

Pequannock Township School District

Curriculum Syllabus

Course Name and level / Grade level and Subject: Digital Arts III / Grade Levels 11-12

Course Description:

The Digital Art III course that further develops the aesthetic and practical principles of communicating through digital illustration. Students will be engaged in the process of creative expression and critical thinking and response through demonstration, project-work, critique, digital presentations and digital portfolios. Students will use Adobe Photoshop and/or Illustrator and any current software applications to create and share their projects. Topics include portraiture, landscapes, cartooning, concept design, and elements of art and principles of design. Students will view artwork by students and professionals alike, and write critical reviews utilizing technology, of student artwork as well as notable and famous artists work. Ultimately, students will be further developing a portfolio to demonstrate their knowledge of digital illustration techniques, as well as showcasing their individual artistic voices.

Course Standards:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. To identify and analyze the role, development, impact of innovations, and continuing influence of the arts in relation to world culture, history and society.

NJCCCS: 1.1.12.D.1, 1.1.12. D.2, 1.2.12.A.1, 1.2.12.A.2, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.3.12.D.4, 1.3.12.D.5

CCSS: W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10

2. To utilize those skills, media, methods, and technologies appropriate to each art form in the creation and presentation of a portfolio.

NJCCCS: 1.1.12.D.1, 1.1.12. D.2, 1.2.12.A.1, 8.1.12.F.1, 8.2.12.E.1, 9.1.12.A.4, 9.1.12.E.1, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1-4, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3

3. To use aesthetic knowledge in the creation of and response to works of art.

NJCCCS: 1.1.12.D.1, 1.1.12. D.2, 1.2.12.A.1, 8.1.12.F.1, 9.1.12.A.4, 9.1.12.E.1, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1-4, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3, 8.1.12.A.4

4. To demonstrate a knowledge of the elements of art and principles of design in the creation and evaluation of works of art.

NJCCCS: 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 8.1.12.A.1

5. To practice the ability to problem solve, collaborate, and communicate effectively through the process of project development, and critique.

NJCCCS: 1.1.12.D.1, 1.1.12.D.2, 1.2.12.A.1, 1.2.12.A.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 8.1.12.A.4, 8.1.12.C.4, 9.1.12.B.2, 9.1.12.C.5, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3, CCSS: W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10

6. To identify and gain an understanding of art-related careers.

NJCCCS: 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3

7. To define and apply discipline specific vocabulary in discussion and critique of artwork and technique.

NJCCCS: 1.4.12.A.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 CCSS: L.11-12.6

Scope and Sequence

Unit 1: Advanced Drawing - 7 weeks

Students will explore and analyze the evolution of portraiture and landscapes and how new medias impact creation in relation to world history, culture, and society. Students will recognize that digital art tools have opened the doors for new artistic forms and means of expression. They will research and identify artistic and cultural influences in digital works of art and be able to explain how these influenced their artistic works as well as the works of other artists. Students will develop an awareness of aesthetics through study of the elements of art and principles of design. Problem-solving, critical thinking, and collaborative skills will be developed as students gain an understanding of the process applied in creation of digital works of art. Project planning, reflective processes, and critique will be emphasized. Students will learn how to use computer software to create original art, appropriate copyright use, and the importance of ethics in manipulation of web images. Student choice is paramount in this project. Students will gain through technology research, their individual preferences, planning and representation of the subject matter. All research will be included in individual student portfolios. These portfolios will be digital and contain student notes, ideas, thought process, visual dialogue of discovery, sketch work, rough work, and final polished work. Students will critically think both visually and written. All critical thinking preparatory work will be contained in the technology infused graphic and visual portfolios.

Unit 2: Painting - Visual Communication - 7 weeks

Digital art techniques, experimentation, and reflective processes, will be emphasized in this unit. Students will enhance their understanding how to use computer software to create original digital works of art, recognizing appropriate copyright use, and the importance of ethics in manipulation of web images. They will explore career opportunities afforded

through study of digital design. Students will research and identify artistic and cultural influences in digital works of art and be able to explain how these influenced their artistic works as well as the works of other artists. They will continue to develop knowledge of how to market and brand their work. Students will foster their individual awareness of aesthetics through study of the elements of art and principles of design. Problem-solving, critical thinking, technology and collaborative skills will flourish as students gain more insight into the processes applied while creating digital works of art.

Unit 3: Advanced Storytelling - 7 weeks

Students will explore political and social cartoons in historical and contemporary times to formulate their own voice in a political or social statement through the use of cartooning.

Unit 4: Comic Book Publication - 14 weeks

Students will create their own comic book. This will be the collation and show the progression of skills students learned all year and synthesize them into creating a comic book for publication. All things start with an idea; and a student's comic book or graphic novel is no different. Students will become a storyteller and create a comic book from beginning to published end.

Assessments

Evaluation of student achievement in this course will be based on the following:

- Application of Skill and Course Content
- Written Reflections and Class Participation/Critiques
- Demonstrating Effort/Perseverance

Curriculum Resources

Instructional Resources:

- Metropolitan Museum of Art
- Museum of Modern Art
- PBS

<https://artsandactivities.com/>

http://www.schoolartsdigital.com/read/account_titles/214208

<https://www.artinamericamagazine.com/>

<https://www.arteducators.org/>

<http://www.olejarz.com/arted/perspective/>

Technology Resources:

- Google Classroom (resources for students and how they turn in assignments)
- Powerpoint/Google Slides
- Adobe Suite (Photoshop and Illustrator)
- Apple hardware and Wacom Graphics Tablets
- Teaching Students to Critique

<http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx>

Home and School Connection

The following can be found in Google Classroom (one Classroom per section)

- Tutorials/Online Games and Practice Assignments
- Assignment Summary, Student Examples, Rubric/Expectations, Due Dates
- Class Notes, Demonstrations/Presentations