



# High School Design Fundamentals

Deer Valley Unified School District #97

9-1

Names For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Art Integration
<p><b>PERCEPTION: VISUAL</b></p> <p><b>DESIGN ELEMENTS</b></p> <p><b>PRINCIPLES</b></p> <p>Design Elements and Principles within a work of art and within the environment.</p>	<p>Participate in oral and written discussions and create art forms using Elements and Principles of Design and variation on a theme.</p> <p>Create a design for a portfolio by selecting an appropriate shape.</p> <p>Create a non-objective design within this shape by repeating a word written in cursive.</p> <p>Examine work of M.C. Escher and/or Juan Miro.</p>	<p>Attention to the design elements and principles.</p> <p>Ability to describe or discriminate between the design elements.</p>	<p>Drama: Culture set using design elements composition</p>

## **AESTHETIC PERCEPTION**

Identify the unique characteristics of aesthetic perception as compared to general perception as they exist in the quality of everyday life.

List the elements of design and compile a “subject file” (morgue file) to be used for classroom use with the design elements.

Awareness of aesthetic perception.

Utilization of aesthetic perception through the elements of design.

Science: “morgue file” of different species of design elements.

## **NATURE VISUAL CHARACTERISTICS**

Identify the effects of altered point of view, height, size and motion within a scene.

Differentiate natural and man made materials found in the environment.

Identify the elements of design through the construction of a collage.

Create a “scavenger hunt” in a sketchbook by “collaging” examples of the Elements of Design.

Demonstration of awareness of man made and natural objects.

Response to visual characteristics.

Construction of a composition discriminating visual characteristics.

Science: microscopic comparison of natural and man made materials.

Language: “scavenger hunt” part through collage.

## **DESIGN VARIETY IN VISUAL CHARACTERISTICS**

Identify imaginative or alternative ways of perceiving the environment in weak stereotyped images.

Examine the history of collage and collage artists (e.g., Braque, Picasso, Gris).

Recognition of variety in visual characteristics.

Social Studies: periods of design through a regionalist lens.

<p><b>DIFFERENTIATE BETWEEN DESIGN CONCEPTS AND TECHNOLOGY.</b></p> <p>Students will be able to describe visual and tactile elements that exist in significant works of art and analyze how they are organized to communicate expression.</p> <p><b>APPLY AESTHETICALLY TO VISUAL AND TACTILE CHARACTERISTICS.</b></p> <p>Students will be able to use similes, metaphors and principles to describe unique tactile characteristics observed in the work of art, nature, and objects in the total environment.</p>	<p>Define the art styles of Regionalism and surrealism, and cubism.</p> <p>Complete collage exercises using regionalist cubist and surrealist styles.</p> <p>Define past-up and computer techniques for graphic art and identify types of lettering and typography.</p> <p>Complete a product illustrating advertising principles stressing the principles of emphasis and contrast.</p> <p>Describe and create textures by discovering surface variations using ink.</p>	<p>Completion of a composition with emphasis on balance and unity.</p> <p>Differences between graphic design concepts and technology.</p> <p>Creation of graphic art and computer techniques.</p> <p>Appropriate ways to describe and create textures.</p>	<p>Speech: Students will be able to present a product using illustrative techniques.</p> <p>Language: Write a creative descriptive metaphor work of art.</p>
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<p><b>AESTHETIC PERCEPTION - ARTISTIC AND SKILLS</b></p> <p>Examine differences between general and regional artists, and compose a collage based on satire.</p> <p>Aesthetic evaluation and application.</p>	<p>Examine differences in works of regional artists, and compose a collage based on satire.</p>	<p>Aesthetic evaluation and application.</p>	
<p><b>STATE A DIVERSE OF ART TOOLS AND MATERIALS</b></p> <p>Discuss and demonstrate usage of various tools and materials before each activity.</p> <p>Awareness of ways to hold, clean and store materials.</p> <p>Utilization of diverse media and tools.</p> <p>Evidence of good craftsmanship.</p>	<p>Discuss and demonstrate usage of various tools and materials before each activity.</p> <p>Discuss and demonstrate qualities of good craftsmanship as it pertains to the use of media.</p>	<p>Awareness of ways to hold, clean and store materials.</p> <p>Utilization of diverse media and tools.</p> <p>Evidence of good craftsmanship.</p>	<p>Woods: (using design based on)</p>

