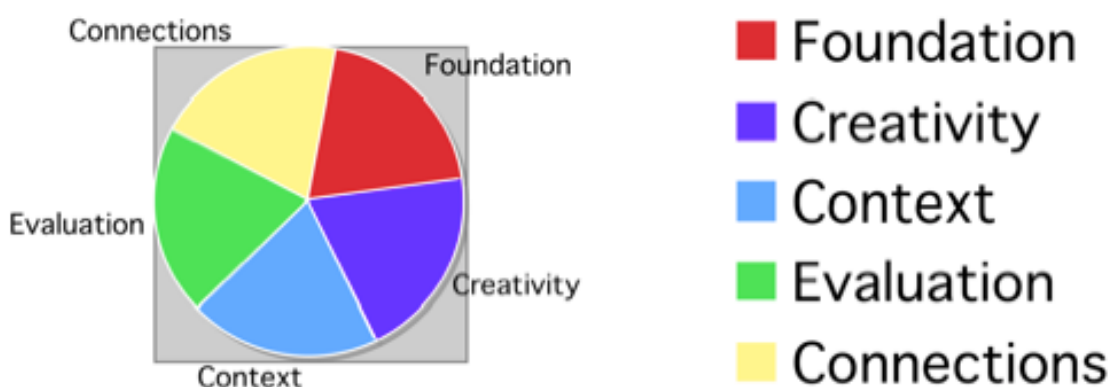


# Intro to Design MS A/B

## Middle School



<b>Course Title</b>	<b>Intro to Design MS A/B</b>
<b>Course Abbreviation</b>	<b>INTRO DES MS A/B</b>
<b>Course Code</b>	
<b>Special Notes</b>	Year course; prerequisite: Exploring Art or World of Art
<b>Course Description</b>	This foundational Middle School course for seventh and eighth grade investigates design as an artistic process that seeks to solve visual problems. Students investigate the historical and cultural context of design throughout the world.. By exploring and understanding design concepts, students will gain increased skill in interpreting, interacting and producing the visual environment. Students will develop their knowledge of design through a series of instructional units that combine observing and creating arts media; reading, writing, speaking about and reflecting upon the arts.
<b>California Content Standards</b>	The <i>California Visual Arts Content Standards</i> below identify those standards, which will be expected to be mastered by all students who complete the course

	<p>successfully.</p> <p><u>Grade 7</u></p> <p><b>1.4</b> Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</p> <p><b>2.1</b> Demonstrate an increased knowledge of technical skills in using art media and processes (e.g., printing press, silk screening, computer graphics software).</p> <p><b>2.2</b> Develop skill in using mixed media while guided by a selected principle of design</p> <p><b>3.2</b> Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p> <p><b>4.2</b> Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.</p> <p><b>5.3</b> Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p> <p><u>Grade 8</u></p> <p><b>1.3</b> Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</p> <p><b>2.7</b> Design a work of public art appropriate to and reflecting a location.</p> <p><b>3.1</b> Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</p> <p><b>4.6</b> Select a grouping of their own works of art that reflects growth over time and describe the progression.</p> <p><b>5.3</b> Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.</p>	
<p><b>Instructional Units/Pacing Plan</b></p>	<p><b>Instructional Units</b></p> <p>Topics should be presented in an integrated manner where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.</p> <p>Design Process-Thinking, Looking, Doing</p> <p>Western methods</p> <p>Design Principals</p> <p>Two-dimensional design</p> <p>Design Process –Various media and Techniques</p> <p>Design Elements</p> <p>Non-western Design methods</p> <p>Three-dimensional design</p> <p>Design Process-Critique</p> <p><b>Total</b></p>	<p><b>Suggested Percentage of Instructional Time</b></p> <p>25</p> <p>5</p> <p>5</p> <p>20</p> <p>20</p> <p>5</p> <p>5</p> <p>10</p> <p>5</p> <p><b>100</b></p>

<b>Representative Objectives</b>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce a work of art effectively using the elements of art and principles of design that demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors.</li> <li>• Discuss and make choices about materials and constructive techniques as they relate to function.</li> <li>• Identify some trends of contemporary styles in design and graphics and discuss the diverse cultural developments reflected.</li> <li>• Compare and contrast the purposes of graphic design from major time periods and cultures.</li> </ul>
<b>Representative Performance Skills</b>	<p><b>In accordance with their individual capacity, students will grow in the ability to:</b></p> <ul style="list-style-type: none"> <li>• Maintain a portfolio of design concepts, techniques, vocabulary, and resources.</li> <li>• Use visual language as a communicative tool.</li> <li>• Solve visual design problems within specific limitations.</li> <li>• Organize, maintain, interpret, and communicate information in oral, and written form as well as in the creation of a visual image and display of artwork.</li> </ul>