

Dominican International School

Taipei, Taiwan



Subject	ART 12- DESIGN		
Grade Level	Grade 12	Teacher:	Mr. Jofil E. Collado
School Year	2024-2025	Email:	jcollado@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.

ART - 12

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, are dedicated to executing the designs, plans, and translate it in a form a three-dimensional model, miniature, or a diorama which should be accessible to a large audience to view or experience.

1st QUARTER

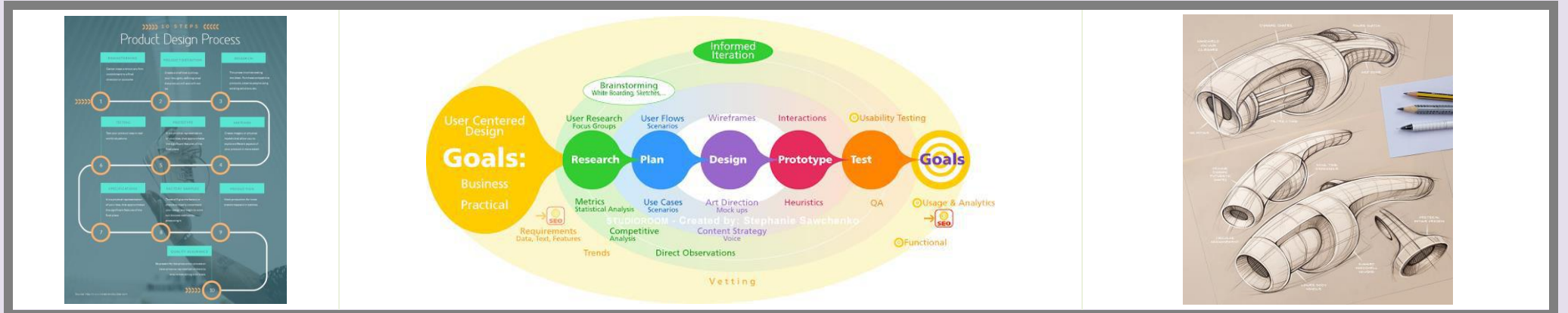
INTRODUCTION TO 2D DESIGN

The First Quarter essentially is a conceptual structure 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 should 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 proper planning and right preparations before any attempt of execution.



SCHEDULE		TOPIC/ACTIVITIES	
AUGUST	WEEK 1	<p>Aug 12th - 16th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM</p>	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements Aptitude activity;
	WEEK 2	<p>Aug 19th - 23rd Opening Mass</p>	Presentation on tools, materials, and various design professions. Understanding design/ designing;
	WEEK 3	<p>Aug 26th -30th 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration</p>	Presentation on architecture as a profession. Planning/ drawing;
SEPTEMBER	WEEK 4	<p>Sep 2nd - 6th 2~House Ceremony</p>	Presentation on interior design as profession. Planning/ drawing;
	WEEK 5	<p>Sep 9th - 13th 8~ Mass & Birthday Mother Mary VIP Induction</p>	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 6	<p>Sep 16th Sep 15th-20th 1 Day of Class 17~Moon Festival 18-20~ Teacher's Conference</p>	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 7	<p>Sep 23rd - 27th 24-26~Pre-Exam Days</p>	Presentation on furniture design as profession. Planning/ drawing;
	WEEK 8	<p>Sep 30th - Oct 4th</p>	Presentation on furniture design as profession. Planning/ drawing;
OCTOBER	WEEK 9	<p>Oct 7th to 11th 1 Day of Class 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten</p>	Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS

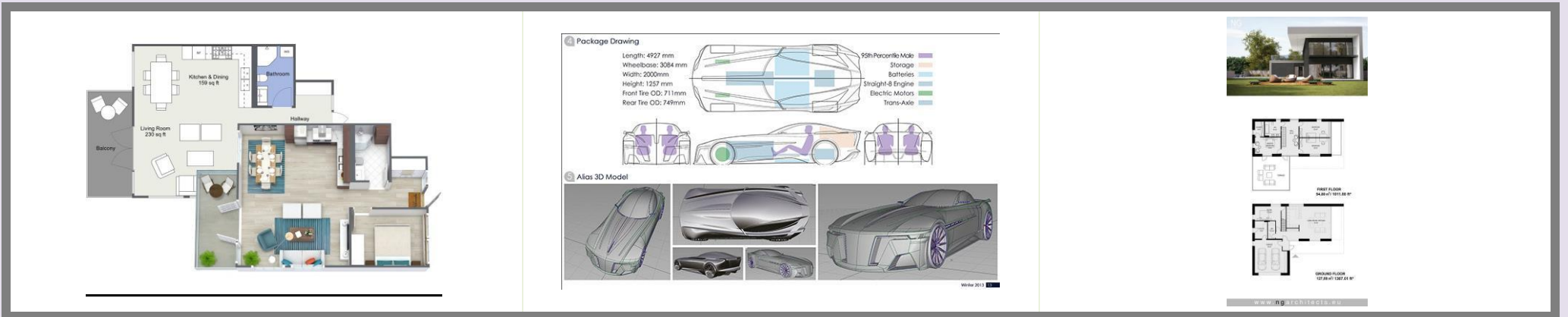
2nd QUARTER

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 essentially translates the design concepts artistic concepts and plans into a two-dimensional visual illustration.

