COURSE NO.: 52-07-55
REVISED: November/2003

TITLE: FINE AND APPLIED ARTS/DESIGN CRAFTS

DEPARTMENT: Programs for Older Adults

CREDITS: 0*
HOURS: 60

APPORTIONMENT NO.: 08.082.201

COURSE DESCRIPTION:
This competency-based course promotes an appreciation of crafts and craftsmanship through an understanding of art elements, design principles, and craft materials; development and execution of a crafts project; and investigation into creative self-expression and constructive criticism.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOCATED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor’s monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Appreciation is expressed to MIDGE LYNN, ARLENE TORLUEMKE and THERESA WILLIAMS for their work in revising this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

BARBARA LEVIN
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Director
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APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education
**CBE**

*Competency-Based Education*

**COMPETENCY-BASED COMPONENTS**

*for the Fine and Applied Arts/Design Crafts Course*

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
<td>1. Define crafts as combining artistic elements and utilitarian function.</td>
</tr>
<tr>
<td>Appreciate the range of crafts and craft materials; Recognize quality as craftsmanship.</td>
<td>2. Describe the wide range of crafts and observe examples from prehistory through modern times.</td>
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<td>3. Describe the wide range of craft materials: natural materials, such as fibers, wood, leather, clay, and stone; and manufacture materials, such as metals, paper, cloth, glass, and plastic.</td>
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<td>4. Define craftsmanship as artistic expression through mastery of working with a given medium.</td>
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<td></td>
<td>5. Observe craftsmanship in examples of fine crafts and/or in everyday items.</td>
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<tr>
<td></td>
<td><strong>COMPETENCIES</strong></td>
</tr>
<tr>
<td></td>
<td>Resources: Allocates Time</td>
</tr>
<tr>
<td></td>
<td>Interpersonal: Participates as Member of a Team</td>
</tr>
<tr>
<td></td>
<td>Information: Acquires and Evaluates Information/Interprets and Communicates Information</td>
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<tr>
<td></td>
<td>Systems: Understands Systems</td>
</tr>
<tr>
<td></td>
<td><strong>FOUNDATION</strong></td>
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<tr>
<td></td>
<td>Basic Skills: Listening/Speaking</td>
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<tr>
<td></td>
<td>Thinking Skills: Decision Making</td>
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<tr>
<td></td>
<td>Personal Qualities: Sociability/Self-Management</td>
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<td>(10 hours)</td>
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<tr>
<td><strong>B. CRAFTS FUNDAMENTALS AND MATERIALS</strong></td>
<td>1. Identify materials to be used in crafts projects (i.e., craft knife, adhesive, tools, papers)</td>
</tr>
<tr>
<td>Identify craft fundamentals and explore available materials.</td>
<td>2. Identify tools utilized to work with craft materials.</td>
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<td></td>
<td>3. Discuss safety concerns in working with various tools and materials, and demonstrate safe use of them.</td>
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<td>4. Discuss types of projects that can be completed in a short vs. long period of time.</td>
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<td>5. Discuss the rewards of crafting (self-accomplishment, self-fulfillment, pride, socialization, fund-raising).</td>
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<tr>
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<td>6. Select a craft project and develop a plan for completing the project.</td>
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</tbody>
</table>
7. Describe creative uses for recycled materials.
8. Identify methods of obtaining/collecting recyclables.
9. List sources for project inspiration:
   a. local shops/boutiques/museums
   b. craft shows
   c. available materials
   d. other students/teachers
   e. crafting magazines/books
   f. internet
10. Discuss the wide range of crafting techniques.
11. List the appropriate materials for these techniques:
   a. paper crafts (e.g. decoupage, origami, rubber stamping, scrapbooking, tea bag folding).
   b. painting (e.g. stenciling, sponging, faux-finishes, freehand, illustrator)
   c. fabric crafts (e.g. no-sew, appliqué, patchwork, quilting)
   d. needlecrafts (e.g. needlepoint, plastic canvas, counted cross-stitch)
   e. natural materials crafting (e.g. drying flowers, seed pods, leaves, clay, clay pots, stones)
   f. “trash to treasure” (e.g. new uses for old items, throwaways, recyclables)
   g. beading (e.g. jewelry, as art, as a craft)
   h. calligraphy
   i. misc. materials (pipe cleaners, pompoms, yarn)
12. Demonstrate safe use of materials for the projects.
13. Identify methods to simplify project to adapt to the range of student abilities.
14. Locate sources for necessary materials, tools and adaptive tools (e.g. left-handed scissors, tape to secure items to table, enlarge print)

COMPETENCIES
Resources: Time/Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION
Foundation Skills
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-esteem

(10 hours)
C. HISTORICAL/CULTURAL CONTEXT

Understand the link between hand-made craft items and culture.

