

**Infusing Visual Arts into the Career Development and
Occupational Studies Learning Standards**

**A Supplement to Family and Consumer Sciences -
Housing and Environment, and Clothing and Textiles Core Courses**

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Robin O'Neil-Gonzalez, Northport UFSD

New York State Education Department

Marilyn Kucera
Roger Hyndman

* New York State Association of Family and Consumer Sciences Educators

** New York State Art Teachers Association

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<p style="text-align: center;">CAREER AND TECHNICAL EDUCATION COURSE OPTIONS TO FULFILL GRADUATION REQUIREMENTS IN ART</p>

Traditional Art Credit

All students are required to complete one unit of credit in the Arts in order to fulfill their graduation requirements. The State Education Department publication, *Studio In Art: A Comprehensive Foundation Course*, is the course recommended to meet the one unit of credit graduation requirement in visual arts. <http://www.p12.nysed.gov/ciai/arts/pub/sumart.pdf>.

Career and Technical Education Options:

There are approved Career and Technical Education (CTE) options for students who choose visual arts to fulfill the graduation requirement of one unit of credit in the arts. Students may take Design and Drawing for Production (DDP) to receive one unit of credit in the visual arts. Schools may also offer the State-approved alternative of Housing and Environment Core (½ unit) and Clothing and Textile Core (½ unit) to receive that credit.

1. Design and Drawing for Production (DDP)

Design and Drawing for Production (DDP) is an approved course to meet the one unit of arts graduation requirement for all students. The DDP syllabus is aligned with Standard 5 of the Mathematics, Science and Technology Learning Standards and the Visual Arts Learning Standards. Teachers certified in art education or technology education must provide instruction using the State developed DDP syllabus to fulfill the arts credit. It may be used as part of the technology education curriculum or as part of the art education curriculum.

For information on the alignment of visual arts and technology standards in DDP see <http://www.p12.nysed.gov/ciai/mst/pub/techddp.pdf>

2. Housing and Environment, and Clothing and Textiles Core Courses

The combined Housing and Environment Core (1/2 unit) and the Clothing and Textile Core (1/2 unit) may be used to fulfill the one credit of arts study required for graduation for all students. For information on the alignment of visual arts and the Family and Consumer Sciences standards in the combined Housing and Environment Core (1/2 unit) and the Clothing and Textile Core (1/2 unit) go to *Infusing Visual Arts Into The Career Development and Occupational Studies Learning Standards: A Supplement to Family and Consumer Sciences - Housing and Environment, and Clothing and Textiles Core Courses* at www.p12.nysed.gov/cte/facse/.

Background

The State Education Department convened a group of Family and Consumer Sciences (FACS) and Visual Arts teachers from across the State. The teachers reviewed the Housing and Environment Core and Clothing and Textile core courses, CDOS Learning Standard 3b - Arts and Humanities, and the commencement level Visual Arts Learning Standards. The group of teachers then assessed the alignment of the Housing and Environment Core and Clothing and Textile Core courses with the CDOS and Visual Arts Learning Standards.

Criteria

The Housing and Environment Core and Clothing and Textile Core courses were found to share CDOS Learning Standard 3b - Arts and Humanities and the commencement level Visual Arts Learning Standards.

Charts illustrating the specific alignment of each content topic found in the Housing and Environment Core and Clothing and Textile Core courses with the key ideas of CDOS Learning Standard 3b - Arts and Humanities and the performance indicators of the Visual Arts commencement level Learning Standards are provided to assist FACS teachers in the development of an art-infused curriculum. Sample integrated activities within each content topic are described.

**CHART ILLUSTRATING ART-INFUSED CURRICULUM
HOUSING AND ENVIRONMENT CORE**

Family and Consumer Sciences Content Topics	CDOS Learning Standard 3b and Key Ideas	Visual Arts Learning Standards and Performance Indicators	Sample Integrated Activities
A. Housing Trends (HT)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 3	1. a, b 2. d 3. a, b, c, d 4. a, b	Select architectural elements and use the language of art criticism to describe housing trends Match artworks with the architectural periods from earliest foundations to contemporary periods Describe how architectural styles change through time periods
B. Housing Decisions (HD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 3, 4, 5, 6	1. a, b 2. a, b, d 4. a, c	Create a realtor's advertisement on a web site using examples of community housing options Create a photo-journal of community housing options Critique community housing design plans for individuals and families across the lifespan
C. Elements of Design (ED)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. b, c, d 2. a, b, c, d 3. b, d 4. a, b, c	Design or create an object demonstrating elements of design (e.g., quilt design, textile weaving, room design) Create works of art that demonstrate of line, color, shape, form, space, texture, lighting
D. Principles of Design (PD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. b, c, d 2. a, b, c, d 3. b, d 4. a, b, c	Design or create an object demonstrating principles of design (e.g., quilt design, textile weaving, room design) Create works of art that understanding of proportion, scale, balance, rhythm, emphasis, and harmony

