

MANCHESTER REGIONAL HIGH SCHOOL

MATERIALS & DESIGN II
FINE ARTS EDUCATION

REVISED
2015

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A. COURSE TITLE: MATERIALS & DESIGN 2 (CRAFTS II)

The units of study for this course are design, ceramics, textiles and metal.

The emphasis of the course is on improving techniques learned in Materials & Design 2. Class work will also include introduction to various new materials and projects.

B. COURSE PROFICIENCIES:

After completing a course in Materials & Design 2, the student should be able to:

1. Use previous knowledge to produce one advanced metal piece.
2. Produce one copper foil project.
3. Work with the following new materials:
 - a. fabric paints
 - b. copper foil
 - c. felt
 - d. india ink
 - e. dyed string
 - f. needle point canvas
 - g. plastic stenciling sheets
 - h. different fabrics
 - i. yam
4. Manipulate clay using two techniques to produce one ceramic piece.
5. Create one long stitch project.
6. Make a useful item out of cotton material.
7. Make one soft sculpture project.
8. Use previous knowledge to create many design projects.

C. EVALUATE ACTIVITIES:

Evaluation will be based on the following weighted components:

1. Class participation 50%
2. Individual projects & Tests 50%

COURSE DESCRIPTION: Materials & Design (Crafts II)

Materials & Design 2 is designed to expand student exposure to crafts and provide an opportunity to gain additional in depth experiences in areas previously explored. It is felt a student may seek a deeper and richer study in a given craft because of a personal preference or vocational interest in a given area. This avenue will require a close relationship between teacher and student and a program of studies that will keep in proper perspective the abilities of the student and the types of experiences that will be required.

The responsibility for understanding objectives and meeting obligations will gradually shift so that the student assumes more responsibility and take more initiative in directing his own program of studies.

COURSE DATA:

Length of Course	Full Year
Credits	Five
Periods Per Week	Five
Classification	Elective-Grades 10-12
Prerequisite	Materials & Design I

GRADING STRUCTURE:

Benchmark for mastery of course content is 65%; content mastery for students with IEP's may be less than the Board of Education approved minimum for regular education students.

EVALUATION:

The purpose of evaluation is to provide information about student progress and determine if students can work with the tools and materials in each unit. Teachers will evaluate student progress based on hands on projects, class participation, critiques and an final exam.

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COURSE OUTLINE: MATERIALS & DESIGN 2

GUIDELINES FOR HEALTH AND SAFETY

The Fine Arts and Materials & Design 2 program includes in its curriculum a general guideline for students' health and safety in the Art room. This will be introduced at the beginning of the school year in each section of Materials & Design. The purpose of this lesson is to make the students aware of the necessity for a safe classroom environment and how they can contribute to this end.

Guidelines for Students' Health and Safety in the Art Room i.e. Right to Know

Students will be introduced to the following areas:

1. Exposure to hazardous substances occurs by three routes. Inhalation (breathing), Ingestion (swallowing) and Absorption (skin contact).
2. Illness from exposure to hazardous substances can result in acute illness or chronic illness.
3. Some general rules for Safety:
 - DO NOT sniff art supplies.
 - DO NOT eat in the art room.
 - DO NOT paint on skin.
 - DO NOT use found objects or products.
 - WASH HANDS after working, for good hygiene.
 - READ PRODUCT LABELS and "RIGHT TO KNOW" LABELS.
 - TURN FAN ON AND OPEN WINDOWS WHEN APPROPRIATE.
 - Follow directions given at beginning of each unit.

ASSESSMENT:

Quiz or poster

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COURSE OUTLINE: MATERIALS & DESIGN 2

UNIT I: Advanced Metal-Advanced Piercing, Foiling and Metal Sculpture.

Because of the availability of our resources in these two areas, it is recommended that both areas be taught simultaneously. The student will explore various techniques in metal piercing, foiling, and sculpture. He/she will demonstrate skills and proper usage of tools and equipment necessary to design a metal piece.

A. Unit Goals

1. Know terms and processes related to both piercing and foiling.
2. Broaden skills learned in previous units.
3. Learn safety practices for both the jeweler's saw and drill press.
4. Apply design concepts when creating jewelry in all areas.
5. Gain additional experiences in foiling techniques.
6. Develop polishing skills to a higher degree.

