

Trinity Area School District

Course: Design 2 Grade: 9-12	Overview of Course: A continuation of Design 1 to include more individualized production and a higher understanding of the concepts of design.
---	---

Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Integration	9.1.12.C 9.2.12.C 9.2.12.D 9.3.12.A 9.3.12.C	<ul style="list-style-type: none"> • Recognize the concepts of Subject, Content and Form. • Use these concepts to create a Unity in works of art. • Manipulate the principles of design within the context of Form as building blocks for composition. • Experience the intertwining between these three concepts in the execution of a good design. 	<ul style="list-style-type: none"> • What characteristics will I recognize in identifying these separate components? • How do they work together to create unity? • How can I use the principles of design as building blocks in my work? • What makes the three intertwine in a good composition?
Production and media	9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.H 9.1.12.J	<ul style="list-style-type: none"> • Show advanced understanding of various media including but not limited to Photoshop. • Demonstrate ability to work beyond the directions through experimentation with a sense of confidence. • Utilize good craftsmanship throughout production. 	<ul style="list-style-type: none"> • How can I manipulate the media to show my own individual and creative ideas? • What can I infer from the basic directions that will help me in my own individual work? • How do I work to completion using good craftsmanship?

Expression	9.1.12.A 9.1.12.B 9.1.12.E 9.4.12.A	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize the elements as a means of expression as well as a thread for unity. <input type="checkbox"/> Strategize combinations of elemental variations to work towards the common goal of Unity. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can I use my elements of design to express my idea? <input type="checkbox"/> How can I use my elements of design to give my composition a sense of unity? <input type="checkbox"/> What characteristics would I employ in grouping combinations of elements to give my composition unity?
Connections	9.1.12.A 9.1.12.B 9.1.12.C 9.3.12.A 9.4.12.C	<ul style="list-style-type: none"> <input type="checkbox"/> Understand and implement color theory and recognize the meaning color holds in the interpretation of composition. <input type="checkbox"/> Choose color combinations that express individual ideas and emotions. <input type="checkbox"/> Combine color theory with the variations of the other elements to further stabilize the expression of content. 	<ul style="list-style-type: none"> <input type="checkbox"/> How will the ideas of color theory help me to interpret art work? <input type="checkbox"/> How will I choose colors to support my own ideas in my work? <input type="checkbox"/> If all the elements have variations that help support a given content how do I pair them up so that they support each other and the idea as well?
Balance and Movement	9.1.12.A 9.1.12.B 9.1.12.C 9.3.12.A 9.4.12.C	<ul style="list-style-type: none"> <input type="checkbox"/> See visual balance as an integral part in the decisions of placement. <input type="checkbox"/> Recognize the strong ties between placement of objects as well as placement of elements in the eye movement through the composition. 	<ul style="list-style-type: none"> <input type="checkbox"/> How is placement important when considering good use of balance? <input type="checkbox"/> How does the placement of element variations help with the eye movement in the composition? <input type="checkbox"/> How does the placement of objects help with the eye movement in the composition?
Employment	9.1.12.I 9.2.12.H 9.4.12.A	<ul style="list-style-type: none"> <input type="checkbox"/> There are field of employment that use these skills in their work place on a daily basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> How are others using these skills in their chosen profession? <input type="checkbox"/> Am I interested in pursuing this type of career? <input type="checkbox"/> What steps do I need to take to achieve this goal?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Week 1 - 2	Review basics of Photoshop	Practice	9.1.12.C 9.1.12.E 9.1.12.G 9.1.12.H 9.1.12.J	There are basic rules of the medium that are take-off points for understanding.	How can I reclaim my media skills from Design 1?		
Week 3-4	Review basics of composition	Practice	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.G 9.1.12.J 9.3.12.A	There are basic rules of composition that are building blocks.	How can I reclaim my compositional skills from Design 1?		
Week 5 - 6	Creative integration	Connections and Expression	9.4.12.A 9.4.12.B 9.4.12.C 9.2.12.A 9.2.12.C 9.2.12.F	Individual creativity is the lifeblood of the art piece.	How do I let my own creativity show in my artwork?		
Week 7	Layer styles	Media	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.G	Realism is achieved through good use and observation of shadow and highlight.	How can I make the objects in my composition look realistic?		

Week 8 - 10	Product Design	Connections and Expression	9.1.12.A 9.3.12.A 9.3.12.B 9.3.12.D 9.4.12.B	To make a product marketable it must make connections to the thought processes of its target group.	How do I connect visually with my target group?		
Week 11-12	Merging images	Media, balance and movement	9.1.12.A 9.1.12.B 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D	Composition and media skills can be honed to perfection but individual creativity give the piece life.	How do I merge two objects into one new idea using my compositional and media skills?		
Week 13-14	Opacity issues	Media, balance and movement	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.G 9.1.12.J	Art gives the power to produce the impossible.	How do I use my compositional and media skills to produce the impossible?		
Week 15-16	Specialty tools	Experimentation	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.G 9.1.12.J	Confidence and knowledge in the media opens doors for interesting variations.	In what direction can I branch out to make my work even more individualized within the media?		
Week 17-18	Employment opportunities and independent work.	Future Goals	9.1.12.F 9.1.12.K 9.1.12.I 9.2.12.H	There are professions available that incorporate these tools and skills.	Am I interested in using these skills in my profession? What do I need to do to make that a reality?		

* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.