FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Digital Art 1

Date: December 2012   **Subject Area: Career and Technical Education,**
                                                                                        Visual and Performing Arts

Proposed Grade Level(s): 9th- 12th   **Course Length: One Year**

Grading: A-F   **Number of Credits: 5 per Semester**

Prerequisites: None

COURSE DESCRIPTION:
Digital Art 1 is a one-year introduction to the digital media as art-making tools. This course focuses on the creation of art works using a combination of traditional and digital media. Computer technologies such as image editing, graphics and natural media software, graphic tablets, digital cameras, and scanning devices are used as tools for students to acquire and strengthen skills in applying design principles and art elements. Students will explore photography, digital illustration and painting, with an emphasis on effective visual communication of ideas through the use of art elements and principles. 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. Additional topics integrated throughout the course will include career standards such as basic communication and interpersonal skills, problem solving, workplace safety, and technology and employment literacy.

GENERAL 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, interpret and evaluate 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 contemporary digital artists and various cultural styles.

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 and class tutorials.

DETAILED UNITS OF INSTRUCTION:
Unit 1: What is Digital Art?:

Students will look at, discuss and write about digital art in terms of its artistic merit including the purpose for which it was created. Students will discover that the elements and principles of art apply to digital art as well as traditional art. They will research various aspects of digital art including future educational and career opportunities as well as ethical issues.

Key Assignments:
1. *Essay: Is It Really Art?*
   Students read and discuss opposing views regarding the advent of new technology in art throughout history. They will write a persuasive essay in support of their argument using validating evidence.
2. *Annotated Webliography*
   Students research on-line resources related to particular topics including on-line magazines, newsgroups, museums, image and clipart resources, tutorials, digital art careers and schools. The webliography consists of: (1) a description of criteria used to analyze the trustworthiness of links provided and (2) a detailed description of each link.
3. *Copyright Essay:*
   Students research current articles and legislation regarding copyright laws and fair use agreements. They will explore the ethical issues facing professional artists and photographers and write a short essay demonstrating their understanding of the legal usage and the consequences for not abiding the law. Students learn how to apply the copyright statement to their work.

Unit 2: The Digital Art Medium

Digital Art is a genre that encompasses artworks created with new media technologies such as cameras, printers, scanners, digital drawing tablets, digital vector- and pixel-based software and the Internet. Students learn which tools are likely to be found in various professional studios. Understanding and learning to use these tools is essential to creating digital art.

Key Assignments:
1. *Software Tutorials:*
   Students will complete both teacher-lead and online tutorials in Adobe Illustrator (vector-based) and Photoshop (pixel-based) – industry standard digital drawing tools. Students will be able to determine the appropriate tool for a specific task and demonstrate basic skills using those tools.
2. *Photo Basics: Taking and Enhancing Photographs*
   In this lesson, students will begin by learning the basic operation of a digital camera. From there, students will create a photographic composition using the Rule of Thirds, crop and modify the color, contrast and value of all or part of the image for clarity and visual interest.
3. *Restoring and Tinting Old Photographs*
   Students will use damaged family photos to practice the skills of restoring and retouching photographs using Photoshop retouching tools and a scanner.

Unit 3: Visual Language

Students will see that in order to create an outstanding artwork, they must use the elements and principles of art to emphasize their subject. Students will learn to visually communicate a quality or feeling that resonates with the viewer.

Key Assignments:
1. *Using Line to Create Value:*
   Students will complete a series of exercises leading to a final vector graphic composition in which they will create value and texture using black and white line-only techniques and a variety of line styles.
2. *Illustrating a Concept in Black and White:*
   Students discuss and write about the balance of positive and negative space in selected artists' work such as Edouard Manet's lithographs. They also learn how shape, like line, can convey an emotion or concept and that shape is most important in defining an object. Students will create black and white illustrations depicting chosen concepts in a vector-based program.
3. *Forms and Textures Still Life:*

Students will learn to create forms from simple shapes by using lighting, shading and shadows. Using the technique of blending layers in a pixel-based program, students will add texture on their shaded objects create believability and emotion in their artwork. Using a simple color scheme, key objects in the composition will be rendered in warm, advancing colors and the background will be placed in cool colors.

4. *Landscape Composition using Primitives (Illusion of Depth):*
Students produce a composition focusing on the illusion of depth. Students use simple shapes and forms to create multiple figures in an imagined environment that includes a foreground, middle ground and background.

5. *Surrealistic Composition:*
After researching and analyzing images and symbolism of Surrealist artists, students will create a composition using various images from different sources and combining them into a single unified and believable illusion. Students will learn to use selection masking and layering techniques focusing on generating a point of interest through layout and exaggerated contrast in scale, proportion and color.

