

Colorado CTE Course – Scope and Sequence

Course Name	Design Seminar		Course Details		
			Course = 0.50 Carnegie Unit Credit		
Course Description	This course will give students an introduction to the elements and principles of design as seen in Interior Design, Fashion Design, Publishing and a variety of other fields. In addition it will introduce students to the many careers that require design and allow them to analyze their own career pathways to determine where design might fit. This course is recommended as an introduction to the fashion and interior design pathway.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills . The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at http://www.nasafacs.org/national-standards-and-competencies.html					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Introduction To Design	6 hours	NASAFACS 11.2.1 Visual Arts Standard 1: Observe and Learn to Comprehend-PG- 7. Allow imagination, curiosity and wonder to guide inquiry and research; 10. Develop new knowledge by actively doing and making, acknowledging relationships between materials, objects, ideas and lived experience. GLE 2. Interpret, analyze and explain the influence of	Evaluation of 2(or more) pieces, explaining if the designs are good/bad Creation of a mood board/magazine cover/introduction card to demonstrate understanding of presentation methods	<ul style="list-style-type: none"> ● What is design? <ul style="list-style-type: none"> ○ day to design (from basic items- create best design) ● Good vs. Bad Design (analysis) ● Subconscious design ● Presentation Methods <ul style="list-style-type: none"> ○ introduction card ○ magazine cover 	Recycle Redesign

		<p>multiple contexts found in visual art and design.</p> <p>VA Standard 2: Envision and Critique to Reflect- PG 2. Visually and/or verbally articulate how visual art and design are a means for communication. GLE 1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.</p> <p>VA Standard 4. Relate and Connect to Transfer- PG 4. Critique connections between visual art and historic and contemporary philosophies. 5. Interpret works of art and design in the contexts of varied traditions, histories and cultures. GLE 1. Research and analyze the ways visual artist, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.</p>		<ul style="list-style-type: none"> • Structural vs. Decorative Applications 	
Elements of Design	13 hours	<p>NASAFACS 16.3.2</p> <p>NASAFACS 16.3.3</p> <p>NASAFACS 11.2.2</p> <p>NASAFACS 11.2.3</p>	Create a design to demonstrate the impact of positive and negative space.	Space (positive and negative space creations)	Fashion Sketch

		<p>Visual Arts Standard 1: Observe and Learn to Comprehend- PG 1. See oneself as a participant in visual art and design by experiencing, viewing or making. GLE3. Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge. VA Standard 2: Envision and Critique to Reflect- PG 1. See oneself as a participant in visual art and design by experiencing, viewing, or making. 4. Critique connections between visual art and historic and contemporary philosophies. GE 2. Articulate a personal philosophy or art, understanding various philosophies that have come before.</p>	<p>Use the different line types, directions, and applications (structural/decorative) to create a name tangle</p> <p>Use knowledge of the impact of shapes to sketch out and create logos from existing geometric shapes</p> <p>Apply types of texture to fashion and interior designs (possibly renderings or elevations) in order to describe the impact texture has on design elements.</p> <p>Display a color wheel, with shades and tints, in order to demonstrate understanding of color theories and HOW color is applied (schemes)</p>	<p>Line (line notecards, name tangles and line characteristics) Shape (logo analysis, logo design) Texture (application to interiors, fashion, and graphic examples) Color (wheel- paint and cut out with shapes, apply scheme to fashion and interior examples, theories)</p>	
Principles of Design	8 hours	<p>NASAFACS 16.3.6 NASAFACS 16.3.3 NASAFACS 11.2.2 NASAFACS 11.2.3 Visual Arts Standard 3: Invent and Discover to Create-</p>	<p>Identify and argue how different emphasis techniques are used in fashion, interior, and graphic design to draw attention and communicate meaning.</p>	<p>Emphasis (methods used, argumentative writing) Balance (picture hunt and analysis) Proportion- Scale (disproportionate creations with magazine pictures OR props like dolls and adult chairs)</p>	Fashion Sketch

