

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

DIGITAL ART 1AB
(Elective Course)

Prerequisites: Art 1 recommended

Content covered in this course is also described in the course of study outline that is organized to the California Visual Arts Standards. Based upon student needs, instructors select appropriate materials from the Instructional Materials List. Classroom presentations are determined by the instructor and described under Teacher Activities. A more detailed course outline is available from the instructor.

OVERVIEW:

Digital Art 1AB is a one-year introduction to the computer as an art-making tool. Sequential curriculum is designed to acquaint students with powerful, industry-level programs in a manner that is not intimidating and empowers and challenges students to make aesthetic decisions based on solid design principles. Students will become adept at understanding art from the past as well as from other cultures in order to give depth to their own creative expression. Digital Arts skills required by business and industry will be addressed as well as the exciting work of contemporary artists who have ventured into the digital realm.

COURSE OF STUDY OBJECTIVES:

Students will learn to exercise their artistic perception by viewing, discussing and writing about art from many time periods and cultures. They will express their creative vision by composing images in digital media. Students will become knowledgeable about various periods and movements in art history as they relate to their assignments in the class. Students will become adept at asking and answering questions about the nature of art in writing and discussions of Aesthetics. Reaching out and diverging from the classroom activities, students will make connections with digital artists in the fields of design, visual communications and the entertainment industry as well as other areas of study encompassed by the area of digital art.

Artistic Perception and Digital Art

- 1. The student will develop an understanding of the visual structures of art works by studying the terminology of the Elements and Principles of Art/Design as they relate to traditional as well as digital art.**
 - 1.1 SUGGESTED STUDENT ACTIVITIES:**
The student will analyze display panels that show the Elements of Art in Photography. He/she will use digital cameras to capture images that illustrate the Elements of Art.
 - 1.2 INSTRUCTIONAL MATERIALS:**
Teacher-created display panels for the Elements of Art, art reproductions, and handouts for definition of terms, digital cameras, printer and paper.
 - 1.3 TEACHER ACTIVITIES:**
Teacher will model for students visual analysis of various works of art from different cultures and time periods by discussing the work of Nam June Paik and Leonardo Da Vinci in relation to the Elements of Art.
- 2. The student will design a visual concept using the element of shape in the “Black Square” project.**
 - 2.1 SUGGESTED STUDENT ACTIVITIES:**
The student will create six illustrations that are variations on a black square that show how the concepts of Bold, Congested, Playful, Increase, Order and Tension in a vector-based illustration program.

- 2.2 INSTRUCTIONAL MATERIALS:
Examples of the design project, vector-based program and printer.
- 2.3 TEACHER ACTIVITIES:
Discuss the design process with examples and lead students through a series of tutorials to introduce the tools of the program. Show students a film about the Bauhaus Design School and ask students to compare their work to the work of students from the Bauhaus in a student critique. Have students write about the importance of visual symbols for communication after the critique.

Illustrating a Concept in Black and White

3. The student will create black and white illustrations that depict three of the following: Snow, Smoke, Steam, Jaws, Moby Dick and Ice Cream in a vector-based illustration program.

- 3.1 SUGGESTED STUDENT ACTIVITIES:
The student will discuss and write about the balance of black and white in Edouard Manet's lithograph "Rendez-vous de Chats". He/she will create thumbnail sketches for three of the concepts presented. He/she will then create three black and white illustrations of these in a vector-based illustration program and printer.
- 3.2 INSTRUCTIONAL MATERIALS:
Art reproductions, examples of past student work, vector-based illustration, program and printer.
- 3.3 TEACHER ACTIVITIES:
Lead student discussion about the Manet print and the concept of balance and the use of contrasting shapes to create it in the picture plane. Instruct him/her in the creation of thumbnail sketches. Lead him/her through tutorials for the program. Ask him/her to write about their finished work and answer the question: "Is it a Good Work of Art?"

Map of the Human Heart: Places and People

4. After viewing the work of contemporary artists, the student will create an illustrated map of people and places that are important to him/her.

