DESIGN

Grades 11 & 12

Prerequisites: Art 100, Art 200; Teacher's Recommendation

5 credits

ABSTRACT

Design is one of the only advanced courses that requires a prerequisite of a passing grade of an 85 average or higher in *Art 100* and *Art 200* and is offered to 11th and 12th- grade art students. The purpose of this course is to increase the students' artistic sense through the understanding and application of the principles and elements of design. The student further develops individual expression and creativity. In addition, commercial fields such as advertising, interior design, illustration, and architectural design will be discussed.

Born on and BOE approved: August 24, 2021
Aligned to NJSLS 2020

UNIT #: *Unit Title* Number of Days	**UNIT 1:** *Fashion Design* 60 days	**UNIT 2:** *Commercial Design* 60 days	**UNIT 3:** *Industrial Design* 60 days
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			
ESTABLISHED GOALS: *(NJSLS)*	**Visual & Performing Arts** 1.2.12acc.Cr1a-d 1.2.12adv.Cr1a-c 1.2.12acc.Cr2a-c 1.2.12adv.Cr2a-b 1.2.12acc.Cr3a-c 1.2.12adv.Cr3-b 1.2.12acc.Pr4a 1.2.12adv.Pr4a 1.2.12acc.Pr5a-c 1.2.12adv.Pr5a-c 1.2.12.acc.Pr6a-b 1.2.12.adv.Pr6a-b 1.2.12acc.Re7a-b 1.2.12adv.Re7a-b 1.2.12acc.Re8a 1.2.12adv.Re8a 1.2.12acc.Re9a 1.2.12adv.Re9a 1.2.12acc.Cn10a 1.2.12adv.Cn10a 1.2.12acc.Cn10b 1.2.12adv.Cn10b	**Visual & Performing Arts** 1.2.12acc.Cr1a-d 1.2.12adv.Cr1a-c 1.2.12acc.Cr2a-c 1.2.12adv.Cr2a-b 1.2.12acc.Cr3a-c 1.2.12adv.Cr3-b 1.2.12acc.Pr4a 1.2.12adv.Pr4a 1.2.12acc.Pr5a-c 1.2.12adv.Pr5a-c 1.2.12.acc.Pr6a-b 1.2.12.adv.Pr6a-b 1.2.12acc.Re7a-b 1.2.12adv.Re7a-b 1.2.12acc.Re8a 1.2.12adv.Re8a 1.2.12acc.Re9a 1.2.12adv.Re9a 1.2.12acc.Cn10a 1.2.12adv.Cn10a 1.2.12acc.Cn10b 1.2.12adv.Cn10b	**Visual & Performing Arts** 1.2.12acc.Cr1a-d 1.2.12adv.Cr1a-c 1.2.12acc.Cr2a-c 1.2.12adv.Cr2a-b 1.2.12acc.Cr3a-c 1.2.12adv.Cr3-b 1.2.12acc.Pr4a 1.2.12adv.Pr4a 1.2.12acc.Pr5a-c 1.2.12adv.Pr5a-c 1.2.12.acc.Pr6a-b 1.2.12.adv.Pr6a-b 1.2.12acc.Re7a-b 1.2.12adv.Re7a-b 1.2.12acc.Re8a 1.2.12adv.Re8a 1.2.12acc.Re9a 1.2.12adv.Re9a 1.2.12acc.Cn10a 1.2.12adv.Cn10a 1.2.12acc.Cn10b 1.2.12adv.Cn10b