1. Discuss the impact of world travel on our understanding of multi-culture crafts.
2. Discuss role of “crafting” in developing and preserving family and cultural traditions.
3. Describe changes in crafting trends over the past eighty years.
4. Discuss traditional versus contemporary crafts.
5. Discuss crafts as a collector’s item.
6. Describe the role of collecting hand-made craft items in documenting history.
7. Discuss the value of hand-made items in a high-tech society.
8. Identify art/craft organizations and resources within the community that reflect its cultural identity.

COMPETENCIES

Resources: Time/human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION

Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

(10 hours)

D. CREATIVE EXPRESSION THROUGH CRAFT

Express yourself creatively through completion of your crafts projects.

1. Discuss factors that contribute to people’s varied tastes.
2. Discuss benefits of sharing ideas with others.
3. Differentiate between appreciation of a work and expression of personal preference.
4. Describe how past association makes a craft item or the subject of an item important in your life, and share an important association with the class.
5. Identify and describe what you want to express through your craft project.
6. Investigate what others are currently creating in your selected project area.
7. Study the historical and cultural context of your project.
8. Refine your plans for execution of your crafts project, and complete your work.
9. Share the development of your craft project with others in class.
10. Revise your plan as you further refine and complete your project.
11. Plan a project idea to exchange with others by:
    a. presenting idea
    b. surveying interest
    c. Identifying materials/tools
d. demonstrating techniques  
e. assisting classmates in the process  
12. Practice techniques to personalize hand-made craft items.  

Competencies  
Information: Acquires and Evaluates Information/Interprets and Communicates Information  
Systems: Understands Systems  

Foundation Skills  
Basic Skills: Reading/Listening/Speaking  
Thinking Skills: Problem Solving  
Personal Qualities: Sociability/Self-management  

(10 hours)  

E. SCRAPBOOKING  
Understand methods, tools and techniques used to complete scrapbook/photo albums.  

1. Discuss the value of preserving your personal/family history through scrapbooking.  
2. Discuss process of organizing chronological photo albums.  
3. Discuss the proper preservation of photos.  
4. Describe the value of preserving photos through finite topics in scrapbooks.  
5. Discuss the 5 “F’s” of scrapbooking:  
   a. framework (a group of pages that define what a scrapbook is all about, e.g. title page, introduction page, dedication, table of contents, section pages, filler pages)  
   b. format (physical characteristics; design scheme, layout)  
   c. finished (easier to complete than a chronological album; tells a story within a topic area)  
   d. fast (has a beginning, middle and end; quicker than a chronological album)  
   e. freedom (highlights events in a finite way; easier to sort and organize photos)  
6. Identify the materials and tools needed for scrapbooking:  
   a. acid-free, lignin free paper  
   b. acid-free pens, markers, pencils, chalk  
   c. scissors, punches, cutting tools  
   d. die cuts, stickers  
   e. organizers, photo overlays  
   f. embellishments, accents  
   g. glues, tapes  
7. Demonstrate the proper use and care of scrapbooking tools and materials.  
8. Discuss techniques to preserve newspaper clippings, invitations as part of your scrapbooking.  
9. Discuss “journaling” in albums as a way of preserving your personal legacy for your family.  
10. Demonstrate different journaling techniques.
11. Practice developing a personal journaling technique
12. Identify local resources to obtain scrapbooking supplies.
13. Identify internet sources for scrapbooking supplies and ideas.

