The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Design Crafts, students further their aesthetic appreciation and knowledge of the diverse forms and various materials used to solve the utilitarian needs of all societies, past and present. The student will explore three-dimensional processes with various materials using traditional and nontraditional constructive techniques. Instructional topics support learning in other content areas and encourage lifelong learning.

### Instructional Topics
- Ancient Civilizations and Crafts
- Critical Comparison and Aesthetic Evaluation
- Traditional World Crafts
- Contemporary World Crafts and Technologies
<table>
<thead>
<tr>
<th>Representative Objectives</th>
<th>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</th>
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</thead>
<tbody>
<tr>
<td><strong>California Visual Arts Content Standards High School Proficient</strong></td>
<td><strong>Upon graduation from the LAUSD, students will be able to:</strong></td>
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<td></td>
<td>1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. <strong>Artistic Perception</strong></td>
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<td>2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. <strong>Creative Expression</strong></td>
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<td>3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. <strong>Historical and Cultural Context</strong></td>
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<td>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <strong>Aesthetic Valuing</strong></td>
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<td>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. <strong>Connections, Relationships, Applications</strong></td>
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<td><strong>Student will be able to:</strong></td>
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<td></td>
<td>• Recognize, describe, analyze, discuss, and write about the visual characteristics of artworks created to serve utilitarian purposes, objects in nature, events, and the environment.</td>
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<td>• Identify, record, and use the elements of art and principles of design as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates to serve utilitarian purposes.</td>
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<td></td>
<td>• Create original works of art to serve utilitarian purposes of increasing complexity and with increased skill.</td>
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<td><strong>Representative Performance Skills</strong></td>
<td>In accordance with their individual capacity, students will grow in the ability to:</td>
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<td>• Describe the use of the elements of art and principles of design as they relate to specific purposes and styles of utilitarian artworks, past and present.</td>
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<td>• Discuss complex issues, such as distortion of shapes/form, space, balance, simplified and actual texture, scale, and expressive content in utilitarian artwork.</td>
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<td>• Discuss and make choices about materials and constructive techniques as they relate to function.</td>
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<td>• Produce a work of utilitarian artwork effectively using the elements and principles of design.</td>
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<td>• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating utilitarian artworks of increased complexity and technical skill.</td>
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<td>• Identify some trends of contemporary styles in American utilitarian artwork and discuss the diverse cultural developments reflected in the artworks she or he has examined.</td>
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<td>• Discuss (compare and contrast) the purposes of utilitarian art from major time periods and cultures.</td>
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<td>• Develop chains of reasoning for his or her judgments about works of utilitarian art that link the elements of art and the principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.</td>
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<td>• Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician).</td>
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<td>• Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and display of artwork).</td>
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<td>• Research art and art-related careers in California.</td>
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<th><strong>Samples of Classroom Activities for Creative Expression Strand</strong></th>
<th>Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</th>
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<td>Students will be able to:</td>
<td>• Demonstrate an appropriate level of control and craftsmanship when creating in at least two forms of</td>
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<td>• Produce a work of utilitarian artwork effectively using the elements and principles of design.</td>
<td>• Demonstrate an appropriate level of control and craftsmanship when creating in at least two forms of</td>
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</table>
- Select for inclusion in a portfolio five of the works they feel to be most successful and discuss the strengths of each work, using appropriate visual arts vocabulary.

### Resources

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### Credentials required to teach this course

One of the following:

- General Secondary
- Special Secondary Art
- Standard Secondary with major/minor Art
- Single Subject Art