

Dominican International School

Taipei, Taiwan



Subject	ART 12- DESIGN		
Grade Level	Grade 12	Teacher:	Mr. Jofil E. Collado
School Year	2022-2024	Email:	icollado@dish.tp.edu.tw

Course Syllabus

COURSE DESCRIPTION:

“Imagination is more important than knowledge.” – Albert Einstein

The Visual Arts embraces technical skills of how to make and cognitive skills of communicating in symbolic language. While the goal of most academic study is to find the right answers, in Art we are looking for the right questions. Creativity culminates from taking imagination through the process of making and experimenting to arrive at a new idea or viewpoint. The goal of the Arts curriculum is to take the student through this process and be able to analyze and synthesize their ideas and apply these new methods of inquiry not only to the Arts and Culture but other subjects as well.

Art Standards

Content Standard #1: Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes.

Achievement Standard Advanced:

Students communicate ideas regularly at a high level of effectiveness in at least one visual art medium. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

Content Standard #2: Using knowledge of structures and functions

Achievement Standard, Proficient:

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard Advanced:

Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.

Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas***Achievement Standard, Proficient:***

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Achievement Standard Advanced:

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

Students evaluate and defend the validity of sources for content and the way subject matter, symbols, and images are used in the students' works and in significant works by others.

Content Standard #4: Understanding the visual arts in relation to history and cultures***Achievement Standard, Proficient:***

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard Advanced:

Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others***Achievement Standard, Proficient:***

Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard Advanced:

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Content Standard #6: Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard Advanced:

Students synthesize the creative and analytical principles and techniques of the visual arts and select other arts disciplines, the humanities, or the sciences.

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Activities and topics for this level, sought to provide basic, but essential art skills that are responsive to the generic demands of a university art curriculum, art related careers, and or an essential artistic and technical skills necessary for life after school.

Current art and design expressions, philosophies and trends express the character of the entire design across the entire course.

The second quarter expects and engages the mind to formulate a design according to the desired standards and executes it reflective to optimum efficiency, creativity and maturity handling materials, tools, and other resources.

The entire quarter should be represented in 2-dimensional design illustrations with the integration of skills acquired from the preceding quarter. Industrial design, furniture design, fashion, architectural and landscaping are explored.

The 3rd and the final quarter, is dedicated to executing the designs and planning, and translate it in form a three-dimensional model, miniature or diorama which should be accessible for the wider audience to view or experience.

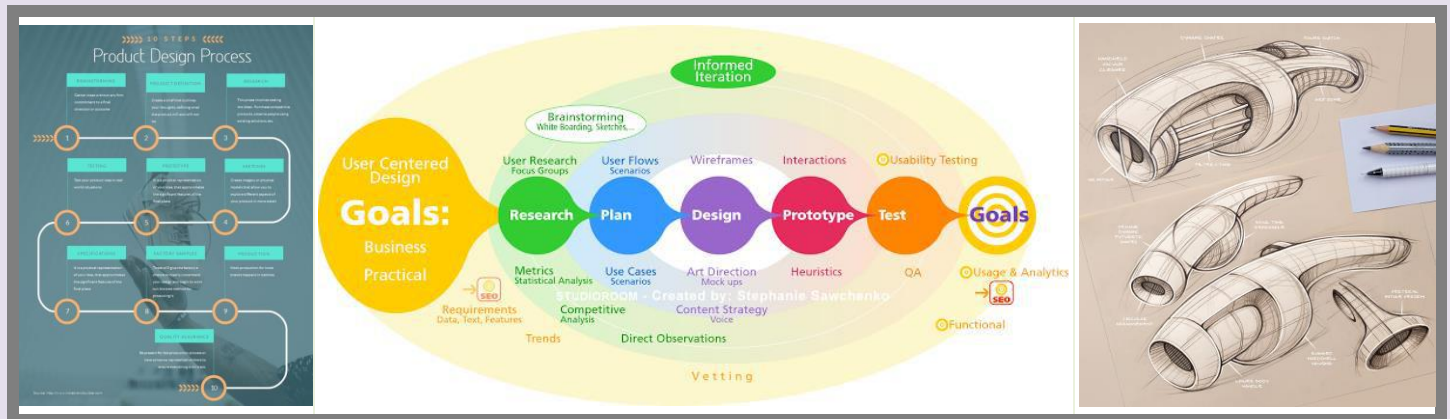
1st QUARTER

INTRODUCTION TO 2D DESIGN

The First Quarter is fundamentally the structural framework of the succeeding three quarters. It is designed to establish and layout the basic understanding necessary to proceed to the next stage. Establishing the basic knowledge and understanding of the course would be done through lectures, presentations, evaluations, planning and critique.

