

Fiber Arts

Fabrics

Essential Understandings	<ul style="list-style-type: none"> All fabrics begin with fibers. The fibers are spun into yarns and interlaced or looped together to create the fabric.
Essential Questions	<ul style="list-style-type: none"> How are yarns formed? What are the types of yarns? What are the different weaving techniques? What are the characteristics of knitted fabrics? What other methods are used to create fabric?
Essential Knowledge	<ul style="list-style-type: none"> Yarns are created from fibers twisted together or laid side by side. Yarns may be natural, manufactured, novelty, textured, or blended. Weaving techniques are ribbed, basket, twill, satin, pile, dobby, jacquard, and leno. Knitted fabrics are made from one yarn which is looped and interlocked. They are stretchable, wrinkle resistant, and can be made with a variety of fibers, weights, and types of construction. Fabrics, fibers, and yarns can be joined together by heat, moisture, adhesives, bonding agents, or stitching.
Vocabulary	<ul style="list-style-type: none"> <u>Terms:</u> <ul style="list-style-type: none"> staple fibers, filament fibers, ply, blends, selvage, pile, hand
Essential Skills	<ul style="list-style-type: none"> Identify how a fabric was formed. Determine the fiber content of yarns. Distinguish differences between woven, knitted, and other fabric constructions.
Related Maine Learning Results	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1. Artist's Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>A2. Elements of Art and Principles of Design Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.</p> <p>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>

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<p>Related Maine Learning Results</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.</p> <ol style="list-style-type: none"> Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings. <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.</p> <ol style="list-style-type: none"> Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. Research and explain how art and artists reflect and shape their time and culture. <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>
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Related Maine Learning Results	<p>E5. Interpersonal Skills</p> <p>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.
Sample Lessons And Activities	<ul style="list-style-type: none">▪ Chapter 13▪ Worksheet▪ Multiple samples of fabrics
Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Worksheet
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Clothing, Fashion, Fabrics & Construction</u>, Glenco/McGraw-Hill, 1997