

Pequannock Township School District

Curriculum Syllabus

Course Name and level / Grade level and Subject: Digital Arts II / Grade Levels 10-12

Course Description:

The Digital Art II course develops the aesthetic and practical principles of communicating through digital illustration. Students will be engaged in the process of creative expression and critical response through demonstration, project-work, and critique. 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 that explore the decisions made by the artist. Ultimately, students will be creating a portfolio to demonstrate their knowledge of digital illustration techniques.

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: Basic 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.

Unit 2: Painting - Visual Communication - 7 weeks

Digital art techniques, experimentation, and reflective processes, will be emphasized in this unit. Students will learn 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 gain an understanding of the 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 develop the knowledge of how to market and brand their work. 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.

Unit 3: Visual Storytelling - 7 weeks

Students study the uses, thematic elements, character development, and visual effects incorporated into political and social cartoons in historical and contemporary times in this unit. Students will learn to synthesize different subjects, themes, images, and visual metaphors in order to create a cartoon or comic strip. Digital illustration techniques and elements of art and principles of design will be practiced as students communicate their perceptions of the social, political, and global issues of the day. Reflective processes will be emphasized in this unit as students evaluate, revise, and edit their projects. Students will understand that even with a plan, revisions will be made, and a quality product includes the ability to problem-solve, persevere and respond to critique. They will gain an understanding of the career opportunities afforded through study of digital design and cartooning.

Unit 4: Style Development - 7 weeks

An introduction to color construction processes will be emphasized in this unit. Students will explore color and blending techniques. Students will be able to recognize various styles genres of painting i.e.: portraits, landscapes and abstraction. They will research and identify artistic and cultural influences in painting 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 sculptural works of art. Students will discover ways to connect their art skills, ideas, problem-solving abilities, and processes to art-related careers and other professions.

Unit 5: Self-Promotion

This unit will explore a variety of artistic styles to obtain marketability in the arts. Students will recognize various art movements and styles, and how they effected history and technological advances on artmaking tools. Students will research and identify artistic and cultural influences in works of art and be able to explain how these influenced their artistic works as well as the works of other artists. They will develop an awareness of aesthetics through study of the elements of art and principles of design. Problem-solving, critical thinking, collaborative skills, and reflective processes will be developed as students gain an understanding of the creative process.

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