

DESIGN

Overview - Design is the introductory class to the JHS visual arts studio sequence. This class is a prerequisite for all the advanced studio classes. Students are not expected to have any particular skill or experience in the arts. Students will learn about the tools designers and artists use when creating work. Students will discover that they can create interesting compositions and demonstrate mastery of the processes that artists and designers use. Students will practice evaluating their own work and will analyze the work of famous artists to better understand the creative process.

Rationale - We all are involved with visual design on a daily basis. It often starts with the clothes we choose to wear: how do the colors and forms work together to create the image we want to project into the world. Sooner or later when we choose and arrange the furniture in our living spaces and the pictures on our walls we are faced with more complex visual decisions. Over the course of our lives we encounter many things that are communicated visually with sketches or drawings; our visual proficiency starts with improving our visual understanding and communication skills.

Our involvement with design continues throughout our life as we are assaulted by visual objects and images, many of which are directed at us to make purchases, both large and small. A factor in making purchase decisions is in part based on how the objects and their presentation appear to us. We can be better consumers if we understand what did the designer do to attract our attention? Is it an honest reflection of that product's value or are we being manipulated by the designer? Understanding how designers think can help us be better consumers.

In addition, we all become designers sooner or later as we choose and arrange the furniture in our living spaces and the pictures on our walls. Sometimes we even find ourselves wanting to design a Christmas card with a photo montage or given an unexpected responsibility such as the "company newsletter;" tasks which benefit from some understanding of design.

Grades: 9-12

Duration: 1 Trimester - 1 Credit

Prerequisites: None

Topics of Study:	Elements and Principles of Design	5 weeks
	Graphic Design	6 weeks
	Industrial Design	2 weeks
	Artists, Designers and what they do	3 weeks
	Synthesis and Creativity	Ongoing

VISUAL ARTS DEPARTMENT

Course Title: Design

Topic of Study: Elements and Principles of Design

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Time: About 4 weeks (non-contiguous)

Grade Level: 9-12

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p> <p>ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.</p> <p>ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II. HS.3 Apply organizational principles and methods to create innovative works of art and design products.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.</p> <p>ART.VA. III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p>	<p>What are the essential and universal visual building blocks used by designers and artists? (Elements)</p> <p>What are the essential and universal Principles of Organization used by designers and artists? (Principles)</p> <p>What's another possible visual solution?</p> <p>Which visual solution holds the viewer's interest the longest?</p> <p>Which visual solution communicates my intentions most thoroughly?</p>	<p>The Elements: Line, Value, Color, Shape, Form, Texture, and Space.</p> <p>The Principles: Balance, Variety, Movement, Rhythm, Harmony, Emphasis, and Proportion</p>	<p>A large amount of time is spent on the students self assessing their work.</p> <p>Ongoing formative assessment in which the students will demonstrate the ability to analyze and critique images verbally and in writing.</p> <p>After days of practice students will be able to produce an interesting arrangement of shapes that demonstrate their proficiency in abstract design.</p> <p>To receive credit students must be able to successfully analyze in writing another person's artwork in terms of its Elements and Principles.</p> <p>To receive credit students must be able to list the Elements of design as well as list and define the principles of design.</p> <p>Students may attempt the assessments multiple times to earn a design credit.</p>	<p>paper of various colors/ sizes</p> <p>scissors</p> <p>glue</p> <p>toothpicks</p> <p>straight edge/scale</p>

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VISUAL ARTS DEPARTMENT

Standards & Benchmarks	Essential Questions and	Key Vocabulary	Activities and Projects	Resources
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	Learning Targets	and Concepts	Evidence of Understanding	
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p> <p>ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.</p> <p>ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.</p> <p>ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products.</p> <p>ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.II.HS.7 Create collaboratively to resolve visual problems.</p> <p>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.</p> <p>ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.</p> <p>RT.VA.V.HS.1 Design creative solutions that impact everyday life.</p> <p>ART.VA.V.HS.2 Explore and understand the variety of art and design careers.</p> <p>ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.</p> <p>ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines.</p>	<p>What is Industrial Design?</p> <p>How does Industrial Design Differ from graphic design?</p> <p>How can we effectively represent three dimensional objects on a two dimensional surface?</p> <p>What are the key concerns of an industrial designer?</p> <p>How do design teams work together effectively?</p> <p>How do designers communicate their ideas to manufacturers?</p> <p>How do designers communicate their ideas to consumers?</p>	<p>Students need to be proficient working with a measurement system: SI or SAE.</p> <p>Industrial design</p> <p>Drafting</p> <p>Isometric</p> <p>Oblique</p> <p>3D and 2D</p> <p>Elevation</p> <p>Dimension</p> <p>Component Material</p>	<p>Students will be assessed on their ability to work with a team of designers.</p> <p>Students will be assessed on their ability to create a marketable product and accurately communicate through drawings and words the essential information about the product to prepare it for manufacture and sale.</p> <p>Assessment on the student's work will be based on: Originality, Creativity, Craftsmanship, Neatness, and the effective application of the Organizational Principles.</p> <p>Students will be able to communicate orally about their work.</p> <p>Students will submit a written evaluation of their work that will be assessed on its thorough and thoughtful analysis of their project.</p> <p>Assessment will consider the student's effort and the growth they demonstrated while producing the work.</p>	<p>a design team to work with heavyweight paper of various sizes</p> <p>prismacolor pencils</p> <p>markers</p> <p>t-square</p> <p>triangles</p> <p>drafting tape</p> <p>rulers</p> <p>video: <i>Objectified</i></p> <p>drafting type desk and chair</p>

