

Graphic Design

(ART 141/142, 241/241)

Curriculum Guide

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Foreword

Curriculum in this document is based on the National Core Media Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. –*National Art Education Association*



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How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide is meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are most essential for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals. You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model, common task banks and district-wide common formative assessments are being generated during the 2014-2015 and 2015-2016 school years.



Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

Effective Components of an Educational Studio Program

- Demonstrations of artistic techniques and uses of media
- Opportunities for practice, experimentation, and refinement based on effective feedback
- Support for divergent thinking and multiple learning outcomes
- A rich and robust variety of visual references
- A variety of critique and response formats
- Introductions to and expectations for use of appropriate art vocabulary
- Connections among artists, careers, and art in everyday life and communities
- An organizational system for storage and disbursement of materials and tools
- Clear and maintained expectations for art room safety, cleaning, and classroom procedures
- Integrations and connections with other content areas 0
- Displays of various student works within the school and the community

Learning Clusters for Graphic Design (Art 141/142, 241/242)

Intro to Graphic Design I & II (Art141/142)	Intermediate Graphic Design III & IV (Art 241/242)
Design Concepts: Elements and Principles	Design Concepts: Elements and Principles
Studio Skills: Media and Processes	Studio Skills: Media and Processes
Critical Analysis: Planning	Critical Analysis: Planning
Critical Analysis: Evaluating	Critical Analysis: Evaluating



Learning goals for all curricular areas are organized by overarching concepts called clusters. Within those clusters live topics related to the cluster. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

Reporting Cluster - The Overarching Concept

- Definition of the cluster/concept.
- National Standards alignments those most closely related to the overarching concept.
 - Anchor Standard: Anchor standards define the expectations for students entering college and careers, and provide the foundation for the K-12 visual arts standards.
 - Enduring Understanding: Statements summarizing important ideas and core processes that are central to visual arts and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying visual arts.
 - Essential Questions: Organizing questions to set the focus for lessons or units. They are the initiators of creative and critical thinking.
 - Grade-level student learning objectives/ task generators
 - Divided by grade level and meant to inform objectives for individual lessons or units.
- Assessment Scale: Consistent with district grading practices, all scales follow this general structure. Scales have been designed to report progress against each visual arts cluster and topic.*

M	0	1	2	3	4
Missing: Student has not submitted evidence.	No evidence of student understanding in submitted work.	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard

^{*}For more information on district assessment and grading practices, please refer to the Grading Practices website http://grading.dmschools.org/teacher-resources.html



Reporting Cluster -- Design Concepts: Elements of Art and Principles of Design

- The Elements of Art are defined as the visual components of color, form, line, shape, space, texture, and value.
- The Principles of Design are defined as the concepts used to organize the Elements of Art in an artwork. These concepts include balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.
- National Standards alignments
 - Anchor Standard: Organize and develop artistic ideas and work.
 - Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
 - Essential Questions: How do artists and designers create works of art or design that effectively communicate?
 - Grade-level student learning objectives/ task generators
 - Select, organize, and design images and words to make visually clear and compelling presentations.
 - Collaboratively develop a proposal for an installation, artwork, or space that transforms the perception and experience of a particular place.
 - Demonstrate in works of art of design how visual and material culture defines, shapes, enhances, and empowers people's lives.

Assessment Scale

1	2 3		4
Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary including, but not limited to: • Elements and Principles as listed on page. Students demonstrate they have developed the ability to: • Identify and describe the Elements of Art and Principles of Design	Students demonstrate they have the ability to: • Independently apply multiple Elements of Art in various design applications. • Independently apply multiple Principles of Design in various design applications. • Provide evidence for their artistic choices.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



Reporting Cluster - Studio Skills: Media, Tools, and Processes

- Artistic Media and Processes are defined as the means of expression (tools, materials, and techniques) used to produce a work of art.
- New National Standards alignments
 - Anchor Standard: Organize and develop artistic ideas and work.
 - **Enduring Understandings**
 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
 - Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating art
 - **Essential Questions**
 - How do artists work?
 - How do artists care for and maintain materials, tools, and equipment?
 - What responsibilities come with the freedom to create?
 - Tiered student learning objectives/task generators
 - Engage in making a work of art or design without having a preconceived plan.
 - Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.

Assessment Scale

	1	2	3	4
141/142	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: Students demonstrate the have developed the ability to: • Identify and describe the intended uses of media and design tools.	Students demonstrate they have the ability to: • Apply various tools and media to create an effective design. • Provide evidence for their artistic choices.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
241/242	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: Students demonstrate the have developed the ability to: • Identify and describe the intended uses of media and design tools.	Students demonstrate they have the ability to: Independently choose and apply appropriate media and tools to clearly communicate in a design. Provide evidence for their artistic choices. In addition to score 3.0 performance, students in-depth inferences and applications that go be learning target.	



Reporting Cluster - Critical Analysis: Planning

- Planning is defined as the process of conceiving and developing new artistic ideas and work.
- New National Standards alignments
 - Anchor Standard: Generate and conceptualize artistic ideas and work.
 - **Enduring Understandings**
 - Creativity and innovative thinking are essential life skills that can be developed.
 - Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative goals.
 - **Essential Questions**
 - What conditions, attitudes, and behaviors support creativity and innovative thinking?
 - What factors prevent or encourage people to take creative risks?
 - How does collaboration expand the creative process?

