

Fashion, Textiles, and Design Supplemental Program Resources



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Introduction

This document provides supplemental information for the Fashion, Textiles, and Design program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

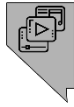
The Equipment List for the Fashion, Textiles, and Design program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Fashion, Textiles, and Design standards for the Fashion, Textiles, and Design program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Fashion, Textiles, and Design



The Fashion, Textiles, and Design program provides students with an introduction to the fundamentals of fashion, design, and construction. Areas of study include individual image, psychological and social aspects of clothing, wardrobe planning, consumer decision-making, pattern and textile selection, construction techniques, handling and care techniques, the use and care of sewing equipment, clothing repair, and fashion-related occupations.

Arts, A/V Technology, and Communications Career Cluster

Arts, A/V Technology, and Communications is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Postsecondary Options

Certificate/License

- Sewing Machine Operators (UNLV)
- Fashion Design (UNLV)

Associate Degree

- Offered at colleges in AZ, CA, ID, UT

Bachelor’s Degree

- Offered at colleges in AZ, CA, ID, UT



Source U.S. Bureau of Labor Statistics 2022

For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Approved Courses

- Fashion, Textiles, and Design I
- Fashion, Textiles, and Design II
- Fashion, Textiles, and Design II Lab

Complementary Courses

- Fashion, Textiles, and Design Advanced Studies
- Fashion Merchandising
- CTE Work Experience – Arts, A/V Technology, and Communication
- Industry-Recognized Credential – Fashion, Textiles, and Design

Work-Based Learning Opportunities

- Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor’s Office of Innovation’s [Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Sewing Machine Operators	\$34,440	21,600	15.0%
Craft and Fine Artists	\$52,910	54,600	4.0%
Fabric and Apparel Patternmakers	\$62,510	200	-7%
Fashion Designers	\$79,290	24,900	3.0%
Retail Sales workers	\$46,730	-94,000	- 7%

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Program Structure for Fashion, Textiles, and Design

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Fashion, Textiles, and Design II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Fashion, Textiles, and Design I	FASHION I	50.0407	05	190	G	1.00	12	05190G1.0012
R	Fashion, Textiles, and Design II	FASHION II	50.0407	05	190	G	1.00	22	05190G1.0022
C	Fashion, Textiles, and Design II LAB	FASHION II L	50.0407	05	190	E	1.00	22	05190E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Fashion, Textiles, and Design Advanced Studies	FASHION AS	50.0407	05	190	E	1.00	11	05190E1.0011
C	Fashion Merchandising	FMERCH	52.1902	12	153	E	1.00	11	12153E1.0011
C	Industry Recognized Credential - Fashion, Textiles, and Design	IRC FASHION	50.0407	10	249	E	1.00	11	10249E1.0011
C	CTE Work Experience - Arts, A/V Technology, and Communication	WORK EXPER TECH	99.0003	10	248	G	1.00	11	10248G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Fashion, Textiles, and Design I

Prerequisite: None

This course is designed to provide students with an understanding of the psychological and social aspects of clothing, and fundamental concepts of fashion, fashion design, and construction. Areas of emphasis include fashion, textiles, clothing construction, merchandising, the use and care of sewing equipment, and exploration of careers in the fashion industry.

Fashion, Textiles, and Design II

Prerequisite: Fashion, Textiles, and Design I

This course is a continuation of Fashion, Textiles, and Design I. This course allows advanced fashion students to further their knowledge and skills. This course will cover advanced construction techniques including illustration, basic graphic design, use of specialty fabrics, creative applications, altering and repairing, and the presentation of finished products in various modalities. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Fashion, Textiles, and Design II LAB

Prerequisite: Concurrent enrollment in Fashion, Textiles and Design II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Fashion, Textiles, and Design Advanced Studies

Prerequisite: Completion of Fashion, Textiles, and Design Program of Study

This course is offered to students who have completed all content standards in the Fashion, Textiles, and Design program of study and desire to pursue advanced study through investigation and in-depth research. Areas of study include marketing strategies and methods of promoting textiles and apparel products, skills and knowledge required in the retail industry, an understanding of sourcing and the merchandising process, research methods including forecasting techniques, and general operational procedures required for business profitability and career success.

Fashion Merchandising

Prerequisite: Completion of Fashion, Textiles, and Design Program of Study

This course is offered to students who have completed all content standards in the Fashion, Textiles, and Design program of study. The Fashion Merchandising course provides students with an introduction to the fundamentals of merchandising of fashion, textile, and apparel products. Areas of study include forecasting trends, buying, promoting, operating a retail environment, customer service, and the use of technology.

