

***MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY***

Williamstown High School



Color Design

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Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

WILLIAMSTOWN HIGH SCHOOL
Williamstown, New Jersey

Philosophy

We believe that an educated and responsible citizenry is essential to a democratic way of life. A free secondary school education should be available to all who are of secondary school age. Each individual should be helped to utilize his/her personal resources in achieving his/her potential.

We believe the program of studies should provide a general basic education for all; a vocational education for some; and a curriculum for the college-bound student. The program of studies should contain courses not only for the academically talented but also for those with learning difficulties. We also believe that the school should provide varied experiences and develop an interest in creative activities which will enrich the leisure time of students throughout their lives.

We believe that education should be concerned with the whole person and provide opportunities to develop mentally, physically, emotionally, socially and morally. We believe we should assist our students to become more fully aware of their worth as individuals and also aware of the importance of others in the community, and of their shared responsibility to that community. We believe the school and community are partners in the educational process; therefore, the school should reflect the needs of the community.

WILLIAMSTOWN HIGH SCHOOL
Williamstown, New Jersey

The Visual and Performing Arts

Department Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

WILLIAMSTOWN HIGH SCHOOL
Williamstown, New Jersey

COURSE ORGANIZATION

| | |
|--------------------------|---------------------|
| Course: | Color Design |
| Teacher: | Staff |
| Credits: | 5.0 |
| Weighted for Class Rank: | No |

Pursuant to the High School Graduation Standards Act (NJSA 18A:7, et. Seq) successful completion of this course will require:

- A. Regular attendance as mandated by Board Policy
- B. Mastery of the below content/objectives and achievement of the proficiencies required.

PURPOSE STATEMENT

Design Theory is an introductory course consisting of activities and projects which encompass the form and function of design in the environment. The visual and technical organization of nature and man-made objects will be explored, as well as the creative aesthetics of visual images. Providing historical perspective, art and architecture of the past and present will be discussed. The student will work on composition and design principles which will sharpen his/her perception and understanding of form and space in the visual world. A series of experiments in two and three-dimensional media will increase the student's perceptions, skills, and creative expression.

Monroe Township Public Schools
Williamstown, New Jersey

Course Proficiency Requirements

Overview

Color and Design provides an opportunity to develop skill in the interpretation of visual images with knowledge of good design and an understanding of color theory. Two and/or three dimensional design problem will reflect the dramatic and unique qualities that provide unending possibilities in this area of self-expression:

Proficiencies

Upon completion of the course the student will be able to:

1. Explore color theory and the principles of design.
2. Explore color media and tools, and become cognizant of their possibilities and limitations.
3. Apply color theory and design principles to monochromatic and polychromatic studies.
4. Apply skills to 2-dimensionl relief, or 3-dimensionl designs.
5. Apply color and design theories to expressive/emotional representations and/or works of art that illustrate an idea or point of view.
6. Explore styles and periods in art history that relate to color and design.
7. Develop the ability to critique artwork using descriptive and analytical judgment.
8. Develop an awareness of careers related to the content of this course of study.

Career/Objectives

Career opportunities will be related in the form of:

- a. Guest speaker
- b. Field trips
- c. Movies/filmstrips
- d. Movie counseling
- e. Library
- f. Integrated into the curriculum and instruction

Measurement of Student Achievement

An achievement in Color and Design is measured by test, quizzes, homework, daily participation and projects. Tests are administered at different intervals. Homework will be assigned according to classroom instruction. Student projects and exercises will be an ongoing activity, which is imperative to student evaluation. The student will be expected to complete 70% of the above measurement.

The State of New Jersey

Visual Arts Core Course Proficiencies

Aesthetics/Personal Philosophy

The student will:

1. Understand the study of aesthetics as a philosophical process which deals with questions about the nature and meaning of art.
2. Weigh conflicting ideas about art to achieve a personal coherent viewpoint.
3. Apply informed judgments as well as personal opinion when responding to works of art.
4. Develop an appreciation for artistic freedom.

Creating/Performing

5. Effectively use a variety of tools, equipment, media, and processes as required by projects.
6. Experience and create original are works of varied media through the use of traditional and contemporary methods and technologies.
7. Demonstrate through the creative process an understanding of the elements and principles of artistic design in original two- and three- dimensional artworks.
8. Demonstrate the awareness of and adherence to know health and safety practices.
9. Demonstrate the appropriate use pf time in the completion of an assignment.
10. Use description, analysis, interpretation, and judgment about visual relationships based on aesthetic values to improve his/her work.
11. Develop an awareness of careers related to the content of this course of study.