**Competencies**
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Systems: Understands Systems

**Foundation Skills**
- Basic Skills: Reading/Listening/Speaking
- Thinking Skills: Problem Solving
- Personal Qualities: Sociability/Self-management

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### F. CONSTRUCTIVE EVALUATION

Understand methods of evaluation that enhance personal growth in craftsmanship.

| 1. Discuss methods of constructive evaluation. |
| 2. Discuss the importance of listening to others’ comments and in making an evaluation about a project/work. |
| 3. Practice listening to others’ comments and in making an evaluation about a project/work. |
| 4. Contribute qualified opinions during class critique. |
| 5. Receive others’ opinions on your work without needing to defend it. |
| 6. Discuss how the process of evaluation enhances your skills, knowledge, and personal appreciation of work. |
| 7. Set up a display of student work. |
| 8. Plan a class boutique or craft show within the community. |

**Competencies**
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Systems: Understands Systems

**Foundation Skills**
- Basic Skills: Reading/Listening/Speaking
- Thinking Skills: Problem Solving
- Personal Qualities: Sociability/Self-management

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DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customer: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

(continued)

Technology

- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills

- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills

- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
CBE
Competency-Based Education

CAREER PREPARATION STANDARDS/SCANS SKILLS
for the Fine and Applied Arts/Design Crafts Course

<table>
<thead>
<tr>
<th>CAREER PREPARATION STANDARDS</th>
<th>EXPECTED STUDENT PROFICIENCIES</th>
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</table>
| **1. PERSONAL SKILLS** | 1. Demonstrate an understanding of classroom policies and procedures.  
Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.  
2. Discuss importance of the following personal skills in the classroom environment:  
a. positive attitude  
b. self-confidence  
c. honesty  
d. perseverance  
e. self-management/work ethic  
f. pride in product/work  
g. dependability  
3. Establish goals for self-improvement and further education/training.  
4. Prioritize tasks and meet deadlines. |
| **2. INTERPERSONAL SKILLS** | 1. Identify and discuss behaviors of an effective team.  
Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.  
2. Explain the central importance of mutual respect in interpersonal relations.  
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.  
4. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.  
5. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups. |
### 3. THINKING and PROBLEM-SOLVING

Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.

1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need.
2. Use mathematical concepts in application of skills, techniques and operations.
3. Read, write, and give directions.
4. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
   a. Work as a team member in solving problems.
   b. Diagnose the problem, its urgency, and its causes.
   c. Identify alternatives and their consequences.
   d. Explore possible solutions.
   e. Compare/contrast the advantages and disadvantages of alternatives.
   f. Determine appropriate action(s).
   g. Implement action(s).
   h. Evaluate results of action(s) taken.

### 4. COMMUNICATION SKILLS

Understand principles of effective communication.

1. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
2. Demonstrate active listening through oral and written feedback.
3. Give and receive feedback.

### 5. OCCUPATIONAL SAFETY

Understand occupational safety issues, including avoidance of physical hazards.

1. Discuss and implement good safety practices, including the following:
   a. personal
   b. lab
   c. fire
   d. electrical
   e. equipment
SAMPLE LESSON PLAN
for the Find and Applied Arts/Design Crafts Course

COMPETENCY AREA
AND TOPIC                      MINIMAL COMPETENCY

E. SCRAPBOOKING
   Understand methods, tools and techniques used to complete scrapbook/photo albums.

   1. Discuss the value of preserving your personal/family history through scrapbooking.
   2. Discuss the process of organizing chronological photo album.
   3. Discuss the value of preserving photos through finite topics in scrapbooks.
   4. Discuss the 5 “F’s” of Scrapbooking.

SAMPLE LESSON PLAN

LESION OBJECTIVE: Student will be able to understand the value of preserving family photos using finite scrapbooking albums. Students will be able to plan a chapter of a scrapbook to document a life experience/event, using appropriate tools and materials.

EQUIPMENT AND MATERIALS NEEDED: Acid-free, lignin free paper, markers, pens, pencils, chalks; scissors, punches, die-cuts, stickers; organizers, photo overlays; embellishments, accents; flues, tapes, completed scrapbook albums, lots of table space.

