

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Digital Art**

Date: April 2003

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 9 – 12

Course Length: 2 Semesters / 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: An introductory art course is strongly recommended

COURSE DESCRIPTION:

Digital Art 1A/B is a one-year introduction to the computer as an art-making tool. This course focuses on the creation of art works using a combination of traditional and digital media. Sequential curriculum is designed to acquaint students with industry level programs and challenge students to make aesthetic decisions based on solid design principles. Students will become adept at understanding art from the past as well as other cultures in order to give depth to their own creative expression. Digital Arts skills required by business and industry will be addressed as well as works of contemporary artists who have ventured into the digital realm.

GOALS AND OBJECTIVES:

Students will learn to exercise their artistic perception by viewing, discussing and writing about art from many time periods and cultures. Studying the principles and elements of art, they will express their creative vision by composing images in digital media. Students will become knowledgeable about various periods and movements in art history as they relate to their assignments in the class. Students will become adept at asking and answering questions about the nature of art in writing and discussions on Aesthetics. Reaching out beyond classroom activities, students will explore areas of study and professional paths encompassed by the area of digital art.

STUDENT READING COMPONENT:

Students will be assigned reading from a variety of art publications. Research projects will require the use of library, internet, and art history resources. Students will be required to follow written tutorials and instructions for most assignments.

STUDENT WRITING COMPONENT:

Students will describe, analyze, and critique works of art. They will use writing to reflect on issues of aesthetics and problem solving. Students will create written research projects comparing, contrasting, and analyzing different artists and styles from different time periods and cultures.

STUDENT ORAL COMPONENT:

Students will participate in class discussions and oral critiques of their works and works of others. Students will create and deliver oral presentations of research projects.

UNITS OF INSTRUCTION:

Artistic Perception and Digital Art

- Students will develop an understanding of the visual structures of art works by studying the terminology of the elements and principles of art as they relate to traditional and digital art.
- Students will design a visual concept using the element of shape

Illustrating a Concept in Black and White

- Students will discuss and write about the balance of black and white in Edouard Manet's lithographs. Students will create black and white illustrations that depict at least three different subjects directed by the teacher in a vector-based illustration program.

Mandalas: Universal Symbols and the Cultural Concept of Art

- Students will research and discuss the idea of universal visual symbolism and view mandalas from different cultures.
- Students will design their own mandalas using raster-based software.

Map of the Human Heart: Places and People

- After viewing the work of contemporary artists, students will create an illustrated map of people and places that are important to them.

Images in a Surrealist Style

- After analyzing images and symbolism of Surrealist artists and writing a research paper on Surrealism, students will create a montage in an image editing program of human, animal, mechanical, and architectural images.

Restoring and Tinting Old Photographs

- Students will explore the history of photography in various periods and discuss how culture, time and place influence photographers, as well as how photography influences culture. Students will choose a photographer to research and create a class presentation.
- Students will utilize damaged family photos to practice the skills of restoring and retouching photographs using computer software.
- Students will study proper archival storage and printing, as well as technical aspects of setting up a digital lab.

Self Portrait in the Style of Andy Warhol: Fifteen Minutes of Fame

- Students will look at the changing aesthetic values celebrated in Pop Art
- Students will create a series of simulated silk screen self portraits

Company Identity and Packaging Design

- Students will research and design a logo and packaging design for an organic coffee company.

Advertising and the Music Industry

- Students will bring in various ads for music performers and discuss how ads are created to promote musicians. They will then create their own poster for a performer or group.

Grand Illusion Portrait: Guiseppe Archimboldo

- After viewing the work of Guiseppe Archimboldo, students will create an illusion portrait of a famous person by creating a digital collage of images that re-create the tones and textures of the person's face. Students will compare Archimboldo's work with Dali's "Mae West as a Surrealist Apartment."

Painting in Historical Styles, a Triptych

- After studying the art styles of western and non western cultures, students will choose three artists from different periods to research. Students will create a self-portrait triptych with a painting program using a different style for each portrait.