Critical/Analytical/Judgment/Evaluative

12. Demonstrate a working knowledge of the elements of art criticism.
13. Apply criteria for observing, analyzing, and understanding visual expression.
14. Establish a set of evaluative criteria for assessing personal art work and the work of others.
15. Articulate and support criticism based on aesthetic criteria.

Historical/Cultural/Social Contexts

The students will:

16. Recognize various styles and trends from the history of world art.
17. Recognize representative artist and their roles in society.
18. Develop an understanding of art history as a reference tool for personal expression.
19. Identify and describe, using the appropriate vocabulary, various visual art forms from different historical and contemporary periods and cultures.
20. Utilized a variety of sources which can be found in museums, galleries, cultural institutions, and the community.
21. Recognize different techniques through an exposure to the work of various artists.
22. Recognize the importance of preserving the artistic heritage of various cultures.
23. Develop an understanding of recurrent social and cultural themes and subject matter.

Scope and Sequence

Development Skills
 *= Core Proficiency
 **=Content Standard

| Proficiency | | I | R | M | E |
|--------------------|---|----------|----------|----------|----------|
| | Aesthetics | | | | |
| 1-4 * | 1. Develop and understanding of aesthetics | X | X | | |
| | Performance | | | | |
| 7 * | 2. Recognize design elements in man & nature | X | X | | |
| 7 * | 3. Apply design elements to works of art | X | X | | |
| 7,10 * | 4. Analyze characteristics of design | X | X | | |
| 9 * | 5. Use sequential planning techniques | X | X | | |
| 7 | 6. Apply design to drawing techniques | X | X | | |
| 7 | 7. Apply design to painting and color studies | X | X | | |
| 7 | 8. Apply design to 3-dimensional media and construction | X | X | | |
| 6 * | 9. Use technology when appropriate for design projects | X | X | | |
| 5 * | 10. Use tools, media with competence | X | X | | |
| 6 | 11. Apply concept of form and function to design projects | X | X | | |
| 8 * | 12. Use proper and safe procedures in art studio | X | X | | |
| 9 * | 13. Complete tasks on time | | | | |
| | Critique | | | | |
| 12 * | 14. Use critique as evaluation tool | X | X | | |
| 13,14 * | 15. Establish criteria for art critique | X | X | | |

I = Introduced
 R = Reinforced
 M = Mastered
 E = Enhanced

* State Mandated Proficiency

Design Theory

Suggested Assessment

1. Teacher Observation
2. Class Discussion
3. Class Assignments
4. Question and Answer
5. Objective Test
6. Subjective Test
7. Skills Test
8. Written Test
9. Drawings
10. Student Participation
11. Projects
12. Teacher Review
13. Timing/Drills
14. Class Survey
15. Personal Assessment
16. Essays
17. Open Ended Questions
18. Other _____

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 1

The student will develop aesthetic perceptions in the study of design.

State Proficiency
Aesthetic
#3*

Objectives

The student will:

- 1.1 Develop an aesthetic vocabulary related to design.
- 1.2 Analyze design problems responding to form, structure and creative vision.
- 1.3 Compare design elements through examination of art and nature.
- 1.4 Develop-solving techniques to projects based on the study of design.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.1.8.D.1-2
1.1.12.D.1

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 2

The student will recognize design elements in the world of nature and the works of man.

Objectives

The student will:

- 2.1 Perceive designs and patterns in nature i.e. plants, animals, birds and landscapes.
- 2.2 Perceive design in man-made objects i.e. architecture, machinery, functional and decorative pieces.
- 2.3 Apply nature and man-made design patterns to works of art.
- 2.4 Recognize elements of nature in all man-made designs. (Textiles, pottery, sculpture, architecture).
- 2.5 Perceive geometric, rhythmic, repeated and directional elements of design.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 3

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 3 State Proficiency Performance #7

The student will apply the elements and principles of design to two and three dimensional works of art.

Objectives

The student will:

- 3.1 Apply design solutions to studies in color form, line, shape, space and texture.
- 3.2 Apply design solutions to value studies from light to dark.
- 3.3 Apply compositional principles to the organization of art work. (Balance, emphasis, contrast, repetition, rhythm, unity and variation).
- 3.4 Interpret representational forms into simplified geometric forms.
- 3.5 Distinguish between abstract design and non-objective design.
- 3.6 Be able to simplify, amplify, rearrange, and/or distort patterns or designs.
- 3.7 Design free form, block form, linear, ribbon, and geometric.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 4

The student will analyze design characteristics in visual images.

