



# Middle School Design and Crafts

Deer Valley Unified School District #97

# 7-8

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p><b><i>AESTHETIC PERCEPTION: VISUAL AND TACTILE</i></b></p> <p><b>1. RECOGNIZE DESIGN ELEMENTS</b></p> <ul style="list-style-type: none"><li>Identify and demonstrate use of design elements together to illustrate the design principles.</li><li>Make fine discriminations about patterns of light and shadow, surface treatments, and the interrelationships of these and other design elements when responding to forms that are natural and of human origin.</li></ul> <p><b>2. SEE UNDERLYING DETAILS</b></p> <ul style="list-style-type: none"><li>Compare and analyze the three-dimensional composition details of forms that are natural and of human origin, as seen from various viewpoints and angles, in order to become more perceptive of their underlying structures.</li></ul>	<p>Participate in oral and written discussions.</p> <p>Observe various still life art work.</p> <p>Use light and shadow in transforming shapes into forms to create a representational still life.</p> <p>Examine works of Caravaggio and/or Rembrandt.</p> <p>Do quick action figure drawing adding values.</p> <p>Examine works of Michelangelo and/or Leonardo Da Vinci.</p>	<p>Attention to the Design Elements and Principles art terminology.</p> <p>Application of value to create a 3-dimensional effect on a 2-dimensional surfaces.</p> <p>Utilization of natural and human shapes and forms and concentration to detail from various viewpoints.</p>	<p>Drama: Create set designs using light and shadow for effect.</p> <p>P. E.: Use figure drawing poses to show prompt movements in specific sports or games.</p> <p>Math: Measure distances based upon size of objects within a landscape drawing.</p>

<p><b>3. DISCRIMINATE VISUAL CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>Identify effects of visual impressions that result from changes in conditions (position, size, motion, and light) and begin to predict other conditions that would cause similar changes.</li> </ul>	<p>Create a series of landscape exercises showing variations in distances and effects of value changes due to time of day.</p> <p>Comprehend the effects of atmospheric perspective on landscapes.</p> <p>Examine works of George Seurat and/ or Turner.</p>	<p>Understanding through demonstration of varying effect on structures.</p>	<p>Drama: Create set designs for a stage production. Give the illusion of time changes within a day.</p>
<p><b>4. RECOGNIZE VARIETY IN VISUAL CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>Describe imaginative or alternative ways of perceiving the environment in order to break stereotyped images.</li> </ul>	<p>Create a series of abstract design.</p> <p>Examine the works of Cezanne and/or Marc Chagall.</p>	<p>Evidence of the use of variation in a composition to break stereotyped images.</p>	<p>Math: Measure degrees in angles of abstract shapes.</p>
<p><b>5. CATEGORIZE VISUAL AND TACTICAL CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>Describe visual and tactile qualities and how they are organized in works of art, nature, and objects within the total environment.</li> </ul>	<p>Construct a basket using natural fibers.</p> <p>Examine African, Asian, and/or European textiles.</p>	<p>Employment of a variety of textures within works of art, nature, and the environment.</p>	<p>Social Studies and Science: Study the interconnection of textures between man and nature.</p>



## 2. APPLY DESIGN ELEMENTS AND PRINCIPLES

- Demonstrate ability to design objects used in everyday living, such as fabrics, wrapping paper, tools, furniture and mechanical devices, using design elements and such principles as repetition, balance, and variations on a theme.

### 3. EXPRESS THREE-DIMENSIONAL QUALITIES.

- Demonstrate ability to model shapes into representational and abstract objects, to construct by joining a variety of forms to make objects and simple sculptures, and to carve by using hand tools to directly cut away materials using three dimensional media.

Re-invent an object using computer graphics.

Examine consumer reports guide.

Examine works of current computer graphic artists.

Create a 3-dimensional ceramics sculpture using additive and subtractive methods.

Examine work of Rodin and/or Calder.

## Application of Design elements and Principles.

Understanding of 3-dimensional qualities and use of tools to model shapes, construction, and carve.

