

Lower Township School District  
Cape May, New Jersey

# Art

# Instructional Units



## ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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SEPTEMBER 2013

# Unit 1

## Visual Art: Art & Abstraction

Unit Overview	
Content Area: VISUAL ART	
Unit Title: ART AND ABSTRACTION	
Target Course/Grade Level: 6TH	Timeline: ongoing
<p><b>Unit Summary</b>            6<sup>TH</sup> grade students will be introduced to Abstract and non-objective art. They will understand how art changed over a period of thousands of years. Realism, expressionism, abstraction, photography and non-objective art will be discussed and understood. In this unit students will explore, understand and create artworks representative of Abstract art.</p>	
Learning Targets	
Standards	
<b>1.1</b>	Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.4</b>	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology (1.3.8.d.3)</li> <li>• The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement (1.3.8.d.1)</li> <li>• Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art (1.3.8.d.2)</li> <li>• Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the (1.4.8.a.6)</li> <li>• Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form (1.4.8.b.1)</li> <li>• Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality (1.4.8.a.7)</li> <li>• Symbolism and metaphor are characteristics of art and art-making (1.4.8.a.5)</li> <li>• Art may be used for utilitarian and non-utilitarian purposes (1.4.8.a.2)</li> <li>• Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time (1.1.8.d.1)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.8.b.1)</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency (9.1.4.c.1)</li> <li>• Digital media are 21st-century tools used for local and global communication (9.1.8.e.1)</li> </ul>	

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CPI #	Cumulative Progress Indicator (CPI) –
1.3.8.d.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.d.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.d.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.4.8.a.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.b.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.a.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.a.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.a.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
1.1.8.d.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
9.1.8.b.1	Use multiple points of view to create alternative solutions.
9.1.4.c.1	Determine an individual’s responsibility for personal actions and contributions to group activities
9.1.8.e.1	Explain how technology has strengthened the role of digital media in the global society
<b>Unit Essential Questions</b>	<b>Unit Understandings</b>
<ul style="list-style-type: none"> <li>♦ Why are there so many different “types” of art?</li> <li>♦ How does the “look” of art affect the meaning of our art work?</li> <li>♦ What is the difference between photography and realistic art?</li> <li>♦ How is abstraction different than non-objective art?</li> <li>♦ Why would one want to make art that doesn’t look like something we see?</li> <li>♦ Is art that looks “weird” not as good as art that is realistic? Why</li> <li>♦ Who was Picasso?</li> <li>♦ What did Picasso teach us?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Artists need to use, change and manipulate the look of their art to express their feelings.</li> <li>♦ Artists make many decisions when creating art including the techniques, tools and materials they use. This helps the students create and achieve their desired effects/reasons for the artwork.</li> <li>♦ <b>Pablo Picasso</b>- Spanish artist – creator of “collage”</li> <li>♦ <b>Media</b> is the materials used to make a work of art.</li> <li>♦ <b>Technique</b> means the method used to create the artwork</li> <li>♦ <b>Design</b> is how an artist chooses to arrange the Elements and Principles of art in their composition...</li> </ul> <p><b><u>ELEMENTS OF ART-</u></b></p> <ol style="list-style-type: none"> <li>1. <b>LINE</b> = Line is the path of a point moving through space.</li> <li>2. <b>SHAPE</b> = When lines meet shapes are formed. Shapes are 2-dimensional</li> <li>3. <b>COLOR</b> = is derived from reflected light. Hue is the name of the color (determined by the dominant wavelength) and Intensity is the purity and strength of the color defined as brightness or dullness</li> <li>4. <b>VALUE</b> = refers to lightness or darkness of a color.</li> <li>5. <b>TEXTURE</b> = relates to the sense of touch and can be actual or implied.</li> </ol>

