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Level III Design II Discovery

| Course Title: Level III, Design II Course Sequence: Follows all Level II courses Credit: 1 | |
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| TEKS Strand | Expectations |
| <p>Foundations: observation & perception The Level III student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to:</p> | <p>Level III students are expected to analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively; compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork; compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork; and explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.</p> |
| <p>Creative Expression The Level III student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:</p> | <p>Level III students are expected to create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions; use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination; create original artwork to communicate thoughts, feelings, ideas, or impressions; collaborate to create original works of art; and select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.</p> |
| <p>Historical and cultural relevance The Level III student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:</p> | <p>Level III students are expected to research selected historical periods, artists, general themes, trends, and styles of art; distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork; collaborate on community-based art projects; and examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.</p> |
| <p>Critical evaluation and response</p> | |
| <p>Example:</p> <p>Mr. Brooks designs a unit for his Design II class to help them understand how artists in the 20th Century have incorporated written language into their paintings. They will first consider the Big Idea of Language along with the Key Question, "How can you communicate in non-traditional ways?" Students learn about the work of several artists who represent movements such as Cubism, dadaism, and Pop Art. They compare the formal qualities of mechanical letters to handcrafted letters and explore the overlaps between graphic design and fine art.</p> <p>Students create paintings or collages that incorporate actual or simulated printed word, applying their knowledge of design along with their new knowledge of the expressive qualities found in written language. Additionally, students will study the influence of several surrealist and abstract expressionist painters who used handwriting, words, symbols, and calligraphy in their painting. Students also explore the use of ancient alphabets and other symbols in their own paintings.</p> <p>After completion, students will participate in a written and oral class critique with the key input being about the artwork solution to the Key Question, especially focusing on the artworks' ability to communicate. They will have a public exhibition of their work and invite viewer comment.</p> <p>Students will evaluate their own artwork and add it to their portfolio body of work that constitutes evidence of their learning.</p> | |

Differentiation Strategies for Students with Special Needs

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