<p><b>ELEMENTS AND PRINCIPLES</b></p> <p>Students will demonstrate use of design elements and principles together to illustrate the concepts.</p>	<p>Participate in oral and written discussions and create art forms using the Elements of Line, Shape/Form, Texture, Space, and Color; and the Principles of: Balance, Repetition, Rhythm, Contrast, Variety, Unity and Emphasis.</p>	<p>Attention to the design elements and principles.</p>	<p>Stagecraft construct using specific principles of contrast, variety, and emphasis.</p>
<p><b>SIGN ELEMENTS AND PRINCIPLES</b></p> <p>Students will sign theory in developing and/or decorative objects, illustrate ability to design and use in everyday living.</p>	<p>View, compare, and discuss media and techniques used by Andy Warhol and Fox Studio.</p> <p>Create a multimedia product using a variety of tools (e.g., computers, graphic design tools).</p>	<p>Recognition of media and techniques.</p> <p>Application of design elements and principles in creating a multimedia product.</p>	<p>Agriculture Develop a product that is a significant zero: design element.</p>
<p><b>THREE-DIMENSIONAL ARTS.</b></p> <p>Students will demonstrate ability to model shapes representational and abstract construct by joining a forms to make objects and sculptures, and to carve by hand tools to directly cut away using three-dimensional</p>	<p>Construct a three-dimensional artwork using clay, metal, or fiber.</p> <p>Identify styles of three-dimensional artists: Barbara Hepworth and Maria Martinez.</p>	<p>Understanding of 3-dimensional qualities and use of tools to model shapes.</p> <p>Recognition of 3-dimensional artists.</p> <p>Creation of a 3-dimensional art piece.</p>	<p>Lab 2000 dimension design or a sculpture</p>

ate ability to produce a craft  
ing the knowledge of ele-  
principles of design the  
stics of the medium, the  
nts for functional use, and  
cal skills involved in good  
ship.

## **E USE OF MEDIA [ A PROBLEM-SOLVING**

ate ability to identify, ana-  
modify a design problem  
aving, collage, and line

## **RATE GRAPHIC ART UES**

raphic symbols, signs,  
wall designs to communi-  
a, sell a product, or create a  
effect.

Define and demonstrate contour, blind  
contour and outline drawing techniques.

Examine and be able to identify ex-  
amples of each technique.

Create a lien composition using the  
contour technique.

Identify the artist Paul Klee and his  
work.

Produce a graphic design using lettering  
and illustration to communicate to a  
specific audience; plan and execute a  
two-dimensional design to create spatial  
impact.

Identification,  
analyzation, and modi-  
fication of a design  
problem.

Completion of a  
graphic design.

Drafting:  
ematical  
tions.

Apparel I  
decorativ  
designing

			display.
	<p>Identify medieval art and manuscript illumination and use shape and space to create a medieval manuscript illumination.</p> <p>Identify the artist Miriam Shapiro and her work.</p>		
<p>strate a working knowledge of basic art terminology, professional design skills and historical context.</p> <p><b>TECHNOLOGY</b></p> <p>the use of technology used to create art forms (e.g., photography, computer generated images, computers, etc.).</p> <p>Illustrate photographs, film, television animation sequences utilizing design elements and such design concepts as rhythm, variation on a formal balance to communicate a message, surrealism, fantasy, illusion of space, story content, history, and contemporary problems and issues.</p>	<p>Identify basic design terminology through tests, quizzes and a notebook completion.</p> <p>Discuss current trends in using technology in art.</p> <p>Produce a computer generated image.</p>	<p>Understanding of basic terminology.</p> <p>Exploration of the use of technology.</p>	<p>Yearbook layouts and computer designs.</p>