State Proficiency
Performance
#9

Objectives

The student will:

- 4.1 Weigh the visual elements of design in observational shapes and structures.
- 4.2 Identify the dominant center of interest in images.
- 4.3 Follow a continuous line or movement in an overall design.
- 4.4 Compare/contrast a range of differences – i.e. soft to rough, small shapes vs. large.
- 4.5 Identify areas of movement or direction caused by line, shape or shade.
- 4.6 Identify a repeating pattern in a composition.
- 4.7 Locate the opposing tension in an image.
- 4.8 Unifying elements of a composition.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 5

The student will develop aesthetic perceptions in the study of design.

State Proficiency
Performance
#7

Objectives

The student will:

- 5.1 Demonstrate a working order in the art studio.
- 5.2 Develop design through sketching and layout skills.
- 5.3 Integrate the limitations for the assignment with the creative solutions.
- 5.4 Build design solution from simple to complex.
- 5.5 Plan a sequential pattern of approach.
- 5.6 Critique a developing design during and through its inception.
- 5.7 Apply an objective eye to one's own art and others. (As much as possible).

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 6

The student will generate visual designs which evolve from drawing.

State Proficiency Performance

Objectives

The student will:

- 6.1 Investigate the characteristics of natural forms as visual designs.
- 6.2 Use life drawing as a source for visual images.
- 6.3 Transform designs from natural to mechanical.
- 6.4 Apply imagination to design images by using themes. i.e. fantasy, carnival.
- 6.5 Apply design elements to drawing for compositional unity.
- 6.6 Maximize the character of the drawing by exaggeration of its unique qualities.
- 6.7 Apply contour, proportion, action, and general character to life drawings.
- 6.8 Interpret the 3 dimensional forms of drawn images through planes, angles, and spaces.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 7

The student will develop aesthetic perceptions in the study of design.

State Proficiency Performance 7

Objectives

The student will:

- 7.1 Make sketches to plan design solutions.
- 7.2 Make models using basic solid forms.
- 7.3 Transform two-dimensional forms into a three-dimensional figure.
- 7.4 Use armature or support structure when necessary in three-dimensional forms.
- 7.5 Assemble the parts of a form to create a whole.
- 7.6 Design variations on a theme, changes in action/pose or a combination of two.
- 7.7 Shorten, elongate or omit various parts of a form for interpretation.
- 7.8 Define surface texture as a n elements to express unique solutions.
- 7.9 use unpredictable combinations of elements to express unique solutions.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.4.12.A.1 – 4

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 8

The student will execute works of art through the use of traditional and contemporary technologies.

State Proficiency 6

Objectives

The student will:

8.1 Provide skillful solutions to visual design problems.

8.2 Incorporate new techniques for special effects.

8.3 Apply multi-media techniques as appropriate solutions to design problems.

8.4 Experiment with new techniques to enhance inventiveness and imagination.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.1.8.D.1-2

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 9

The student will use tools, media and techniques appropriate to the development of visual designs.

State Proficiency
#5

Objectives

The student will:

9.1

Use tools, media and techniques with skill.

9.2

Base plans on sound construction.

9.3

Use appropriate tools for measurement: ruler, compass, T-square and curves.

9.4

Simplify tasks with ready-made graphic elements when applicable. (Clip art, transfer letters, Xeroxed images).

9.5

Employ a professional attitude toward design solutions.

9.6

Present art work in a finished technical manner through matting, mounting or portfolio preparation.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 10

The student will produce works of art that are designed for form and/or function.

Objectives

The student will:

- 10.1 Define the terms form/function as it relates to design principles.
- 10.2 Produce original designs which convey form and structure. i.e. a leaf form, lace.
- 10.3 Produce original designs which rely on a function or purpose. i.e. pencil, a shore, a chair.
- 10.4 Analyze existing products in terms of form, design and function.
- 10.5 Use media and techniques which will improve the form and function of a design.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 11

The student will execute care and safety procedures appropriate for the materials, tools, and studio space being utilized.

State Proficiency
#8

Objectives

The student will:

- 11.1 Apply safety and health procedures when using tools, media and machinery in the art studio.
- 11.2 Follow directions in regard to placement cleaning and organization of art activities.
- 11.3 Show respect and proper care of the work place.
- 11.4 Share the art room with respect towards peers and teacher.
- 11.5 Exhibit a mature, independent attitude in the art studio atmosphere.

Evaluation Methods: Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 12

The student will use appropriate time in the completion of tasks, projects and core assignments.

State Proficiency
#9

Objectives

The student will:

- 12.1 Establish goals which incorporate a schedule or plan of action.
- 12.2 Develop a pattern of work habits which facilitate the attainment of goals.
- 12.3 Stay focused within a time frame.
- 12.4 Research, plan, analyze and problem-solve as the assignment demands.
- 12.5 Regroup, reassess and make improvements to the best of one's ability.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 13

The student will apply the critique process to the evaluation of design in works of art.