Unit 4: History and Culture

While students are shown both historical and contemporary examples of artworks for all key assignments, this unit focuses on historical achievements of great artists and cultural aesthetic norms.

Key Assignments:

1. *Propaganda Posters:*
After researching propaganda posters and advertising from 1900 on, students will discuss and write about the style and design of a selection and analyze its ability to persuade the viewer. Students will learn how artists, photographers and designers reinforce the meaning of an artwork through the use of specific color schemes and typographic conventions. Students will then create their own persuasive poster or ad design. Students will also learn about the interaction between the client and the creative agency or designer hired for a particular project. Students will learn to write a proposal for their idea and submit 3-5 rough illustrations to support it.

2. *Master Artists Project:*
Students will view master artworks and learn why certain artists and styles are considered historically significant. Students will choose an artist or art period to research and create a digital artwork mimicking the style. Students will present their artwork and research in a class presentation.

3. *Symbolic Self-Portrait:*
Students will research and discuss the idea of cultural symbolism in art and design. Students will study creative arrangements such as mandalas and triptychs, and the various meanings attached to color and cultural motifs. They will understand the importance of researching the culture of the audience when creating a professional piece of work. Students will create a self-portrait that reflects who they are beyond a mere likeness using a chosen format and the cultural symbolism of their heritage.

Unit 5: Portfolio

Students will assemble 5-6 pieces of work that best reflect their growth as an artist. Each piece will be accompanied with a written statement that explains the artist creative intention. Students will include a written formal artist statement that reflects of their development as an artist. Finally, students will learn to write a letter of introduction and applicable resume for a position in a creative firm.

Ongoing Key Assignments within Each Unit:

1. *Daily Journal:*
Students keep an ongoing journal of ideas, written reflections, vocabulary words, practice drawings, and notes.

2. *Responding to an Artwork:*
Students demonstrate an organized approach to art criticism. Following each creative project, students deliver a written or oral response that describes, interprets, evaluates, analyzes and judges their own work of art and that of their peers. Additionally, students regularly view contemporary digital artworks and will give a written analysis of the work.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Academic Content Standards:

Artistic Perception
- Students will identify the elements of art and their expressive qualities in a digital artwork.
- Students will read about, write about, talk about, and reflect upon the nature of digital and traditional art and photography in order to gain fluency, skills and a deeper understanding of the history and future of art and technology.

Creative Expression
- Students will express their creative vision by composing images using both the traditional and current techniques used to create digital art.
- Students will learn applications of Adobe Illustrator and Photoshop.
- Students will approach technology and computer software as a means of artistic expression.
- Students will learn the vocabulary of new media art and design and how to apply design principles and elements of art to their projects.
- Students will create professional portfolios and write artists' statements.

Historical and Cultural Context
- Students will study the history of digital art and compare and contrast styles and methods.
- Students will become knowledgeable about various periods and movements in art history as they relate to their assignments in the class.
- Students will analyze the role and development of digital art in different cultures.

Aesthetic Valuing
- Students will analyze the roles, functions and development of art through time and its connections to technology today and in the future.
- Students will reflect upon their own work using the critical method and participate in class critiques of the work of others.
- Students will learn about copyright law and the ethics of using digital imagery.

Connections, Relationships, Applications
- Beyond classroom activities, students will develop creative skills in problem solving, communication and time management.
- Students will explore career and post-secondary learning possibilities and current professional paths related to digital art.

CTE Standards in Arts, Media, and Entertainment Sector:

Pathway A: Media and Design Arts

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects.

Strand A1.0

Students master appropriate visual and performing arts (VPA) and English–language arts content standards in relation to visual, aural, written, and electronic media projects and products☐

Strand A2.0

Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:
- Analyze the way in which technical design (e.g., color theory, lighting, graphics, and typography) contributes to a presentation or work of art.
- Know the component steps and skills required to design, edit, and produce a production for electronic or printed presentation.
- Use technology to create a variety of visual, written, and electronic products and presentations.

- Understand technical support related to various media and design arts.
- Know how advanced and emerging technologies may affect or improve media and design arts products or productions.

LAB FEE IF, REQUIRED:
Students are asked to contribute a $30 donation to cover the cost of consumable items

DISTRICT ESLRs TO BE ADDRESSED:
Students will be:
- **Self-Directed Learners**: Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to digital art.

- **Effective Communicators**: Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize knowledge of art history and design to discuss design solutions and critique student work. Students will present portfolios and develop presentations.

- **Quality Producers/Performers:** Able to demonstrate the creative ability and technical skills to produce solutions to specific design problems, presentations, and portfolios.

- **Constructive Thinkers**: Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on digital artists and historical periods.

- **Collaborative Workers**: Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.

- **Responsible Citizens**: Able to maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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