	1.2.12acc.Cn11a 1.2.12adv.Cn11a 1.2.12acc.Cn11b 1.2.12adv.Cn11b **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.2.12.CAP.2-7 9.4.12.CI.1-3 9.4.12.CT.1-2 9.4.12.CT.4 9.4.12.DC.1-8 9.4.12.IML.1-9 9.4.12.TL.1-4	1.2.12acc.Cn11a 1.2.12adv.Cn11a 1.2.12acc.Cn11b 1.2.12adv.Cn11b **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.2.12.CAP.2-7 9.4.12.CI.1-3 9.4.12.CT.1-2 9.4.12.CT.4 9.4.12.DC.1-8 9.4.12.IML.1-9 9.4.12.TL.1-4	1.2.12acc.Cn11a 1.2.12adv.Cn11a 1.2.12acc.Cn11b 1.2.12adv.Cn11b **Technology** 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 **Career Readiness, Life Literacies, and Key Skills** 9.2.12.CAP.2-7 9.4.12.CI.1-3 9.4.12.CT.1-2 9.4.12.CT.4 9.4.12.DC.1-8 9.4.12.IML.1-9 9.4.12.TL.1-4
ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*	• Fashion is one of the greatest forces affecting our economy • Fashion is international • Fashion is cyclical in nature • Fashion is designed for different markets and price levels	• What can artworks tell us about a culture or society? • How is art a form of communication? • How is art infused in our daily life?	• What can artworks tell us about a culture or society? • How is art a form of communication? • How is art infused in our daily life?

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	• What are the principles of the fashion movement? • How does the fashion industry contribute to our economy? • What are the career opportunities in the textile and apparel industries and related fields and how should we prepare for them?	• What careers are available for commercial artists? • How are the elements of design used in 2D advertisements? • How do I determine the dominant element of design used in an ad? • Can colors affect what we buy as consumers?	• How do artists use tools and techniques to express their ideas? • Why do artists choose particular tools, techniques, and materials to express their ideas?
STAGE 2: ASSESSMENT EVIDENCE ***What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]***			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	•Increase the student's artistic sense through the understanding and application of the principles and elements of design. •Develop an understanding of design in the business world and occupational responsibilities •Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have	•Increase the student's artistic sense through the understanding and application of the principles and elements of design. •Develop an understanding of design in the business world and occupational responsibilities	•Increase the student's artistic sense through the understanding and application of the principles and elements of design. •Develop an understanding of design in the business world and occupational responsibilities

	perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.		
OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	• Do Now Questions • Homework • Formative Assessments • Summative Assessments • Projects • Compositions • Oral Presentations • Sketchbooks • Quizzes • Portfolios • Computer-Technology Based Projects • Peer/Teaching Conferencing • Teacher Observations	• Do Now Questions • Homework •Formative Assessments •Summative Assessments •Projects • Compositions •Oral Presentations • Sketchbooks • Quizzes • Portfolios •Computer-Technology Based Projects •Peer/Teaching Conferencing •Teacher Observations	• Do Now Questions • Homework •Formative Assessments •Summative Assessments •Projects • Compositions •Oral Presentations • Sketchbooks • Quizzes • Portfolios •Computer-Technology Based Projects •Peer/Teaching Conferencing •Teacher Observations

	● Class Assignments ● Class Participation ● Individualized Instruction a as per Identified Student Needs	•Class Assignments •Class Participation •Individualized Instruction as per Identified Student Needs	•Class Assignments •Class Participation •Individualized Instruction as per Identified Student Needs
RESOURCES:	1. Slides 2.Video Tapes/DVD 3.Art Reference Books 4.Media Center 5.Sample Collection 6.Field Trips 7.Guest Speakers 8.Use of Technology 9.Camera, Digital Imaging Software	1. Slides 2.Video Tapes/DVD 3.Art Reference Books 4.Media Center 5.Sample Collection 6.Field Trips 7.Guest Speakers 8.Use of Technology 9.Camera, Digital Imaging Software	1. Slides 2.Video Tapes/DVD 3.Art Reference Books 4.Media Center 5.Sample Collection 6.Field Trips 7.Guest Speakers 8.Use of Technology 9.Camera, Digital Imaging Software
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	● Hold group and individual critiques in order to evaluate one's artwork and develop an artistic vocabulary ● Study fashion design from various time periods and create an original piece of art that reflects that era ● Create an original three-dimensional piece of art utilizing various	● Utilize the elements and principles of design to create a graphic portrait. ● Create a commercial art project utilizing techniques and methods of current design trends. ● Study career opportunities available in the design field ● Development of advanced techniques reflecting the principles and elements of	● Study career opportunities available in the design field ● Development of advanced techniques reflecting the principles and elements of design through the creation of a portfolio ● Create an original three-dimensional piece of art utilizing various methods and techniques that reflects current design standards

