MSD CURRICULUM MAP

Course: ART I   **Grades: 9-12**

Time Frame	Content	Outcome Skills	Assessment	NJCCS
ON GOIING	<u>Essential questions</u> 1. What is art? 2. Who is an artist? 3. How do people respond to works of art? 4. Why is art necessary? 5. How has art changed through time? 6. How does art help us learn about other people? 7. What problem solving skills do I need to create art? 8. How do I use my knowledge of art vocabulary to create art? 9. How do I use my knowledge of art skills to create art? 10. What skills and vocabulary do I need to appreciate visual art?	(Students Will Be Able to) 1. Analyze a work of art and explain how it reflects the heritages, traditions, Attitudes and beliefs of the artist. 2. How to look at works of art and be able to describe what emotion is being expressed and explains why. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth. 4. Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters And sculptors). 5.Research and demonstrate the relationships between visual art and other Disciplines (e.g., ceramics—chemistry, photography—chemistry, mobile—physics, graphic art—technology). 6. Use feedback and self-assessment to organize a collection of their artwork in a Variety of media.	<u>Students create/produce:</u> 1. Research and report on the historical, cultural, social or Political foundations of selected art forms. 2. Research an artist or work of art of personal Interest. Write about the historical, social, cultural or political factors influencing the Artist or the work. 3. Identify work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist. 4. Research and analyze artworks using the four steps of art criticism: description, analysis, interpretation, judgment.	1.1a.1- 1.1a2 -1.1.b2- **1.4** **1.5** **8.1a**

| 10 classes | The study of art elements

A. Art Elements
   1. Line
     a. line qualities
     b. illusions
     c. value
   2. Shapes
     a. illusion
     b. positive & negative space
     c. visual rhythm
     d. atmospheric perspective
     e. symmetry
     f. variety and contrast
     g. harmony and unity
   3. Color
     a. atmospheric perspective
     b. harmony
     c. visual
     d. color perspective
     e. illusion
     f. unity
     g. variety & contrast
     h. balance
     i. high/low (key, value, intensities)
     j. color path
   4. Texture
     a. visual texture
     b. tactile enhance shapes
   5.Form | Designs using art elements / art principles

Art Elements:

Form is an element of art that is three-dimensional and encloses volume. Cubes, spheres, and cylinders are examples of various forms.

Line is an element of art which refers to the continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette.

Shape is an enclosed space defined by other elements of art. Shapes may take on the appearance of two-d or three- objects.

Color Is an element of art with three properties1) Hue, the name of the color, e.g. red, yellow, etc. 2) Intensity or the purity and strength of the color such as brightness or dullness. 3) Value, or the lightness or darkness of the color.

Texture refers to the surface quality or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture. | a) Sketchbook
b) Homework
c) Class exercises
d) Grading Rubric | 1.1a.1- 1.1a2 -1.1.b2-
1.2. D2 – 1.2-d3

1.3a |

a. **within, around, over, and under**
b. **harmony**
c. **unity / wholeness**
d. **balance/symmetry**

6.Space
e. **in-front-of/ in-back-of.**
7. **Value**

The study of art principles
A. Art Principles
• **Design language**
Design principles and elements

1.Critique of artworks to identify ways artists have created emphasis, rhythm and balance
A. **Balance**

1. **Placement of center of interest/focal point**
2. **Entrances/exits**
3. **Point of interest and cohesiveness**
4. **Visual rhythm**
5. **Symmetry/balance**

2.Inter-relationships among emphasis, rhythm and balance

Space **refers to the distance or area between, around, above or within things. It can be a description for both 2 and 3 dimensional portrayals.**

Value **describes the lightness or darkness of a color. Value is the amount of light reflected.**

Art Principles:

Emphasis **in a composition refers to developing points of interest to pull the viewer's eye to important parts of the body of the work.**

Balance **is a sense of stability in the body of work. Balance can be created by repeating same shapes and by creating a feeling of equal weight**

6. **Placement of center of interest/focal point**
7. **Entrances/exits**
8. **Point of interest and cohesiveness**
9. **Visual rhythm**
10. **Symmetry/balance**

Harmony **is achieved in a body of work by using similar elements throughout the work; harmony gives an uncomplicated**

look to your **work.**

Variety refers to the differences in the work; You can achieve variety by using difference shapes, textures, colors and values in your work.

Movement adds excitement to your work by showing action and directing the viewer's eye throughout the picture plane.