Industry-Recognized Credential – Fashion, Textiles, and Design

Prerequisite: Completion of Fashion, Textiles, and Design Program of Study

This course is offered to students who have completed all content standards in the Fashion, Textiles, and Design program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Fashion, Textiles, and Design Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Arts A/V Technology and Communication

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Fashion, Textiles, and Design program.

CTE Classroom Equipment

Total: \$8,035

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (4' x 8') (with wheels or stationery)	\$275	\$550
1	Vertical File Cabinet (lockable)	\$330	\$330
1	Document Camera	\$125	\$125

Program Equipment

Total: \$81,300

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System (optional)	\$2,000	\$2,000
1	Washer/Dryer (in classroom/lab)	\$1,800	\$1,800
5	Industrial Sewing Machines	\$900	\$4,500
Various	Specialized Use Machines (for construction)	\$20,000	\$20,000
25	Standard Sewing Machines	\$500	\$12,500
25	Sewing Cabinets	\$500	\$12,500
6	Cutting Tables	\$500	\$3,000

Instructional Materials

Total: \$4,150

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$110	\$2,750

Supplemental Program Resources

2024

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Teacher Textbook Edition and Resources	\$500	\$500
Various	Supplemental Books, Guides, etc.	\$300	\$300
Various	Patterns	\$300	\$300
Various	Instructional Posters	\$300	\$300

Instructional Supplies

Total:

\$9,925

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Dress Forms (various sizes, genders, etc.)	\$300	\$1,500
Various	Fabric Care and Pressing Tools	\$1,000	\$1,000
Varies	Pencils/Pens/Markers (erasable colored, mechanical, sketching, black liquid, colored paints, and other mediums)	\$200	\$200
Various	Cutting Tools and Mats, (Pins, Markers, Papers, Measuring, Rulers, Tape Measures, etc.)	\$500	\$500
Various	Scissors and Cutting Tools (sewing shears, pinking shears, rotary cutters, paper scissors, etc.)	\$1,000	\$1,000
Various	Construction Tools (Bobbins, Needles, Seam Rippers, thread spool stands etc.)	\$500	\$500
Various	Notions, Embellishments, Finishings, Closures	\$500	\$500
Various	Fabrics, Interfacings, Stabilizers	\$500	\$500
Various	Threads and thread tools	\$500	\$500
5	Magnifying Tools	\$25	\$125
Various	Sewing Machine Accessories (bobbins, needles, etc.)	\$2,500	\$2,500
Various	Paper Products (white bond, sketch, and tracing paper rolls unlined white stencils, easel pads, etc.)	\$500	\$500
Varies	Computer Accessories (cases, cables, etc.)	\$600	\$600

Other

Total:

\$3,775

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300
25	Occupational Safety and Health Administration (OSHA) Student Exams	\$39	\$975
25	Industry Recognized Credentials	\$40	\$1,000
1	Professional Development	\$1,500	\$1,500

Supplemental Program Resources

2024

Category Totals:

Classroom Equipment	\$8,035
Program Equipment	\$81,300
Instructional Materials	\$4,150
Instructional Supplies	\$9,925
Other	\$3,775
Estimated Program Total	\$107,185

Supplemental Program Resources

2024

Complementary Course(s) Equipment List Addendum

CTE Classroom Equipment

Total:

\$2,560

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Portable Sink with Water Tanks (if no plumbed classroom sink is available)	\$2,200	\$2,200
2	Fire Extinguisher	\$130	\$260
1	First Aid Kit	\$100	\$100

Program Equipment

Total:

\$20,000

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Garment Steamer	\$250	\$500
Various	Marketing Equipment	\$1,000	\$1,000
1	Graphics capable computer	\$1,500	\$1,500
13	Tablets	\$300	\$3,900
Various	Visual Merchandising display items (Technology, display items, manikins)	\$1,000	\$1,000
Various	Tagging System with tags	\$100	\$100
Various	Point of Sales System (POS)	\$1,000	\$1,000
Various	Inventory System with control tags	\$3,000	\$3,000
Various	Mannequins (different styles)	\$1,500	\$1,500
1	Commercial Die Cut Machine	\$5,000	\$5,000
1	Laminator Machine	\$1,500	\$1,500

Instructional Materials

Total:

\$6,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Fashion Merchandising Student Textbooks Approved CTE Instructional Materials list can be found here .	\$110	\$2,750
1	Teacher Fashion Merchandising Textbook Edition and Resources	\$500	\$500
25	Marketing Student Textbooks Approved CTE Instructional Materials list can be found here .	\$110	\$2,750
1	Teacher Marketing Textbook Edition and Resources	\$500	\$500

Instructional Supplies

Total:

\$1,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Various	Merchandising and Marketing Supplies	\$1,000	\$1,000

Supplemental Program Resources

2024

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Various	Office Supplies	\$500	\$500

Category Totals:

Classroom Equipment	\$2,560
Program Equipment	\$20,000
Instructional Materials	\$6,500
Instructional Supplies	\$1,500
Estimated Complementary Course Total	\$30,560

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Fashion, Textiles, and Design Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Fashion, Textiles, and Design Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Fashion, Textiles, and Design Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Fashion, Textiles, and Design Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Fashion, Textiles, and Design program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Fashion, Textiles, and Design Standards are crosswalked to the Arts, A/V Technology, and Communications Career Cluster™ and the Visual Arts Career Pathway.

Crosswalk of Fashion, Textiles, and Design Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	3.5.1
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	2.1.2; 3.5.3

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	3.2.3, 3.2.4, 3.2.7; 5.1.1 5.1.2, 5.1.3; 5.2.1, 5.2.4 5.2.6; 5.3.1, 5.3.2, 5.3.3 5.3.4, 5.3.5, 5.3.6, 5.3.8
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	2.1.1, 2.1.2, 2.1.3; 3.1.2 3.3.1, 3.3.2; 5.2.2, 5.2.3
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.1, 2.1.2; 3.1.1, 3.1.4 3.2.1, 3.2.2, 3.2.5; 3.4.1 4.1.3; 5.1.1, 5.1.2, 5.1.3 5.2.1, 5.2.2, 5.2.4, 5.2.5 5.2.6; 5.3.1, 5.3.2, 5.3.3 5.3.4, 5.3.5, 5.3.6, 5.3.8

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2; 1.2.1, 1.2.4 1.4.2; 1.5.2; 5.2.2

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	5.3.8
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	2.1.1, 2.1.2;
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	2.1.1, 2.1.2; 2.2.4; 3.1.4

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	4.1.3
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	2.1.2, 2.1.3; 3.1.2; 3.2.6 3.3.3, 3.3.4, 3.3.5

Math: Geometry – Similarity, Right Triangles, and Trigonometry

Nevada Academic Content Standards		Performance Indicators
GMG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	5.2.1

Science: HS. Physical Sciences-HS. Structure and Properties of Matter

Nevada Academic Content Standards		Performance Indicators
HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	4.1.1, 4.1.2, 4.1.3, 4.1.4

Alignment of Fashion, Textiles, and Design Standards and the Mathematical Practices

Mathematical Practices	Fashion, Textiles, and Design Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	5.2.5
3. Construct viable arguments and critique the reasoning of others.	3.4.1
4. Model with mathematics.	
5. Use appropriate tools strategically.	5.1.1-5.1.4
6. Attend to precision.	5.2.1, 5.2.3
7. Look for and make use of structure.	3.3.3
8. Look for and express regularity in repeated reasoning.	

Alignment of Fashion, Textiles, and Design Standards and the Science and Engineering Practices

Science and Engineering Practices	Fashion, Textiles, and Design Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	2.1.2
4. Analyzing and interpreting data.	5.2.2
5. Using mathematics and computational thinking.	5.2.1
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.4, 2.2.3, 3.5.3

Crosswalks of Fashion, Textiles, and Design Standards
and the Common Career Technical Core

Arts, A/V Technology & Communications Career Cluster™ (AR)	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.	1.4.5; 3.2.4, 3.2.5; 3.5.3
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	1.2.1, 1.2.2, 1.2.6; 2.1.4 5.1.1-5.1.3; 5.3.8
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	2.1.1-2.1.2, 2.1.4; 2.2.1
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	2.1.2, 2.1.4; 4.2.2
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	2.1.1-2.1.4
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.	5.3.1

Visual Arts Career Pathway (AR-VIS)	Performance Indicators
1. Describe the history and evolution of the visual arts and its role in and impact on society.	3.3.1, 3.3.2
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.	3.1.1-3.1.4
3. Analyze and create two and three-dimensional visual art forms using various media.	3.2.7; 3.5.3 5.2.6; 5.3.1- 5.3.9