

Orange Unified School District
DIGITAL ARTS I
Year Course

GRADE LEVEL: 11, 12

PREREQUISITES: Art I with a grade of *C* or better.

INTRODUCTION TO SUBJECT:

Digital Art I is a year-long lecture and lab course in which the student will develop aesthetic criteria to create and assess graphic imagery using electronic media, i.e., computers and other contemporary technologies. Importance is placed on the application of the elements of art and principles of design as they are used in visual communication. Students learn about the history of graphic design and digital imaging. Students use contemporary and traditional drawing media, apply color theories, learn layout and design, desktop publishing and explore career opportunities in related digital arts.

COURSE CONTEXT

Digital Art I is a core visual arts course that requires Art I as a prerequisite.

HISTORY OF COURSE DEVELOPMENT

Digital Art I was developed by a committee of visual arts instructors representing the district high schools. High schools and colleges with exemplary digital arts courses were visited by the committee. U.C. personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all of the OUSD high schools

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Expressing ideas artistically through application and understanding of electronic media, making choices as to what to use in his or her own work as he or she applies the elements of art and principles of design to original works of art.

Creating original artworks of increasing complexity and with increased skill using contemporary electronic media and technologies.

Demonstrating an understanding of how to solve artistic problems in unique and expressive ways using electronic media, traditional media, or a combination of both.

Identifying and learning about electronic media pioneers who have pushed the boundaries of what is considered art and art making media.

Recognizing, describing, analyzing, discussing and writing about the visual characteristics of works of art, objects in nature, and events and the environment found in contemporary culture.

Learning skills in digital imaging that translate to careers in the fields of the arts, media, and communication and integrates learning to other subject areas.

Constructing a rationale for the validity of a specific work of art, one that falls outside their conception of art.

Creating a portfolio of original digital artworks for exhibition, assessment and evaluation and application to colleges and employment using electronic multimedia presentations.

COURSE OBJECTIVES:

BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO:

Digital Art I will meet the following Visual Arts Standards, Grades 9-12, Advanced, from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 9-12 Advanced). Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.

Students will analyze, discuss and respond to sensory information in works of art, objects in nature, events, the environment and contemporary culture, through the language and skills unique to digital visual arts using electronic and traditional media.

Students will use a variety of electronic and traditional media to communicate the intent and meaning in original works of art.

Students will analyze the permeation of electronic media on their current contemporary culture.

Students will research the works of well-known electronic media pioneers and analyze their contributions to digital art, the larger field of art and art making.

CREATIVE EXPRESSION

Creating, Performing and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Advanced). Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Students will solve visual arts problems that involve the effective use of the elements of art and principles of design as they are applied to digital images and traditional media.

Students will demonstrate the ability to synthesize subjects, themes, images, and visual metaphors in creating digital artworks using electronic technologies and traditional media.

Students will create expressive digital images that incorporate complex issues such as distortion of shape/form, space, advanced color theory, implied texture, scale, expressive content and real vs. virtual.

Students will review and refine drawing skills in both electronic and traditional media.

Students will create works of art that address a current social issue using electronic media.

HISTORICAL AND CULTURAL CONTEXT

Creating, Performing and Participating in the Visual Arts (Standard 3.0, Grades 9-12 Advanced). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will identify pioneers of electronic media and research their contributions to digital arts in order to understand the additional ways in which artworks may be created using contemporary technologies.

Students will investigate and discuss how electronic media permeates current popular culture.

Students will identify universal contemporary concepts expressed in digital artworks from diverse cultures.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). *Students analyze, and assess, and derive meaning from works of art, including their own, according to the elements and principles of design, and aesthetic qualities.*

Students will discuss the purposes of art from major time periods and cultures with those created using contemporary technologies in the present time.

Students will describe the relationship involving the art maker (artist), the making (process), the artwork (product) and the viewer.

Identify the intentions of artists creating contemporary digital artworks and explore the implications of using electronic media.

Students will construct a rationale for the validity of a specific work of digital art—one that falls outside their own conceptions of art.

Students will develop expertise in calibrating digital works of art among their peers, with students at other high schools locally, statewide, nationally and internationally.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Students apply what they have learned in the visual arts across the subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Students research art and art-related careers in California using contemporary communication systems.

Students will communicate with and shadow an artist working in his or her studio or in an arts-related career in the fields of digital arts, electronic media and communications.

Students will investigate and report on the essential features of modern or emerging technologies that affect, or will affect, visual artists and the definition of the visual arts.