SCANS FOCUS

Competencies:
Resources: Time/Human Resources/Materials and Facilities
Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity
Information: Acquires and Evaluates Information/Organizes and Maintains Information/Interprets and Communicates Information

Foundation Skills:
Basic Skills: Reading/Writing_Listening/Speaking
Thinking Skills: Creative Thinking/Decision Making Solving/Seeing Things in the Mind's Eye/Knowing How to Learn/Reasoning
Personal Qualities: Self-esteem/Sociability/Self-management

(52-07-55)
### SAMPLE LESSON PLAN

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
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</table>
| **WARM UP REVIEW** | 1. Teacher will conduct a review of last week’s session, “Preserving Your ‘Vivid’ Past…VIVIDLY!!! (a rationale for Scrapbooking).  
2. Students will discuss their thoughts about the value of organizing and preserving their memories. |
| (10 minutes) | |
| **INTRODUCTION** | 1. Teacher will introduce today’s topic: “Taking the First Snip…Is it Okay to Cut Photos?”  
2. Students will discuss their apprehensions about cutting photographs.  
3. Teacher will demonstrate ways of preserving photos without cutting (e.g. photo copy onto acid-free paper). |
| (15 minutes) | |
| **WARM UP** | 1. Teacher will lead a discussion about what life experience/event each student has chosen to document.  
2. Students will describe their personal meaning of this particular “chapter” in their life.  
3. Students will choose one picture from their album to describe. |
| **PRESENTATION** | 1. Teacher will display tools and materials needed to complete album.  
2. Teacher will distribute samples of completed albums for student to review.  
3. Teacher will identify the safe handling procedures of the cutting.  
4. Teacher will demonstrate proper handling of the tools.  
5. Teacher will demonstrate proper cutting techniques. |
| (30 minutes) | |
| **GUIDED PRACTICE** | 1. Students will discuss the different styles of displaying the photo paper.  
2. Teacher will circulate the room and assist students in color/pattern choices for their paper.  
3. Students will choose 5 photos to organize into a design layout for each page.  
4. Teacher will assist students in layering mats, and making the final selection of papers/patterns to highlight their photos.  
5. Teacher will circulate the room and provide assistance with cutting photos.  
6. Students will circulate the room and exchange ideas about layout. |
| (15 minutes) | |
### SAMPLE LESSON PLAN (continued)

| APPLICATION                              | 1. Students will use the proper adhesive to secure their photo layout.  
|                                          | 2. Students will accent the page with trims and stickers.  
|                                          | 3. Students will practice journaling on a separate paper before completing the final copy.  
|                                          | 4. Students will use pens to finalize their journaling. |
| **(10 minutes)**                         |                                                                 |

| EVALUATION                               | 1. Students will exchange ideas and critique one another’s work.  
|                                          | 2. Students will provide their impression of their first effort. |
| **(5 minutes)**                          |                                                                 |

| EXTENDED PRACTICE                        | 1. Students will repeat the processes used to complete the second part of their album.  
|                                          | 2. Students will review their page with teacher and classmates before progressing to the next page.  
|                                          | 3. Students will complete the remaining pages of their album in today’s class, at home, or at the next class meeting. |
| **(10 minutes)**                         |                                                                 |
SAMPLE LESSON PLAN
for the Fine and Applied Arts/Design Crafts Course

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<tr>
<th>COMPETENCY AREA AND TOPIC</th>
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<tr>
<td>B. CRAFT FUNDAMENTALS AND MATERIALS</td>
<td>Identify craft fundamentals and explore available materials.</td>
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1. Discuss safety concerns in working with various tools and materials, and demonstrate safe use of them.
2. Select a craft project and develop a plan for completing the project.
3. Describe creative uses for recycled materials.
4. Identify methods of obtaining/collecting recyclables.

SAMPLE LESSON PLAN

LESSON OBJECTIVE: Students will be able to identify methods of obtaining old computer CDs to use in completing a “fish mobile. Students will use scissors and glue gun safely (or scissors and tacky glue).

