

Southern Regional High School District Course of Study

Department-Art

Course Number 7311

Course Title:

DESIGN STUDIO
Written by Jennifer Miller
July 2008

Essential Questions of the Course:

1. What is Design?
2. What are the key components necessary to classify something as "good design"?
3. How is design responsible for reflecting and shaping a society?
4. How does design affect everyday life?

Assessments:

WRITTEN: Students' knowledge & understanding will be assessed through research projects, worksheets and critiques.

PRESENTATIONS: Through the use of oral presentations, students will demonstrate knowledge of subject matter as well as develop skills in public speaking and persuasion.

PROJECTS: This course is fundamentally "project-based" therefore leaving the majority of assessments to fall in this category. Projects may range from simple daily compositions to lengthy quarter long, multi-layered projects.

Unit of Study

Unit Title: **Unit 1:** **BASICS**

Essential Questions of the Unit:

- 1. What are the elements of design?**
- 2. Why are the elements of design important for a designer to understand?**
- 3. How does a designer utilize the elements of design to create a powerful composition?**

Assessments:

Students shall complete the following:

- 1. Critique and comparison of two published pieces of artwork.**
- 2. Creation of a piece of artwork, which identifies and integrates three or more of the basic elements of design.**
- 3. Students will identify the elements of design used in three of their favorite personal items, participate in class discussions relative to these items and complete worksheets documenting findings.**

Content:

Elements of Design:

- Line
- Shape & Mass
- Space
- Texture
- Color

Skills:

- Drawing
- Analyzing
- Speaking before an audience
- Writing / Noting
- Working collaboratively

Purpose / Rationale of the unit:

This unit provides students with the building blocks of all art forms. Through this knowledge students will be sharpening drawing and observation and analysis skills in the context of art and design. Additionally, they will be given a foundation in which to create and critique their own work.

New Jersey Core Curriculum Content Standards:

Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles design.

Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Time Frame of Unit:

2 Weeks

Language Arts Literacy

Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12. Demonstrate command of a variety of writing genres, such as critique.

Technological Literacy

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

B. Application of Productivity Tools

Social Aspects

- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
 - 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
 - 3. Make informed choices among technology systems, resources, and services in a variety of contexts.
 - 4. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
- 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

B. Design Process and Impact Assessment

- 4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.

C. Systems in the Designed World

- 1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal and its relationship to people, society, and the environment, including conservation and sustainability principles.
- 2. Analyze the factors that influence design of products, systems, and environments.
- 3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Consumer, Family, and Life Skills

9.2.13 A. Critical Thinking

- 9.2.13.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.13.2 Describe and apply constructive responses to criticism.
- 9.2.13.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.13 B. Self-management

- 9.2.12.3 Apply project planning and management skills in academic settings.

9.2.13 F. Safety

- 9.2.12.3 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Instructional Activities:

1. Font study
2. Basic line drawings in black and white
3. Critiques and Investigations of published works
4. Homework assignments in which students identify the elements of design used in three of their favorite personal items.

Materials and Resources:

1. Paper
2. Pencils
3. Markers
4. Paint
5. Found Objects
6. Layout and Font guides
7. Computers for research
8. Teacher provided: Exemplary works of art for class discussion and analysis

Unit of Study

Unit Title: Unit 2: BLACK & WHITE / PATTERN

Essential Questions of the Unit:

- 1. What is a pattern?**
- 2. How are patterns utilized (in the world of design) to enhance a surface or piece of artwork?**
- 3. What elements of design are necessary to create a pattern?**

Assessments:

Students will demonstrate knowledge of ways to make patterns through written assessments as well as through hands on visual arts projects. Students will complete the following:

- 1. Students will study, identify & critique patterns within exemplary works of art.**
- 2. Students will create one pattern background and will present it in two different ways utilizing properties of proportion, value and scale.**
- 3. Students will learn how to frame &/or take steps necessary to present their artwork in a professional manner.**

Content:

1. Methodology of pattern making using geometric forms:
 - a) Types of patterns
 - b) Understanding a module
2. Principles of Design
 - a) Rhythm, Emphasis, Balance, Proportion & Scale, Variety & Unity
3. Pattern through the Ages
 - a) Applied Arts
 - b) Historical & Cultural Symbolism associated with pattern

Skills:

- Fine-tuning skills in the areas of painting and drawing.
- Developing precision in measuring with a ruler and cutting with a mat knife.
- Understanding & awareness of real-world application of pattern
- Critique
- Self-Evaluation/Grading

Purpose / Rationale of the unit:

This unit is designed to enhance student's abilities to draw, to articulate shape & form and to become familiar with art making tools and methodologies. The use of pattern as an introduction to this course affords students to become familiar with the underlying rhythms inherent in themselves, in artwork and in their environment.

New Jersey Core Curriculum Content Standards:

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A. Knowledge

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- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 **CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

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D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles design.

Unit 1.4 **CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
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- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12. Demonstrate command of a variety of writing genres, such as critique.

Technological Literacy

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

B. Application of Productivity Tools

Social Aspects

- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
 - 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
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B. Design Process and Impact Assessment

- 4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.