<p><b>ENVIRONMENTAL DESIGN</b></p> <p>Design an environmental design project using the elements and principles of design to create new ways to organize space.</p>	<p>Create a perspective drawing and:</p> <ul style="list-style-type: none"> <li>• Identify one-point and two-point perspective in slides, photos, and real life.</li> <li>• Identify ways to show space</li> <li>• Define terms and types of perspective</li> <li>• Draw examples using one-and two-point perspective in several exercises.</li> <li>• Identify and explain how perspective was used in renaissance art.</li> </ul>	<p>Ability to create an environmental design through exploration of perspective.</p>	<p>Science: and perspective the environment</p>
<p><b>DESIGN CAREER OPPORTUNITIES</b></p> <p>Investigate the range of career opportunities in the field of design.</p>	<p>Identify shapes and forms in the environment.</p> <p>Design a bookmark for the Arizona Archeological Society using ink and/or marker.</p>	<p>Exploration and recognition of career opportunities of visual artists.</p>	<p>Foreign Language: an essay on the career of a visual artist</p>



**HERITAGE - HISTORICAL**

**ZE AND COMPARE CULTURAL THEMES.**

hemes and symbols in the art  
it cultures and discuss simi-  
l differences.

- Compare watercolor techniques from different cultures.
- Create watercolor samples by using different textures.
- Create a mixed-media texture project

- Symbolic content in the illustration.
- Verbalization of subject content.

Global S  
and contr  
cultures i  
similar co

**THE CREATIVE PRO-**

: that artists often make art by  
g an idea, elaborating and  
, and finally giving form to  
ith art media.

- Identify and define terms in color theory.
- Complete multiple color exercises.
- Complete a “monochromatic Hard-edge painting”
- Identify the artists Van Gogh and Gauguin and their work.
- Demonstrate use of tempera paint and its characteristics.

- Recognition of a variety of styles and techniques among artists.

Economi  
Invite a g  
give a pr  
process c  
in the art

## THE ARTIST'S ROLE

the role of artist in the com-

Examine the 4 “Cs” used in producing artwork.

Identify works of artists using strong values such as Michaelangelo, Rembrandt, Caravaggio, DaVinci and discuss their roles in their community.

Complete a still life using value.

Use of the appropriate components used in producing works of art.

Response to the role of artists in the community.

Exchange of ideas through group discussion.

Global St  
various a  
roles duri  
sance per

## HISTORICAL, RE-CULTURAL, AND INDIVIDUAL ARTISTIC STYLES

that works of art have a  
ltural style that reflects the  
lues, beliefs, particular ways  
ng the world and levels of  
/.

Identify egyptian art and history.

Create a cartouche using hieroglyphics.

Create a personal symbolic sarcophagus using biomorphic and geometric shapes.

Awareness of historical influences and styles in different cultural contexts.

Chorus: .  
cultural n  
and write  
report.

## STYLES IN DIVERSE CULTURES.

orks of art selected from  
nerican ethnic backgrounds  
strate variation in style.

Study and research the following:  
Black History Month (Feb.)  
Hispanic Printmaking (Sept.)  
Asian History Month (May)  
Native American Month (Nov.)

Identification of art-work within various American ethnic cultures.

Dance: I  
diversity  
among di  
tures.

Contemporary style trends in art as reflection of diverse events in our culture.

### THE FUNCTION OF ARTS IN A COMMUNITY.

Ways that people are involved in visual arts within a community.

The variety of art forms used in industry and the vocational fields used to create these forms.

### THE VISUAL ARTS FROM CULTURES

How art from major areas of the world including Africa, Latin America, and recent periods in time.

Differences in media used by cultures and relate these to visual arts achievements.

Develop awareness of symbolic

Participate in a field trip within the community, focusing on a museum or gallery.

Study commercial art designs in different fields (music-covers).

Design a CD or record album cover.

Identify typography on posters, and from various cultures.

Illustrate with lettering (e.g., fashion using symbolic images).

An awareness of the function of galleries, studios, and museums.

Ability to describe or respond to works of art.

Identification and justification of art forms used in business.

Awareness of art and architectural styles from major cultural areas of the world.

Symbolic content in illustration.

Language descriptive of how five works are within context around the world.

Global Studies and analyses use cultures over time periods.

**VALUING - ANALYSIS,  
CRITICISM AND JUDGMENT**

**1. ANALYZE DESIGN ELEMENTS**

Identify the functions among design elements when describing works of art, and objects within the total environment.

