

Consumer & Life Studies
Fiber Arts
Unit 3: 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> <ul style="list-style-type: none">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>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> <ul style="list-style-type: none">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>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</p>
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	are a means of renewal and recreation.
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<p style="text-align: center;">Related Maine Learning Results</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 style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Chapter 13 ▪ Worksheet ▪ Multiple samples of fabrics
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Worksheet
<p style="text-align: center;">Sample Resources</p>	<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