	<p><b><u>ELEMENTS OF ART- <i>continued</i></u></b></p> <p>6. FORM = has three dimensions: length, width, and depth and takes up space. Form may be an actual object with volume or implied on a 2-D surface with the use of light and shading techniques.</p> <p>7. SPACE = is the 2-D or 3-D area in which the art is organized. It can be positive or negative.</p> <p><b><u>PRINCIPLES OF ART</u></b></p> <p>1. BALANCE is a sense of stability in an artwork. It can be <i>symmetrical</i> (evenly balanced), <i>asymmetrical</i> (unevenly balanced) or <i>radial</i>.</p> <p>2. CONTRAST emphasizes the differences in the elements used in a work of art. It gives variety and makes the elements livelier.</p> <p>3. EMPHASIS is the effect created when one element is given more importance than the others.</p> <p>4. RHYTHM/PATTERN is the use of repetition of a design element which establishes a visual</p>
<p><b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i></p>	
<ul style="list-style-type: none"> <li>♦ Understand the difference between realistic art, abstract art, and non-objective art.</li> <li>♦ Understand why an artist would want to use different types of art to put forth a meaning in art.</li> <li>♦ Understand that a thought can be translated into art.</li> <li>♦ Study and analyze different artists and styles of art and the methods and media used in their work.             <ol style="list-style-type: none"> <li>1. Explore a variety of methods and material to create original works of art.</li> <li>2. Identify and apply elements and principles of design to their work.</li> <li>3. Properly use various art tools, materials and techniques responsibly, appropriately and safely.</li> <li>4. Use art terminology properly and effectively.</li> </ol> </li> </ul>	
<p><b>Integration of Technology: smart board technology/computer access</b></p>	
<p><b>Technology Resources: computers / projectors</b></p>	
<p><b>Opportunities for Differentiation: materials / offer independent art activities/ artistic choices/ students have access to the art room and teacher during down times.</b></p>	
<p><b>Teacher Notes:</b> The actual projects used for the performance based summative assessments may Vary from year to year.</p>	
<p><b>Primary interdisciplinary connections:</b> science/math/ Spanish Picasso</p>	
<p><b>21<sup>st</sup> century themes:</b> learning and innovation skills:</p>	

Evidence of Learning
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>♦ Mixed media collages</li> <li>♦ Found object weaving</li> <li>♦ Sumi painting</li> </ul> <p><i>(see individual lesson plans for list of materials needed.)</i></p>
<p><b>Equipment needed:</b> art materials, examples, computers as needed</p>
<p><b>Teacher Instructional Resources:</b> fine art examples, (see individual lesson plans for list of resources)</p>

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<b>Formative Assessments</b>	
<ul style="list-style-type: none"><li>♦ Teacher Observation</li><li>♦ Class Participation</li><li>♦ art show</li></ul>	<ul style="list-style-type: none"><li>♦ assessment</li><li>♦ Self- Assessment</li><li>♦ Hallway hanging</li></ul>

  

<b><u>ACTIVITIES</u></b>	<b><u>MATERIALS</u></b>
<ul style="list-style-type: none"><li>♦ Weaving</li><li>♦ Collage</li><li>♦ Painting</li></ul>	<ul style="list-style-type: none"><li>♦ Yarn, paper, found objects</li><li>♦ Paint and all materials</li><li>♦ Material glue paint</li></ul>

# Unit 2

## Visual Art: Drawing and Beyond

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: Drawing and Beyond</b>	<b>Unit: drawing</b>
<b>Target Course/Grade Level: 6th</b>	<b>Timeline: ongoing</b>
<b>Unit Summary</b> Students continue to learn the processes of sketching, contour, gesture and perspective drawing. Advanced techniques in Self portraiture, outline and expression are all included with the elements of design. Higher level drawing skills are taught throughout the 6 <sup>th</sup> grade art experience.	
Learning Targets	
Standards	
<b>1.1</b>	Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.4</b>	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time (1.1.8.d.1)</li> <li>• The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. (1.3.8.d.3)</li> <li>• Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality (1.4.8.a.7)</li> <li>• Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form (1.4.8.b.1)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.8.b.1)</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.8.d.2, 9.1.8.d.5)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.8.d.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.3.8.d.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles
1.4.8.a.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art
1.4.8.b.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form
9.1.8.b.1	Use multiple points of view to create alternative solutions.