<p>E. Design Theory (DT)</p>	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1</p>	<ol style="list-style-type: none"> 1. b, c 2. b, c, d 3. b, c, d 	<p>Design, create, and decorate a chair, or model of a chair, based on an art movement</p> <p>Design or create an interior illustrating period furnishing, colors, accessories, etc.</p> <p>Design or create an interior illustrating characteristics of structural, decorative, or eclectic design</p>
<p>F. Design and Personal Living (DL)</p>	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1</p>	<ol style="list-style-type: none"> 1. b, c 2. b, c, d 3. b, c, d 	<p>Create detailed sketches for home safety plans using two or more media</p> <p>Design an aesthetic home product or packaging for a product.</p> <p>Design a kitchen floor plan. Create a model showing spatial characteristics</p>
<p>G. Global Housing Concerns and Solutions (GH)</p>	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1, 2, 3, 4, 5, 6</p>	<ol style="list-style-type: none"> 1. c, d 2. b, d 3. a, d 4. a, c 	<p>Create a drawing of a model home using 1- and 2-point perspective</p> <p>Draw an exterior design elevation using 1- and 2-point perspective</p> <p>Critique design plans for individuals and families across the lifespan</p>
<p>H. Career Pathways in Housing and Environment (CP)</p>	<p>CDOS Learning Standard 3b - Arts and Humanities</p> <p>Key Ideas 1, 2, 3, 4, 5, 6</p>	<ol style="list-style-type: none"> 2. c, d 	<p>Understand the process for pursuing a career in the housing design field</p>

**CHART ILLUSTRATING ART-INFUSED CURRICULUM
CLOTHING AND TEXTILES CORE**

Family and Consumer Sciences Content Topics	CDOS Learning Standard 3b and Key Ideas	Visual Arts Learning Standards and Performance Indicators	Sample Integrated Activities
A. Culture, History and Fashion Cycles (CHF)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2	1. c 2. d 3. a, b, c, d 4. a, b, c	Use historical portraits to illustrate fashion View tapestries and analyze composition, dynamics, and elements and principles of design Use cultural artifacts to emphasize fashion influence Create a fashion item that represents an art movement and write a critical review
B. Relationships of Fashions to Art Movements (RFA)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3	3. a, b, c, d 4. a, b, c	Design and draw a piece of clothing from a historical period and specific culture after studying the art from that period Design a textile inspired by a piece of art Analyze influence of artists and art movements on textile design in order to create products
C. Apparel Decisions and Personal Appearance (AD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4	2. d 3. b, d	Use visual art prompts to supplement classroom discussions regarding apparel decisions
D. Elements of Design (ED)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. a, b, c, d 2. a, b 3. a	Create designs in a portfolio emphasizing elements of design

E. Principles of Design (PD)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	1. a, b, c, d 2. a, b 3. a	Create designs in a portfolio emphasizing principles of design
F. Fibers and Textiles (FT)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2	1. c 2. c, d 4. c	Identify several types of textile fibers and uses Interact with community artists who utilize fibers and textiles in their work Create a design for a quilt that expresses use of symbolism – reflect upon choices Design a pattern for weaving inspired by cultural influences
G. Wardrobe Planning (WP)			
H. Evaluating Apparel and Textile Products (EP)			
I. Equipment and Textile Selection (ETS)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. a, b	Assess the suitability of a variety of textiles for a construction project based on design elements and principles and intended use
J. Pattern Selection and Use (PSU)			
K. Construction Skills (CS)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5	1. a, c, d 2. a 3. a	Use elements and principles of design to construct a textile project
L. Redesigning and Recycling Apparel and Textile Products (RR)	CDOS Learning Standard 3b - Arts and Humanities	1. b, c 2. a, b	Describe and analyze the function of garments in designing clothing for specific needs

	Key Ideas 1, 2, 3, 4, 5		Analyze a mass produced product and create a new product using the elements and principles of design in a new day. Display creations Investigate how apparel can be redesigned and recycled according to current fashion trends
M. Current Issues in Apparel and Textiles (CI)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. b, d 3. b, c, d 4. a, b, c	Investigate and analyze current issues in apparel and textiles
N. Career Pathways in Apparel and Textiles (CP)	CDOS Learning Standard 3b - Arts and Humanities Key Ideas 1, 2, 3, 4, 5, 6	2. c, d	Understand the process for pursuing a career in apparel and textiles

Career Development and Occupational Studies (CDOS)

Learning Standard 3b Arts and Humanities – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

There are six ideas that underlie CDOS Learning Standard 3b Arts and Humanities, and Family and Consumer Sciences.

Teachers will develop instruction to help students achieve the following six key ideas:

1. Foundation

Demonstrate a solid base of knowledge/skills in one or more of the disciplines and the related professions of visual arts, dance, music, theatre, and humanities.

2. Communication

Demonstrate the reading, writing, listening, speaking, graphic and multimedia skills necessary to participate effectively in one or more of the arts/humanities professions.

3. Aesthetics

Demonstrate ability to express informed judgments about the arts/humanities and related professions.

4. Personal Qualities

Demonstrate the skills necessary to function and interact effectively in a variety of settings within the arts/humanities.

5. Creative Processes and Practices

Demonstrate a repertoire of experiences when presenting and exhibition, performance, portfolio, or publication.

6. Making Results Public

Create an ongoing portfolio that demonstrates the competencies and creative processes delineated in the preceding key ideas.

Note: For more complete information on the CDOS standards including key ideas, performance indicators and student work samples go to www.p12.nysed.gov/cte/cdlearn.html.

The CDOS standards can also be found in Section 100.1(t)(vii) of the Regulations of the Commissioner of Education www.p12.nysed.gov/part100/pages/1001.html.

Learning Standards for Arts Education

Standard 1: Creating, performing, and participating in the arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and using arts materials and resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and analyzing works of art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the cultural dimensions and contributions of the arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Note: For more complete information on the Arts standards including key ideas, performance indicators and student work samples in dance, music, theatre and visual arts, see the document entitled, Learning Standards for the Arts (Revised Edition, April 1996) at www.p12.nysed.gov/ciai/arts.html and www.p12.nysed.gov/ciai/arts/artstand/artstand.html.

The arts standards can also be found in Section 100.1(t)(v) of the Regulations of the Commissioner of Education www.p12.nysed.gov/part100/pages/1001.html.