

**HOPATCONG BOROUGH SCHOOLS
DIGITAL ARTS II
CURRICULUM
GRADES 10-12
2007**

DIGITAL ARTS II

2007

COURSE DESCRIPTION: Students will explore and develop computer and information literacy more in depth through a more concentrated use of the computer graphic design programs covered in Digital Arts I. They will experience additional “design-based learning” programs as well, in order to grasp the complexities and opportunities afforded them to learn about modern computer graphic design. An emphasis is placed upon the students developing their own style while exploring various occupations in the field of graphics, multimedia, and animation; all while acquiring a sense of responsibility and pride in their work. This year long course develops hands-on technical skills needed for today’s multimedia industry fields.

CORE CURRRICULUM CONTENT STANDARDS: *(New Jersey State Department of Education)*

Technology Standards

- (8.1a) All students will use basic computer tools and acquire basic computer skills (i.e. keyboarding, word processing, Internet usage, publications and presentations) in pursuit of better computer and information literacy.
- (8.1b) All students will learn the social aspects, information access and research, and problem solving in the application of productivity tools.
- (8.2b) All students will use and understand design processes and impact assessment as it pertains to technology education.

Visual Arts Standards

- (1.1) All students will acquire knowledge and skills that increase aesthetic awareness in visual arts
- (1.2) All students will refine perceptual, intellectual, physical, and technical skills through creating visual arts
- (1.3) All students will utilize arts elements and arts media to produce artistic product
- (1.4) All students will demonstrate knowledge of the process of critique
- (1.5) All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishment throughout the ages and which continue to shape contemporary visual arts
- (1.6) All students will develop skills for planning the form and function of space, structures, objects, sound, and events

CUMULATIVE PROGRESS INDICATORS:

Students will:

- (8.1a) Demonstrate and understanding of the keys, tools required to create graphic arts projects while using File Folders to organize projects efficiently
- (8.1b) Discuss the use and abuse of copyrighted material and learn to use it in the proper manner
- (8.2b) Create complete layouts and designs, editing and modifying those same designs
- (1.1) Learn the critical components of good design
- (1.2) Observe, make critical decisions about, create and edit their ideas in computer programs, and physically manipulate the computer keyboard to produce planned outcomes
- (1.3) Use the elements and principles of art and design to create artistic products
- (1.4) Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends and movements in visual arts.
- (1.5) Be able to discuss the advancement of old verse new media, having an introduction to the historical, social, and cultural influences and traditions which have influenced design
- (1.6) Understand the properties of design and how the properties affect graphic production standards to plan the form and function of both 2 and 3 dimensional space, as well as, moving images
- (2.6) Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- (2.7) Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- (2.9) Use technology to present designs and results of investigations.
- (3.3) Formulate questions and hypotheses

- (3.7) Conduct systematic observations
- (3.8) Organize, synthesize, and evaluate information for appropriateness and completeness
- (3.10) Monitor and validate their own thinking
- (3.11) Identify and evaluate the validity of alternative solutions
- (3.12) Interpret and analyze data to draw conclusions
- (3.13) Select and apply appropriate solutions to problem-solving and decision making situations
- (4.10) Apply study skills to expand their own knowledge and skills.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Learning the history and use of digital media in industry
2. Defining and applying graphic arts terminology
3. Defining and applying elements and principles of art and design
4. Building compositions, based upon the elements and principles of art
5. Exploring and identifying various types of graphic design on the Internet.
6. Creating web page examples
7. Developing layout skills while producing magazine covers.
8. Learning the components of graphic design
9. Discussing computer games design
10. Creating a character for a computer game
11. Using flash to animate a character
12. Creating a filing system in which different tools and various versions of each project can be kept organized
13. Editing and manipulating images in various programs

14. Critiquing artwork using the elements and principles of art and design
15. Learning about page and image orientation
16. Learning the parts of a digital camera
17. Learning the effective use of capturing and storing images with a digital camera
18. Learning how to transfer digital images to computer station
19. Manipulating original pictures with various computer applications and composing a final project
20. Adding 3-dimensional effects to characters in the program Illustrator
21. Designing and building a “flatpack” 3-dimensional toy
22. Designing and building a foldable package.
23. Creating and adding color to a document in the program Painter
24. Learning about different brushes
25. Learning how to create your own brush in Illustrator
26. Using Opacity to create different effects
27. Learning the correct use of Photoshop basics, the functions of the Photoshop environment
28. Learning how to size images, use layers, blend compositions
29. Using color and painting techniques in Photoshop
30. Learning how to effectively add text to projects
31. Learning how to use filters
32. Learning about the different options for images on the internet verses printing
33. Creating Photoshop character faces
34. Drawing and painting an Anime style figure in Photoshop
35. Pamphlet and poster advertising a non-existent school club

36. Create, save, close, retrieve, and print files
37. Select, insert, scale, add and delete images in different programs
38. Learning how to use a digital video camera
39. Transferring video to I Movie
40. Editing an original video in I Movie
41. Adding sound to a video in I Movie
42. Working with different saving options
43. Learning how to save projects to a disc

INSTRUCTIONAL STRATEGIES:

- **Demonstrations**
- **Visual, auditory, and physical examples**
- **Develop tutorials**
- **Watch videos, and animation samples**
- **Individual Projects**
- **Collaborative learning**
- **Presentations**
- **Cross-Class/Interdisciplinary Projects**
- **Quizzes**
- **Learn acronyms to remember terms**
- **Promote confidence and craftsmanship in the use of media, techniques**
- **Discuss ethical procedures when producing works of art (i.e. copyright)**
- **Research art careers**

EVALUATION/ASSESSMENT OF STUDENTS:

All students will be evaluated according to multiple indicators, such as: proper use of multimedia hardware and software, use of vocabulary related to the field of graphic design, projects participation and completion, editing, organization, participation in discussions, quizzes, portfolio of projects.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY:

Currency Doubleday. (1998). *Signs and Wonders: The Spectacular Marketing of America*. New York. Tama Starr and Edward Hyman.

Future Publishing Limited. (2006). *The Complete Digital Art Creative Handbook*, Bath, United Kingdom: Editor, Tasmin Mackay.

Digital Creative Arts Special Edition. (2007). *Create Our Disco Cover Image*. Highbury Entertainment: Editor, Thomas Watson.

Computer Arts Projects. July (2006). *Type of Our Times*, Future Publishing: Editor, Dom Hall

Macromedia Flash MX Introductory Design Professional (2003). Thomson Course Technology, Jim Shuman and James Lindsay

Using Adobe Indesign CS, Photoshop CS, and Illustrator CS Design Professional (2005). Thomson Course Technology, Chris Botello and Elizabeth Eisner Reding