The entire quarter is practically two-dimensional in form which is mainly drawing plans, sketches, or digital drawings.

This program aims to engage an attitude, to the essence of thorough planning and proper preparations before any attempt of execution.



SCHEDULE		TOPIC/ACTIVITIES	
AUGUST	WEEK 1	Aug 10 th to 12 th 2 Days of Class 10~ First Day / Orientation	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements Aptitude activity;
	WEEK 2	Aug 14 th to 18 th Opening Mass	Presentation on tools, materials, and various design professions. Understanding design/ designing;
	WEEK 3	Aug 21 st to 25 th	Presentation on architecture as a profession. Planning/ drawing;
	WEEK 4	Aug 28 th to Sep 1 st	Presentation on interior design as profession. Planning/ drawing;
SEPTEMBER	WEEK 5	Sep 4 th to 8 th 4 Days of Class 8~ Mass & Birthday Mother Mary	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 6	Sep 11 th to 15 th FYI – Pre-Exam Days	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 7	Sep 18 th to 22 nd	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 8	Sep 25 th to 29 th 5 Day- No Class 25-28 ~Teacher's Conference 29 th ~Moon Festival	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 9	Oct 2 nd to 6 th 3 Days of Class 5-6 ~Q1 Exams	Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS

2nd QUARTER

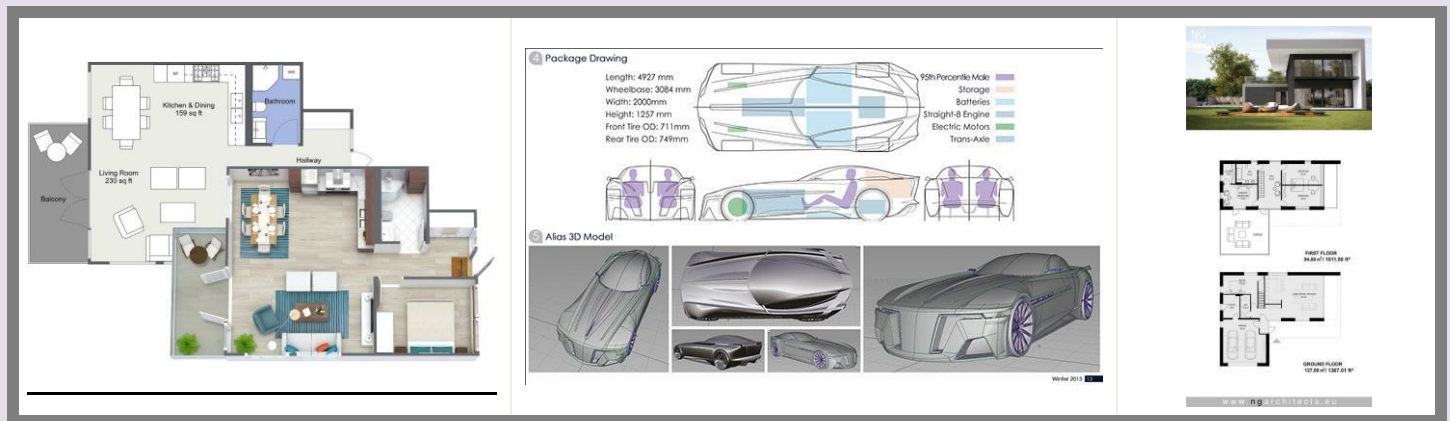
DRAWING & PLANNING

The Second Quarter gives a 2-dimensional form, texture, outline, and color to the idea that was previously conceived by the mind from the earlier art discussions. This is a translation of artistic concepts into execution and 2D visual art productions.

In this Quarter, the learners are brought to confront with activities that would engage them into the basics of two-dimensional art using dry media, such as lead pencil, colored pencil, charcoal, crayons, or pastels to create an efficient design plan.

The students would be grouped in a certain number relative to the class size essentially in a manner to achieve an efficient team that would work on a certain project in response to a certain challenge.

These groups would work on the planning necessary to construct a certain design project.



SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 11 th to 13 th 4 Days of Class 10 – Double 10 Holiday	Introduction to the subject-
	WEEK 2	Oct 16 th to 20 th	Drawing planning and critique
	WEEK 3	Oct 23 rd to 27 th 25-27 – Book Fair 28- Masquerade Night TBA-Holy Rosary Mass	Drawing planning and critique
NOVEMBER	WEEK 4	Oct 30 th to Nov 3 rd 1-All Saint's Day Mass	Drawing planning and critique
	WEEK 5	Nov 6 th to 10 th	Drawing planning and critique
	WEEK 6	Nov 13 th to 17 th	Drawing planning and critique
	WEEK 7	Nov 20 th to 24 th 25 - YSC Contest 25-Gr. 12 Q2 Exam	Drawing planning and critique
	WEEK 8	Nov 27 th to Dec 1 st Pre-Exam Days 28-Gr. 12 Q2 Exam	Drawing planning and critique

DECEMBER	WEEK 9	Dec 4 th to 8 th 8 - Foundation Day Celebrations	Drawing planning and critique
	WEEK 10	Dec 11 th to 15 th 3 Days of Class 14-15 ~Q2 Exams	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
			Christmas Break

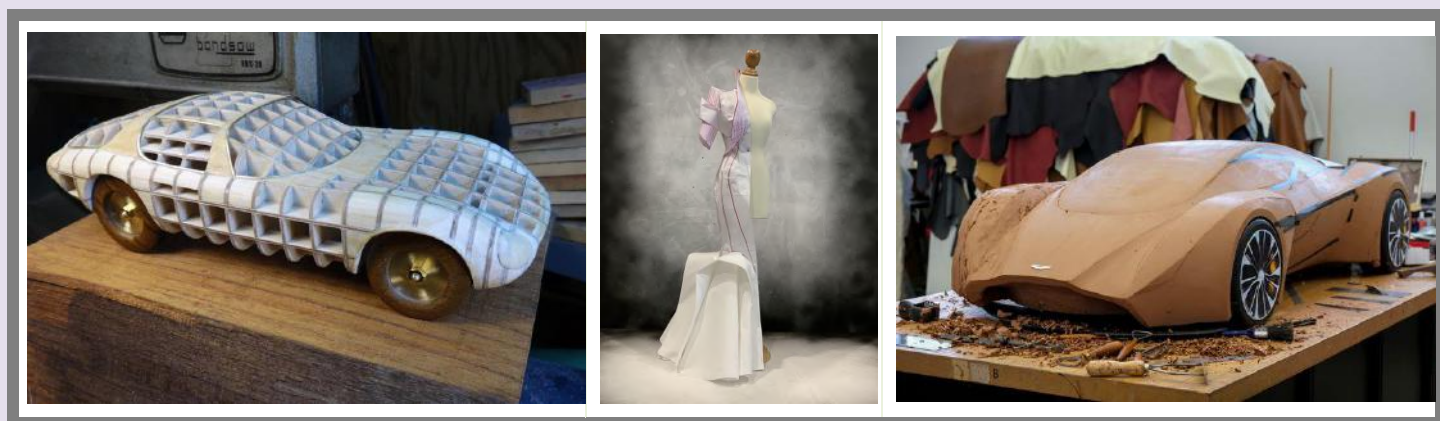
3rd QUARTER

MINIATURE: 3D MODEL

The Third Quarter leads a child's consciousness into a perception of something in a more dimensional view. The subject engages learners in art activities that enable them to comprehend better the different dimensions of an object, and to develop a skill to utilize available materials to produce a 3-dimensional art.

In this quarter, the student-designers are expected to build a mock-up, model, or miniature of their previous 2-dimensional concepts.

This would layout the foundation of further works which should be done in the final quarter.



SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 3 rd to 5 th 3 Days of Class Jan 4- New Year Mass	Introduction to the subject, media, and tools to be used in making the required (3D MINIATURE)
	WEEK 2	Jan 8 th to 12 th	Presentation/ demonstration of the subject (relief), media, tools, and techniques.
	WEEK 3	Jan 15 th to 19 th	Exploring relief art- students activity
		Jan 22 nd to 26 th	Artwork continued
FEBRUARY	WEEK 4	Feb 1 st to Feb 2 nd	Artwork continued
	WEEK 5	Feb 5 th to 7 th	Chinese New Year
	WEEK 6	Feb 8 th to 16 th NO CLASS 14 ~ Ash Wed Mass Holy Week	NO CLASS
	WEEK 7	Feb 19 th to 23 rd 21-23 ~ Pre-Exam Days	Artwork continued
	WEEK 8	Feb 26 th to March 1 st 24 ~IOWA 28 Memorial Day Holiday	Artwork continued

MARCH	WEEK9	March 4 th to 7 th <u>4 Days of Class</u> <i>8-11 – Q3 Exams</i>	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best describe the artist's competence relative to the topic]

4th QUARTER	Three- Dimensional (MODELS/PRESENTATION)
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The Fourth Quarter engages learners to activities that enable them to manipulate materials, tools, develop techniques, and distillate creativity to form a 3-Dimensional artistic creation that would speak their intention in a powerful, intelligent, and artistic character. These outputs essentially are the revelation of the entire processes and energies invested in the preceding quarters. The students as well are expected to find a venue to showcase their output of the entire school year.



SCHEDULE			TOPIC/ACTIVITIES
MARCH	WEEK 1	March 12 th to 15 th	Introduction to the subject, media, and tools to be used in making the required (free-standing 3D sculpture) Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools, and techniques.
	WEEK 2	March 18th to 22 nd <i>19-Feast of St. Joseph</i> <i>18-21~ Fire Drill</i>	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form

	WEEK 3	March 25th to 29th <i>03/25- 04/3: Easter Break</i>	Easter Break
APRIL		Apr 1st to 5th <i>4-5: Tomb Sweeping</i>	Tomb Sweeping
	WEEK 4	Apr 8th to 12th <i>10: Easter Mass</i>	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 5	Apr 15th to 19th	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 6	Apr 22nd to 26th <i>24-28 ~ AP Mock Exams</i>	Artwork continued
	WEEK 7	Apr 29th to 30th <i>2-4~ Pre-Exam 1-5~ Final Exams (K, 5, 8, 12 only) 1-5 ~ AP Exams</i>	Artwork continued
	WEEK 10	May 1st to 3rd <i>8-12~ Final Exams (K, 5, 8, 12 only) 04/29-05/10 ~ AP Exams</i>	Artwork continued
	WEEK 10	May 6th to 10th 4 Days of Class <i>4/29-5/10 AP Exams 1-10~ Q4 Graduating Class Exams</i>	Artwork continued
MAY	WEEK 11	May 13th to 16th 2 Days of Class <i>15-16~ Q4 Exams</i>	Acrylic painting explored in character of Modern arts (students' activity). DEADLINE OF THE SUBMISSION OF WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
	WEEK 12	May 13th to 16th 4 Days of Class <i>17~ Record Day 20-24 ~ Student Clearance</i>	
	WEEK 13	May 29th to May 30th 4 Days of Class <i>1 ~ Students Last Day 2~ Teachers/Staff Meeting</i>	

Teaching Strategies:

In any given lesson the student will generally be provided with a goal with background information and the tools and method to achieve the goal. The focus for the student is the time spent experimenting and making that lead to individual expression and discovery.

The goal of the teacher is to encourage conceptual and intellectual skill, technical skill and artistic skill through activities, lectures and demonstration, and critique.

- **INTELLECTUAL/ CONCEPTUAL SKILL**

This serves as the brain of art. It includes the choice of subject, the intention, or the voice of the art, and how it is conceptually significant to the past, present and the future.

- **TECHNICAL SKILL**

This is the body of the art. It encompasses the appropriate and effective use of the tools, methods and techniques and the way of doing it.

- **ARTISTIC SKILL**

This aspect is the heart and the soul of art. It essentially communicates through affective way. This involves the creative composition, personal expression, the emotional content, and other metaphysical forces driving a person to create. This is the attitude of the artist extended into his creation.

Designing is a consciousness of understanding in the form of expression to create an experience imposed by a character.

J. E. Collado

DESIGN

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Art is the linguistics of philosophies focused essentially on the expression of beauty and design which appeals to an emotional and intellectual response.

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Creativity is the proclivity to result in a novelty of harmonious ideas that have a constant regression from a certain frequency and tendency.

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CREATIVITY

Assessment:

STANDARDS FOR EVALUATING WORKS OF ART			
S C O R E	33% - SUBJECT	33% - FORM /COMPOSITION	33% - CONTENT
	The "what:" representational = the subject; nonobjective positive shapes. The subject is also the theme or the topic of art. Originality, Imagination, and Invention of Composition	The "how:" arranging the elements or total appearance of the work; (Elements of art: "building blocks"; line, shape, value, texture, & color) (How the elements are arranged is the = composition). The form is the technique employed and the use of the elements of art. General Use of Design Elements and Application of the Principles of 2-D Design Technical Competence and Skill with Materials and Media	The "why:" psychological or emotional properties felt or implied. The content is the message the artwork communicates and the meaning of the work. Confident, Evocative Work, and Engagement of the Viewer Appropriation and the Student "Voice" Decision Making and Intention
SCORING DESCRIPTION			
33% EXCELLENT QUALITY	The composition of the works is original, imaginative, and inventive	In most works, there is a highly successful use of the elements of design and application of 2-D Design principles.	Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent
32% STRONG QUALITY	The composition of the works is generally imaginative or inventive	The work generally shows successful use of the elements of design and application of 2-D design principles.	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images
31% GOOD QUALITY	The composition of the works includes some imaginative ideas.	The work shows good use of the elements of design, but the application of 2-D design principles is not always successful.	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.
30% MODERATE QUALITY	In the composition of the works, some imaginative ideas appear to be emerging.	The work shows moderately successful use of the elements of design; the application of 2-D design principles is emerging or limited in scope.	The resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's "voice" and the individual transformation of the images are minimal
29% WEAK QUALITY	The composition of the work relies heavily on unoriginal ideas and shows few signs of invention or imagination	Some awareness of the elements of design is demonstrated, but there appears to be little understanding of the application of 2-D design principles.	The work appears to be direct copies of published or photographic sources or the work of other artists; even if they are of average rendering skill, there is little discernible student "voice" or individual transformation
28% POOR QUALITY	The composition of the work lacks originality or imagination.	Very little awareness of the elements of design is demonstrated, and there appears to be minimal understanding of the application of 2-D design principles	The works are obviously direct, poorly rendered copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation
NOTE	HIGHEST POSSIBLE GRADE IS 99%. GRADE SHOULD BE MAINTAINED NOT LOWER THAN 28 %-POOR PER AREA.		

GRADING CRITERIA:

The quarterly grade will be awarded for all student work based approximately on the following criteria:

• Quarter Project(s) - an individual or a group project to be done within a given time frame
• Quizzes - project critique and assignments
• Department - (work ethics including clean up, behavior and)
• Quarter Exam - written or an interview about the project

STUDENT MATERIALS REQUIRED:

Students are not required to supply materials for their Art classes. If the students need to bring something to class, parents will be notified.

- Sketchbook (A4 size or larger)
- **Quarter Project materials:** The school provides the basic tools and other available materials for students. For a certain art project, the students would wish to have and that requires a certain material however the school doesn't have, the student artist should be held responsible for having it.