Rhythm is a type of movement in drawing and painting. It is seen in repeating of shapes and colors. Alternating lights and darks also give a sense of rhythm.

Proportion or scale refers to the relationships of the size of objects in a body of work. Proportions give a sense of size seen as a relationship of objects. Such as smallness or largeness.

Unity is seen in a painting or drawing when all the parts equal a whole. Your work should not appear disjointed or confusing.

Designs using art principles:

1.Create a series of geometric designs using the following elements; line, shape, form, value, texture, color, space

- -Analyze the purposeful use of the art principles and elements in a successful composition

- -Select and analyze artworks using

			the four steps of art criticism: description, analysis, interpretation, judgment.		
			• **-Effectively communicate thoughts and ideas through verbal and written critiques**		
			• **Students will demonstrate knowledge of the elements and principles of design**		
			2.Create a series of abstract designs using the following art principles; balance, movement, rhythm, contrast, pattern, emphasis and unity		
8/10 classes	**Calligraphy art: Calligraphy is the art of making beautiful or elegant handwriting** **A. Historical/Cultural Aspects (History of Calligraphy)** ▪ **Inventions** ▪ **Exemplary artists/art works** ▪ **Theme** ▪ **Style**		<u>**SWAT :**</u> **1. Identify works of art with calligraphy as the center of the interest** **2. Identify "Old English" as the standard calligraphic font.** **3. evaluate usage of calligraphy in historical and our times** **4. Identify tools used to crate calligraphy** **5. use pen and ink to show mastery of technique** **6. use design skills to organize the 2-D space of a page** **7. evaluate importance of "6S's" when creating a calligraphic work of art** **8. use T-Square**	**Create a series of artwork using calligraphy :** **1. class discussion on calligraphy** **a. handouts distributed** **b. vocabulary- pen/ nib holder, nib, India ink, illuminated manuscript, Old English font, motif**	

	Content:
	
	1.Alphabetic Writing:
	  elementary forms
	  • Gothic
	  • Romans
	  • text
	
	2.Position of Brush: The Letter Size
	
	3. Correct consistency of ink.
	
	4.tools used to crate calligraphy
	
	5. Identify and describe the beauty of calligraphy painting through practicing specific techniques in calligraphy and painting.
		9. create evenly spaced guidelines using the ruler
		10. identify the historical and modern day usage of calligraphy and illumination in "western culture"
		11. use the text or letter in an expressive and associative manner as part of a work of art
		12. use a digital camera to photograph an artwork
		13. participate in a group critique
		14. properly prepare an artwork for presentation
		15. critically think about finished artwork
		16. honestly evaluate artwork based on a unit specific rubric
		17. Identify and describe the beauty of calligraphy painting through practicing specific techniques in calligraphy and painting.
		18..Describe and analyze their work using the vocabulary of art—such as line, value, and balance—in calligraphy
			c. history of Calligraphy and printing
			d. importance of having a "standard" font
			e. how to look at Calligraphy
			F. different nib styles and the C3 nib.
			
			2. Distribute in paper
			
			a. students use calligraphy tools to create a letter to someone
			
			b. distribute graph paper
			
			C. students begin to create a letter to someone Old English lettering and calligraphic techniques. But this time, they are focused on using the "6 S's" (stroke, style, shape, slant, spacing, and slow down)
			
			d. brief demonstration on	

			creating guidelines using the t-square and ruler e. students create guidelines on 12x18 paper d. students use guidelines to practice creating calligraphy while paying attention to the 6 S's 3. distribute illuminated manuscript handouts 4. class discussion about illuminated manuscripts pages, historic and modern day. 5. unit project rubric distributed and discussed 6. students formulate 4 different/distinct ideas for their unit 1 calligraphy project 7. students refine an idea as their final project for this unit 8. materials distributed to mount works of art to presentation board	