State Proficiency
*13, 14, 15

Objectives

The student will:

- 13.1 Use the format for evaluation of art critique: description, analyzation, judgment an opinion.
- 13.2 Recognize strengths and weaknesses of design in works of art.
- 13.3 Apply design principles to justify opinions in works of art.
- 13.4 Be able to verbalize a viewpoint using aesthetic criteria

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 14

The student will develop design criteria appropriate for the analyzation of art work past and present.

State Proficiency
#14, 15, 16

Objectives

The student will:

- 14.1 Recognize the formal qualities of design and apply it to works past and present.
- 14.2 Apply theories of design to the analyzation of works of art.
- 14.3 Recognize the impact of social, political and economic events on works of art.
- 14.4 Recognized the styles of design by their unique qualities. i.e. baroque, art manveau, art deco, Bauhaus design.
- 14.5 Examine the connection between design and cultural influences.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.3.12.D.1 – 5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 15

The student will recognize the role of the art designer in our culture.

State Proficiency
#17

Objectives

The student will:

15.1

Recognize contributions by designers in our culture.

15.2

Classify design according to style, time period or movement.

15.3

Analyze the relationship between the design of projects and the nature of our culture. i.e. TV, CD, sneakers

15.4

Apply design elements to work that is a reflection of one's culture.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.2.12.A.1, 2

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 16

The student will use art history as a resource and reference tool.

State Proficiency
#18, 20

Objectives

The student will:

- 16.1 Use art history to develop original design ideas.
- 16.2 Examine traditional techniques used in the past.
- 16.3 Explore experimental ideas used by contemporary artists.
- 16.4 Analyze the strengths and weaknesses of products, architecture and art design from other time periods.

Evaluation Methods:

Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

1.2.12.A.1, 2

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Proficiency No. 17 The student will develop an awareness of careers related to design theory.

State Proficiency
#5

Objectives

The student will:

17.1 Describe a variety of careers related to design. i.e. package designer, furniture designer.

17.2 Explore the skills necessary to follow a variety of design related jobs.

17.3 Design original projects which are applicable to job-related situations.

Evaluation Methods: Teacher observation, class discussion, tests, essays, student participation, project review, critique.

Teacher Comments & Suggestions:

APPENDIX

COLOR DESIGN

SUGGESTED TEACHING STRATEGIES

Design Theory is an introductory level course, and as such, will provide a wide range of design-related concepts and performance skills related to this field of study. Design theory is the base upon which all the elements of art revolve. The following list represents methods and subject matter that will familiarize a student with the essential concerns of the professional designer.

Skills

Organization
Simplification
Categorization
Flexibility
Concentration
Seeing the Whole (gesalt thinking)
Perceiving parts of the whole
Analyzation of forms

MATERIAL (Media)

Pencils, pens, markers, paints,
variety of papers, boards, printing
materials, magazine for collage,
photomontage, clay, plaster and
various sculptural materials depending
on availability for the 3-dimensional construction

SUBJECT AREAS/2 AND 3 DIMENSIONAL

Geometric Simplification
Composition
Color Studies
Black and White Studies
Positive/Negative Space
Line Direction
Textural Studies
Form-Realistic/Abstract
Function-Consumer Products/Commercial Art

THEMES

Visual Order-The Elements
Nature vs. Man-Made
Representation
Mechanical Abstraction
Decorative/Ornamental

Color DESIGN

Suggested Resource List

| | <u>Location</u> |
|--|-----------------|
| 1. H.W. Janson, <u>A History of Art</u> | Book Shelf |
| 2. Scholastic Art Magazine <u>Series, Art, and Man</u> | File Cabinet |

*The above books are used in the class as reference material.

*Additional books are available in the library as well as periodicals.

*Slides and a variety of teacher owned books are used in class.

*Videos are available in the library.

*Enrichment is provided through field trips which are approved by board of Education and Superintendent of Schools annually.

*Participation in Regional and State Art Shows is encouraged.

Specialized Area Books

Location

| | |
|---|---------------|
| 1. Katz, Lankford, Plank, <u>Themes and Foundations of Art</u> | Teacher owned |
| 2. Bothwell, Mayfield, Notan, <u>The Dark-Light Principle of Design</u> | Teacher owned |
| 3. Wolchonak, <u>Design for Artists and Craftsman</u> | Library |
| 4. Collier, Graham, <u>Form, Space and Vision</u> | Library |