Creating a Motion Painting

- Using a painting program Students will work in collaboration with video production students to create animated drawings to be used for title and credit graphics.

Romare Bearden Collage

- After viewing and discussing the works of Romare Bearden, students will create a collage using scanned images and textures.

Propaganda Posters

- After researching a series of propaganda posters from 1900 on, students will participate in a discussion and writing about the style and design of the work and how it was created to be persuasive to the viewer. They will then create their own poster for a war against the aliens.

The Illustration Tradition

- Students will look at past and contemporary illustrators, comparing their work to the work of fine artists and graphic designers. Students will choose a scene from a children's book or poem to illustrate using their choice of software.

Public Art

- Students will view and research various piece of public art. Students will participate in discussions about this type of art and design their own piece of public art for the school campus.

Personal Project

- Students will create and submit for approval a concept for a personal art piece. Student will conduct research and utilize traditional and digital media to create their final project.

End of Semester Portfolio Review

All units of instruction will include: an examination of the elements of art through practice in new media, the exploration of art principles within project guidelines, art criticism and aesthetic valuing through oral and written assignments, and an examination of the historical and cultural role of the visual arts across cultures and throughout history.

Professional artists and designers will be invited as guest speakers as availability allows.

Assessment:

Instructor will use a rubric created for student projects and writing assignments. Outside homework will be required for preliminary sketches, web research, artist interviews, portfolio compilation, reading assignments, and field trip notes.

Supplementary Material and Texts:

Puzzles About Art: An Aesthetic Casebook, Battin, Fisher, Moore, Silvers, St. Martin's Press, New York, Copyright 1989 St. Martin's Press, Inc.

Adobe Illustrator, (Classroom in a Book series authored by the staff of Adobe Systems) Adobe Press, published by Hayden Books, Indianapolis, IN, Copyright 2002 Adobe Systems Incorporated.

Adobe Photoshop, (Classroom in a Book series authored by the staff of Adobe Systems) Adobe Press, published by Hayden Books, Indianapolis, IN, Copyright 2002 Adobe Systems Incorporated.

Visual Literacy: A Conceptual Approach to Graphic Problem Solving, Judith Wilde and Richard Wilde, Copyright 1991 Watson-Guption Publications, N.Y.

Art Synectics: Stimulating creativity in Art, Nicholas Roukes, Copyright 1982 Nicholas Roukes, Davis Publications, MA.

Secrets in Award-Winning Digital Artists, Jeremy Sutton and Daryl Wise, Copyright 2002 Wiley Publishing Inc., Indianapolis, IN.

Step by Step Graphics, Step by Step Publishing.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Language Arts, Math, and Social Science

LAB FEE, IF REQUIRED: \$15.00 to help maintain lab and cover printing costs

SUBJECT AREA CONTENT STANDARDS/ESLRS TO BE ADDRESSED: (based on the *California Draft Visual and Performing Arts Standards* as of January 2002)

- Art Criticism: Students will explore the processes for reflection on and analyzing works of art in order to gain a better understanding and appreciation of art.
- Aesthetics: Students will examine their own works and works of others, responding to, analyzing, and making judgments as to the merits of each work.
- Art Production: Students will experiment with the processes and techniques used in the creation of digital art, and work toward developing a personal artistic style and vision.
- Integrated/interdisciplinary Learning: Students will connect and apply what they learn about new media art to other subject areas and careers.

DISTRICT ESLRs TO BE ADDRESSED:

- Through research and finding creative solutions to projects posed in class, students will be required to be **self-directed learners**.
- Students will be **effective communicators** by creating visual art pieces that focus on creative expression, participating in class discussions and critiques, and developing class presentations.
- By working on group projects, tutorials and critiques, students will be **collaborative workers**.
- In planning creative solutions and strategies for applying techniques, students will be **constructive thinkers**.
- Through the development and completion of visual art pieces, tutorials, and presentations, students will be **quality producers**.
- By learning proper use and maintenance of their tools in the lab, as well as learning to reflect on their work and critique the work of their peers, students will be **responsible citizens**.