			9. students mount works of art presentation board using brush and glue technique
			
			10. students photograph their artwork for inclusion in their digital portfolios
			
			11. students will assess themselves using unit specific rubric
			
			12. Students will asses other students work based one unit specific rubric.
			
			   • **Performance Assessment**
			
			   • **Rubric Based Assessment**
			
			a) Sketchbook
			b) Homework
			c) Class exercises
			d) Grading Rubric	

| 10-15 classes | 3D-Form- Structure or Figure (THREE DIMENSIONAL DESIGNS). A. Design Theory   1.Shape-to-form   2.Elements and principles B. Materials, Tools, Techniques and Processes   1.Sculpture processes   a. relief   b. modeling   c. carving   d. assemblage   2.3-D forms/sculptures   Installation and presentation   3.Historical / Cultural Aspects   ▪ Authentic history   ▪ Inventions   ▪ Exemplary artists/artworks   ▪ Themes   ▪ Styles   ○ History of sculpture | SWAT : The student will develop and refine skills and technique in the use of 3D-FORMS (volume-3d shapes) 1. The student will develop a combination of hand building methods to create a free standing figure. (In creating our own sculpture we will start by analyzing the features of our subject. We should start by asking ourselves a few questions that will provide direction for our work).   A. How will figure (image) look back at us, or away from us?   B. Will the figure (image) look back at us, or away from us?   C. Will the figure look sad, happy, dignified, and animated?   D. Will the style of presentation be hard-edged, geometric, highly textured, impressionistic, symbolic or distorted? 2.Construction techniques: Additive vs. subtractive | Students create/produce : 1.3D-Form- Structure or Figure teacher generated sculpture (3Dwork) using one of the following art media: • foam sculpture   • papier mache   • wire sculpture   • air dry modeling clay   • polymer clay   • Wood sculpture   • Mix-Media 2.Critique 3-D objects and sculptures to discuss design principles Performance Assessment Rubric Based Assessment | 1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3 |

			a) Sketchbook b) Homework c) Class exercises d) Grading Rubric	

10/12
classes
	<u>**Figure Drawing**</u>
	
	A. **Figure Drawing**
	   1. **Facial proportions**
	   2. **Human proportions**
	     a. **axis lines**
	     b. **volume drawing**
	     c. **cross referencing/**
	     d. **foreshortening**
	     e. **contour drawing**
	     f. **scale and proportion**
	     g. **gesture drawings – line and volume studies**
	   3.**The mannequin**
		1. Identify the human figure and all its parts, as well as how these parts relate to one another in proximity and proportion
		
		2. Use the human figure to create a work of art: The student will develop a technique which will enable him or her to render a well-executed figure.
		
		3. The student will learn to capture the essence of a human form.
		
		4.Series of rendered faces from non-published photographs or life study using a grid to achieve correct facial proportions
		
		5.Value rendering of a posed model demonstrating correct proportions of the figure
		
		6.Series of gesture drawings using models, incorporating axis lines Cross-contour figure studies and blind-contour
		
		7. Ability to create a full and interesting composition of a person within an environment.
			Students create/produce :
			1. The proportions of the human head and figure.
			2. Symmetry as related to human figure.
			3.Features of the face and human body
			4.Contour line self-portrait emphasizing line quality
			5.Series of gesture contour drawings/cross-contour and value studies of figure drawings
			6. Using Value and contour lines to create the illusion of "volume" on the human figure.
			7.Life drawing from student models:
			Contour line drawing of a model
				1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3

			demonstrating correct proportions of the figure, including cross reference points and foreshortening. • **Performance Assessment** • **Rubric Based Assessment**	

5
classes
	<u>**Shaded Fantasy Drawing**</u>
	  1. **Subjects to consider**
	      A. **Dreams**
	      B. **Buildings**
	      C. **Strange plants**
	      D. **Figures of animals**
	  2. **Execution of subject**
	      A. **Outlines**
	      B. **Shades and shadows**
	      C. **Values**
	      D. **Placing center of interest**
	      E. **Placing supporting elements**
		1. The student will illustrate the ability to use shading to create forms in a surrealistic scene.
		
		Task: The figure will first be lightly drawn in stick figure for then overlaid with eight circles and ovals. Once the form has been achieved, preliminary lines may be erased. The addition of soft light and shadow will produce three-dimensionality.
		
		Task: the student begins by either drawing directly on good paper or may choose to develop a series of sketches to be transferred. The finished work will contain objects or subjects that are REAL but the placement and interpretation must appear SURREAL.
		
		The student will be encouraged to develop his or her imagination and capture the idea or design in a surrealistic manner.
			a) Sketchbook
			b) Homework
			c) Class exercises
			d) Grading Rubric
				1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3

5 classes	One Point Linear Perspective
	
	Linear Perspective
	    1.One-point perspective
	
	    2.Two-point perspective
		The student will develop an understanding for and an ability to use linear perspective to create depth and space on a flat surface, to apply rules of perspective to three dimensional objects as well as deep space (interior room scene and city scene) and to develop an awareness of EYE LEVEL and placement.
		
