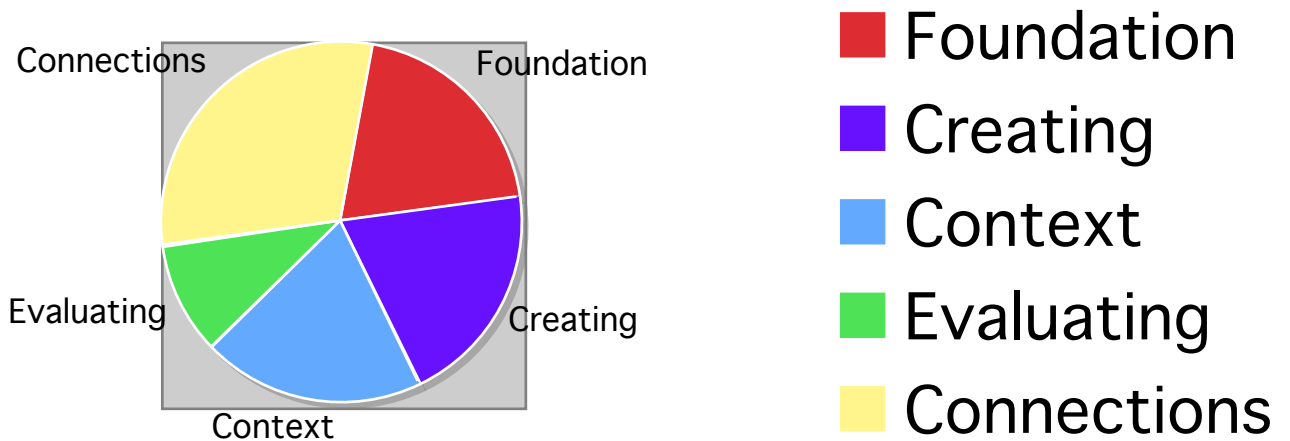


Design Crafts A/B Middle School



Course Title	Design Crafts Middle School A/B
Course Abbreviation	DES CRAFT MS A/B
Course Code Number	200207/200208
Special Notes	
Course Description	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Design Crafts, students further their aesthetic appreciation and knowledge of the diverse forms and media used to solve the utilitarian needs of all societies, past and present. The student will explore three-dimensional processes with various materials using traditional and nontraditional constructive techniques. Instructional topics support learning in other content areas and encourage lifelong learning.
Instructional Topics	History of World Crafts Making aesthetic Decisions Materials and Their Physical Properties Body Ornamentation: Jewelry, Clothing, Accessories, etc. Functional and Nonfunctional Objects: Quilts, Boxes, Sculptures, Toys

	<p>Ritual and Celebration: Masks, Kites, Candelabra, Banners, Flags Drama and Literature: Puppets, Bookbinding, Printmaking, Soft Sculpture Fibers: Weaving, Batik, Stitchery, Stenciling Paper: Papermaking, Papier-Mache, Paper Puppets, Paper Cutting and Silhouette techniques Contemporary Crafts Careers in the Visual Arts</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p>California Visual Arts Content Standards</p>	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and Cultural Context 4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing 5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Compare, contrast, and analyze types and styles of artwork created for utilitarian purposes from a variety of time, places, and cultures. • Create original works of art which serve utilitarian purposes of increasing complexity and with increased skill. • Explore a variety of visual arts media, techniques, and processes and choose what to apply in his or her work. • Apply what he or she learns in design crafts to learning in other subject areas. • Demonstrate flexibility in his or her approach to problem solving using traditional and nontraditional materials and

	<p>constructive techniques.</p> <ul style="list-style-type: none"> • Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art created for utilitarian purposes: and their relationship to objects in nature, events, and the environment at the time of their creation, past and present. • Identify, record, and use the principles of design and the elements of art as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates. • Develop specific criteria to assess the qualities and merits of works of art created for utilitarian purposes. • Apply appropriate criteria when analyzing content and technique in works of art created for utilitarian purposes. • Discuss and describe various utilitarian purposes for which art work is created. • Express his or her ideas about utilitarian art work and give reasons for his or her preferences in works of art created for utilitarian purposes.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Investigate the art created for utilitarian purposes from various cultures, past and present, to understand how art functioned in communities in those places and times. • Identify and discuss major works of utilitarian art work created by women or by members of diverse ethnic groups living in the United States. • Create original utilitarian artworks of fiber and or paper of increased complexity and technical skill. • Create utilitarian artwork that includes personal symbols and celebrates individuality. • Examine and extend his or her understanding of the elements of art and principles of design, focusing on a limited combination of specific elements or principles. • Compare and contrast the elements of shape and form as they relate to three-dimensional form. • Identify and discuss various art media and art forms used for utilitarian purposed, past and present. • Reflect on how knowledge and skills learned design crafts apply to their future. • Identify and use skill in making judgments about works of art created for utilitarian purposes and identify differences between a preference and a judgment. • Develop criteria for interpreting meaning and apply criteria to their own utilitarian artwork to determine its success.
<p>Samples of Classroom Activities for Cultural/Historical Strand</p>	<p>Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Collect and organize photographs of contemporary crafts, such as jewelry, quilts, kites, masks, or puppets. • Using contemporary technologies, draw and/or model a

	craft item that combines the features and innovations they would like to see in such an object in the future.
Resources	<i>Visual Arts 6-8: Glencoe/McGraw-Hill</i> <i>Exploring Visual Design: The Elements and Principles, 3rd Edition: Gatto, et al., Davis Publications</i>

Credentials required to teach this course

One of the following:

- General Secondary
- Special Secondary Art
- Standard Secondary with major/minor Art
- Single Subject Art
- Supplementary Authorization Art
- Supplementary Authorization Introductory Art
- Subject Matter Authorization Art