- 4.1 SUGGESTED STUDENT ACTIVITIES:
The student will look at the work of Rosenquist, Lichtenstein and Saar and discuss the use of media and the Elements of Art in the works. He/she will interview friends and neighbors about information for their map and gather photos. He/she will then create a visual map with photos and drawings using both a vector-based program as well as a raster-based program.
- 4.2 INSTRUCTIONAL MATERIALS:
Maps, photographs of the area neighborhoods, art reproductions, vector and raster-based programs, printer, scanner and digital cameras.
- 4.3 TEACHER ACTIVITIES:
Show and discuss the work of the three artists, Discuss the concept of a visual map and show examples of student work. Instruct student in the transfer of images from one program to another. Demonstrate use of the scanner. Lead him/her in writing a critique of finished work on the purpose of art.

"Magritte's Cow: Combining Images in the Surrealist Style"

5. After viewing the work of Surrealist artists, the student will create a digital photographic montage of images in the Surrealist style.

- 5.1 SUGGESTED STUDENT ACTIVITIES:
The student will visually analyze the images and symbolism of Dali, Magritte, Varo and Uelsmann and complete a writing of research on Surrealism. He/she will create a montage in an image-editing program of human, animal, mechanical and architectural images. He/she will visit a museum to see examples of Surrealist Art.

- 5.2 INSTRUCTIONAL MATERIALS:
Art reproductions, web sites, image-editing program, scanner, printer and digital cameras.
- 5.3 TEACHER ACTIVITIES:
Discuss the Surrealist art movement and show examples of work by the group of artists. Demonstrate techniques of image compositing, masking, scanning, etc.
Lead a student critique.

“Saving Grandma: Restoring an Old Photograph

- 6. **The student will explore the history of photography in various periods and discuss how culture, time and place influence photographers. He/she will write about the role of photographers in the Civil War. He/she will ask family members for old damaged photos he/she can restore in an image-editing program.**
 - 6.1 SUGGESTED STUDENT ACTIVITIES:
The student will look at photographs from various periods and point out differences in style in a writing exercise. He/she will ask older family members for copies of damaged photos to restore.
 - 6.2 INSTRUCTIONAL MATERIALS:
Photographs by Civil War photographs from various periods and point out differences in style in a writing exercise. Student will ask older family members for copies of damaged photos to restore.
 - 6.3 TEACHER ACTIVITIES:
Show student Civil War photographs and explain how they were sometimes staged. Ask him/her to write about the topic and discuss it. Demonstrate how to scan old photos and conduct a series of tutorials on image repair techniques. Ask him/her to interview the person who gave them the photos and read a part of the interview to the class at the critique.

Self Portrait in the style of Andy Warhol

- 7. **After viewing Warhol's portraits, the student will use a photograph of him self/her self to scan and manipulate in the style of the Pop artist.**
 - 7.1 SUGGESTED STUDENT ACTIVITIES:
After viewing and writing Warhol's portraits, the student will create a self-portrait in the style of the Pop artist. He/she will present their portrait to the class with a short report on Pop Art. He/she will debate the issue of one of a kind work versus multiple images.
 - 7.2 INSTRUCTIONAL MATERIALS:
Art reproductions, image editing program, scanner, digital camera, printer and paper.
 - 7.3 TEACHER ACTIVITIES:
Lead discussion of Warhol's portraits. Demonstrate digital camera to take portraits. Demonstrate color manipulation techniques in image editing program. Conduct class critique. Take class on field trip to screen printing factory.

Surfing the California Lifestyle

- 8. **The student will develop a view of the history of California beach culture by viewing a selection of work from the exhibition “Made in California” at the Los Angeles County Museum of Art. He/she will then focus on the graphics designed by the surf industry and design his/her own version of a surf logo.**
 - 8.1 SUGGESTED STUDENT ACTIVITIES:
The student will develop an awareness for the history of California beach culture by looking at work from “Made in California”. They will visually analyze work according to the Elements of Art in order to design his/her own logo for a surf company. He/she will compare the style of surf design to Pop Art by writing about two examples. He/she will answer the question “Does a designer need a knowledge of Art History to be a good designer?” He/she will research graphic design pay scales on the Web.

