



Wethersfield Public Schools

WHS Curriculum: Conceptual Crafts

Grade(s)	9-12
Unit Title and Purpose	Unit 1: Functional Crafts In this course, students explore a variety of forms and media used to meet the practical needs of different societies, both past and present. Crafts often involve the use of tools, materials, and techniques that help develop fine motor skills, hand-eye coordination, and spatial awareness. Studying traditional crafts offers valuable insights into diverse cultures and their histories. Functional crafts are items created for everyday use that seamlessly combine creativity with practicality. The balance between form and function examines how beauty and utility can coexist. Form refers to the visual and aesthetic aspects of an object—such as shape, color, and design—while function pertains to its practical role in daily life. The interaction between these elements demonstrates how the lines between aesthetics and purpose can blur, resulting in works that are not only visually appealing but also meaningful and useful. This fusion encourages a broader understanding of art, showing how the functional can enhance the expressive, and how beauty can enrich the everyday.
Timeframe	Approximately 8-10 weeks; Pacing depends on choice of material and size of artwork and individual students.

Vision of the Graduate

Problem Solver: Students devise unique solutions to creative problems through experimentation, evaluation, and revision.

Communicator: Students create craft products to tell a story, create mood, and communicate feelings.

Collaborator: Students use constructive criticism through critique to respond and support the development of each others' creative process. Students engage in collaborative discourse.

Unit Priority Standards

Visual Art Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- *Proficient: VA:Cr1.1.HSI.a.* Use multiple approaches to begin creative endeavors.
- *Proficient: VA:Cr1.2.HSI.a.* Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design
- *Accomplished: VA:Cr1.2.HSII.a.* Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- *Advanced: VA:Cr1.2.HSIII.a.* Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard 2: Organize and develop artistic ideas and work.

- *Proficient: VA:Cr2.1.HSI.a.* Engage in making a work of art or design without having a preconceived plan.
- *Proficient: VA:Cr2.2.HSI.a.* Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- *Accomplished: VA:Cr2.1.HSII.a.* Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 3: Refine and complete artistic work.



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- **Proficient: VA:Cr3.1.HSI.a.** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Accomplished: VA:Cr3.1.HSII.a.** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- **Advanced: VA:Cr3.1.HSIII.a.** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

- **Proficient: VA:Pr4.1.HSI.a.** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **Accomplished: VA:Pr4.1.HSII.a.** Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Anchor Standard 5: Develop and refine artistic work for presentation.

- **Proficient: VA:Pr5.1.HSI.a.** Analyze and evaluate the reasons and ways an exhibition is presented.
- **Accomplished: VA:Pr5.1.HSII.a.** Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 7: Perceive and analyze artistic work.

- **Advanced: VA:Re.7.2.HSIII.a.** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Proficient: VA:Re8.1.HSI.a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts

Anchor Standard 9: Apply criteria to evaluate artistic work.

Proficient: VA:Re9.1.HSI.a. Establish relevant criteria in order to evaluate a work of art or collection of works.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Proficient: VA:Cn10.1.HSI.a.** Document the process of developing ideas from early stages to fully elaborated ideas.
- **Accomplished: VA:Cn10.1.HSII.a.** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
- **Advanced: VA:Cn10.1.HSIII.a.** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- **Accomplished: VA:Cn11.1.HSII.a.** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Unit Supporting Standards

Literacy Standards:

CCSS.ELA-LITERACY.WHST.9-10.1. Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Math Standards:



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CCSS.MATH.CONTENT.HSG.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

CCSS.MATH.CONTENT.HSG.MG.A.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

CCSS.MATH.CONTENT.HSG.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Science Standards:

HS-ETS1-1 Engineering Design. Analyze major global challenge to specify qualitative & quantitative criteria and constraints for solutions that account for societal needs and wants.

Essential Questions

How does need inform the creation of a functional craft product?

What conditions, attitudes, and behaviors support creativity and innovative thinking, and encourage people to take creative risks?

How and where do artists get inspiration to inform their work?

How do artists determine what resources and criteria are needed to formulate artistic investigations and evaluate works of art?

How do artists and designers determine whether a particular direction in their work is effective?

How do artists and designers learn from trial and error through persistence?

How does collaboratively reflecting on a work help us experience it more completely?

Does form inform function or function inform form?

