

# **BA Creative Wood 11**

**District Name:** Kamloops/Thompson

**District Number:** SD #73

**Developed by:** Wolfgang Schrottner

**Date Developed:** January 2005

**School Name:** NorKam Secondary

**Principal's Name:** Alan Dodd

**Board/Authority Approval Date:** 2005/05/30

**Board/Authority Signature:**

**Course Name:** Creative Wood 11

**Grade Level of Course:** Grade 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 110 hours

**Prerequisite(s):** none, Wood Tech 10 recommended

**Special Training, Facilities or Equipment Required:** Wood Shop Machine Tools ( Table Saw, Band Saw, Planer, Jointer, Drill Press, Sanders), Hand Tools, Wood Lathe with Wood Turning Tools, Power and Hand Carving Tools. Teacher will need experience in various methods of creatively working with wood.

## **Rationale**

This course has been developed to help students understand, appreciate and learn the use of wood to pursue various forms of artistic and aesthetic expressions through hands on applied learning. Students will learn to use and to apply sound problem solving practices, to design and to produce artistic and aesthetically pleasing artifacts, to appreciate the knowledge received from past generations, to research new techniques and design ideas. They will use the machines and hand tools found in a wood shop to express their individual originality while working with woods.

## **Course Synopsis**

Students will gain an understanding and an appreciation of the various forms of artistic and aesthetic expressions while using wood through hands on applied learning. Students will learn to apply problem solving practices to produce artistic artifacts in the wood shop. Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment. Shop skills will be taught with an emphasis on safe procedures.

The course material is presented in six units, the last four being divided into three sections each:

- Research and Experiment
- Personal Development
- Documenting and Communicating about the final product

Each unit is based on different woods, skills, and procedures.

### **Research and Experiment:**

In this section students will experiment with the material or the processes. Experimentation will explore the formation of ideas based on the unit, which can then be transferred to the personal development stage.

### **Personal Development:**

This part of the unit will encourage the personal development of ideas previously brainstormed.

### **Documenting and communicating the final product:**

Students will be expected to put their projects into context. This can be achieved through a class discussion on the topic studied, an exhibition in the school, or other means of communicating about their artwork.

**Organizational Structure:**

Unit I	Safety	5
Unit II	Problem Solving, Design, and Material	5
Unit III	Carving	35
Unit IV	Intarsia	15
Unit V	Wood Turning	20
Unit VI	Joinery and Bending Wood	30
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Total		110 hrs

**Unit:** Safety

**Time:** 5 hours, and throughout the course as needed.

Students will become familiar with basic safety concepts, first as they pertain to the general wood shop, as well as topic specific safety considerations. Machines, hand tools and chemicals used in this course will receive detailed attention.

**Curriculum Organizer:** Technology

It is expected that students will:

- ~ Maintain an orderly and safe environment when engaged in a variety of activities.
- ~ Select and safely use hand or machine tools to complete assigned activities.
- ~ In all shop activities demonstrate safe work procedures and routines.

**Curriculum Organizer:** Self in Society

It is expected that students will:

- ~ Demonstrate a positive attitude toward lifelong health and well being.
- ~ Demonstrate proper identification (WHMIS) and handling of hazardous materials.

**Unit:** Problem Solving, Design, and Materials

**Time:** 5 hours, and throughout the course as needed.

Students will become familiar with design parameters set by the properties of each kind of wood encountered. They will follow an open ended design process which allows for improvement and change at almost every step. This unit also gives an opportunity to address different learning styles and intelligences.

**Curriculum Organizer:** Elements and Principles

It is expected that students will:

- ~ Develop a vocabulary for the wood shop.
- ~ Identify, describe, analyze, interpret, and make judgments about the basic elements and principles while using wood in the arts.

**Curriculum Organizer:** Applied Problem Solving

It is expected that students will:

- ~ Analyze and use appropriate problem solving strategies and critical thinking when resolving the problems assigned.
- ~ Use appropriate criteria and standards based on the project to assess and evaluate products, systems, and ideas.

**Curriculum Organizer:** Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Identify, describe, and analyze cultural and historical styles as represented by artists using wood in art.
- ~ Critique a selected work of art, relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs, traditions, or responds to historical/ contemporary issues.

**Unit:** Carving

**Time:** 35 hours

Students will become familiar with historic and contemporary methods of carving useful and decorative objects. They will develop an appreciation for form and function. Concepts of time tested methods as well as more modern techniques will be explored. Students will produce artifacts that are functional and pleasing to the eye. At the end of the unit students will be expected to analyze and respond to carving as an art form.

**Curriculum Organizer:** Elements and Principles

It is expected that students will:

- ~ Create a carved object that demonstrates awareness of the basic elements and principles of working with wood.
- ~ Create a carved object that demonstrates the use of strategies for developing an artistic image or idea.

**Curriculum Organizer:** Technology

It is expected that students will:

- ~ Use appropriate technologies to explore wood.
- ~ Maintain an orderly and safe environment when carving in wood.
- ~ Understand the properties of wood.

**Curriculum Organizer:** Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Identify, describe, and analyze cultural and historical styles present in selected wooden artifacts.
- ~ Critique a selected work of carved art relating its content to the context in which it was created.
- ~ Describe how a specific work made of wood supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.

**Unit:** Intarsia

**Time:** 15 hours

Students will become familiar with historic and modern techniques of making decorative and pictorial mosaics by laying fragments of wood or other materials into or onto a groundwork of solid wood. To conclude the unit, students will research the history of intarsia from ancient beginnings to the present.

