

**Course:** Design for Entertainment and Agriculture

**Instructor:** Carolyn Wright

| Unit  | Time Frame          | Learning Target (s) / Objective (s)   | Standard (s) | Vocabulary  | Assessments  | Program Materials / Resources                         |
|---|---------------------|---|--------------|---|--|---|
| Introduction to Entertainment/<br>Entertainment History | Sept. (~ 3.5 weeks) | Introduction, expectations, safety, Define what entertainment is, Explore design through the history of entertainment, Identify key players in the evolution of entertainment, Analyze different forms of entertainment |              | Entertainment   | In Class Activities and Discussions, Entertainment History Poster, Entertainment Analysis-Movie & Music* | iPads, Pencil, Paper, Poster, Gallery Walk Sheet      |
| Principles of Design                                    | Sept. (~ .5 week)   | Define design aesthetic, Identify and describe the 7 principles of design, Explain what makes good design vs poor design, Connect design principles to the analysis of entertainment forms from previous unit.          |              | Design Aesthetic, Emphasis, Balance, Alignment, Contrast, Repetition/Pattern, Proportion/Scale, Movement & Rythmn, Unity, White Space | In Class Activities and Discussions  | iPads, Pencil, Paper, White Boards, Dry Erase Markers |

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| Character Design and Story Development | Oct. ( ~ 3.5 weeks)      | Develop the look, mechanics, and personality of a character, Build a believable environment and story that gives purpose, meaning, and interest to the work, Define, Identify and Incorporate elements of story development |  | Plot, Genre, Exposition, Rising Action, Climax, Falling Action, Resolution, Storytelling, Setting, Character, Conflict, Theme, Narrative Arc, Pixel, Protagonist, Antagonist, Storyboard(ing) | In Class Activities and Discussions, Pixel Art Character-Thumbnail and Final Version, Character Profile/Background Story* | iPads, Pencil, Paper, Graphing/Grid Paper, Colored Pencils, Rulers/Measuring                        |
| Sculpting/Carving                      | Oct./Nov. ( ~ 1.5 weeks) | Demonstrate proper use of engraving and sculpting tools, Identify different parts of a pumpkin, Apply a theme to create a design.   |  | Sculpting, Carving  | Pumpkin Carving/Sculpture, Safety Quizzes   | Pumpkins, Engraving/Sculpting Tools, iPad, Pencil/Pen/Markers, Paper, Outrageous Pumpkin Video Clip |
| Painting                               | November ( ~ 2 weeks)    | Demonstrate proper taping procedures, Execute proper painting techniques for the chosen design  |  | Barn Quilt  | Barn Quilt Project & Planning Guide*  | Plywood, Painters tape, Paint, Pencil, iPad, Shop Tools   |
| CNC/Laser Engraver                     | Nov./Dec. ( ~ 4 weeks)   | Explain how to properly operate the ShopBot and Laser Engraver, Create a project design on Vcarve, Apply wood processing and finishing techniques to create the final product.  |  | Vcarve, CNC-ShopBot, Laser Engraver, Toolpath   | CNC/Laser Engraver Project w/ planning guide*   | Laptop w/ Vcarve software, Laser Engraver, CNC, Wood, Shop Tools                                    |
| Prop Design                            | Dec. ( ~ 3.5 weeks)      | Discuss the value of props to a character and the storyline, Identify iconic examples of characters and their props, Design and create props/sets for the GV Musical Production   |  | Prop, Set Design  | In Class Activities and Discussions, Musical Prop Creation  | iPads, Pencil, Paper, Wood, Shop Tools/Equipment, Paint, Rulers/Measuring Tape                      |

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| Floral Design     | March-April ( ~ 4 weeks) | Identify plants, plant materials, supplies and equipment utilized in the floriculture industry; Demonstrate the use of elements and principles of design and develop related skills; Apply knowledge of design principles and floral material to select and create balanced arrangements appropriate for the occasion.                   | PS.04 Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm). | Design, Balance, Creativity, Depth, Focal Emphasis, Line, Mechanics, Scale, Unity, Color                                 | In Class Activities & Discussions, Lego Flower Arrangement, Floral Frame Project, Floral Arrangement Project & Presentation | iPad, Pencil, Paper, Legos, Dried Flowers, Fresh Cut Flowers, Picture Frames, Glue, Vases, Floral Pliers, Floral Wire, Pruners, Wire Cutters, Floral Scissors |
| Landscape Design  | April-May ( ~ 5 weeks)   | Identify the principles of design associated with landscaping and compare to the design principles discussed earlier in the year, Identify common plants and materials used in landscape design, Define edible landscape and garden art, Design and Plan a landscape using proper landscape drawing techniques and principles of design. | PS.04 Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape, and farm). | Balance, Symmetrical, Asymmetrical, Focalization, Focal Point, Simplicity, Rythmn & Line, Proportion, Unity, Landscaping | In Class Activities and Discussions, Landscape Drawings/Designs, Landscape Design Plan (Base Plan)                          | iPads, Paper, Pencil, Rulers, Drafting tools (Scales, Compasses, etc.), Tracing Paper, Colored pencils, markers, Property specs/Blueprints                    |
| Structural Design | May-June ( ~ 3 weeks)    | Design and Create a seaworthy boat made solely out of cardboard and tape (masking or duct).  |  | Bow, Stern, Port Side, Starboard, Keel, Hull, Beam, Buoyancy, Stability, Speed   | Cardboard Boat  | Cardboard, Masking Tape, Duct Tape  |

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| Agricultural Design | Filler Topic In Case Time Allows | Explore how design is used in agriculture (plant systems, animal systems, mechanic systems), Modify an existing design to improve upon it or solve a common problem that occurs with the design |  | Agricultural Design, Vertical Farming, Biotechnology, GMOs, Sustainability | In Class Activities and Discussions, 1 Acre Farm Plot Project OR Building a Scale model of AFNR structure (Pole Barn, Greenhouse, etc.), Modification of an Existing Agricultural System | iPads, Paper, Pencil |
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\* Means assignments involve writing































































































































































































































































































































