- 8.2 INSTRUCTIONAL MATERIALS:
Slides from "Made in California", slide projector, examples of Pop art and surf design, vector-based program, scanner, printer and paper.
- 8.3 TEACHER ACTIVITIES:
Show slides from "Made in California" and discuss the history of California beach culture. Ask the student to bring in surf logos they find interesting. Assists him/her in creating thumbnail sketches for his/her designs. During the critique, discuss wages for graphic designers and asks him/her to research pay scales on the web.
- 9. **The student will bring in various ads for music performers and discuss how ads are created to promote musicians. He/she will then create his/her own poster for a performer or group using a page layout program.**
 - 9.1 SUGGESTED STUDENT ACTIVITIES:
The student will compare poster style from 1900 to the present by writing about two examples. He/she will then create a poster for his/her favorite musicians using a page layout program. He/she will host a graphic designer as a guest speaker to critique his/her work and talk about career options.
 - 9.2 INSTRUCTIONAL MATERIALS:
Web site, posters from various eras such as old film poster, scanner, page layout program, poster printer and paper.
 - 9.3 TEACHER ACTIVITIES:
Guides students through a visual analysis of posters, shows how the picture plan is divided into areas to balance the composition, leads students through page layout tutorials and helps to obtain guest speaker.

End of first semester Critique and Student Portfolio Review

Second Semester Begins:

"Black Cat Coffee: Designing a Company Identity

- 1. **The student will develop an understanding of the visual structures of art works by studying the terminology of the Elements and Principles of Art/Design as they relate to traditional as well as digital art.**
 - 1.1 SUGGESTED STUDENT ACTIVITIES:
The student will learn how designers use the Elements and Principles of Art to create effective visual communication by analyzing example of contemporary design. He/she will do web research for a fictitious company that will market organically grown coffee and design a logo and ad for the company in a vector-based program.
 - 1.2 INSTRUCTIONAL MATERIALS:
Examples of past projects, handout on shade grown organic coffee, Vector-based program, printer and paper
 - 1.3 TEACHER ACTIVITIES:
Assist the student in analyzing various logo and ad designs. Lead he/she through a series of tutorials in vector illustration and use of typography. Bring in various products that relate to the project. Arrange field trip to a local business and their design department.

"Culturejamming": Altered Advertising

- 2. **The student will participate in a media literacy project to create subversive spoof ads of companies that promote harmful products.**
 - 2.1 SUGGESTED STUDENT ACTIVITIES:
The student will analyze spoof ads found on the Adbusters web site and find a real ad they can deconstruct and write about the message of the ad. He/she will then scan the print ad and alter it to subvert the original message.
 - 2.2 INSTRUCTIONAL MATERIALS:
Web sites, magazines, image editing program, printer, and paper.

- 2.3 **TEACHER ACTIVITIES:**
Show the student media literacy film about advertising. Assist he/she in ad analysis. Demonstrate how ads can be altered in an image-editing program. Have he/she write about the question: "Can Art Change Society?"

"Grand Illusion Portrait"

3. **After viewing the work of Guiseppe Arcimboldo, students will create an illusion portrait of a famous person by creating a digital collage of images that re-create the tones and textures of the person's face. The student will compare Arcimboldo's work with Dali's "Mae West as a Surrealist Apartment."**
- 3.1 **SUGGESTED STUDENT ACTIVITIES:**
After viewing and discussing Arcimboldo's work, students will create a digital collage of images that represent a famous person. The student will compare Arcimboldo and Dali images in a writing assignment.
- 3.2 **INSTRUCTIONAL MATERIALS:**
Web sites, slides, projector, past student work, image editing program, printer and paper.
- 3.3 **TEACHER ACTIVITIES:**
Introduce the work of the artist Arcimboldo and lead class discussion. Demonstrate the technique of building a digital collage in layers. Lead writing exercise. Do a presentation on the work of celebrity photographer Herb Ritts.