**Science:** Study inventions.

**Social Studies:** Study cultural effects of ceramic tools.

<p><b>4. APPLY THE USE OF MEDIA SKILLS IN A PROBLEM-SOLVING CONTEXT.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to identify, analyze and modify a design problem.</li> </ul> <p><b>5. CREATE IN PRINT MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use such design elements as combinations of shapes, colors, lines and textures and such design principles as balance, dominance and unity.</li> </ul> <p><b>6. CREATE IN CRAFT MEDIA</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to apply design elements and principles using skills in craftsmanship in such craft processes as weaving, constructing stitchery, batik or jewelry.</li> </ul>	<p>Design and construct a model of a school campus student center.</p> <p>Examine work of Paulo Soleri, Thomas Jefferson, Pete Mondrian, and M.C. Escher.</p> <p>Create a Tee-shirt design for silk screen printing.</p> <p>Examine work of Andy Warhol and Lichtenstein.</p> <p>Create a weaving sampler.</p> <p>Examine South and North American Indian weavings.</p>	<p>In-Depth: Identification, analyzation, and modification of a design problem model..</p> <p>Implementation of design elements in various combinations.</p> <p>Employment of design elements and principles to a craft form with emphasis on craftsmanship.</p>	<p>Math: Calculate geometric measurements.</p> <p>Language Arts: Write poetry.</p> <p>Science: Study color through natural fiber dyes.</p>
---	---	--	--

## 7. CREATE IN THE GRAPHIC ARTS

- Produce graphic symbols, signs, posters, or wall designs to communicate an idea, sell a product, or create a decorative effect..

Create a poster.

Examine political campaign posters from the past.

Examine poster work of Toulouse-Lautrec.

Application of symbols and topography styles to communicate ideas and expression.

**Social Studies:** Study politics through campaign and propaganda posters.

## 8. EXPLORE THE USE OF TECHNOLOGY USED TO GENERATE ART FORMS (E.g. Photography, Computers, Video)

- Produce still photographs, film, television, or animation sequences utilizing design elements and such design principles as rhythm, variation on a theme, and balance to communicate ideas of realism, illusion of movement, or story content.

Create an animated story using story boards.

Examine work of Walt Disney.

Examine examples of computer animation.

Application of technology to generate images using design elements and principles.

Language Arts: Illustrate a writing.

## 9. UTILIZE ENVIRONMENTAL DESIGN

- Produce an environmental design using elements and principles of design to illustrate new ways to organize space.

Create a fantasy landscape mural.

Examine works of Rousseau, Maurice Sedak and Chris Ausbure.

Utilization of environmental design elements and principles to creatively organize space.

Math: Use of measurement to scale.

<p><b>10. RECOGNIZE CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>Identify and investigate the range of visual arts careers.</li> </ul> <p><b><i>VISUAL ARTS HERITAGE - HISTORICAL AND CULTURAL</i></b></p> <p><b>1. RECOGNIZE VARYING CULTURAL THEMES.</b></p> <ul style="list-style-type: none"> <li>Compare themes and symbols in the art of different cultures and discuss similarities and differences in both.</li> </ul> <p><b>2. ANALYZE THE CREATIVE PROCESS</b></p> <ul style="list-style-type: none"> <li>Recognize that artists, such as painters, sculptors, architects, designers, filmmakers, and crafts people, often make art by conceiving an idea, elaborating and refining it, and finally giving form to the idea with art media.</li> </ul>	<p>Listen and respond to guest speakers in various art fields.</p> <p>Study Indian symbols used in pottery and weavings and incorporate them into a ceramic or textile piece.</p> <p>Study architectural designs of Frank Lloyd Wright.</p> <p>Apply creative design concepts to a model architectural construction.</p>	<p>Recognition of career opportunities.</p> <p>Comparison and utilization of diverse symbols in design.</p> <p>Analyze and apply the creative process.</p>	<p>Social Studies: Study career fields in history.</p> <p>Social Studies: Write a research paper on past cultures.</p> <p>Math: Use graphs and scale measurements in planning for a model construction.</p>
---	--	--	---

