

**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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## **CAREER AND TECHNICAL EDUCATION COURSE OPTIONS TO FULFILL GRADUATION REQUIREMENTS IN ART**

### **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.emsc.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.emsc.nysed.gov/ciai/mst/pub/techddp.pdf>

#### **2. Housing and Environment, and Clothing and Textiles Core**

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.emsc.nysed.gov/workforce/FACSE2/facse.html](http://www.emsc.nysed.gov/workforce/FACSE2/facse.html)

## **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 existing Housing and Environment and Clothing and Textiles Core courses, as well as the Career Development and Occupational Studies (CDOS) learning standard 3B - (Arts and Humanities). Then they aligned the courses with the commencement level Visual Arts learning standards.

## **Criteria**

Housing and Environment Core, and Clothing and Textiles Core courses:

- Share the Visual Arts learning standards at the commencement level.
- Infuse the Career Development and Occupational Studies (CDOS) learning standard 3B for Arts/Humanities.

Charts illustrating the recommendations of the teachers for developing art-infused curriculum for the Housing and Environment Core, and Clothing and Textiles Core courses appear on the following pages. Each chart contains the following information:

Column 1	Family and Consumer Sciences Modules From Core Courses (Housing and Environment; Clothing and Textiles):
Column 2	CDOS (Arts and Humanities) Learning Standards and Key Ideas
Column 3	Visual Arts Learning Standards and Performance Indicators Addressed
Column 4	Sample Integrated Activities

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

<b>Family and Consumer Science Modules</b>	<b>CDOS (Arts and Humanities) Learning Standards and Key Ideas</b>	<b>Visual Arts Learning Standards and Performance Indicators</b>	<b>Sample Integrated Activities</b>
Module I – Housing Decisions	CDOS (Arts and Humanities) Learning Standard 3B  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 historical houses  Create a journal of historical examples of housing interiors  Create a mobile using the concepts of Alexander Calder  Research environmental/cultural resolutions for shelter
Module II – Housing Trends	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 1, 3	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
Modules III – Introduction to Design Theory	CDOS (Arts and Humanities) Learning Standard 3B  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 create and decorate a chair, or model of a chair, based on an art period of “ism” or a global cultural experience  Design or create an object using elements and principles of design (e.g., quilt design, textile weaving, T-shirt design)  Create works of art that demonstrate understanding of color, texture, balance, symmetry, and pattern

<p>Module IV – Design and Home Living</p>	<p>CDOS (Arts and Humanities) Learning Standard 3B</p> <p>Key Ideas 1, 2, 3, 4, 5, 6</p>	<ol style="list-style-type: none"> <li>1. c, d</li> <li>2. b, d</li> <li>3. d</li> <li>4. a, c</li> </ol>	<p>Create a drawing of a model home, using 1 and 2 point perspective</p> <p>Complete an appropriate floor/wall/window design that creates a color scheme</p>
<p>Module V – Interior Management</p>	<p>CDOS (Arts and Humanities) Learning Standard 3B</p> <p>Key Idea 1</p>	<ol style="list-style-type: none"> <li>1. b, c</li> <li>2. b, c, d</li> <li>3. b, c, d</li> </ol>	<p>Using elements and principles of design, create packaging including detailed sketches involving two or more media</p> <p>Design an aesthetic home product or packaging of a product. Create a drawing of the design in one or two point perspective</p> <p>Design a kitchen floor plan. Create a model showing spatial characteristics of the design.</p>



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

<b>Family and Consumer Science Modules</b>	<b>CDOS (Arts and Humanities) Learning Standards and Key Ideas</b>	<b>Visual Arts Learning Standards and Performance Indicators</b>	<b>Sample Integrated Activities</b>
Module I – Cultural, Aesthetic, and Historical Aspects of Clothing and Textiles	CDOS (Arts and Humanities) Learning Standard 3B  Key Idea I	1. c 2. d 3. b 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  Use historical portraits to illustrate fashion  Use cultural artifacts to emphasize fashion influence  View tapestries and analyze composition, dynamics, elements of art, principles of design  Analyze influence of artists and art movements on textile design (e.g., Modrian, Matisse, Monet) in order to create products  Using the process of art criticism, create a fashion item as a work of art
Module II – Clothing Decisions	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 3, 4	1. a, b 2. b 3. c	Create work with symbols and meaning related to context (social, historical, cultural)  Use visual art prompts to supplement classroom discussions regarding clothing decisions
Module III – Design in Clothing	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 1,2,3,4,5,6	1. c 2. b	Create designs in a journal emphasizing elements of art and the principles of design

Module IV – Fibers and Fabrics: Wearable Art	CDOS (Arts and Humanities) Learning Standard 3B  Key Idea 1	1. b, c, d 2. a, b, c, d 4. a, b	Create a design for a quilt that expresses use of symbolism – reflect upon choices  Design pattern for weaving inspired by culture or works of art
Module V – Basic Clothing Construction	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 1,2,3,4,5,6	1. a, c, d 4. a, b	Use elements of art and principles of design to construct a clothing product  Self evaluate the constructed clothing product using the critical analysis process
Module VI – Functional Clothing and Clothing for Special Needs	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 2, 3, 5	3. c. d	Describe and analyze the function of garments in designing clothing for special needs
Module VII – Selection, Care, Repair and Redesigning of Clothing	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 1,2,3,4,5	1. d	Analyze a mass produced product and create a new product influenced by investigation  Investigate how clothing can be redesigned
Module VIII – Careers in Clothing and Textiles	CDOS (Arts and Humanities) Learning Standard 3B  Key Ideas 1,2,3,4,5,6	2. c, d	Understand the process for pursuing a career in clothing 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 for arts/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 judgements 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.emsc.nysed.gov/workforce/careerdevelopment/cdlearn.html](http://www.emsc.nysed.gov/workforce/careerdevelopment/cdlearn.html) .

The CDOS standards can also be found in Section 100.1(t)(vii) of the Regulations of the Commissioner of Education [www.emsc.nysed.gov/part100/pages/1001.html](http://www.emsc.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.emsc.nysed.gov/ciai/arts.html](http://www.emsc.nysed.gov/ciai/arts.html) and [www.emsc.nysed.gov/ciai/arts/artstand/artstand.html](http://www.emsc.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.emsc.nysed.gov/part100/pages/1001.html](http://www.emsc.nysed.gov/part100/pages/1001.html) .