What are manufactured fibers? ▪ How are fibers manufactured? ▪ How can I crochet a fiber to create a useful object?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The characteristics of fibers are strength, durability, resiliency, abrasion resistance, wrinkle resistance, shape retention, absorbency, wicking, and washability. ▪ Fibers are classified as natural or manufactured. ▪ Natural fibers come from plants and animals and include, but are not limited to cotton, flax, ramie, rubber, wool and silk. ▪ Manufactured fibers may come from substances such as wood pulp or petroleum. Examples include, but are not limited to rayon, acetate, triacetate, nylon, polyester, acrylic, modacrylic, olefin, aramid, spandex, metallic, and glass. ▪ Manufactured fibers go through a 5 step process: raw materials are changed to a syrupy solvent, the liquid is forced through a spinneret, the liquid is then hardened into a long filament, the filaments are stretched, and then the filaments are twisted into yarns, and cut. ▪ Crochet, is one way, used for hundreds of years, to manipulate fibers.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ tensile strength, resilient, abrasion, absorbent, generic name, trade name, luster, chain stitch, crochet hook, double crochet
Essential Skills	<ul style="list-style-type: none"> ▪ Identify fibers and classify them. ▪ Describe the process of manufacturing fibers. ▪ Compare and analyze the advantages and disadvantages of natural and manufactured fibers. ▪ Choose and manipulate a fiber with a crochet hook.
Related Maine Learning Results	<p><u>Visual and Performing Arts</u> A. Disciplinary Literacy – Visual Arts A1. Artist's Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p>

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<p>Related Maine Learning Results</p>	<p>A2.Elements of Art and Principles of Design Students evaluate all the features of composition. a. Evaluate Elements of Art: color, form, line, shape, space, texture and value. b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity.</p> <p>A3.Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression – Visual Arts</p> <p>B1.Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</p> <p>B2.Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3.Making Meaning Students create a body of original art work. a. Demonstrate sophisticated use of media, tools, techniques, and processes. b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings.</p> <p>B4.Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p>C1.Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.</p> <p>D. Aesthetics and Criticism</p> <p>D1.Aesthetics and Criticism Students analyze and evaluate art forms. b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. d. Research and explain how art and artists reflect and shape their time and culture.</p>
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<p>Related Maine Learning Results</p>	<p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2.The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p> <p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Chapter 12 ▪ Worksheet ▪ Compare Natural and Manufactured fibers ▪ Demonstration on crochet using different fibers ▪ Crochet a hat
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Worksheet ▪ Crochet hat ▪ Daily participation
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Publications: <ul style="list-style-type: none"> ○ <u>Crochet</u>, M. Q. Publications, 2006 ○ <u>Clothing, Fashion, Fabrics and Construction</u>, Glencoe/McGraw-Hill 1997