DE Visual Language: Design, Drawing, and Color Theory	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Art	1 Term
GRADE LEVEL	**DATE LAST REVIEWED**
10-12th grade Dual credit option- Course is adopted from the Milwaukee Institute of Art and Design (MIAD): FYE 110 (3 credits)	1/13/26
PREREQUISITE(s)	**BOARD APPROVAL DATE**
Drawing I or Digital Imaging I	1/13/26
PRIMARY RESOURCE *if applicable*	
• Adobe	

Desired Results

Course description and purpose: This course provides an introduction to fundamental 2D art and design principles, focusing on composition, color theory, meaning-making, and visual communication. Students will develop basic freehand drawing skills and learn to apply the elements and principles of art and design using a variety of traditional and digital tools and media. Media includes: Procreate (iPad and Apple Pencil provided), Screenprinting, Risography, and conventional drawing tools. All assignments will focus on how ideation techniques are fundamental to creative problem solving.

Career Clusters Connections:.
Arts, Audio/Visual & Communications
Digital Technology
Marketing

Careers:
Graphic Designer
Illustrator
Advertising Designer
Creative Director
Animator
Screenprinter
Marketing Designer
Art Entrepreneur
Art Director
Visual Development Artist
Brand Designer
Package Designer
Concept Artist
Storyboard Artist
Freelance Artists/Designer
Print Production Specialist

Industry-based credential options:
Adobe

Dual credit opportunity:
- Milwaukee Institute of Art and Design (MIAD)
- Waukesha County Technical College (WCTC)

Enduring Understandings:	Essential Questions: *big picture questions, aligned with enduring understandings*
CREATING	

Creativity and innovative thinking are essential life skills that can be developed.	❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.	❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

PRIORITY STANDARDS
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.

WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standard Clusters
A.A.Cr.10.h: Investigate. Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
A.A.Cr.12.h: Make. Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.
A.A.Pr.10.h: Develop Meaning. Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
A.A.R.18.h: Interpret. Explain the intent, meanings, and impacts of different media works of art and design, considering complex factors of context and perspective.
A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in your own artistic work.
A.A.Cn.11.h: Career Connections. Research or experience options in art and design careers.
A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Elements & Principles of Design and Color Theory

Essential Questions:

1. How do artists use the **Elements of Art** (line, shape, form, space, color, value, texture) as a **visual language** to construct effective compositions?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How does the manipulation of color properties (**hue, value, and intensity**) allow an artist to evoke specific **emotions** or establish a mood in a composition?
4. What role does persistence play in revising, refining, and developing work?
5. How do artists and designers create works of art or design that effectively communicate?
6. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
7. How can we analyze an artwork's **composition** to determine the artist's point of emphasis or desired visual pathway?
8. What is the artist trying to communicate? How does the artwork relate to its title, or to historical/social contexts? What feelings does the artwork conjure? What might the symbols (signs) in the work represent?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can research options in art and design careers related to digital art and design.
- I can understand the basics of digital art-making software and traditional media, and how they can work together through the exploration of mixed media.
- I can successfully demonstrate a variety of mark-making with line.
- I can effectively utilize negative and positive space in art and design.
- I can use a variety of media to create texture.
- I can understand how to create realistic light and shadow.
- I can effectively utilize highlights, midtones, and shadows in art.
- I can select and edit a personalized color group based on the basics of color theory.
- I can create a color gradient.
- I can understand the different types and uses of color (RGB, CMYK) in graphic design.
- I can understand the basics of color theory in design and use color to enhance my design.
- I can understand scale, space, and placement of objects in an artwork.

- I can incorporate research from library sources to inform the concept, technique, or subject matter of my project.
- I can apply semiotics (signs, symbols, and meaning-making) to both create and analyze visual messages in art.
- I can cite or reference my research appropriately in supporting materials (e.g., sketchbook, thumbnails).
- I can participate in analysis-based discussions by offering thoughtful interpretations and questions about artworks.
- I can give and receive formal critique using specific art vocabulary to analyze and evaluate the aesthetic and conceptual merits of a project.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	✓ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	✓ Creating ✓ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, Padlet, YouTube Tutorials, etc.

Unit 2 - Color Meaning

Essential Questions:

1. How can an artist intentionally use color and its **psychological impact** to manipulate the mood, narrative, or interpretation of a viewer?
2. In what ways do **non-visual factors** (such as emotion, memory, or context) influence our perception and **meaning-making** of color in art?
3. How does an artist use color to create a sense of **identity, place, or time** within a work?
4. How do artists determine what resources and criteria are needed to formulate artistic investigations?
5. How does the process of combining diverse and contrasting media (mixed media) open up new

possibilities for visual expression that a single medium cannot achieve?
6. What role does persistence play in revising, refining, and developing work?
7. What criteria, methods, and processes are used to select work for preservation or presentation?
8. What is the value of engaging in the process of art criticism?
9. I can incorporate research from library sources to inform the concept, technique, or subject matter of my project.
10. I can cite or reference my research appropriately in supporting materials (e.g., sketchbook, thumbnails).
11. I can participate in analysis-based discussions by offering thoughtful interpretations and questions about artworks.
12. I can give and receive formal critique using specific art vocabulary to analyze and evaluate the aesthetic and conceptual merits of a project.