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9.1.8.d.2	Demonstrate the ability to understand inferences
9.1.8.d.5	Justify the need for greater cross-cultural understanding due to globalization.

<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How can you use different techniques of drawing to enhance our art works?</li> <li>♦ How can we use size of line to enhance depth in your art?</li> <li>♦ How does the artist use drawing to communicate with the viewer?</li> <li>♦ Can you teach your self to draw?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Artists use their eyes more than their thinking to draw realism.</li> <li>♦ Changing the thickness of a line helps to express an idea or feeling.</li> <li>♦ All people have the ability to draw whether or not they think they have the “talent”.</li> <li>♦ Shape, value, texture, form and space are all achieved through drawing.</li> <li>♦ Just about all elements of art and principle of art are affected by drawing.</li> <li>♦ Drawing is a learned experience</li> <li>♦ Negative/positive space</li> <li>♦ Frida Kahlo</li> <li>♦ Chuck Close</li> <li>♦ Jackson Pollock</li> <li>♦ Alice Neil</li> </ul>
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**Unit Learning Targets (Outcomes) –**  
*Students will ...*

- ♦ Be able to understand how drawing can be a learned skill.
- ♦ Be able to use thick, thin, angles, curved, straight, etc... lines to help express an idea or image.
- ♦ Use perspective to illustrate depth on a 2-d surface.
- ♦ Understand how to use contour line when ‘needed”
- ♦ How negative space is important when drawing.
- ♦ Be able, to complete a successful self-portrait using a mirror.
- ♦ Will be able to use texture, rhythm, and space to complete a drawing.
- ♦ Will view and learn about artists- Kahlo, Close, Pollock

**Integration of Technology:** smart board

**Technology Resources:** smart board

**Opportunities for Differentiation:** give instructions using a variety of modalities, independent growth

**Teacher Notes:** the actual projects used for the performance based assessments may vary from year to year.

**Primary interdisciplinary connections:** math

**21<sup>st</sup> century themes:** creativity and innovation critical thinking and problem solving

**Evidence of Learning**

**Summative Assessment**

- ♦ Self portraits
- ♦ Still-life
- ♦ Everyday lessons

**Equipment needed:** drawing tools, smart board, still life objects

**Teacher Instructional Resources:** fine art images – “Drawing of The Right Side of The Brain” book

**Formative Assessments**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• class participation</li> <li>• teacher observation</li> </ul> | <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• class critique</li> </ul> |
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ACTIVITIES	MATERIALS
<ul style="list-style-type: none"><li>♦ Blind contour exercises</li><li>♦ Self portrait</li><li>♦ still life</li><li>♦ Drawing throughout semester</li><li>♦ Upside down drawing</li><li>♦ Negative space drawing</li></ul>	<ul style="list-style-type: none"><li>♦ Pencils markers</li><li>♦ Mirrors pencils erasers etc..</li><li>♦ drawing materials</li></ul>

# Unit 3

## Fiber Arts: Drawing and Beyond

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: Fiber Arts</b>	<b>Unit: drawing</b>
<b>Target Course/Grade Level: 6th</b>	<b>Timeline: ongoing</b>
<b>Unit Summary</b> Fiber Arts include anything that incorporates stitching, weaving, quilting, sewing, rug making, crocheting, knitting, spinning, etc. 6 <sup>th</sup> Grade will create art using fiber or material as their main material. The Elements and Principles of Design are imperative in the development of this 3-dimensional genre. We will discover this non-traditional media and use it in traditional ways.	
Learning Targets	
Standards	
<b>1.1</b>	Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.4</b>	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>9.2</b>	Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy
Content Statements	
<ul style="list-style-type: none"> <li>• Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time (1.1.8.d.1)</li> <li>• Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality (1.4.8.a.7)</li> <li>• Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form (1.4.8.b.1)</li> <li>• The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. (1.3.8.d.3)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.8.b.1)</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.8.d.2)</li> <li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle (9.2.8.a.1)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.8.d.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures
1.4.8.a.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art

