

**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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Background

The State Education Department convened a group of Family and Consumer Sciences kTf0 er S0 Tw 0 Ts 100 T

**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	CDOS Learning	1.	

E. Design Theory (DT)	CDOS Learning	1. b, c	Design, create, and decorate a chair,

**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	

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	CDOS Learning Standard 3b - Arts	2. b, d 3. b, c, d	Investigate and analyze current

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.

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