		• One-point perspective drawing of a room with a tile floor
			a) Sketchbook
			b) Homework
			c) Class exercises
			d) Grading Rubric
				1.1a.1- 1.1a2 -1.1.b2-
				1.2. D2 – 1.2-d3
				
				4.2A
				4.2C

5 classes	Two Point Linear Perspective	1.The student will develop an understanding of and an ability to use two point linear to create depth and space on a flat surface (Shapes. Interior room scene and city scene). • Two-point perspective drawing of a cityscape 2. The student will apply rules of perspective to three-dimensional objects as well as deep space. 3. The student will further develop an awareness of EYE LEVEL as it relates to the Horizon LINE and eye placement. 4.The student will learn to know when to use two point perspective as opposed to one point perspective	a) Sketchbook b) Homework c) Class exercises d) Grading Rubric	1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3 4.2A 4.2C

5 classes	<u>**Color Perspective Drawing**</u>	**1. The student will demonstrate the ability to use knowledge about one and two point perspective in a single drawing which illustrates three-dimensional objects correctly, exhibits control of the drawing medium and related materials (pen or markers) and develop neatness and clarity of the image.** • **2-point perspective drawing of a complex house or city scene.**	**a) Sketchbook** **b) Homework** **c) Class exercises** **d) Grading Rubric**	**1.1a.1- 1.1a2 -1.1.b2-** **1.2. D2 – 1.2-d3**

10
classes
	<u>**1. The Study of value: Value**</u> **can be used to create the illusion of 3d on a 2d plane.**
	
	   A. Value Drawing
	     1. **Shape-to-form**
	      a. **geometric shapes**
	      b. **shapes in objects**
	     2. **Basic geometric form drawings**
	      a. **curved forms**
	      b. **flat-sided forms**
	     3. **Object drawings**
	      a. **axis lines**
	      b. **ellipse**
	      c. **rendering**
	     4. **Shading techniques**
	      a. **blending**
	      b. **line-shading**
	      c. **hatch/crosshatch stippling**
		<u>**Introduction / Demonstration**</u>
		-Vocabulary
		-Reproductions
		-Graded pencils / Blending sticks
		
		<u>**Materials:**</u>
		-Value Scales (incorporating math/percentage concepts)
		
		<u>**Exercises:**</u>
		Create value scales (incorporating math/percentage concepts)
		  - **Shade a 3d-sphere**
		  - **Shade a 3d-ghost/blob**
		  - **Shade simple geometric 3d shapes from observation.**
		  - **Blind Contour**
		
		<u>**Create:**</u>
		1. Expressive Drawing: Illusion of light. Demonstrate ability to create the illusion
			a) Sketchbook
			b) Homework
			c) Class exercises
			d) Quizzes
			e) Essay on use of value in a particular painting or art work in general
			
			1.Discuss shading techniques with visual examples.
			
			2. Students create/produce 10 zone value scales using all the graded pencils in sketchbook.
				1.1a.1- 1.1a2 -1.1.b2-
				1.2. D2 – 1.2-d3

	B. What the illusion of depth/value can reveal about the way we look at the world? **C.** How the artist's imagination and skill can and does manipulate the final art work/product.	of 3d using shading. **2. Law of Light demonstration.** Vocabulary reinforced while observing an object being lit by a single light source. **3. Draw from observation (life-drawing-realistic):** • **Gesture Drawing** • **Photo realistic** **Option1 – Research online and find examples of artwork that use value to create the illusion of 3D. Pick one example. Tell us how the use of value effects the way we react to the artwork.** **Option2 – Create a collage using newspaper and all 10 values of grey.** **Option3 -Students create a detailed still life composition from observation on heavy weight art paper. Focus is on creating the illusion of 3d/volume/mass/weight on a 2d surface.**	**3. Students create/ produce 10 zone value scales using only the #2 (2B) pencils** **4. Students create graded pencil graphic organizer chart in sketchbook.** **Students create a shaded/value drawing of a simple geometric forms with a single light source. (Cylinders, paper, bottles, Chinese food containers, boxes, etc.)** **Students create a shaded/value drawing of a simple geometric form with a single light source in sketchbook.** **Students pick 2 of the 3 options** **Option 1 – Shine a light on you favorite object and recreate it using value with pencils.**	