		<p>PG 7. Allow imagination, curiosity and wonder to guide inquiry and research.</p> <p>9. Persist in the creative process and innovate from failure.</p> <p>GLE 1. Establish a practice of planning and experimentation to advance concepts and technical skills.</p> <p>3. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.</p>	<p>Explain different types of balance seen in daily life (through pictures around a building) and the effect that each creates.</p> <p>Create disproportionate sets to demonstrate how proportion is used to communicate composition.</p> <p>Design and describe the 5 types of rhythm with a theme and identify how the types of rhythm are used in 1 graphic, fashion, or interior design example (from a magazine most likely).</p> <p>Create individual quilt squares (on card stock) to be assembled by the class (on a butcher paper) and describe how ALL the squares provide unity and variety.</p> <p>Create a fashion line that demonstrates their understanding of the principles of design.</p> <p>Critique different designer lines about their use of the principles of</p>	<p>Rhythm (demonstration of each type, magazine picture analysis)</p> <p>Harmony (class quilt square, shoe creation- paper cutout with all elements and principles)</p>	
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			design, and how/why the designer might use the principles of design the way the designer did.		
Fashion Application	15 hours	<p>NASAFACS 16.1.1 NASAFACS 16.3.6 NASAFACS 16.3.2 NASAFACS 16.3.3</p> <p>VA Standard 2. Envision and Critique to Reflect- PG 2. Visually and/or verbally articulate how visual art and design are a means for communication. 6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques. 10. Develop new knowledge by actively doing and making, acknowledging relationships between materials, objects, ideas and lived experience. GLE- 3. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world.</p> <p>VA Standard 3: Invent and Discover to Create- PG 6. Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques. GLE 1. Establish a practice of</p>	Select a teacher/student or precreated client to design and assemble for. The student would need to interview the client/develop interview questions to answer from the scenario, create a line that would appeal to the client for their needed event, and then meet with the client to see how well the student listened/interpreted their needs (or present to the class). Or they could act as a personal shopper and select items of clothing from various sites to put together a wardrobe for the client.	<p>Intro to careers- what is a fashion stylist? Body Shapes (notecards and video analysis) Client Needs (typical questions, skin type suggestions) Sketching basics (croquis, garment shapes, steps to designing clothing) Elements and Principles Analysis of an assigned fashion outfit or one chosen from a magazine Fashion Stylist Final Project (client needs interview, description of body shape, assembly of 3 outfits that meet the needs, provide descriptions that include how the elements and principles are present, and how the garments meet the client needs; and finally one sketch of the outfit on the body shape of the client)</p>	Fashion Stylist

		planning and experimentation to advance concepts and technical skills.			
Interior Design Application	15 hours	NASAFACS 11.1.1 NASAFACS 11.2.1 NASAFACS 11.4.1 NASAFACS 11.4.2 NASAFACS 11.4.3 NASAFACS 11.4.4 NASAFACS 11.6.2	Interview a client and create a personal space for them. Use a provided scenario to create a design board and proposal for a client and describe how the needs of the client are met, the elements and principles are displayed, and include a floor plan.	Intro to careers- difference between design and decorating Floor plan (¼ inch scale, sketch room, basic floor plan symbols) Furniture arrangement (types of room spaces and needs, traffic patterns, ozobot activity) Application of Elements and Principles to a assigned or found interior space Design Board for Final Project (client, questions to meet needs, how elements and principles are met, floor plan, and design examples)	Habitat??
Culinary Application	15 hours		Plate presentation Cake/Cupcake Decorating	Intro to Culinary careers focused on design (food stylist) plate design magazine ad with food stylist	Front of the House
Careers Research	10 hours	VA Standards 4: Relate and Connect to Transfer PG 1. See oneself as a participant in visual art and design by experiencing, viewing or making. 8. Participate in the reciprocal relationships between visual art and communities. GLE 3. Utilize the practice of artmaking,	Interview with someone in the industry Choose a design from an interior space, a fashion design, or a culinary design and create the opposite with similar design elements and	Career Activity (complete a career profiler, determine your most matched careers, pick one, research, and present information to the class) Fashion and Interior Design Mash Up	Career Investigation

		and research historical and cultural contexts, to discern between different viewpoints, critique social problems and effect social change.	principles present in both. Present to class		
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