VISUAL ARTS DEPARTMENT

Course Title: Design

Topic of Study: Artists, Designers and What They Do

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Time: About 3 weeks (non-contiguous)

Grade Level: 9-12

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and concepts	Activities and Projects Evidence of Understanding	Resources

<p>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.</p> <p>ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.</p> <p>ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.</p> <p>ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.</p> <p>ART.VA.V.HS.1 Design creative solutions that impact everyday life.</p> <p>ART.VA.V.HS.2 Explore and understand the variety of art and design careers.</p> <p>ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.</p> <p>ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines.</p> <p>ART.VA.V.HS.5 Recognize the role of art across the academic curriculum.</p> <p>ART.VA.V.HS.7 Analyze the impact of visual culture on society.</p>	<p>What is the Job of an artist or designer?</p> <p>How does the work of artists or designers change over time?</p> <p>How is the work of artists or designers influenced by their culture?</p> <p>How does the body of work produced by an individual artist change over time?</p> <p>What represents the best work of an artist?</p> <p>What techniques do artists employ to communicate their ideas?</p>	<p>Media</p> <p>Gothic</p> <p>Renaissance</p> <p>Mannerism</p> <p>Baroque</p> <p>Impressionism</p> <p>Post-Impressionism</p> <p>Cubism</p> <p>Modern</p> <p>Post Modern</p> <p>Realistic</p> <p>Figurative</p> <p>Abstract</p> <p>Objective</p> <p>Non-Objective</p>	<p>Students will be assessed on their ability to create a coherent and well written narrative about the life's work of a notable artist and to share that narrative orally with other students.</p> <p>Students will be assessed on how well they can identify the intention and stylistic qualities of an artists and apply those qualities to a project of their own.</p> <p>Orally or in writing students will be able to demonstrate an understanding of the role of artists and designers in a society.</p> <p>Orally or in writing students will be able to identify a broad variety of career opportunities associated with and involving the arts</p>	<p>books</p> <p>internet sources</p> <p>museums</p> <p>videos:</p> <p><i>Helvetica and Objectified</i></p>
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VISUAL ARTS DEPARTMENT

Course Title: Design

Topic of Study: Synthesis and Creativity

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Time: About 2 weeks (non-contiguous)

Grade Level: 9-12

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.	What is the difference between 'Art' and 'Design'?	Creativity Unique Original	Students will be expected to demonstrate an understanding of "creativity". Students will be able to identify and justify creativity in their own work and the	paper graphite pencil prismacolor pencils pastels
ART.VA.II.HS.4 Apply knowledge and skill to	What is the difference between	Style		

<p>symbolize the essence of an idea.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.II.HS.7 Create collaboratively to resolve visual problems.</p> <p>ART.VA.II.HS.8 Explore social and global issues through the application of the creative process.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork.</p> <p>ART.VA.V.HS.1 Design creative solutions that impact everyday life.</p>	<p>'Art' and 'Craft'?</p> <p>What makes a work original?</p> <p>Creating an internal and external dialog about the sources and nature of 'creativity'.</p> <p>Helping students discover their own 'creativity'.</p>	<p>Art Design Craft Copyright Inspiration Influence</p>	<p>work of others. They will be able to demonstrate this skill orally or in writing.</p> <p>Students will submit a written evaluation of their work that will be assessed on its thorough and thoughtful analysis of their project.</p> <p>Assessment will consider the student's effort and the growth they demonstrated while producing the work.</p>	<p>additional classroom production materials as needed.</p>
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