STANDARDS

1.1.12D1.2

1.3.12D1,3,4,5

1.4.12B.1

Time frame 8-10 weeks

B. Student Outcomes

The student will be able to the best of his/her ability:

1. Employ terminology associated with piercing and foiling.
2. Cut, file and polish sheet metal.
3. Cut with a jeweler's saw at a higher level.
4. Acquire techniques that will prove competence in both areas.
5. Display skills in polishing jewelry.
6. Employ safe working habits.

- C. Instructional materials, methods and tools utilized in metal are:
1. Prepare students in the direction of safety conscience habits when dealing With drill press and jeweler's saw.
 2. Follow steps when working with drill press.
 3. Emphasis must be given to use of safety glasses.
 4. Demonstrate the copper foiling technique.

D. Suggested Activities

1. Piercing
 - a. Pins, pendants, necklaces, bracelets and key chains.
 - b. Metal chimes
2. Copper or brass foil project
3. Metal chimes and sculptures

E. Methods of Evaluation

1. Student participation
2. Class discussions with student participating used as a criteria for evaluating concepts.
3. Design and technical skills exhibited in the completion of various projects.
4. Performance tests.

F. Final Assessments

Copper/Brass foil project, metal chimes or keychains

**UNIT II: Textiles II, Stitchery, Soft Sculpture, Fabric Painting, Weaving, Stenciling,
Wallpaper and Textile Design.**

A. Unit Goals

1. Understand the principles of a good design and apply this to their projects.
2. Know the terms associated with each craft area as it applies to the student.
3. Apply design studies to the area of textiles.
4. Appreciate the applied arts and the concepts of the fine arts.
5. Be aware of our immediate geographic area and its contribution to the development of the textile industry in the United States.

STANDARDS

1.1.12.D1-2

1.3.12D1-5

1.4.12A-4

1.4.12B1,2

Time frame 8-12 weeks

B. Student Outcomes

The student will be able to the best of his/her ability:

1. Apply design concepts to textiles.
2. Know terminology associated with textiles.
3. Appreciate textiles produced by earlier craftsmen in American culture and textile projects of today.
4. Create a stitchery project

C. Instructional materials, methods and tools that will be utilized in textiles:

1. Group instruction of basic knots used in stitchery.
2. Demonstrate basic painting techniques used on fabric.
3. Stress design techniques when using felt as a new media.
4. Stress painting skills in textile & wallpaper design

D. Suggested Activities

1. Wall hangings
2. T-shirt painting
3. Stitchery
4. Pillows
5. Picture frames
6. Bas relief felt design
7. Collages

E. Methods of Evaluation

1. Class participation
2. Teacher evaluation of completed projects
3. Written critiques
4. Vocabulary test

F. Final Assessments:

Soft sculpture, fabric painting, stenciling, long-stitch, & wallpaper design

UNIT III: Ceramics II

A. Unit Goals

1. Continue to develop skills in hand building techniques.
2. Experiment with various glaze applications.
3. Experience the completion of a project that consists of more than one method.
4. Apply design concepts to the construction and decoration of a ceramic piece.
5. Broaden skills learned in Materials & Design I.

STANDARDS

1.1.12D.1-2

1.3.12D1,3,4,5

1.4.12B.1

Time frame 8-10 weeks

B. Student Outcomes

The student will be able to the best of his/ her ability:

1. Apply design concepts to ceramics.
2. Experiment with various glazing techniques.
3. Create a 3-D item or sculpture, using two ceramic methods.

C. Instructional materials, methods and tools that will be utilized in ceramics:

1. Review such practices as wedging, slab and coil techniques.
2. Tools utilized are plaster bat, rolling pin, wooden modeling tools and burlap.
3. Videos illustrating the proper techniques for working with clay.
4. Demonstrate wrapping and storage techniques.
5. Stress safety rules when working with clay.

D. Suggested Activities

1. Design and make a small item-mugs, vase, container, bowl, etc.
2. Construct a decorative ceramic piece.
3. Picture frame.
4. Ceramic chimes.
5. 3-D sculpture.

6. Slab box.

E. Methods of Evaluation

1. Teacher evaluation of project
2. Class participation
3. Test on vocabulary
4. Written critiques

F. Final Assessment

3-D combination ceramic project

UNIT IV: Independent Study

When it is felt advantageous for the student, a program may be developed to provide a One to one relationship whereby the student may work on a project that is apart from the remainder of the class. This approach would give some flexibility to the prescribed curriculum and allow for individual needs be met. This would be of particular advantage to an art student preparing a portfolio for college.