C. Systems in the Designed World

- 1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal and its relationship to people, society, and the environment, including conservation and sustainability principles.
- 2. Analyze the factors that influence design of products, systems, and environments.
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Consumer, Family, and Life Skills

9.2.14 A. Critical Thinking

- 9.2.14.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.14.2 Describe and apply constructive responses to criticism.
- 9.2.14.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.14 B. Self-management

- 9.2.12.4 Apply project planning and management skills in academic settings.

9.2.14 F. Safety

- 9.2.12.4 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

6 Weeks

Instructional Activities:

1. Pattern Making
 - Developing a Module
 - Exploring the module in various pattern types
 - Utilize the module to create a pattern
 - Developing 2 variations of a theme within one pattern
 - Framing / Presenting your work
2. Research reports documenting observed patterns and their aesthetic value relative to their application.
3. How to critique a piece of artwork.

Materials and Resources:

1. Sharpie Markers
2. Graph paper
3. Paint
4. Illustration Board
5. Pattern Making Handout
6. Visual References relative to exemplary art forms showing pattern.
7. Teacher provided resources, library Books and computers for research.

Unit of Study

Unit Title: Unit 3: COLOR

Essential Questions of the Unit:

- 1. What is color?**
- 2. In what ways does color affect a piece of artwork?**
- 3. Why is it important to know the principles of the color wheel?**
- 4. How can color be used to affect pattern?**

Assessments:

Students will complete a minimum of 3 of the following:

- 1. Color Wheel**
- 2. Quizzes/Homework showing knowledge of properties of color.**
- 3. Color Studies showing effects of colors in relationship to one another.**
- 4. Study & analysis of contemporary art works/artists/designers, which utilize color as the main medium.**
- 5. Independent color study project.**

Content:

1. Properties of color:
 - a. Primary
 - b. Secondary
 - c. Tertiary
 - d. Value
 - e. Shade
 - f. Tint
 - g. Analogous
 - h. Contrasting

Skills:

- Critique
- Self-Assessment
- Continuing development of precision in measuring with a ruler and cutting with a mat knife.
- Fine-tuning skills in the areas of painting and drawing.
- Ability to discern formulation of color, value, tint, hue.
- Working collaboratively

Purpose / Rationale of the unit:

This unit is designed to provide students with the fundamentals necessary to:

- understand & discern properties of color
- apply color to their artwork with intention
- critique exemplary works of art relative to color and it's application

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B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
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Unit 1.4 **CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
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B. Skills

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Social Aspects

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Consumer, Family, and Life Skills

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- 9.2.15.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
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9.2.15 B. Self-management

- 9.2.12.5 Apply project planning and management skills in academic settings.

9.2.15 F. Safety

- 9.2.12.5 Describe and demonstrate basic first aid and safety procedures.
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- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

8 Weeks

Instructional Activities:

1. Creation of a color wheel through use of pre-painted papers. (or) creation of a color wheel through use of mixing paint and applying onto a canvas.
2. Color studies.
3. Study of exemplary works of art with a primary focus on color.
4. Independent Projects:
e.g. Cross-Curricular Project with Math & Science Departments: Fractals

Materials and Resources:

1. Paint samples
2. Acrylic Paint
3. Paint Brushes
4. Paint Palettes
5. Color Theory Handouts
6. Visual References relative to color theory
7. Computers
8. Fractal Lesson Plans

**Unit Title: Unit 4: VISUAL COMMUNICATION
(Message & The Mind)**

Essential Questions of the Unit:

- 1. What elements are necessary in a piece of art work in order to powerfully and effectively convey a message to a large audience?**
- 2. Do we as designers have a responsibility to the public?**
- 3. Can art be used as a means to elicit change in society?**

Assessments:

WRITTEN: Quizzes and Worksheets and Journal reflections

VERBAL: Group Critiques / Class Discussions

PROJECTS: Short and Long Term Explorations

Content:

This unit focuses on art as impact and challenges students to evaluate the role of an artist in society. Through visual exploration of cultural icons/artworks, students will delve into the psychology of form, space, color and message. Utilizing findings, students will generate their own messages to the world.

Skills:

- simplification of a form in order to express and idea
- understanding global impact of design “media”
- developing responsibility as a designer

Purpose / Rationale of the unit:

The purpose of this unit is for students to become aware of the role and responsibility a designer has in society. In this unit we will study and discuss design issues relative to film, graphic, fine and applied arts. Extensive analysis of the messages & ideas conveyed through the visual arts will enhance students’ ability to understand this issue as well as strengthen their understanding of the elements and principles of design.

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B. Skills

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Consumer, Family, and Life Skills

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- 9.2.16.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.16.2 Describe and apply constructive responses to criticism.
- 9.2.16.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.16 B. Self-management

- 9.2.12.6 Apply project planning and management skills in academic settings.

