

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

2-D Design/Computer Art III

Course # 782

Grade(s) 12

Department: Art

Length of Period (mins.) 40

Total Clock Hours: 120

Periods per Cycle: 6

Length of Course (yrs.) 1

Type of Offering: required elective

Credit: 1

Adopted: 4/23/07

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Description of Course #

Course Title: 2-D Design/Computer III

Description: Students taking 2-D Design/Computer III will select and work independently in two areas of concentration (theme). They will work at a high level of effectiveness creating a minimum of one project each quarter. These finished works may also serve as pieces for an AP Portfolio. Students taking this course will have a B or better in 2-D Design II.

Goals: Students will

- conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
- communicate ideas regularly at a high level of effectiveness in two design areas, one being traditional design and computer design.
- create artworks that use organizational principles and functions to solve specific visual arts problems.
- demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of the perspectives.
- integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
- analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.
- reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.
- compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.
- identify and explore career choices in design.

Requirements: Students will

- develop and refine a portfolio of their work.
- exhibit mature work habits.
- continue to maintain a sketchbook.
- utilize technology as both a tool and an art medium.
- participate in individual and class critiques.
- engage in research.
- create high quality original artworks in traditional 2-D Design and Computer Art.
- display and photograph their finished design concentration.
- read textural materials.

Text: Thomson Course Technology

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standards
I. Drawing	1	Students will draw with accuracy reflecting a high level of observation and design skills in the communication of their ideas.	R	<ul style="list-style-type: none"> ● Use the sketch book to draw studies of human anatomy, the natural and man-made world, product design, imagined images, perspective studies, interior and exterior design etc. at references for designs and motifs 	Teacher rubric Critiques Textbook assignments	9.1A,B,D,E
	2	Students will reflect critically on qualities of proposed and finished art works.	U	<ul style="list-style-type: none"> ● Use sketch book drawings as a critical record of designs, mixed media pieces, papers, computer art, and various designs. 	Teacher evaluation of sketchbook of written analysis	9.3A,B,C,G
	3	Students will demonstrate an understanding how communication of ideas relates to media, technique, and process.	R	<ul style="list-style-type: none"> ● Conceive and create series of works using mixed mediums and computer designs 	Teacher observation Teacher rubric Textbook assignments	9.1A,D,E 9.2C 9.3B 9.4B
	4	Students will select and work independently in two areas of concentration at a high level of effectiveness, creating a minimum of four in each concentration.	R	<ul style="list-style-type: none"> ● Lecture, slides, periodicals ● Create art pieces which communicate ideas effectively ● Read resource materials to back concentration 	Teacher rubrics Written evaluation Critique Presentation/student work	9.1A,D,E 9.2K,L 9.3E,F 9.4B
II. Design/Product Design	5	Students will integrate organizational principles and functions with content to communicate intended meaning in their art work.	R	<ul style="list-style-type: none"> ● Design forms with unity of content and structure ● Individual critique 	Teacher rubric Class critique Student evaluation form Test Midterm Final projects	9.1A,B,D,E,F,J 9.3A
	6	Students will use subjects, themes, and symbols as a means of communicating intended meaning in their work.	R	<ul style="list-style-type: none"> ● Lectures, periodicals, research CD room ● Design with reference to specific themes, subjects, and symbols 	Class critique Teacher rubric Student evaluation form Textbook assignments	9.1A,C,D,E 9.2C,D 9.3B 9.4B

Unit	Num	Objective	Level	Content	Evaluation	Standards
III. Mixed Media	7	Students will demonstrate an understanding of how communication of ideas relates to textile arts media, techniques, and processes.	R	<ul style="list-style-type: none"> ● Conceive and create textile pieces which communicate intended meaning ● Textile pieces can express two- or three-dimensional design ideas ● Textile pieces may include but are not limited to this area alone 	Teacher rubrics Written evaluations Critiques Presentations/exhibit	9.1A,B,C,D,E,F 9.2C,F,J 9.3A,F 9.4C,D
	8	Students will demonstrate an understanding of how communication of ideas relates to mixed media, techniques, and processes.	R	<ul style="list-style-type: none"> ● Conceive and create mixed media pieces which communicate intended meaning ● Mixed media pieces may be two- or three-dimensional ● Materials possible include papers, fabrics, yarns, natural objects, metals, paints, plastics, mosaics, found objects, clay, etc. 	Teacher rubric Written evaluations Critiques Presentations	9.1A,C,D,E,F,H 9.2B,C,D,E,K 9.3A,D,G 9.4B,D
IV. Criticism	9	Students will defend personal choices in the solving of visual arts problems.	U	<ul style="list-style-type: none"> ● Participate in individual and group critiques, compare perspectives of organizational principles and functions in art works and present, listen, and question using appropriate vocabulary 	Teacher evaluation Teacher rubric	9.4B,C,D
V. History	10	Students will analyze the relationships of works of art to one another in terms of history, aesthetics, and culture from across the time line.	U	<ul style="list-style-type: none"> ● Read textual materials ● View original works in museums ● View videotapes, employ appropriate software, study prints, etc. ● Research and write 	Discussions Tests Written materials Teacher rubric	9.2A,B,C,F,K,L
	11	Students will inform their own art making by studying one artist's works.	U	<ul style="list-style-type: none"> ● Research, write, and formally present information 	Teacher rubric	
VI. Technology	12	Students will utilize the Macintosh computer and software in creating designs.	U	<ul style="list-style-type: none"> ● Employ computer hardware and software as a design tool, expressive medium, and information resource in one or more of the art works and generate a computer based final work 	Teacher observation Test	9.1K

Unit	Num	Objective	Level	Content	Evaluation	Standards
VII. Career	13	Students will identify career choices in the visual arts.	U	<ul style="list-style-type: none"> ● Artist-in-Residence program ● College presentation ● Work/school program 	Observation	9.1I
	14	Students will evaluate and organize portfolio contents relative to college requirements.	U	<ul style="list-style-type: none"> ● College information ● Refine quality of pieces selected ● Make digital images 	Teacher observation	
XIII. Citizenship	15	Students will recognize personal responsibility for maintaining classroom cleanliness and safety.	U	<ul style="list-style-type: none"> ● Care of tools, materials, equipment, and classroom environment to create a positive, safe work space 	Citizenship project rubric	9.1H