	methods and techniques that reflects current design standards • Study career opportunities available in design field • Development of advanced techniques reflecting the principles and elements of design through the creation of a portfolio • Study career opportunities available in the design field • Produce an original body of work in a specified design area that shows mastery of methods and techniques	design through the creation of a portfolio • Develop critical aesthetics through the use of imagination, skills and perseverance in order to create an illustrative drawing • Study career opportunities available in the design field • Produce an original body of work in a specified design area that shows mastery of methods and techniques • Hold group and individual critiques in order to evaluate one's artwork and develop an artistic vocabulary	• Hold group and individual critiques in order to evaluate one's artwork and develop an artistic vocabulary • Develop critical aesthetics through the use of imagination, skills and perseverance in order to create an illustrative drawing • Produce an original body of work in a specified design area that shows mastery of methods and techniques • Hold group and individual critiques in order to evaluate one's artwork and develop an artistic vocabulary
CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)*	**English Language Arts:** SL.11-12.4, L.11-12.3.A, RST.11-12.7, W.11-12.2.A-F, WHST.11-12.6.A **Social Studies:** 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b	**English Language Arts:** SL.11-12.4, L.11-12.3.A, RST.11-12.7, W.11-12.2.A-F, WHST.11-12.6.A **Social Studies:** 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b	**English Language Arts:** SL.11-12.4, L.11-12.3.A, RST.11-12.7, W.11-12.2.A-F, WHST.11-12.6.A **Social Studies:** 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b **Math:** G-MG.A.2

(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)	**Math:** G-MG.A.2 Special Education/504 • Accommodations and modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • One on one demonstrations of drawing techniques • Clarification of the criteria and expectations for drawing assignments • Visual references of drawing exemplars • Assigned peer helpers to reinforce drawing techniques • Provide students with models of successful fashion designs at varied levels of complexity ELL • Cooperative Grouping with students who speak their native language • Extended time on design assignments • Visual references of design exemplars	**Math:** G-MG.A.2 Special Education/504 • Accommodations and modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • One on one demonstrations of drawing techniques • Clarification of the criteria and expectations for drawing assignments • Visual references of drawing exemplars • Assigned peer helpers to reinforce drawing techniques • Break commercial / portfolio projects down into smaller steps as necessary ELL • Cooperative Grouping with students who speak their native language • Extended time on design assignments • Visual references of design exemplars • Clarification of the criteria and expectations for design	Special Education/504 • Accommodations and modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • One on one demonstrations of drawing techniques • Clarification of the criteria and expectations for drawing assignments • Visual references of drawing exemplars • Assigned peer helpers to reinforce drawing techniques • Provide students with models of industrial design projects at varied levels of complexity ELL • Cooperative Grouping with students who speak their native language • Extended time on design assignments • Visual references of design exemplars • Clarification of the criteria and expectations for design assignments • One on one demonstrations of

	• Clarification of the criteria and expectations for design assignments • One on one demonstrations of design techniques • Provide students with a bilingual glossary of terms necessary for the study of fashion At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Encourage students to create outfits that are personally meaningful Gifted & Talented • Abstract and advanced higher level thinking design projects • Allowance for individual student interest in creating their own design assignments • Complex, in-depth design techniques • Variety in types of resources and design media	assignments • One on one demonstrations of design techniques • Provide students with native language models and exemplars of commercial design At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Encourage students to create commercial products that are personally meaningful Gifted & Talented • Abstract and advanced higher level thinking design projects • Allowance for individual student interest in creating their own design assignments • Complex, in-depth design techniques • Variety in types of resources and design media • Allow flexibility with the choice of subject for	design techniques • Provide students with a bilingual glossary of terms necessary for the study of industrial design techniques At-Risk Students • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Reinforce with students the real world applications of industrial design Gifted & Talented • Abstract and advanced higher level thinking design projects • Allowance for individual student interest in creating their own design assignments • Complex, in-depth design techniques • Variety in types of resources and design media • Encourage students to propose alternatives for select industrial design projects

	• Encourage students to propose alternatives for an outfit theme or concept	commercial art projects	

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.