<p><b>3. RECOGNIZE THE ARTISTS ROLE</b></p> <ul style="list-style-type: none"> <li>Recognize the role of artist in the community.</li> </ul> <p><b>4. RECOGNIZE VARYING CULTURAL STYLES</b></p> <ul style="list-style-type: none"> <li>Recognize that works of art have a general cultural style that reflects the people's values, beliefs, particular ways of perceiving the world and levels of technology.</li> </ul> <p><b>5. RECOGNIZE STYLES IN DIVERSE AMERICAN CULTURES.</b></p> <ul style="list-style-type: none"> <li>Identify works of art selected from various American ethnic backgrounds which illustrate variation in style.</li> </ul>	<p>Respond to visiting artists speak about their work and how it provides a need/role in the community.</p> <p>Examine oriental art and culture vs. ours.</p> <p>Compare and contrast these in a small triptych panel design using linoleum block print.</p> <p>Examine contemporary clothing designers such as Calvin Klein, Bill Blass and Gloria Vanderbilt.</p> <p>Study ethnic clothing styles and their variations.</p> <p>Design a modern day outfit which reflects details borrowed from various ethnic backgrounds. Present a "Style Show".</p>	<p>Recognize artist's roles in the community through role-playing.</p> <p>Comprehension and utilization of a cultural styles in design.</p> <p>Identification of various ethnic styles as applied to student creations.</p>	<p>All Areas: Use charts, posters, films, to supplement supplies.</p> <p>Language Arts: Write a compare and contrast essay.</p> <p>Social Studies: Identify historical cultures based on their clothing styles.</p>
--	--	---	---



**6. RECOGNIZE THE FUNCTION OF VISUAL ARTS IN A COMMUNITY.**

- Identify uses of the visual arts in business and industry, including architectural and commercial design, advertising, television, film, and the art careers associated with all of these forms.

**7. RECOGNIZE VISUAL ARTS FROM WORLD CULTURES**

- Compare and contrast period art from major cultural areas of the world including Europe, Africa, Latin American, and from different periods in time.

***AESTHETIC VALUING - ANALYSIS, INTERPRETATION AND JUDGMENT***

**1. ANALYZE DESIGN ELEMENTS**

- Make distinctions among design elements when describing works of art, nature, and objects within the total environment.

Study newspaper ads past and present.

Redesign a newspaper ad about a specific product.

Study past and present architectural styles from around the world through film and poster reproductions.

Study movie posters and analyze them through their use of color, line, shape, form/mass, texture and space.

Identification and application of commercial visual arts uses in design.

Recognition and response to styles based on cultures and times.

Comprehension of design elements through oral presentations.

Language Arts: Print a class newspaper.

Social Studies: Study countries through architecture.

Drama: Present a play and advertise with "Movie Posters"

<p><b>2. RECOGNIZE USE OF DESIGN ELEMENTS</b></p> <ul style="list-style-type: none"> <li>• Select artworks that are similar or different in the way design elements are organized.</li> </ul> <p><b>3. RECOGNIZE ART MEDIA AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>• Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.</li> </ul> <p><b>4. RECOGNIZE ARTISTIC MOOD</b></p> <ul style="list-style-type: none"> <li>• Describe the meaning of works of art in terms of mood, sense of tension, conflict, and relaxation expressed throughout the formal organization of the design elements, and the expression of selected ideals, such as courage.</li> </ul>	<p>Examine work of Henri Matisse and Andre Durain.</p> <p>Select two artists who have similar styles concentrate on design element and show the differences and similarities in a short summary.</p> <p>Study the paper making process. Create hand made paper.</p> <p>Examine the expressionistic painting of Frank Marc, Wassily Kandinsky, and Max Beckmann.</p> <p>Create a tempera painting using expressionism.</p>	<p>Identification of style based on cultures and times.</p> <p>Response and comparison of design elements used in two paintings by different artists.</p> <p>Identification and use of appropriate techniques to produce a work of art.</p> <p>Verbal response to artistic mood in works of art. Utilization of artistic mood through design elements and principles.</p>	<p>Science: Study the concept of color as light is reflected in the spectrum.</p> <p>Science: Study the concept of color as broken light.</p> <p>Science: Study the elements of paper and environmental concerns connected with it.</p> <p>Language Arts: Write a summary of the "mood" of a painting.</p>
--	---	---	--

**5. DESCRIBE AESTHETIC CHARACTERISTICS**

- Use descriptors, similes, and metaphors to describe visual characteristics observed in works of art, nature, and objects in the total environment.

**6. DISCRIMINATE ARTISTIC STYLES**

- Compare two or more artworks of similar styles or by the same artist and identify the qualities which make those similarities apparent.

Complete a personal critique analysis sheet on a specific work of art using descriptors, similes and metaphors.

Study art work of Paul Gauguin discussing his use of imaginary and harmonious colors.

Utilization of descriptors, similes, and metaphors in written analysis.

Identification of painting styles through a visual quiz.

Speech: Give oral presentation critiquing works of art..

Language Arts: Write a descriptive essay that compares the similarities in an artist's paintings.