At this point, the learning dimensions demand two-dimensional representations that expresses response to the environmental conditions of personal and global concerns essentially in the context of design. It requires output expressing two-dimensional design and planning focusing on the use of drawing and painting tools such as pencils, markers, pastels, watercolor, and other paints to create an effective design plan.

In reflections of a typical or ideal working environment, the class is organized according to a number relative to the class size essentially in a manner to achieve an efficient team that would work on a certain project responsive of the challenge. These groups should work on the planning necessary to construct a certain design project.



SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 14 th to 18 th 14~ Second Quarter Begins	Introduction to the subject-
	WEEK 2	Oct 21 st to 25 th 25 - Book Fair 25- Masquerade Night	Drawing planning and critique
	WEEK 3	Oct 28 th to Nov 1 st 1-All Saint's Day Mass	Drawing planning and critique Drawing planning and critique
NOVEMBER	WEEK 4	Nov 4 th to Nov 8 th	Drawing planning and critique
	WEEK 5	Nov 11 th to 15 th	Drawing planning and critique
	WEEK 6	Nov 18 th - 22 nd 22-Gr.12 Q2 Exam 22 - YSC Contest	Drawing planning and critique
	WEEK 7	Nov 25 th - 29 th 25-Gr.12 Q2 Exam 26-28--Pre-Exam Day	Drawing planning and critique
DECEMBER	WEEK 8	Dec 2 nd -Dec 6 th 6~Half Day Foundation Day Celebrations	Drawing planning and critique
	WEEK9	Dec 9 th - 13 th 3 Days of Class 12-13 ~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]
	WEEK 10		Christmas Break

3rd QUARTER

MINIATURE: 3D MODEL

At this point, competencies demand a higher maturity and sensitivity to space, efficiency, design, and harmony. Standards and solutions are explored in synthesis to harmony and beauty. This is also viewed as an opportunity to develop creativity, designing skills, efficiency, and maturity in handling resources. While this course is regarded design the most sense, constructing a three- dimensional piece of art is sculpture. This quarter fulfills a great portion of plan-a three- dimensional experience of the design. The student designers are expected to build a mock-up, model, or miniature of their previous 2-dimensional concepts which would layout the foundation of further work for the final quarter.



SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 6 th to 10 th 4 Days of Class 6-Record Day 7-Third Quarter Begins 10 ~ New Year Mass	Introduction to the subject, media, and tools to be used in making the required (3D MINIATURE)
	WEEK 2	Jan 13 th to 17 th	Presentation/ demonstration of the subject (relief), media, tools, and techniques.
	WEEK 3	Jan 20 th to 24 th	Exploring relief art- students activity
		Jan 27 th to Jan 31 st	Chinese New Year NO CLASS
FEBRUARY	WEEK 4	Feb 3 rd to 7 th	Artwork continued
	WEEK 5	Feb 10 th to 14 th 1-14~Catholic Week	Artwork continued
	WEEK 6	Feb 17 th to 21 st	Artwork continued
	WEEK 7	Feb 24 th to 28 th 4 Days of Class 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	Artwork continued
MARCH	WEEK 8	March 3 rd to 7 th 5~ Ash Wednesday	Artwork continued
	WEEK 9	March 10 th to 14 th 4 Days of Class 14 – Q3 Exams	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)

The Fourth Quarter engages learners to activities that enable them to manipulate materials, tools, develop techniques, and distillate creativity to form a 3-Dimensional creative expression 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

SCHEDULE		TOPIC/ACTIVITIES	
MARCH	WEEK 1	<p>March 17th 21st <u>4 Days of Class</u> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph</p>	<p>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.</p>
	WEEK 2	<p>March 24th to 28th</p>	<p>Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form</p>
	WEEK 3	<p>March 31st to April 4th <u>4 Days of Class</u> 4~Tomb Sweeping</p>	<p>Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form</p>
	WEEK 4	<p>Apr 7th to 11th</p>	<p>Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form</p>
APRIL		<p>April 14th to April 18th</p>	<p>Easter Break</p>
	WEEK 5	<p>Apr 21st to 25th 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair</p>	<p>Artwork continued</p>
	WEEK 6	<p>Apr 28th to May 2nd 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)</p>	<p>Artwork continued</p>
	WEEK 7	<p>May 5th to 9th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams</p>	<p>Artwork continued</p>
	WEEK 8	<p>May 12th to 16th <u>4 Days of Class</u> 14-15~ Q4 Exam 16~ Record Day 12-16 ~ AP Exams</p>	<p>Artwork continued</p>
	WEEK 9	<p>May 19th to 23rd 19-23 ~ Student Clearance 19~ Baccalaureate Mass 23~Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	<p>Artwork continued</p>
MAY	<p>WEEK 10</p>	<p>May 26th to 30th <u>4 Days of Class</u> 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28! Class Party 29- ~ Students Last Day 30~ Teachers/Staff Meeting</p>	<p>DEADLINE OF THE SUBMISSION OF WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]</p>