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can apply principles of color psychology and symbolism to intentionally manipulate the mood, narrative, or interpretation of a viewer in my artwork.
- I can analyze and explain how cultural context, memory, and emotion influence the perceived meaning and interpretation of color in art.
- I can utilize color choices to effectively communicate a specific sense of identity, place, or historical context within a visual composition.
- I can integrate diverse and contrasting media effectively to expand the visual and expressive potential of my work beyond a single medium.
- I can incorporate research from library sources to inform the concept, technique, or subject matter of my project.
- I can apply semiotics (signs, symbols, and meaning-making) to both create and analyze visual messages in art.
- I can cite or reference my research appropriately in supporting materials (e.g., sketchbook, thumbnails).
- I can participate in analysis-based discussions by offering thoughtful interpretations and questions about artworks.
- I can give and receive formal critique using specific art vocabulary to analyze and evaluate the aesthetic and conceptual merits of a project.

Assessment Evidence

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❑ *Performance Tests*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

Unit 3 - Composition

Essential Questions:

1. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
2. What is the impact of **scale and proportion** when arranging objects, and how do they contribute to a sense of depth, space, or focal point?
3. How does an artist strategically use **positive and negative space** to enhance the form, clarity, and overall visual power of a composition?
4. How does an artist use **The Principles of Design** to **organize** the Elements of Art and create a successful composition?
5. How can techniques like the **Rule of Thirds, leading lines, or varying viewpoints** be used to control the viewer's eye and direct the **narrative** of the piece?
6. How do artists and designers create works of art or design that effectively communicate?
7. How can we analyze an artwork's **composition** to determine the artist's point of emphasis or desired visual pathway?
8. What is the artist trying to communicate? How does the artwork relate to its title, or to historical/social contexts? What feelings does the artwork conjure? What might the symbols (signs) in the work represent?
9. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies

help us understand and interpret works of art?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- *A.A.Cr.10.h: **Investigate** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.*
- *A.A.Cr.11.h: **Plan** Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: **Make** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can successfully use the Principles of Design (e.g., balance, movement, unity) to organize the Elements of Art and create a cohesive composition.
- I can strategically use scale and proportion to create a sense of depth, space, and a clear focal point in my work.
- I can apply compositional techniques like the Rule of Thirds, leading lines, or varying viewpoints to effectively control the viewer's eye and direct the artwork's narrative.
- I can create artwork that effectively communicates a specific message, idea, or emotion to the viewer.
- I can "read" a work of art as a text and use visual art vocabulary to thoroughly analyze and interpret its composition and meaning.
- I can interpret the artist's message by analyzing how the artwork uses symbols (semiotics) and relates to its historical and social contexts.
- I can incorporate knowledge of historical contexts and art traditions to inform the creation and design of my own work.

Assessment Evidence

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❑ *Portfolio*	✓ Creating ✓ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance*	❑ Creating	• Performance tests can be modified (shortened or

Tests	❏ Presenting ✓ Responding ✓ Connecting	simplified)
❏ *Reflections*	❏ Creating ❏ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

Unit 4 - Semiotics: Composition, Color and Meaning Making

Essential Questions:

1. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
2. How do objects, places, and design shape lives and communities?
3. How do artists and designers create works of art or design that effectively communicate?
4. Why do people value objects, artifacts, and artworks, and select them for presentation?
5. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Unit Standards

Priority Standards

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- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

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- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can explain how visual signs and symbols communicate specific ideas, concepts, and messages in art.
- I can describe how different media and materials can change the meaning of a piece of art..
- I can use various art tools and media (both traditional, digital and mixed media) to create visual compositions.
- I can utilize various ideation techniques for creative problem-solving during the design process.
- I can analyze and interpret meaning within artworks by considering their personal, cultural, social, and historical

contexts.

- I can engage critically with different ideas, artifacts, and artistic events.
- I can recognize and respect alternative viewpoints, underrepresented voices, and cultural differences within classroom discussions and shared critiques.
- I can cite or reference my research appropriately in supporting materials (e.g., sketchbook, thumbnails).
- I can participate in analysis-based discussions by offering thoughtful interpretations and questions about artworks.
- I can give and receive formal critique using specific art vocabulary to analyze and evaluate the aesthetic and conceptual merits of a project.

Assessment Evidence

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Digital Tools & Supplementary Resources

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