

# Unit 1: Exploring Digital Workspaces

## Media Arts 8

15 Class Meetings

Created: August 2022

### Essential Questions

- How can computer software be used to create digital assets using traditional art methods?

### Enduring Understandings with Unit Goals

**EU 1:** Many computer programs are used in the course of developing media for the video game industry.

- Utilize programs that include but are not limited to: Photoshop, Illustrator, Blender, Unity, Unreal Engine, etc.
- Analyze the purposes of the different programs.

**EU 2:** Practice using a professional program to generate an artwork while using primarily traditional art making methods with a new piece of hardware.

- Explore the ability to use Photoshop to generate a digital artwork.
- Implement the use of the Wacom Intuos pen tablet to draw digitally.

### Standards

- VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
- VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- MA:Cr1.1.8 Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.
- MA:Cr3.1.8b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.
- MA:Pr5.1.8c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.
- MA:Re9.1.8 Evaluate media art works and production processes with developed criteria, considering context and artistic goals.
- MA:Cn10.1.8a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

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### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. Rendering Software

- Review Photoshop and introduce the Wacom Pen tablets
- Experiment with using the pen tablets in Illustrator.
- Compare contrast differences between Illustrator and Photoshop
- Manipulate 3D objects in Blender or Blender like program.

#### 2. Pen Tablet

- Practice creating fun prompt-based drawing activities.
- Create a fully rendered digital artwork featuring a dragon dwelling within its lair.

#### 3. Reflection

- Participate in peer review by completing feedback form in small group settings.
- Reflect on the process using scoring guide to evaluate final artwork
- Written reflection detailing successes and hardships encountered in the process of creating the digital artwork

Key Terms - Photoshop, Blender, Illustrator, Layer, Object, Rasterize, Pen Tablet, Two-dimensional, Three-dimensional, Prompt, Peer-review, Characteristics, Mythos, Environment

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### Daily Learning Objectives with *Do Now Activities*

#### Students will be able to...

- Describe their prior knowledge of Photoshop through a pre-assessment quiz
  - Do Now: Describe one expectation of the classroom for a testing environment
- Implement the use of a Wacom Intuos in Photoshop and learn how to customize its functions.
  - Do Now: What are some methods artists use to draw digitally?
- Apply prior knowledge in Photoshop to use the Intuos pen display in Illustrator.
  - Do Now: What do the file formats .jpg, .png and .svg have in common?
- Implement the use of the Wacom Intuos in Blender to manipulate the sculpting tools
  - Do Now: What does the term Three-Dimensional mean?
- Improve digital drawing skill using the Wacom Intuos pen tablet to create digital artworks based off prompts. (Different prompt for each class) \*\*\*\*
  - Do now: What is one of the default functions of the buttons located on the pen tablet?
  - Do now: What is one of the default functions of the buttons located on the Intuos pen?
  - Do now: What is an aspect of creating digital artwork that you prefer over traditional?
  - Do now: What is an aspect of creating traditional artwork that you prefer over digital?
- Describe the origin of dragons and the mythos surrounding their historical importance.
  - Do now: What physical characteristics define a dragon?
- Integrate their knowledge of draconic mythos and characteristics to create a dragon of their own design\*\*
  - Do now: What style of dragon have you decided on creating? Eastern? Western?
  - Do now: Are you creating a realistic dragon or cartoon dragon? Why that style?
- Apply their knowledge of dragons to create a unique setting for their creation to inhabit\*\*
  - Do now: What are some dwellings a dragon could reside in?
  - Do now: What is the setting you settled on for your artwork?
- Provide constructive criticism of their peers work and reflect on their own through group critique
  - Do now: Write two aspects of your drawing that you are proud of and one aspect on which you would like to improve.
- Evaluate their work by synthesizing the information in their reflection, peer feedback and criteria provided in the scoring guide
  - Do now: What information do we gain by evaluating ourselves?

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#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Accountable talk
- Homework
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Assignment modification
- Speech to text
- Sentence starters
- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Provide correct pronunciation by repeating student response
- Word wall
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

#### **EL DIFFERENTIATED INSTRUCTION:**

- Word walls with visuals
- TWPS (Think, Write, Pair, Share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit Modeling
- Key Vocabulary
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessments

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### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Google Form Surveys
- TWPS
- Accountable Talk Discussions
- Oral Questioning
- Exit Slips
- Do Nows
- Thumbs

#### **SUMMATIVE ASSESSMENTS:**

- Pre-Assessment Quiz
- Unit task scoring guide
- Rubric #3: Teamwork

### Unit Task

**Unit Task Name:** Release the Dragon

**Description:** Students will use computer software to create an original dragon. (EU1) They will implement a combination of traditional artwork techniques combined with methods made possible by a digital workspace. (EU2) The Dragon will occupy a setting created by the students using the same tools and methods.

**Evaluation:** Scoring guide and Rubric #3: Teamwork

### Unit Resources

- Chromebooks
- Computer Lab
- Wacom Pen Tablets
- Google Classroom
- Google Chrome
- Google Docs, Google Slides
- Teacher computer
- Classroom monitor (TV)
- Photoshop
- Illustrator
- Blender
- Adobe tutorials
- [Wacom Pen Tablet Tutorial](#)