Assessment Scale

Course	1	2	3	4
141/142	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Thumbnail, sketch, collaboration, creative process Students demonstrate the have developed the ability to: • Formulate and communicate and action plan	Students demonstrate they have the ability to: • Formulate, communicate, and implement an action plan, making appropriate adjustments.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
241/242	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Thumbnail, sketch, collaboration, creative process Students demonstrate the have developed the ability to: • Formulate and communicate and action plan	Students demonstrate they have the ability to: • Formulate, communicate, and implement an action plan, making appropriate adjustments • Collaborate with peers or other learning partners.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



Reporting Cluster - Critical Analysis: Evaluating

- Evaluating is defined as judging the merits or value of a piece of art based on a set of criteria.
- New National Standards alignments
 - Anchor Standards
 - Refine and complete artistic work.
 - Interpret intent and meaning in artistic work.
 - Apply criteria to evaluate artistic work.
 - **Enduring Understandings**
 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
 - People gain insights into meanings of artworks by engaging in the process of art criticism.
 - People evaluate art based on various criteria.
 - Essential Questions
 - How do artists grow and become accomplished in art forms?
 - How does collaboratively reflecting on work help us experience it more fully and develop it more completely?
 - How does the viewer "read" a work of art?
 - How is personal preference different from an evaluation?
 - Tiered student learning objectives/task generators
 - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
 - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
 - Reflect on, re-engage, revise, and refine works of art and design in response to traditional and contemporary criteria aligned with personal artistic vision.



• Assessment Scale (Evaluating)

Course	1	2	3	4
141/142	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Form, value, symbol, mood, genre, allegory Students demonstrate the have developed the ability to: • Formulate and convey a response to their own work and the work of others.	Students demonstrate they have the ability to: • Critically analyze and evaluate their own work or the work of others based on an established set of design criteria.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
241/242	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Form, value, symbol, mood, genre, allegory Students demonstrate the have developed the ability to: • Formulate and convey a response to their own work and the work of others based on an established set of design criteria	Students demonstrate they have the ability to: Critically analyze and evaluate their own work or the work of others based on an established set of design criteria. Critically analyze and evaluate their own work or the work of others based on personal preference.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



Intro to Graphic Design (ART141/142) Assessment Rubric

	1	2	3	4
Cluster: Topic	Insufficient Progress	Developing Toward Standard	Meeting Standard	Exceeding Standard
Design Concepts: Elements and Principles	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Composition, strong horizontal, halance, repetition, color, line Students demonstrate the have developed the ability to: • Identify and describe elements art and principles of design.	Independently apply multiple elements of art and principles of design in various design applications. Provide evidence for their design choices.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Media, Tools, and Processes	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Glaze, oil pastel, canvas, loom, slab construction, etc. Students demonstrate the have developed the ability to: • Identify and describe the intended uses of media and design tools.	Students demonstrate they have the ability to:	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Planning	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Thumbnail, sketch, collaboration, creative process Students demonstrate the have developed the ability to: • Formulate and communicate and action plan	Students demonstrate they have the ability to: • Formulate, communicate, and implement an action plan, making appropriate adjustments.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Evaluating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Form, value, symbol, mood, genre, allegory Students demonstrate the have developed the ability to: • Formulate and convey a response to their own work and the work of others.	Critically analyze and evaluate their own work or the work of others based on an established set of design criteria.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



Intermediate Graphic Design (ART241/242) Assessment Rubric

	1	2	3	4
Cluster: Topic Insufficient Progress Developing Toward Standard		Meeting Standard	Exceeding Standard	
Design Concepts: Elements and Principles	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Composition, strong horizontal, halance, repetition, color, line Students demonstrate the have developed the ability to: • Identify and describe elements art and principles of design.	Students demonstrate they have the ability to: Independently apply multiple elements of art and principles of design in various design applications. Provide evidence for their design choices.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Studio Skills: Media, Tools, and Processes	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Glaze, oil pastel, canvas, loom, slab construction, etc. Students demonstrate the have developed the ability to: • Identify and describe the intended uses of media and design tools.	Students demonstrate they have the ability to: Independently choose and apply appropriate media and tools to clearly communicate in a design. Provide evidence for their artistic choices.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Planning	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Thumbnail, sketch, collaboration, creative process Students demonstrate the have developed the ability to: • Formulate and communicate and action plan	Students demonstrate they have the ability to: Formulate, communicate, and implement an action plan, making appropriate adjustments Collaborate with peers or other learning partners.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Critical Analysis: Evaluating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students will recognize or recall specific vocabulary such as: • Form, value, symbol, mood, genre, allegory Students demonstrate the have developed the ability to: • Formulate and convey a response to their own work and the work of others based on an established set of design criteria	Students demonstrate they have the ability to: Critically analyze and evaluate their own work or the work of others based on an established set of design criteria. Critically analyze and evaluate their own work or the work of others based on personal preference.	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.



Common Vocabulary Terms

Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

Required Terms	Recommended Terms
 Balance Emphasis Movement Composition Portfolio Context 	
Cinty	



Elements of Art

The elements of art are the building blocks used by artists to create a work of art.



Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.



Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.



Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.



Color is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- · White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.



Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.



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Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.



Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.



Pattern is the repeating of an object or symbol all over the work of art.



Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.



Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.





Four-Step Critical Analysis Process

Step 1: Describe – What do you see?

- o Credit line information such as title, artist, date created, size, medium, location, genre.
- o What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
- o EXAMPLE: "Starry Night, Vincent Van Gogh, 1832... I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc...."

Step 2: Analyze—How is the work organized?

- o Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
- o EXAMPLE: "The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer's eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc...."

Step 3: Interpret – "What is the artist saying?"

- o Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else's.
- ____, because I see ____ o Answer the question, "I think_
- o EXAMPLE: "I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc..."

Step 4: Judge – "Is this a successful piece of art?"

- o Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you've discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
- O Answer this questions, "I think this work is (not) successful because ___
- o EXAMPLE: "I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc....