



Design II High School

1.0 Understand and apply design media, techniques, and processes.

- 1.1 Perform a variety of traditional and non-traditional additive and subtractive sculptural techniques.
- 1.2 Utilize a design process to solve a problem that reviews design structure.
- 1.3 Demonstrate ways of left and right hemispheric thinking.
- 1.4 Design an environmental model maximizing connections between form and function.
- 1.5 Design a musical instrument maximizing connections between form and function.
- 1.6 Explore the materials and techniques that create structural integrity in 3-dimensional design.
- 1.7 Explore and create the universal structure in a series of design forms about human perception.

2.0 Use knowledge of visual arts structures and functions.

- 2.1 Make discriminations when creating relationships in elements and principles of design.
- 2.2 Abstract the essence of visual structure from a particular object or environment to communicate it visually.
- 2.3 Create a portfolio that explores and presents a knowledge of color terms, characteristics and relationships.
- 2.4 Create form that communicates with psychological structure and content.
- 2.5 Integrate found objects by analyzing and responding to their structural elements and orders.

3.0 Choose and evaluate a range of subject matter, symbols and ideas.

- 3.1 Demonstrate and increase mental flexibility in the design process.
- 3.2 Demonstrate and increase mental fluency in the design process.
- 3.3 Explore and articulate form derivatives (inform, deform, malform, perform, transform, conform) and utilize them in a design process.

4.0 Understand design in relation to history and culture.

4.1 Create an object that illustrates the economic, social, ethical and political effects design has on consumer culture.

4.2 Design an object that illustrates the difference between informational and educational learning and their impact on human development.

4.3 Perform a design process from both a western and eastern cultural perspective.

5.0 Reflect upon and assess the characteristics and merits of their work and the work of others.

5.1 Describe and analyze how visual structure effects psychologically.

5.2 Utilize group processing to redefine constraints after evaluating a design product.

5.3 Collaborate in the development of a design form from determining its constraints to its evaluation and redefining.

6.0 Make connections between visual arts and other disciplines.

6.1 Explore opportunities designers have in disciplines and related fields.

6.2 Articulate the therapeutic role design plays in wellness and health.

6.3 Make connections between design products and their effect on the mental, physical and spiritual (human values) health of individuals and cultures.

6.4 Project a design process into an abstract or non-aesthetic problem situation.

6.5 Articulate and demonstrate the difference between the art experience and the design process and the roles designers and artists play within one another's disciplines/fields.