EQUIPMENT AND MATERIALS NEEDED: Old CDs (two per student), Fun Foam in different colors (available at most crafting stores, including Michael's, Joann's, Tall Mouse), glue gun and sticks (thick tacky glue may be substituted, if students are unable to utilize a glue gun safely). Scissors (adaptive, if necessary), fishing line (any weight, about 9-12 inches per person), 15mm “eyes” (available at most craft supply stores; 2 per student), pencil/pen (for tracing), tape (masking)

SCANS FOCUS

Competencies:
Resources: Time/Human Resources/Materials and Facilities
Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity
Information: Acquires and Evaluates
Information/Organizes and Maintains Information/Interprets and Communicates Information

Foundation Skills:
Basic Skills: Reading/Writing/Listening/Speaking
Thinking Skills: Creative Thinking/decision Making/Problem Solving/Seeing Things in the Mind's Eye/Knowing

How to Learn/Reasoning
Personal Qualities: Self-esteem/Sociability/Self-management
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<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM-UP REVIEW</td>
<td>1. Teacher will conduct a review of last week's session, “Shopping for New Ideas”, using a question and answer format.</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1. Teacher will introduce today’s topic: “Don’t Lose It…Re-Use It!!”</td>
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<td></td>
<td>2. Students will discuss possible uses for old CDs.</td>
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<tr>
<td>(15 minutes)</td>
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<tr>
<td>WARM-UP</td>
<td>1. Teacher will lead a discussion about ways to access/obtain recyclables, including CDs.</td>
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<td></td>
<td>2. Students will identify ways they will be able to obtain old CDs.</td>
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<tr>
<td>(10 minutes)</td>
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<tr>
<td>PRESENTATION</td>
<td>1. Teacher will display “Fish Mobile” as the project of the day.</td>
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<td></td>
<td>2. Teacher and students will discuss tools and materials needed to complete a “Fish”.</td>
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<td>3. Teacher will distribute samples of completed projects of various colors for students to look at closely.</td>
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<td></td>
<td>4. Teacher will identify the safe handling procedures of the cutting tools.</td>
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<tr>
<td></td>
<td>5. Teacher will demonstrate proper handling of the glue gun.</td>
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<tr>
<td>(10 minutes)</td>
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<tr>
<td>GUIDED PRACTICE</td>
<td>1. Teacher will circulate the room and assist students in color choices for their “Fish Mobile”.</td>
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<td></td>
<td>2. Students will choose 2-5 colors of Fun Foam to use for their project.</td>
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<td></td>
<td>3. Teacher will assist students in cutting out the pattern pieces.</td>
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<td></td>
<td>4. Teacher will circulate the room and provide assistance with tracing the pattern pieces onto the student’s color choice of Fun Foam (using tape to secure pattern piece to foam.</td>
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<td>5. Students will cut out the traced pattern pieces from the Fun Foam.</td>
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<td></td>
<td>6. Teacher will demonstrate tying a square knot at the bottom of the fishing line before assembling and gluing the project together.</td>
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<tr>
<td>(5 minutes)</td>
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</tbody>
</table>
### SAMPLE LESSON PLAN

#### APPLICATION
1. Students will place pattern pieces onto one of the CDs, following guide on pattern.
2. Students will secure the fishing line onto the CD, using the glue gun or tacky glue.
3. Students will secure the foam pieces onto the CD, using the glue gun or tacky glue.
4. Students will apply glue onto first SC before placing second CD over it.
5. Students will secure the eyes (one to each side of the CD).
6. Students will fan fold the regular fin and insert in the disc hole to complete the project.

#### EVALUATION
(15 minutes)
1. Students will exchange ideas and critique one another’s work.
2. Students will provide their impression of their first effort.
3. Students will discuss ways to embellish their project.

#### EXTENDED PRACTICE
(10 minutes)
1. Students will embellish their “Fish Mobile” with additional pieces of Fun Foam to form stripes, polka dots, etc.
2. Students will complete another mobile, putting their signature on their project by using the following for embellishment: Small rhinestones, markers, paint, ribbons, or decorative scissors for cutting foam pieces.
TEXTBOOKS


More than 25 years old, but still a great resource. The book describes traditional crafts from many countries. Each chapter presents a craft from one country and is divided into three parts: background and origin of craft process, step-by-step directions for using this craft process, and suggestions for “how this process can be applied.