When does craft become art?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Plan and create original functional crafts. 2. Visually communicate meaning through crafts. 3. Perceive and solve new creative problems. 4. Utilize Elements of Art (line, shape, space, value, color, form, texture) when creating work . 5. Utilize Principles of Design (proportion, scale, balance, rhythm, pattern, emphasis, contrast, unity and movement) when creating work. 6. Conduct research on a topic, idea, artist, etc. to support exploration of unfamiliar subjects through art-making. 7. Understand and apply manipulative skills while working with a range of materials. 8. Draw from relevant criteria while engaging in traditional and contemporary artistic practices. 9. Incorporate principles of scale, proportion and volume in designs.	1. Techniques for creating functional crafts using a variety of methods and materials including construction, embellishment and decoration. 2. Elements of Art (line, shape, space, value, color, form, texture) 3. Principles of Design (proportion, scale, balance, rhythm, pattern, emphasis, contrast, unity and movement) 4. Understand form vs. function 5. Understand what makes an artwork dynamic/interesting 6. Processes/strategies for making choices/decisions to communicate ideas 7. Documentation of artwork and creative process 8. Artistic freedom and responsibility 9. Ethical implications of making and distributing creative work 10. Processes and strategies to support imaginative



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10. Create personally meaningful themes and express artistic vision and style. 11. Photographically document artwork and creative process. 12. Self-reflect on work and evaluate the work of others through the critique process by written and verbal means. 13. Use feedback to revise and refine artwork. 14. Present and discuss own artwork. 15. Synthesize ideas and materials to create an artwork.	thinking and creative problem solving 11. Processes to support manifestation of ideas through experimentation with materials and techniques 12. Approaches to creative problem solving through imaginative thinking 13. Components of, and strategies to support, an artistic critique - Analyze, interpret, evaluate, and judge artwork 14. Strategies to present artwork
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Preliminary Sketch: Students create multiple sketches to explore, practice and plan ideas to use for final artwork. Textiles/Fiber Arts: Students utilize a variety of materials (yarn, paper, reed, fabric, twine, etc.) to create a unique craft product that is symbolic and/or represents a cultural or thematic reference. Vessel: Students create a vessel such as bowls, cups, vases, and containers representing personal or cultural themes. A variety of materials such as clay, paper, papier-mâché, fiber, reed, or mixed media can be utilized. Book Arts: Students explore book making techniques, such as bookbinding, paper making, zine, and printmaking, incorporating creative page design and mixed media elements. Wearable: Students explore the intersection of art and function by designing and creating wearable crafts such as jewelry, masks, costume design, or fabric-based accessories. Using materials like wire, beads, fabric, or mixed media, they will experiment with texture, form, and construction techniques. Emphasis is placed on craftsmanship, creativity, and how design influences both aesthetics and usability in wearable art. Response to Artwork: Students observe works created by master/contemporary artists and respond critically	• clay (clay tools) • glaze/paint • cardboard • paper (construction, newspaper, tagboard, magazine, illustration board, mat board) • paper mache' • wire (wire tools, safety glasses) • found objects/recycled materials • adhesives (tape, glue, etc.) • tooling foil • styrofoam/floral foam • wood (wood tools) • tools (pliers, hammer, saw, etc.) • textiles (yarn, fabric, reed, twine, etc.) • embellishments (beads, buttons, ribbon, found objects, leather, etc.) • glass • kiln/oven • thermal binding machine



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and aesthetically via class discussion, small group discussion, and/or written commentary.

Critique: Students observe their own work and reflect upon their piece while making a plan for revision. Students observe the work of others, reflect, respond on what they see and offer constructive criticism.