20 Classes	Painting: Media :Tempera, Watercolor,
	
	Color Theory:
	
	1.Color wheel :12basic colors
	
	2.Color properties:
	
	3.Color vocabulary:
	    a. **monochromatic**
	    b. **complementary**
	    c. **analogous**
	    d. **intermediary colors**
	    e. **warm/cool colors**
	    f. **Color harmony**
	    g. **Color contrast**
	
	4.Color Terms:
	
	Hue: **The name of a color as it appears on the color wheel: red, orange, yellow, red-violet,**
	
	Tint: **Hue plus white. If you say you want more tint you are saying you want that**
		SWAT :
		
		1. The student will develop a vocabulary pertaining to color and its uses.
		
		2.The student will develop control over medium
		
		3.The student will create a series of assignments in tempera applying values shading and color blending
		
		4.Chart of color mixtures
		
		5.Still life painting in tempera which emphasizes rendering of color through mixed color techniques
		
		6. Be able to mix tempera paints, to create colors contrast and color harmony.
		
		7. Identify the following color terms: color wheel, primary colors, secondary colors, complimentary colors, cool, warm colors, tint, and shade, harmony.
			Students create/produce :color theory assignments
			
			teacher generated artworks which make included:
			
			1. Students will create a series of art projects including : the color wheel, color theory exercises, tints and shapes, and still life paintings showing how to mix colors and demonstrate knowledge of the color properties (hue, value, intensity)
			
			2. Create 6-panels-5''x7'' (tempera) designs using geometric- forms. Applying the following color contrast relationships:
			
			   • **Designs with**
				1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3

	color to be lighter.
	
	Shade: Hue plus black. So you will be getting a darker color.
	
	Tone-Chroma: A tone is created when a color is added with its complimentary color. If you want to tone down a red, you would add green. If you wanted to tone down a blue you would add orange.
	
	Intensity: The purity of a hue. a hue at its highest intensity has no other color mixed with it. a hue loses its intensity as another color or gray is added to it.
	
	Value: The natural lightness or darkness of a hue or the amount of white or black in a color. Pink is a light value of red, navy-blue is a dark value of blue. So you change the value by changing the tint or shade.
			Value gradations
			
			(monochromatic painting)
			
			• **Designs with chroma gradations**
			
			  (mixing complementary colors)
			
			• **Designs with hue gradations**
			
			(cool-warm -shades - palette relationship)
			
			• **Designs with hue mixtures (solid colors- contrast)**
			
			• **Designs with complementay hues**
			
			  Performance Assessment
			
			  Rubric Based Assessment	

		Watercolor Painting	SWAT :	Using watercolor teacher generated artworks which make included:	

		1.Color mixing
		  a. watercolor paints/color hues
		  b. color mixtures
		
		2.Materials and techniques
		  a. brush strokes
		  b. wet-on-wet
		  c. wet-on-dry
		  d. washes
		  e. lifting techniques
		  f. Glazing
		  g. Drooping in color
			1. Painting in watercolor which emphasizes color transparency and rendering of color through mixed color techniques	create/produce :
				1.Flowers still life
				2.landscaping scene,
				3.Portrait
				4.Abstract design
				
				Performance Assessment
				
				Rubric Based Assessment	

		Tempera Still life **Students will demonstrate their powers of observation, invention and expression, using tempera, to create from observation and still life composition.**	SWAT : **1. The student will learn how to produce a still life composition using tempera.** **2.Investigate how different tools can be manipulated to create different textures and Dominance using tempera** **3. Identify the principle of dominance in artwork.** **4. Demonstrate the use of art principle supported by color, texture, line & shape.** **5.Rendering of a simple still life composition** **6.Students will demonstrate knowledge of the methods, material and techniques**	**Students create/produce :** **Using tempera generated artworks including:** **1. Observe tempera still life composition:** **Working from a still life arrangement set up in the classroom the student will draw 4 thumb simple sketch on draft paper, final one will then be transferred to a final paper. Working from the back of the**	**1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3**

		6. The student will learn to produce a unified and balanced composition. **7.Students will conduct a group critique, self assessment, refinement and exhibit preparation**	composition to the front and from general to particular, the student will use tempera to suggest the forms and textures of art arrangement. **Performance Assessment** **Rubric Based Assessment** **a) Sketchbook** **b) Homework** **c) Class exercises** **d) Grading Rubric**	

2
classes
	<u>Art Careers studies</u>
	To describe and investigate the professional and non-professional opportunities in field of employment appropriate to the discipline and course.
	