   Art in America, Part 6: Folk Art (6838-F) (8465-V)
   Art in America, Part 7: Arts and Crafts (6839-F) (8466-V)
   Calligraphy: The Craft of Beautiful Writing (2668-F) (2913-V)

PERIODICALS

These magazines contain photos, instructions/techniques and patterns for various types of craft forms:

Crafts
Sew News
Rubber Stamper
Memory Makers
Crafts’ N Things
Arts and Crafts
The Cross Stitcher
The Stitchery Magazine
Just Cross-Stitch
Kids Crafts
Family Fun
Handcraft Quilter’s Newsletter Magazine
Quilt
McCall’s Quilting
Decorative Woodcrafts
Weekend Crafts
Woodworker’s Journal
Decorating Digest Craft & Home Projects

These magazines often include seasonal craft projects:

Family Circle
Women’s Day
Better Homes and Gardens
Martha Stewart Living
Mary Engelbreit’s Home Companion
On-Line Resources

www.tallmouse.com
This website is for a small chain of crafting stores in Southern California. It contains product and project information. Projects are organized by season, contain photographs and complete instructions.

www.joanns.com
This website is for the large chain store Joann’s and Joann’s, etc. The site contains product information, project ideas, patterns and complete supply lists. There is also an advice section that can help you with specific questions/issues.

www.michaels.com
This website is for the large craft store chain. It contains product information and photos. You can search by topic or production. Both this site and the Joann’s site offer craft kits and seasonal ideas.

www.fabricbarn.com
This website is a narrative about the Fabric Barn Store (3111 E. Anaheim Street, Long Beach 90804; phone: 1-800-544-9374). It contains store hours, product availability, and driving directions. The store itself is a great source for bargain priced ribbons, lace and trims (you cut). Styrofoam shapes, baskets, doll hats, silk flowers and more. Prices drop when you purchase an entire bolt of ribbon or trim, or a larger quantity of baskets, hats, etc. Even better are the numerous sample projects displayed by holiday/theme throughout the store. You can shop for ideas, see the finish product, purchase all of the supplies, and ask for a copy of the instructions at the register.

www.africancraft.com
This site brings the arts and artisans of Africa on-line. There is information about artists, craftspeople, books, etc. It contains an education section that shows a step-by-step picture guide to building a loom and spinning cotton. There are cross-cultural links and lesson plans that you can adapt to your needs. One of its interactive features is a section that allows you to send electronic greeting cards with folk art photos on them.

www.enterpriseart.com
This site is for a company in Florida that specializes in beads, supplies for beading and crafting with beads. There are project ideas pictured, color patterns that you can print (FREE) and, of course, you can purchase the supplies directly on-line.

www.ororientaltradingcompany.com
This site is filled with seasonal products that can be used as party favors or incentives, but also contains craft kits that are reasonably priced. Click on the “Hands-On” icon for ideas. There are examples of ways to use their products. You can request a catalog on-line, and then shop at home.

www.deja.com.scrapbooking
This is one of many websites dedicated to Scrapbooking. There are numerous links to other sites.

www.craftsnthings.com
This site is filled with seasonal craft ideas and techniques. It is also the parent site for “Pack-O-Fun”, which creates projects specifically for use with groups. Products can be ordered in kits, or you can use the idea for inspiration and create your own kits. You can also ask questions about projects and techniques.
www.craftnetvillage.com
This site is a shopping and learning site. Click on the icon for “Special Needs” to see a selection of adaptive equipment. Also, there are multi-cultural lesson plans and complete instructions.

www.activityconnection.com
While this website was designed for Activity Professionals, there are still ideas that can be used in a more structured, educational setting. The site presents theme ideas that are seasonal, and has many printouts that can be obtained at no charge, including clip-art. These materials are especially appropriate for use with frail students. Additional materials can be purchased when you register with them.
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Demonstrations

B. Lecture and discussion

C. Individualized instruction

D. Interactive activities

E. Guest presenters

F. Multi-sensory presentation

G. Student projects and presentations

H. Field trips to museums and galleries

EVALUATION

A. Instructor developed assessments based on the competencies in this course outline

B. Class participation

C. Self- and peer-evaluation

D. Community presentation of work (community art show)

Statement For Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.