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

**A
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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
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.		

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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)

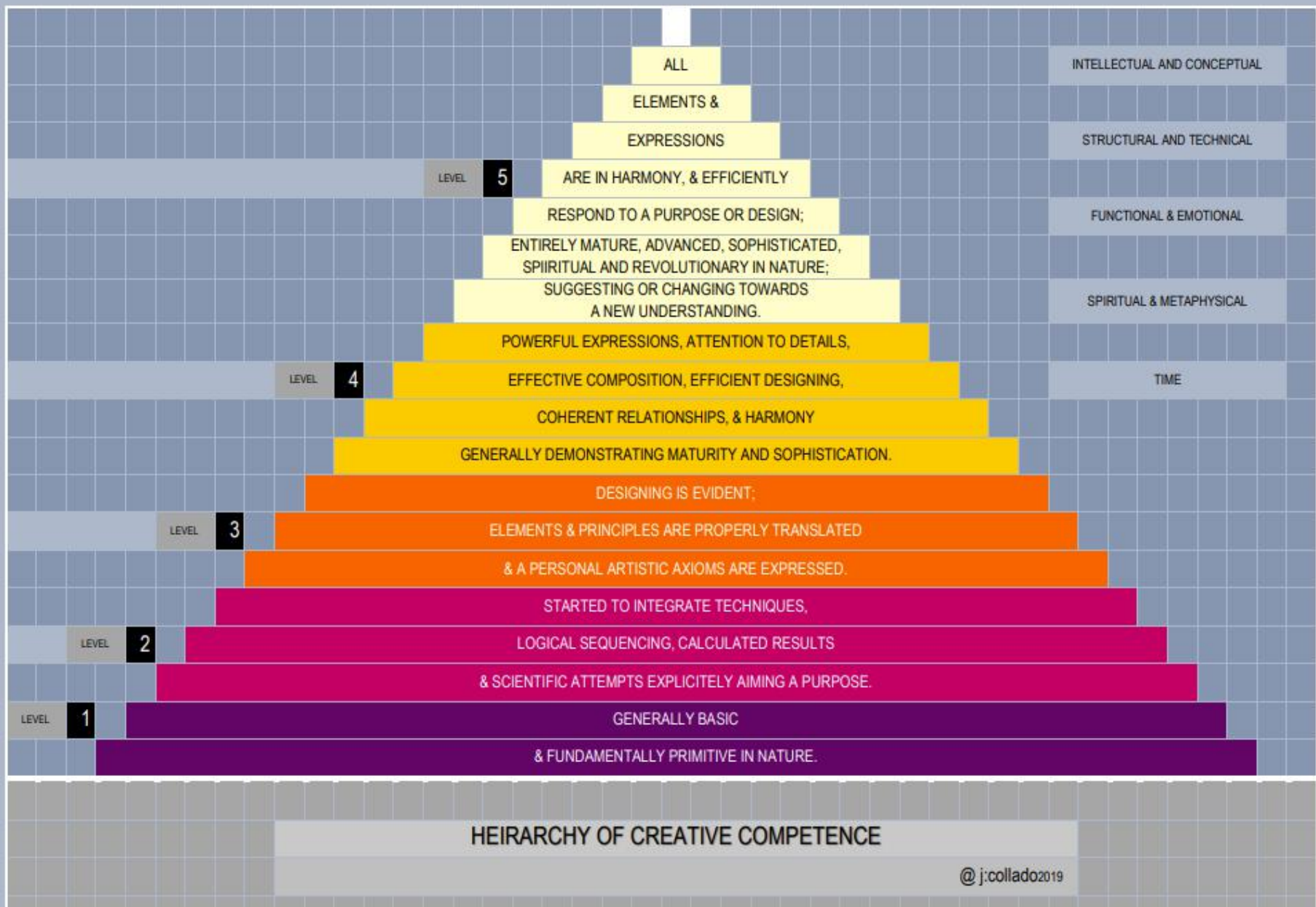
Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment



STANDARDS FOR CREATIVE COMPETENCE



Prepared by:

MR. JOFIL E. COLLADO
Creative Facilitator