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Grade(s)	9-12
Unit Title and Purpose	Unit 2: Decorative Crafts Decorative crafts allow students to explore artistic expression through color, texture, and form while developing craftsmanship and problem-solving skills. By working with various materials and techniques, they gain an appreciation for the role of decoration in both personal and cultural contexts. These crafts connect students to historical and global traditions, helping them understand how ornamentation and design have influenced societies. They also refine fine motor skills, hand-eye coordination, and attention to detail, enhancing their overall artistic and technical abilities. Additionally, decorative crafts encourage design thinking and problem-solving as students plan and create functional yet visually engaging objects. This hands-on learning approach fosters creativity, adaptability, and a deeper appreciation for the intersection of art and design.
Timeframe	Approximately 8-10 weeks; Pacing depends on choice of material and size of artwork and individual students.
Vision of the Graduate	
Problem Solver: Students devise unique solutions to creative problems through experimentation, evaluation, and revision. Communicator: Students create craft products to tell a story, create mood, and communicate feelings. Collaborator: Students use constructive criticism through critique to respond and support the development of each others' creative process. Students engage in collaborative discourse.	
Unit Priority Standards	
Visual Art Standards Anchor Standard 1: Generate and conceptualize artistic ideas and work. • <i>Proficient: VA:Cr1.1.HSI.a.</i> Use multiple approaches to begin creative endeavors. • <i>Proficient: VA:Cr1.2.HSI.a.</i> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design • <i>Accomplished: VA:Cr1.2.HSII.a.</i> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • <i>Advanced: VA:Cr1.2.HSIII.a.</i> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. Anchor Standard 2: Organize and develop artistic ideas and work. • <i>Proficient: VA:Cr2.1.HSI.a.</i> Engage in making a work of art or design without having a preconceived plan. • <i>Proficient: VA:Cr2.2.HSI.a.</i> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • <i>Accomplished: VA:Cr2.1.HSII.a.</i> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Anchor Standard 3: Refine and complete artistic work.	



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9. Incorporate principles of scale, proportion and volume in designs. 10. Create personally meaningful themes and express artistic vision and style. 11. Photographically document artwork and creative process. 12. Self-reflect on work and evaluate the work of others through the critique process by written and verbal means. 13. Use feedback to revise and refine artwork. 14. Present and discuss own artwork. 15. Synthesize ideas and materials to create an artwork.	9. Ethical implications of making and distributing creative work 10. Processes and strategies to support imaginative thinking and creative problem solving 11. Processes to support manifestation of ideas through experimentation with materials and techniques 12. Approaches to creative problem solving through imaginative thinking 13. Components of, and strategies to support, an artistic critique - Analyze, interpret, evaluate, and judge artwork 14. Strategies to present artwork
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Preliminary Sketch: Students create multiple sketches to explore, practice and plan ideas to use for final artwork. Textiles/Fiber Arts: Students utilize a variety of materials (yarn, paper, reed, fabric, twine, etc) to create a unique craft product that is symbolic and/or represents a cultural or thematic reference. Paper Crafts: Students explore paper manipulation techniques, such as, paper making, quilling, paper cutting, Origami, collage, altered books, and printmaking, incorporating creative page design and mixed media elements. Assemblage: Students explore incorporating everyday items, repurposed materials, and sculptural elements to convey artistic expression, storytelling, or conceptual meaning. Mosaic: Students explore designing and assembling decorative patterns or images using a variety of materials (pieces of glass, ceramic, stone, etc.) and techniques (cutting, arranging, and grouting, etc.) while considering color, texture, and composition. Glass: Students explore decorative glass techniques such as etching and fusing, while experimenting with transparency, color, and texture.	• clay (clay tools) • glaze/paint • cardboard • paper (construction, newspaper, tagboard, magazine, illustration board, mat board) • paper mache' • wire (wire tools, safety glasses) • found objects/recycled materials • adhesives (tape, glue, etc.) • tooling foil • styrofoam/floral foam • wood (wood tools) • tools (pliers, hammer, saw, wood burner, soldering iron, etc.) • textiles (yarn, fabric, reed, twine, etc.) • embellishments (beads, buttons, ribbon, found objects, leather, etc.) • glass • kiln/oven • mosaic materials (stone, tile, glass) • grout • glass cutters, pliers, etc. • glass fusing - fusible glass (transparent, opaque, and dichroic glass), frit, stringers and rods, powders, etc. • safety glasses • heat resistant gloves • kiln paper • found objects



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Pyrography: Students explore the art of wood burning, to create decorative designs while incorporating techniques for controlling heat, shading, and texture.

Response to Artwork: Students observe works created by master/contemporary artists and respond critically and aesthetically via class discussion, small group discussion, and/or written commentary.

Critique: Students observe their own work and reflect upon their piece while making a plan for revision. Students observe the work of others, reflect, respond on what they see and offer constructive criticism.