"Digital Disaster: Faking an Alien Invasion"

4. **After listening to the 1938 radio broadcast of "War of the Worlds" by Orson Welles, the Student will discuss the concept of a media hoax and bring up other more recent hoaxes. He/she will then create his/her own version of a faked photograph in an image-editing program.**
- 4.1 **SUGGESTED STUDENT ACTIVITIES:**
After looking at altered photos, the student will explore the process of creating a fake photo of aliens invading the earth. After creating his/her photos, the student will write a news story for the school newspaper about the event.
- 4.2 **INSTRUCTIONAL MATERIALS:**
Video about Orson Welles and "War of the Worlds", web sites for the radio broadcast, toys, props, photo CDs, image editing program, printer and paper.
- 4.3 **TEACHER ACTIVITIES:**
Show video and discuss the "War of the Worlds" broadcast. Ask the student to research it on the web and write a summary of events. Demonstrate techniques of the program to create disaster effects and lighting in the scene. Conduct student critique and ask him/her the question: "Do photographs have to be truthful?"

"Propaganda Posters"

5. **After researching a series of propaganda posters from 1900 on, the student will participate in a discussion and writing about the style and design of the work and how it was created to be persuasive to the viewer. He/she will then create his/her own poster for a war against the aliens in a page layout.**
- 5.1 **SUGGESTED STUDENT ACTIVITIES:**
After viewing historic propaganda posters, the student will compare and contrast them in a writing and discussion activity. He/she will then create his/her own posters for a war against invading aliens. He/she will also conduct an e-mail interview with artist Robbie Conal and share his responses with the class.
- 5.2 **INSTRUCTIONAL MATERIALS:**
Poster reproductions, web sites for posters, page layout program, poster, printer and paper.

5.3 TEACHER ACTIVITIES:

Discuss the use of posters to spread propaganda. Show examples and lead a class discussion of how the artists used color, line, shape and value to draw the attention of their viewers. Demonstrate typographic use and terms. Set up contact with artist Robbie Conal.

“Propaganda Posters”**6. After doing web research on various comic heroes, the student will read the Japanese folk tale “The Boy Who Drew Cats” and create a story board drawing for a comic about the story.**

6.1 SUGGESTED STUDENT ACTIVITIES:

After reading the story, the student will create a comic storyboard about the characters and events in a vector-based program. The student will compare the work of Western animators with Japanese Anime. He/she will answer the question: “Is the Comic Book Art?” He/she will host an artist from a major comic book company to speak to the class.

6.2 INSTRUCTIONAL MATERIALS:

Web sites, comic art books, classic comic art and Anime examples, paper, vector-based drawing program, printer and paper.

6.3 TEACHER ACTIVITIES:

Lead discussion about comic art and guide student web research. Conduct reading of the story. Demonstrate drawing techniques for comic characters. Contact comic artist to talk to students.

End of Semester Critique and Portfolio Review

Assessment: Instructor will use a rubric created for student projects and writing assignments. Outside homework will be required for: Preliminary sketches, web research, artist interviews, portfolio compilation, reading assignments and field trip notes.

Supplementary Materials and Texts:

Cohen, et al., *Imaging Essentials*. Mt. View, CA: Adobe Systems, Inc., 1993.

Cohen and Wendling, *Design Essentials*. Mt. View, California: Adobe Systems, Inc., 1995

Adobe Systems Staff et al. *Production Essentials*. Indianapolis, Indiana: Hayden, 1994.

Fenton, Erfert. *The Macintosh Font Book*. Berkeley, California: Peachpit Press, 1995.

Battin, Fisher, Moore, Silvers, *Puzzles About Art: An Aesthetics Casebook*. New York: St. Martin's Press, 1989

Adobe Systems Staff et al. *Adobe Illustrator*. (Classroom in a book series, official training book for Adobe Illustrator authored by the staff of Adobe Systems) Indianapolis, Indiana: Hayden, 1994.

Salles, et al., *Adobe PhotoShop: Creative Techniques*, Indianapolis, Indiana: Hayden Books, 1995.

Hearn, Lafcadio. *The Boy who Drew Cats*. Tokyo, Japan: T. Hasegawa, Publisher and Art Printer, 1898 (reprinted in facsimile from a copy in the Huntington Library by The Huntington Library and Art Gallery, San Marino, CA. 1972

Wilde, Judith and Richard, *Visual Literacy: A Conceptual Approach to Graphic Problem Solving*. New York: Watson-Guipill Publications, 1991

Revision submitted by Teri Brudnak, Corona del Mar High School, January 8, 2002
(Meets the needs of students wishing to go to UC or Cal State College)