

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Introduction to Design**

**DATE:** May 2006

**SUBJECT AREA:** Visual and Performing Arts

**PROPOSED GRADE LEVEL (S):** 9-12

**COURSE LENGTH:** 1 Year

**GRADING:** A-F

**NUMBER OF CREDITS:** 5 per Semester

**PREREQUISITES:** Interest in Design Pathway

**COURSE DESCRIPTION:**

Introduction to Design will introduce students to the fundamentals of design. Students will become familiar with significant historical developments and styles in the history of design, as well as the importance of analyzing and evaluating work according to aesthetic standards. Students will also develop an understanding about similarities of visual styles and ideas in a variety of design specialties, such as industrial design, furniture design, interior design, fashion and textile design, architectural design, graphic and media design, etc. Through a variety of two and three-dimensional design projects, students will learn the basic elements and principles of design and the visual and verbal vocabulary essential to all design fields. Students will experiment with various media and techniques in order to develop personal creative processes and self-reliance, as well as explore a variety of design opportunities

**GENERAL GOALS AND OBJECTIVES:**

1. To foster an understanding and appreciation of the elements and principles of visual design;
2. To develop skill in utilizing these elements and principles as the foundation for personal visual statements;
3. To stimulate creativity and an inventive approach to design concepts and media, based on studio experience; and
4. To increase students' knowledge of and ability to respond to significant twentieth century design styles and designers, locally, nationally, and internationally.

**STUDENT READING COMPONENT:**

Students will be assigned readings from a variety of sources including magazine, textbook, and internet articles. Students will be required to follow written instructions on projects.

**STUDENT WRITING COMPONENT:**

Students will describe, analyze, critique and write about the design characteristics of professional and student work in essays and a research paper (description, observation, analysis, persuasive). Students will reflect on the creative process and problem solving techniques used in design (reflective).

Students will compare and contrast, as well as analyze the methods of designers and styles of design from a variety of times, places, and cultures (informative).

Students will keep an ongoing journal/scrapbook of ideas views and design possibilities.

### **STUDENT ORAL COMPONENT:**

Students will present oral reports and participate in class/small group discussions about their own work and the work of others.

Students will present their projects to the class with an explanation of the process and an evaluation of the end result.

Students will orally respond to a variety of design projects and talk about their evaluation of the designer's intent using vocabulary and terms appropriate to design.

### **DETAILED UNITS OF INSTRUCTION:**

#### **Semester One:**

##### **Unit One: Defining Design**

- What is Design?
- Design, Past and Future – Careers in Design
- Design in Nature
- Design in our Environment
- Design in the Media

##### **Unit Two: Important Historical Periods of Design (research)**

Disciplines to include interior, fashion, graphic, architectural, and cinematic design

- Art Nouveau
- Arts and Crafts
- Bauhaus
- Art Deco
- Modernism
- Deconstructivism
- Asian Influence

##### **Unit Three: The Roll of Creativity in Design**

- Visual Problem Solving
- Thinking Outside the Box—Collaborating as a Team

##### **Unit Four: Concept Development**

All drawing techniques below are necessary for story boarding in film

- Drawing Techniques
- Perspective
- Drawing to Scale
- Figure Drawing

## **Semester Two:**

### **Unit Five: Design Basics/Elements of Design**

For each of the elements below, students will

1. Create quick design projects
2. Analyze and evaluate art, environment, media and fashion
  - Line
  - Color and Value
  - Shape and Form
  - Texture
  - Space

### **Unit Six: Principles of Design**

- Balance—Graphic Design
- Unity—Interior/Architectural Design
- Pattern—Textile/Costume/Fashion Design
- Contrast and Emphasis-Industrial Design
- Movement and Rhythm—Storyboarding for Film

### **Unit Seven: Final Project and Presentation**

- Composition—Culminating Experience
- Presentation Skills
- Portfolio Presentation

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

Language Arts

### **LAB FEE, IF REQUIRED:**

\$35.00 for take home materials

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

### **Artistic Perception**

1. To introduce students to the elements and principles of visual design.
2. To build on student's experiences in using the elements and principles to create personal, technically proficient works.
3. To introduce students to selected aspects of design such as color theory, surface patterning, design systems, typography and graphic design, interior and architectural design, film and fashion design through a variety of media and assignments.
4. To compare and discuss how specific design principles are used across disciplines such as graphic design, architecture, interior design, fashion design, and video.

### **Creative Expression**

1. To solve design problems by effectively applying the elements and principles of design.
2. To provide instruction and practice in the safe and effective use of design tools.
3. To develop students' responsibility for organizing their own work, as well as maintaining shared tools and materials in the classroom workspace.

## **Historical and Cultural Context**

1. To familiarize students with significant historical developments and styles in the history of design through studio projects based on those styles.
2. To familiarize students with the work of important twentieth century designers and the context within which those styles developed through lecture, research, and studio projects.

## **Aesthetic Valuing**

1. To give students the vocabulary to evaluate and reflect on their works and those of their peers in writing or presentation.
2. To provide on-going opportunities for and instruction in analyzing and evaluating work in various design media according to aesthetic theories and conventions of art criticism.

## **Connections, Relations, and Applications**

1. To continue the exploration and development of visual ideas in a series of outside-of-class sketchbook assignments.
2. To explore various career fields in the area of design through research projects, studio exercises, and presentations.
3. In written reflection and discussion, students will speculate on the nature and function of design due to changing technology and culture.

## **DISTRICT ESLR'S TO BE ADDRESSED:**

### **Students will be:**

**Self-Directed Learners:** Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to art and design.

**Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize knowledge of art history and design to discuss design solutions and critique student work. Students will present portfolios and develop presentations.

**Quality Producers/Performers:** Able to demonstrate the creative ability and technical skills to produce solutions to specific design problems, presentations, and portfolios.

**Constructive Thinkers:** Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on artists and historical periods.

**Collaborative Workers:** Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.

**Responsible Citizens:** Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.