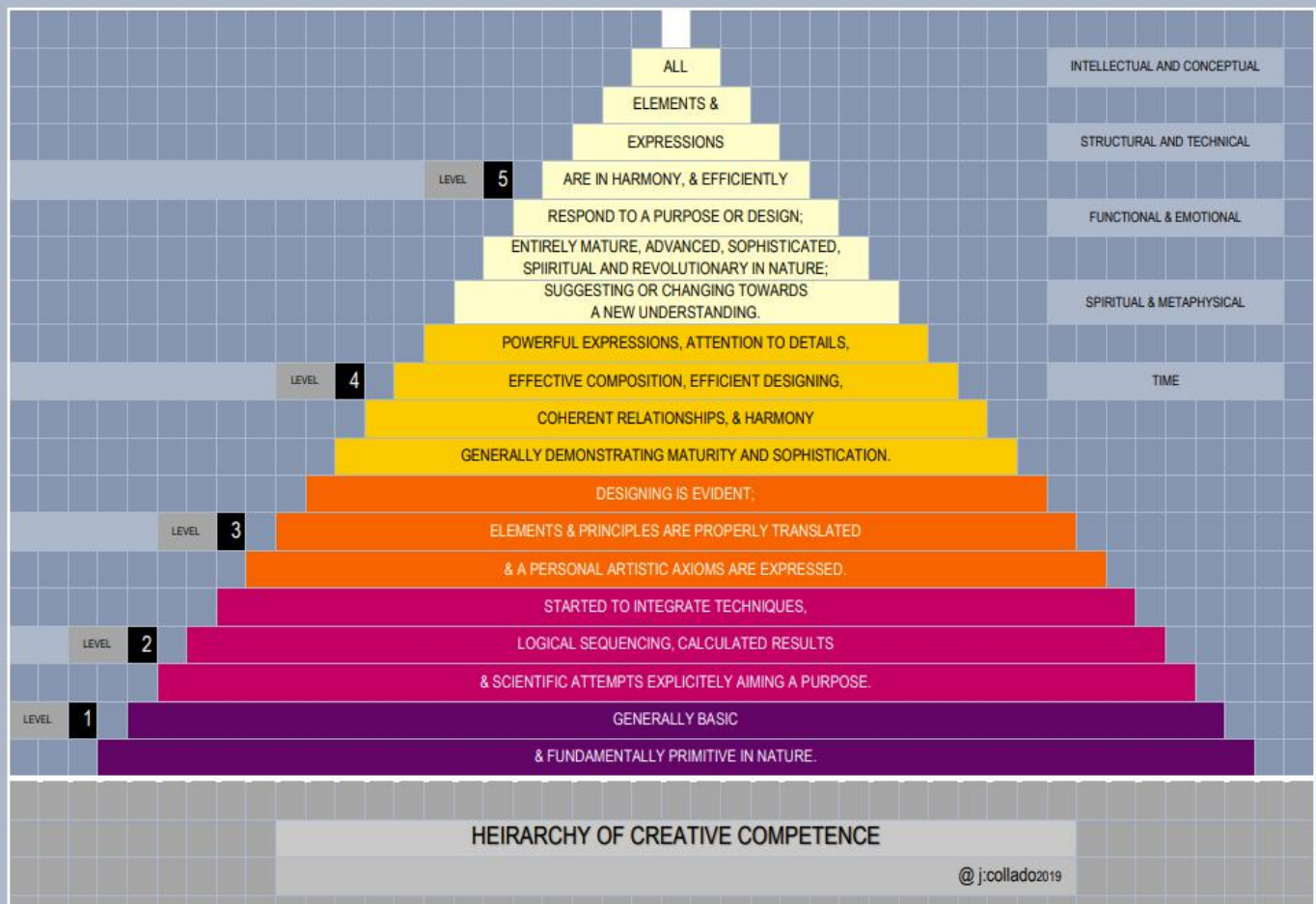
CLASSROOM RULES:

1. Respect and other good values must dominate the studio environment
2. Be respectful of others (especially when speaking), and of school property especially Art room tools, supplies, and the work of fellow students.
3. Always avoid disruptive behavior
4. Always communicate in English.
5. Do your best and participate.

DISCIPLINE: (Will be in accordance with the existing school rules and regulation)



STANDARDS FOR CREATIVE COMPETENCE



Prepared by:

MR. JOFIL E. COLLADO
Creative Facilitator