

DIGITAL ARTS I

2005

COURSE DESCRIPTION

This course is intended for students interested in graphic arts and the computer. Students address fine and graphic arts through the manipulation of software programs such as Photoshop, Fractal Design Painter, Creative Suite 2, Illustrator, and In Design. Class Work includes color theory, digital photography and the composition of fine art. Critique is required.

New Jersey Core Curriculum Content Standards Visual Arts

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

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

- Students will examine and analyze the design aesthetics of fine art work, packaged goods, posters, advertisements
- Students will identify the elements and principals of design found in examined works
- Students will use digital cameras, scanners, drawing pads, and printers to create original designs with strong composition
- Students will use programs such as Photoshop to create original artwork and design layout

INSTRUCTIONAL STRATEGIES:

- Individual and group discussion
- Teacher demonstration of computer programs utilizing overhead projector
- Students will keep an ideation sketchbook
- Students will develop a computer file for aesthetic comparison to professional works

EVALUATION/ ASSESSMENT

- Finished artwork, specifically addressing creativity as well as evidence of knowledge of Elements and Principals of Design
- Students ability to meet deadlines
- Verbal assessment
- Self assessment

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Strands and Cumulative Progress Indicators

D. Visual Art

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

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

- Students will examine and analyze both the hidden and overt meanings found in advertisements and fine art
- Students will examine the role of media in society
- Students will use digital cameras, scanners and programs such as Photoshop or Illustrator to manipulate images and create original work that addresses the role of media in society as it pertains to them
- Students will engage in class exercises to become familiar with the variety of tools contained within the software programs

- Students will research graphic design and fine art careers using the internet. They will share findings in small groups.

INSTRUCTIONAL STRATEGIES:

- Whenever possible guest speakers from the graphic design industry or the fine arts profession will be scheduled to lecture and or demonstrate
- Students will collect examples of package design, advertisements, or fine art and write about role, meaning and function as it pertains to society
- Teacher demonstration of computer applications
- Teacher presentation of examples of finished work either using the internet, physical examples, or Powerpoint presentations

EVALUATIONS:

- Students understanding of computer technology will be assessed according to finished projects, quizzes, tests
- Verbal assessment
- Ability to meet deadlines
- Self assessment

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Strands and Cumulative Progress Indicators

D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

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

- Students will develop artwork based on a book, film, or similar expression using computer and software applications
- Students will examine and analyze the design aesthetics of fine art work, packaged goods, posters, advertisements.
- Students will identify the elements and principals of design found in examined works.
- Students will use digital cameras, scanners, drawing pads, and printers to create original designs with strong composition.
- Students will use programs such as Photoshop to create original artwork and design layout.

INSTRUCTIONAL STRATEGIES:

- Students will select a book, song or film and create sketches illustrating inspiration from the selected media.
- Students will work collaboratively with a creative writing class to visually interpret selected works.
- As a class exercise, students will develop variations of a singular theme to discover tools/applications of software. Students will present discoveries to the class to compare and contrast findings.

EVALUATION:

- Verbal assessment
- Finished product
- Quiz/test to illustrate knowledge of computer applications and elements and principles
- Self assessment
- Ability to meet deadlines

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

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

- Research and acquire examples of award winning work in photography, graphic arts, video and other computer-based media. Analyze the use and composition of elements, technique, technology and intent of the artist.
- Review professional critique of artists work. Express own agreements and disagreements. Identify bias of critic.
- Based on student critique, develop a rubric for criticism.
- eg: Isolate elements such as positive and negative space, color, apparent texture technical mastery of technology, etc

INSTRUCTIONAL STRATEGIES:

- Students engage in and evaluate multisensory learning experiences as both participants and observers.
- Students evaluate and interpret works of art orally and in writing, using appropriate terminology

EVALUATION:

- Successful critique artwork by student and peers
- Verbal assessment
- Self assessment

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

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

- Students will examine and analyze the design aesthetics and social implications of art work/posters created and used for war propaganda. They will create a work inspired by the ideas they discover.

- Students will study various artists and their styles. They will reproduce and alter a selected work from one of the masters using various Photoshop tools such as the pointillism filter or artistic cutout filter.

INSTRUCTIONAL STRATEGIES:

- Students will work in groups to research historical events or individual artists.
- Students will write and present a brief description of an artist and show examples of his/her style.
- Teacher will demonstrate various filters/tools in software such as Photoshop to replicate artist styles.
- Students will work collaboratively to curate an exhibit of finished work.

EVALUATION:

- Verbal assessment
- Finished product
- Ability to meet deadlines
- Ability to work collaboratively

STANDARD 1.6: ALL STUDENTS WILL DEVELOP DESIGN SKILLS FOR PLANNING THE FORM AND FUNCTION OF SPACE, STRUCTURES, OBJECTS, SOUND AND EVENTS.

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

Progress indicators

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

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

- Using video or graphic images and appropriate software, create a 30 second “infomercial” focusing on such design elements as blocking, positive and negative space, composition, sound, light, color and pace.

INSTRUCTIONAL STRATEGIES:

- Research short clips and infomercials
- Shoot, draw, or acquire appropriate images from the 3-D environment. Record or acquire audio
- Assemble and edit on computer

EVALUATION:

- Successful critique of video by student and peers
- Self assessment

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 (see attached).