Study art reproductions and analyze them through their use of color, line, shape, texture, space, and form.

Comprehension of design elements through oral presentations.

Earth Science: Identify different types of trees, shapes, textures, and leaf structures.

**2. ANALYZE USE OF DESIGN ELEMENTS**

Identify works that are similar or different in the way design elements are used.

Select two artists who have similar painting styles and concentrating on one design element (such as color), show the differences in a short summary.

Comparison of a design element used in two paintings by different artists.

Language Arts: Visit an art gallery; write a description on the similarities and differences of several artists.

**3. ANALYZE ART MEDIA AND TECHNIQUES**

Identify the process related to a medium such as watercolor, clay, or wood and how it is used in professional work of art.

Study the water color paper stretching process and create watercolor samples.

Steps followed to achieve the end result.

Journalism: Interview a weaver and write an article on the process to create a textile product.

## **THE ARTISTIC MOOD EXPRESSION**

The meaning of works of art  
of mood and expression of  
such as courage, power and  
through the organization of  
elements and Principles.

## **THE AESTHETIC CHARACTERISTICS**

Metaphors, similes, and metaphors  
describe visual characteristics  
in works of art, nature, and  
the total environment.

## **ANALYZE ARTISTIC**

Two or more artworks of  
styles or by the same artist and  
the qualities which make those  
styles apparent.

Study the expressionistic paintings of  
Gauguin, Matisse, and Pollack, creating  
a tempera painting using expressionism.

Complete terminology exercises such as  
word searches and crossword puzzles to  
build vocabulary words and understanding.

Complete cooperative learning activities  
analyzing and critiquing Klee and  
Goya's styles.

Utilization of "expressionism" through  
design elements and  
principles.

Recognition of aesthetic characteristics.

Correct categorization  
of artwork.

Public Speaking  
speech on  
Gauguin  
expressed  
and wisdom

Global Studies  
and contrast  
and Corbin  
analyzing  
styles of

Language  
summary  
to describe  
art work.

## FORM AND FUNCTION AND THE ARTIST

asons why people create art  
mmunicating an idea, ex-  
ncepts for understanding,  
ie formal qualities of art to  
hetic effects within environ-  
performing a utilitarian

n awareness of artists' roles

p the necessary projects that  
e success in pursuing career  
ies.

Utilize examples to compare reasons  
why people create art.

List student perceptions of reasons,  
cultural and personal.

Invite a local artist or craftsperson to talk  
about his/her career.

Research art careers.

Create a model of a gallery exhibit,  
studio, or museum, utilizing, found or  
fabricated pictures and mini sculptures  
using lighting, spacing, framing, group-  
ing, etc.

Completion of a list.

Completion of oral or  
written reports.

Inclusion of the quali-  
ties of a gallery studio  
or museum.

Global St  
historical  
determin  
within the

Language  
an oral re  
personal :  
local artis  
gallery, s  
seum.

## **L AND INTERPER- HAVIOR**

ecision making techniques  
ve problem solving skills.

nd respond to the ideas of

d appropriately to construc-  
sm.

## **PERSONAL CRITICAL AND ACTIVE SKILLS**

espect for classmates and  
o listen attentively.

espect for others feelings by  
phrasing evaluative com-

ie to develop a lifelong  
the arts.

Create a “self portrait collage” by select-  
ing man-made and natural objects.

Decide on such questions as: center of  
interest, type of balance used i.e., sym-  
metrical, asymmetrical or radial.

Brainstorm interactive activities by  
developing any individual/group project  
(i.e., murals, t-shirt designs, program  
covers, etc.).

Critique self and others “portrait col-  
lage”, and respond to constructive  
criticism.

Participate in a memory game of class-  
mates names at beginning of school year.

Participate in the critique process by  
using positive comments.

Examine their reaction to an art piece/  
style/period both before and after they  
have experienced it.

Identification of tech-  
niques and use of  
problem solving.

Comprehension of a  
variety of decision  
making techniques.

Attention to the ideas  
and response of others.

Exchange of ideas  
through group discus-  
sion.

Appropriate ways to  
show respect.