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1.4.8.b.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form		
1.3.8.d.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles		
7.1.n.m.c.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s)		
9.1.8.b.1	Use multiple points of view to create alternative solutions		
9.1.8.d.2	Demonstrate the ability to understand inferences		
9.2.8.a.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How are art elements and design principles used to create fiber art pieces?</li> <li>♦ How have jewelry, ceramics, and fiber arts contributed to culture?</li> <li>♦ Why would you use something other than paint and paper to make art?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Fiber art is anything that includes stitching, weaving, quilting, sewing, rug making, crocheting, knitting, spinning,</li> <li>♦ Fiber arts can be either functional or sculptural.</li> <li>♦ Fiber arts are forms of visual communication.</li> <li>♦ Fiber arts artists use elements of art and principles of design.</li> <li>♦ Fiber arts have historical and cultural significance.</li> <li>♦ Art media, techniques, and processes must be used responsibly and appropriately.</li> </ul> </td> </tr> </table>		<p><b><u>Unit Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>♦ How are art elements and design principles used to create fiber art pieces?</li> <li>♦ How have jewelry, ceramics, and fiber arts contributed to culture?</li> <li>♦ Why would you use something other than paint and paper to make art?</li> </ul>	<p><b><u>Unit Understandings</u></b></p> <ul style="list-style-type: none"> <li>♦ Fiber art is anything that includes stitching, weaving, quilting, sewing, rug making, crocheting, knitting, spinning,</li> <li>♦ Fiber arts can be either functional or sculptural.</li> <li>♦ Fiber arts are forms of visual communication.</li> <li>♦ Fiber arts artists use elements of art and principles of design.</li> <li>♦ Fiber arts have historical and cultural significance.</li> <li>♦ Art media, techniques, and processes must be used responsibly and appropriately.</li> </ul>
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<b>Unit Learning Targets (Outcomes) – Students will ...</b>			
<ul style="list-style-type: none"> <li>♦ Apply art elements and design principles in the creation of original works of art using</li> <li>♦ Fiber arts materials.</li> <li>♦ Create a work that concentrates in one medium or concept that can be developed across various media.</li> <li>♦ Create a work that displays understanding of the use of materials and techniques.</li> <li>♦ Create a work that displays depth in the use of materials and techniques.</li> <li>♦ Create original works of art that reflect personal expression and the intentional use of materials.</li> <li>♦ Refine processes and techniques.</li> <li>♦ Create a work of art using a 3d material.</li> </ul>			
<b>Integration of Technology:</b> smart board			
<b>Technology Resources:</b> smart board			
<b>Opportunities for Differentiation:</b> give instructions using a variety of modalities, independent growth, and paper options if easier for some.			
<b>Teacher Notes:</b> the actual projects used for the performance based assessments may vary from year to year.			
<b>Primary interdisciplinary connections:</b> math, Mexican culture			
<b>21<sup>st</sup> century themes:</b> creativity and innovation critical thinking and problem solving			
<b>Evidence of Learning</b>			
<b>Summative Assessment</b>			
<ul style="list-style-type: none"> <li>♦ Weaving</li> <li>♦ Mixed media weaving</li> <li>♦ Sewn ornament</li> <li>♦ Stitching in collage</li> <li>♦ Art Show</li> </ul>			
<b>Equipment needed:</b> drawing tools, smart board, still life objects			
<b>Teacher Instructional Resources:</b> fine art images – personal art work			

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<b>Formative Assessments</b>	
<ul style="list-style-type: none"><li>♦ class participation</li><li>♦ teacher observation</li><li>♦ class critique</li></ul>	<ul style="list-style-type: none"><li>♦ self-assessment</li></ul>

  

<b>ACTIVITIES</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"><li>♦ Weaving wall hanging</li><li>♦ Button/sequence ornament</li></ul>	<ul style="list-style-type: none"><li>♦ Yarn fabric string metal beads mixed media</li></ul>