	A. **Advertising - Ad campaign**
	 1. **New product design**
	  a. **rendering the product**
	  b. **logo and description**
	  c. **marketing strategies**
		1.Goal setting
		 a. **Identify interests**
		 b. **Explore**
		 c. **Select alternatives**
		 d. **Respond**
		
		2. Students will use "career" and computer periodicals in the media center to obtain data on at least three careers related to the discipline or course.
		
		3. Students will help develop a bulletin board in the class using student-presented material.
		
		4. Students will summarize the main points of a career presentation.
			1. The completed report.
			
			2. A bulletin board display.
			
			3. Summary noted and recorded.
			
			4. A one page career report.
				<u>1.1a.1- 1.1a2</u>
				<u>8.1a</u>

	d. **package design** 2. **Oral presentation of campaign** B. **Portfolio Review** 1. **Selection of work** 2. **Refine** 3. **Portfolio critique** C. **Careers** 1. **Applied art equipment** 2. **Educational requirements** 3. **College programs**	**5. Students will prepare a one page report a selected career noting educational requirements, work descriptions, and salary range.** **6. Career opportunities.** **Career positions appropriate to the discipline and course.** **7.Work areas** **Historical-museum** **Government and public agencies** **Multi-media: TV, film, newspapers, magazines.** **Commercial and industrial – technology** **Education – public, college, private school.**		

3
classes
	Dry Media/Pastel
	   1.Pastel techniques
	   2.value shading in color
	   color blending
		• **Still life in oil pastels illustrating value shading and color blending**
		
		Dry media/pastel
		   a. **Pastel techniques**
		   b. **Value shading in color**
		c. color blending
			a) **Sketchbook**
			b) **Homework**
			c) **Class exercises**
			d) **Grading Rubric**
				1.1a.1- 1.1a2
				-1.1.b2-
				1.2. D2 – 1.2-d3

5 classes	**Interior-Exterior design** 1. **Design principles** 2. **Influences on interior design** 3. **Impact of human needs** **Self/peer critiques and performance assessments**	• **Dream house design (Landscape – Architecture)** **1.Natural vs. artificial** **2.Interior and exterior illustration/renderings showing enhancements** **3.Use Design principles and elements**	a) **Sketchbook** b) **Homework** c) **Class exercises** d) **Grading Rubric**	**1.1a.1- 1.1a2** **-1.1.b2-** **1.2. D2 – 1.2-d3**

| 5 classes | Illustration Design: Create Logos and product designs
    a. meaning
    b. technique/ design

Form and Function : Teach students that one thing can represent another thing (Critical, abstract & higher level thinking)

1.Design principles / Product Functions:

- Emphasis(focal point)
- Placement of center of interest
    a. Entrances/exits.
    b. Point of interest and cohesiveness.
    Visual rhythm.
    Symmetry/balance.
    Interrelationships

- Unity and Harmony
- Critique of artwork | SWAT: Students will be able to :

- Create Logos and product designs

- Define design process, criteria, and planning

- Associate symbolism and representations

- Reproduce design prototypes

- Ask & answer questions that express ideas

- Rewrite ideas

- Develop a unique design connecting personality and experiences

- Discuss and explain design thinking

- Learn the fundamental differences between fine art and functional design

- Learn how to listen to a client's goals and aid the client in fulfilling their goals

- Learn basic design process and objectives of logo design | Students create/produce :

illustration Design
- Logos and products designs

Assessment :
- Performance Assessment

- Rubric Based Assessment

Sketchbook/journal keeping
1. preliminary sketches
2. Homework
3. Class exercises
4. Grading Rubric
5. Final Product | 1.1a.1- 1.1a2 -1.1.b2- 1.2. D2 – 1.2-d3

1. |

Vocabulary: • **Graphic design***:* **the practice or profession of creating print or electronic forms of visual information for areas such as publications, advertisement, packaging, or websites.** • **Client: a purchaser of a service or product; a client looks for a designer to act as the translator between their voice/idea and their audience.** • **Logo: an identifying symbol (as seen in media formats such as print, television, business cards, etc.)**	• **Translate verbal ideas into visual images** • **Develop and refine logo designs** • **Learn how to articulate their design solution to their client** • **Establish expectations and permission for critical thinking in class(Design Process)** • **Introduce design thinking** • **Review the elements of art**	