**Curriculum Organizer:** Technology

It is expected that students will:

- ~Maintain an orderly and safe environment while working in the wood shop.
- ~Use appropriate techniques and technology when working in the wood shop.

**Curriculum Organizer:** Self in Society

It is expected that students will:

- ~Demonstrate the willingness to work alone or in a group setting to produce an artifact which will require a number of different pieces.
- ~Be able to understand how a skill learned in school can help them in the future.

**Curriculum Organizer:** Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Create an object that communicates their ideas.
- ~ Identify, describe, and analyze cultural and historical styles as represented by selected wooden artifacts.
- ~ Critique a selected work of art relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.

**Curriculum Organizer:** Communication

It is expected that students will:

- ~Use effective communication skills when gathering and sharing information independently and in groups.
- ~Select appropriate information gathering and communication tools when solving problems related to intarsia.
- ~Use appropriate multimedia and information technology in presentations.

**Unit:** Wood Turning

**Time:** 20 hours

Students will become familiar with wood turning as an art form. Students will be working towards aesthetically pleasing shapes with flowing forms. They will consider historical and contemporary styles to design their own project. Students will also have a chance to take part in a class discussion addressing various aspects or messages expressed in selected turned artifacts.

**Curriculum Organizer:** Technology

It is expected that students will:

- ~ Identify and evaluate the impact of wood turning on how problems were/are solved and work was/is done in a historical context.
- ~ Maintain an orderly and safe environment when working on the wood lathe.
- ~ Use appropriate techniques and technology when working on the wood lathe.

**Curriculum Organizer:** Applied Problem Solving

It is expected that students will:

- ~ Identify and apply appropriate knowledge, skills, and attitudes when making choices while designing and turning wood.
- ~ Use appropriate criteria and standards to assess and evaluate selected turned artifacts.

**Curriculum Organizer:** Expressing our Humanity

It is expected that students will:

- ~ Create a turned object expressing his/her ideas.
- ~ Create a practical turned object to be used in a school setting.
- ~ Examine the tension between public acceptance and personal expression in contemporary turnings.
- ~ Identify, describe, analyze, interpret, and make judgments about how ideas thoughts, feelings, or messages are communicated by a variety of artisans using turning.



**Unit:** Joinery and Bending Wood

**Time:** 30 hours

Students will become familiar with the processes of transforming straight sections of wood into curved forms. Selected joinery is used to complement the curved shapes, resulting in artistic and aesthetically pleasing artifacts. Students will also study cultural and historic variations on the topic.

**Curriculum Organizer:** Technology

It is expected that students will:

- ~ Use appropriate technologies when designing and producing bent wood artifacts.
- ~ Maintain an orderly and safe environment when working in the wood shop.
- ~ Understand the properties of wood i.e.: what happens when forces such as compression or tension is applied.

**Curriculum Organizer:** Personal, Social, Cultural, and Historical Context

It is expected that students will:

- ~ Create a bent wood object that reflects an understanding of their culture.
- ~ Identify, describe, and analyze cultural and historical styles as present in selected artifacts.
- ~ Critique a selected work of art relating its content to the context in which it was created.
- ~ Describe how a specific work of art supports/ challenges specific beliefs/ traditions, or responds to historical/ contemporary issues.
- ~ Identify, describe, and analyze cultural or historical styles as present in selected bent wood objects.

## **Instructional Components:**

- Direct Instruction
- Indirect Instruction
- Problem Solving
- Brainstorming
- Video tapes
- Glossary of terms
- Analysis of historic and contemporary wooden artifacts
- Unit specific analysis of artifacts
- Group projects
- Analysis of own and classmates' projects

## **Assessment Components**

Forty per cent (40%) of the final grade will be based on the instructor's evaluation in consultation with the student. This evaluation will be conducted throughout the course. It will focus mainly on developing personal ideas and getting to know new materials, skills and processes.

Sixty per cent (60%) of the grade will be based on the evaluation of the projects submitted by students, personal research projects, and the preparation required in exhibiting their work in the school.

### **Formative Assessment (40%)**

Research and Experiment Review	10%
Personal Development Review	10%
End of Unit Quiz	5%
Safety Tests	10%
Labs	5%

### **Summative Assessment (60%)**

Unit Projects	30%
Research Assignment	15%
Documenting and Communicating Projects	<u>15%</u>
	100%

## Performance Assessment

- Project proposals
- Sketches
- Projects
- Portfolio
- Exhibition
- Public Service Projects
- Research
- Labs
- Quizzes
- Tests

## Personal Communication

- Group discussion
- Student/Teacher dialog
- Self Evaluation
- Peer Evaluation

## Other

- Weekly Assessment
- Teacher anecdotal records
- Teacher log

## Learning Resources

- Videos
- Wood Project Binder
- Books
  - Collins Complete Woodworker's Manual*, Albert Jackson and David Day
  - Understanding Wood*, R. Bruce Hoadley
  - Identifying Wood*, R. Bruce Hoadley
  - The Encyclopedia of Wood*, Sterling Publishing Co., Inc.
  - Reading the Wood*, Michael Elkan
  - Carving Totem Poles and Masks*, Alan and Gill Bridgewater
  - The Encyclopedia of Woodworking*, Chartwell Books, Inc.
  - Classic Hand Tools*, Garrett Hack