Students will access new avenues of communication to observe and reflect on master works of art, their own digital and traditional works of art, and that of their community including their peers.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER	<u>WEEKS</u>
I. Students will develop an understanding of the visual structures of art works by studying the terminology of the elements of art and principles design as they relate to digital art as well as traditional visual arts and maintain a sketchbook that reflects their understanding	1
II. Students will be introduced to the computers, the existing software and basic information and terminology of digital art and complete a series of introductory exercises.	1
III. Students will use digital cameras to capture images that illustrate the elements of art and use those images to design, and produce a work of art that serves the needs of the school using digital imaging techniques.	2
IV. Students will create digital artworks using electronic media that incorporates typography.	1
V. Students will demonstrate an understanding of how to solve artistic problems of layout and design using contemporary electronic media.	3
VI. Students will identify and research electronic media pioneers on the web and communicate that information using digital imaging.	Ongoing

FIRST SEMESTER	<u>WEEKS</u>
VII. Students will establish digital art and traditional media portfolios for first quarter evaluation and assessment, discussing and writing about the visual characteristics according to the elements of art and principles of design.	1
VIII. Students will be introduced to illustration and create digital works of art that incorporate complex issues of color theory, scale, implied texture, space and distortion of shape/form.	4
IX. Students will use the digital camera to take self-portrait photographs and use contemporary technology to manipulate them in the style of a contemporary artist, such as Andy Warhol (Pop Art), Larry Rivers (Figural Expressionism), Wilhelm DeKooning (Abstract Expressionism) or Chuck Close (Realist).	2
X. Students will investigate current electronic artists and the applications of electronic media that they employ in producing artworks and design an art work inspired by their work.	3
XI. Students will continue to design and maintain a digital arts and traditional arts portfolios for evaluation and assessment at the end of the first semester and continue to maintain and develop a strong sketchbook ethic.	Ongoing
SECOND SEMESTER	<u>WEEKS</u>
I. Students will research topics and consider the purpose and organization of a web site, learn what software and technical support is available, organize the information using a flow chart with headings, sub-headings, and related information that will support the idea or tone to be established.	2
II. Students will design a web site using the knowledge and skills developed learning typography, layout and design, and illustration.	3
III. Students will learn about web site maintenance, authoring, conventional “print” concepts, computer animation for web sites and how to input images, create links and buttons.	1
IV. Students will create a digital work of art that addresses a current social issue, such as the manufacture of harmful products, endangered species, a school site issue or a local community issue and evaluate the value of using electronic media as opposed to traditional media to express the artist’s feelings about the subject.	3

SECOND SEMESTER	<u>WEEKS</u>
V. Students will continue to develop portfolios using both electronic and traditional media and discuss and write about their role as artist using a contemporary media .	Ongoing
VI. Students will study multimedia applications using video and sound and use that knowledge to design and create a multimedia presentation.	5
VII. Students will continue to practice the skills they have learned and design and create digital works of art that reflect a developing personal style and individual content ideas.	3
VIII. Students will research careers in the digital arts, interview and shadow digital Artists and explore colleges that have strong digital arts programs	Ongoing

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a five-year cycle that is scheduled for all subjects, including the visual and performing arts. All textbooks are reviewed by all of the Digital Art I teachers at all of the high schools and they serve as a committee to make the final selection. Each Digital Art I instructor may purchase adopted textbooks, basic computer programs and support materials as adopted, through the high school media center.

Supplemental materials such as overhead transparencies, videos, posters, prints and teacher reference books and materials may also be purchased by individual schools and instructors using site instructional funds. In the field of electronic media, updates may be found on websites and as new computer programs are made available, the electronic media will be in a state of flux and will demand periodic updating. The computer programs and software selected by the committee will offer the latest in digital art concepts. Adjunct equipment and materials will be purchased by each high school, as their need is determined. Need will be based upon current technologies and careers in the digital arts needs.

Software is now readily available that allows art making at the high school levels. This includes paint, drawing, and design programs, 2-D and 3-D animation, virtual reality artworks, multimedia authoring, web design tools, digital photography and image manipulation, special effects and video editing.

Students will use the Internet for research and reading on assigned projects and for enrichment. Sites such as Artcyclopedia and Artsonia deliver information about categories of visual arts.

The media centers have a rich resource of books that address the elements of art and principles of design, artists' biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e., watercolor, colored pencils, graphite, pastels, etc.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods will include, but not be limited to, utilizing electronic technologies as a teaching tool, video taping demonstration lessons for use in re-teaching, power-point presentations, digital cameras to record arts events at the site and within the community, and for presentation of developing digital arts portfolios.

Homework will be required to practice the art-making techniques, digital and traditional presented in class, research and writing, interviewing artists and making career connections to the world beyond school.

Assessment and evaluation are ongoing throughout the year. Assessment modalities will include presentation of digital images on video, power point, written responses, demonstration of web site design, CD and/or DVD portfolios that contain digital and traditional images appropriate for college and career presentations.

ASSESSMENT CRITERIA

Rubric criteria for evaluation is established by the instructor, with student input, at the beginning of each project or unit to be assessed. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Twelfth Grade, and Grades 9-12 Advanced. Student portfolios for assessment are used to measure student growth and learning over time. Student portfolios are presented at the end of each grading period and include written evaluations that demonstrate student understanding of individual achievements.

DATE OF CONTENT SUBMISSION: NEW - May 2002

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