9.2.16 F. Safety

- 9.2.12.6 Describe and demonstrate basic first aid and safety procedures.
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Time Frame of Unit:

10 Weeks

Instructional Activities: (Possibilities will include :)

1. Keith Haring Project

Process:

- Develop a message. The message can be personal, universal or humorous. Determine your audience. e.g. Students, the government, parents, educators, teens.
 - Choose a Keith Haring image that helps you to communicate your message. .
 - Utilize this image to support your message and create at least 4 more images to complete the idea.
 - Choose 1 book layout which best supports the progress of your idea and build the book.
 - Draw the images in the book in the manner which Keith Haring.
 - Choose a color scheme which psychologically supports this concept and paint the images
2. T-Shirts
 3. Album cover
 4. Logo design
 5. Poster Design

Unit of Study

Unit Title: Unit 5: PRODUCT DESIGN

Essential Questions of the Unit:

- 1. Who designs?**
- 2. How does design motivate people?**
- 3. Why does the material used to make an “object” have great impact on the consumer and the environment?**
- 4. How does design forge new pathways toward economic development and social stability?**

Assessments:

Students will complete a minimum of 2 of the following:

- 1. Group project inclusive of written, verbal and project based assessments.**
- 2. Students will create their own object independently; develop marketing verbiage and visuals to accompany this end.**
- 3. Students will study sustainability and create a product which addresses the issues outlined in the white papers.**

Content:

This unit focuses on physical products and environments. With the underlying goal of understanding and articulating user experience, the unit emphasizes both appearance and performance, and explores issues of material and form, manufacturing, interaction and product life cycles. Students will be encouraged to go beyond designing an individual product, to understanding the social and economic implications of product design. Students will apply new theories and processes to contemporary and developing design problems. Students will gain an understanding of technological innovation, market forces, and organizational structures, and learn to create innovative solutions in a variety of areas.

1. Lecture: What is design today? (Symposium Overview)
2. Understanding Process
3. Setting Style
4. Being Responsible
5. Serving Individuals
6. Conveying Messages
7. Analysis of existing products we use everyday.
8. Critique of these objects utilizing the Elements and Principles of Design.
9. Understanding of the various disciplines in the field of design, which perpetuate the object. (graphic designers, furniture makers, textile designers, automobile designers, fashion designers, industrial designers.)
10. Applying skills

Purpose / Rationale of the unit:

- To explore and understand the beauty in an ordinary object
- To become aware of the role of the object in society, it's purpose, impact and aesthetic & historic value.
- To develop drawing, modeling and presentation skills.
- To understand the various modalities in which design occurs.

New Jersey Core Curriculum Content Standards:

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSES TO DANCE, MUSIC, THEATER AND VISUAL ART.

Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE AND PRESENTATION OF DANCE, MUSIC, THEATER AND VISUAL ART.

D. Visual Art

5. Perform various methods and techniques used in the production of works of art.
6. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
7. Outline a variety of pathways and the requisite training for careers in the visual arts.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER AND VISUAL ART.

D. Visual Art

1. Compare and contrast innovative application of the elements of art and principles of design.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).

STANDARD 1.5 (HISTORY / CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY AND SOCIETY.

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater and visual art.

Time Frame of Unit:

6 Weeks

Unit of Study

Unit Title: Unit 5: INDEPENDENT STUDIES

Essential Questions of the Unit:

- 1. Who am I as a designer?**
- 2. What medium allows me to express my talents effectively?**
- 3. What is my contribution as a designer?**
- 4. What makes my artwork significant/professional?**

Assessments:

Students will complete a minimum of 2 of the following:

WRITTEN: **Concept statements / proposals / evaluations / cost analysis**

ORAL: **Presentation & evaluation of projects**

PROJECTS:

Content:

This unit begins with collage/assemblage as a way for students to explore the idea of autobiographic symbolism. Using this exploration as a springboard, the class will discuss and choose independent projects. These projects will help them express themselves and apply and refine their skill.

Skills:

- understanding self
- craftsmanship
- ability to choose appropriate materials and fastening techniques for projects
- ability to accept and incorporate constructive criticism into works
- independence

Purpose / Rationale of the unit:

The purpose of this unit is to allow students the freedom to independently create their own work utilizing the skills they have cultivated throughout the year.

NJ Core Curriculum Content Standards

Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles design.

Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

New Jersey Core Curriculum Content Standards:

Language Arts Literacy

Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12. Demonstrate command of a variety of writing genres, such as critique.

Technological Literacy

8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

B. Design Process and Impact Assessment

4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.

C. Systems in the Designed World

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Consumer, Family, and Life Skills

9.2.12 A. Critical Thinking

- 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.12.2 Describe and apply constructive responses to criticism.
- 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.12 B. Self-management

- 9.2.12.2 Apply project planning and management skills in academic settings.

9.2.12 F. Safety

- 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

8 Weeks

Instructional Activities:

1. Study of Joseph Cornell and his boxes
2. Creation of autobiographic “box”
3. 1 major project “to be determined” by class. (e.g. 2002-2003 class chose to design and make high-end purses, create company names and understand target markets.

Materials and Resources:

1. Joseph Cornell images and biography
2. Found objects supplied by students
3. To be determined based upon projects