

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Advanced Digital Art

**Date:** April 2013

**Subject Area:** Visual and Performing Arts  
Career Technical Education

**Proposed Grade Level(s):** 10<sup>th</sup> - 12<sup>th</sup>

**Course Length:** One Year

**Grading:** A-F

**Number of Credits:** 5 per Semester

**Prerequisites:** None

**Articulation Units:** None

### **COURSE DESCRIPTION:**

This is an advanced course in which students examine the use of digital technology in the visual arts and further develop communication and composition skills through the manipulation of digital media. Students will continue to refine their skills with computer image editing, graphics and natural media software, graphic tablets, digital cameras, scanners and printers. Students will further explore photography and digital illustration and painting including the integration with traditional media, with an emphasis on effective visual communication of ideas through the use of art and design elements and principles. Students will develop a greater understanding of art history and culture to enrich their appreciation of artworks and strengthen their artistic expression. Students will participate in analyzing art works and critiquing their own solutions. Students will be familiarized with professional business practices between the artist and the client. At the completion of the course, students will have built a portfolio that demonstrates their abilities for college entrance or for a job in the art field.

### **GENERAL GOALS / PURPOSES:**

Students will demonstrate the creative ability and technical skills to produce and manipulate images, as well as successfully communicate ideas and emotions through an understanding of the visual elements of art.

They will use acquired technical skills, and design and art history knowledge to creatively solve design problems, reflect upon the characteristics and merits of their work, and the work of others.

Students will become more knowledgeable about twentieth century art and be able to respond critically to works of significant artists, architects, and designers. Each student will make connections between the visual arts and career paths through individual and team based projects, internships, and exploration of careers.

### **STUDENT READING COMPONENT:**

Students will be assigned reading from a variety of art publications. Research projects will require the use of library, Internet, and art history resources. Students will be required to follow written tutorials and instructions for most assignments.

### **STUDENT WRITING COMPONENT:**

Students will describe, analyze, interpret and evaluate works of art. They will use writing to reflect on issues of aesthetics and problem solving. Students will create written research projects comparing, contrasting, and analyzing contemporary digital artists and various cultural styles.

### **STUDENT ORAL COMPONENT:**

Students will participate in class discussions and oral critiques of their works and works of others. Students will create and deliver oral presentations of research projects and class tutorials.

### **DETAILED UNITS OF INSTRUCTION:**

**Unit 1: Professional Digital Art**

Students will explore the paths of professional artists and learn about art careers in today's job market. Additionally, they will become familiar with best practices regarding the business of digital art.

**Key Assignments:**

***Discussion:***

Students discuss the practices, benefits and career opportunities of using the computer as an art-making tool vs. traditional media. They will also discuss developments and new possibilities of mixing digital media with traditional media as practiced by contemporary artists. Key topic: How is art used as a communication tool (CTE standards A5.1, A3.1, and A4.5)?

***Research:***

Students will research a professional digital artist or photographer. They will explore the artist's influences, educational background and career path. Students will study selected images and gain understanding of the techniques used and developed by the artist.

***Homework:***

Students will look at current career paths, perhaps one similar to the selected artist, and make an outline of job qualifications found on popular employment websites (CTE standards A3.3, A5.4, and A7.4).

***Presentation:***

Students will present their research and homework assignment to the class. They must emphasize the selected artist's journey, and the career path they explored for the homework assignment (CTE standard A35.2).

**Unit 2: Technical Review**

Returning digital artist will review technical aspects of photography, digital editing and using the computer as an art-making tool. Students will review concepts such as raster vs. vector drawn art and other technical vocabulary.

**Key Assignments:**

***Demonstration:***

Students will review program editing tools and basic concepts of Raster vs. Vector Resolution file formats and camera operations (CTE standard A8.1).

***Exercise:***

Students will practice a variety of digital tutorials that will be used in future art pieces.

**Unit 3: Elements and Principles of Art Review**

Students will review how the Art Elements and Design Principles are used to create a successful composition expressing an idea or emotion. Many examples of peer and professional work may be displayed in combination with terms and definitions in preparation for these keys assignments. Students will also identify and use appropriate ethical image usage choices.

**Key Assignments:**

***Exercise:***

Students will evaluate peer and professional work that include a variety of multi media images using the Critical Analysis format. Students are able identify each of the Art Elements and Design Principles (CTE standard A1.2).

***Project:***

Students will create multiple images that will convey a feeling or emotions like; anger, sadness, joy, anxiety. By using the art elements and design principles, student must display knowledge of how to organize an expressive composition (CTE standard A1.1-3).

**Unit 4: Photography and Digital Manipulation (in Adobe Photoshop)**

Students will learn the history of photography and photo manipulation prior to the advent of digital technology. Students will discuss the use of photo manipulation to deceive or persuade viewers, as

well as for self-expression. Manipulating imagery can have profound impacts on how we interpret or judge a photograph.

**Key Assignments:**

**Research:**

Students will explore the history of photography; its various styles and how digital editing came to be (CTE standards A1.8, A4.3-5, A8.1 and A8.7).

**Exercise:**

Students will create a Photography Webliography, a collection of online resources, to better understand key concepts of the art elements and design principles (CTE standards A5.7 and A6.2) as they relate to photographic imagery.

**Project 1:**

Students will create a series of images that depict a story. They may reflect on the careers of professional artists such as Margret Burk White or Edward Curtis. They may show a variety of views or perspectives of an event creating emphasis through visual contrast or focus (CTE standards A2.8-9).

**Project 2:**

Students will practice formal lighting techniques used in portrait or commercial photography to create a final image. They will gain technical mastery of studio lighting and strengthen their understanding of space, shape and balance (CTE standards A5.2 and A8.4).

**Discussion:**

Students will participate in a peer review session. Key topic: Can a photograph be as successfully altered in terms of digital software lighting as compared to studio lighting? Why is it important to begin with a high quality photograph prior to digital manipulation? (CTE standards A1.7, A8.4 and A6.3).

**Presentation:**

Students will be exposed the variety of employment opportunities in professional photography and the digital arts through lecture or guest speakers (CTE standards A3.1).

**Unit 5: Sign and Symbols**

Students will study signs and symbols frequently seen in contemporary art and identify the ways in which they express a message. Examples like Egyptian or Aboriginal Art may also be studied to examine cultural perspectives. Looking at photographs from the WWII era, students may compare social commentary.

**Key Assignments:**

**Research:**

Students will view master artwork that tell a story or use symbolism. Students may reference specific Artists, Art groups or Art Movements and then make a comparison to today's digital media artists. (CTE standards A1.4, A1.6, A3.4-6 and A4.5)

**Exercises:**

Look at the cultural use of symbols, hobo signs, road signs, trademarks and monograms, symbolic doodles and students will create graphic symbols that portray given themes. (CTE standards A1.8, A1.9 A2.2-4 and A5.3)

**Homework:**

Students will collect several examples of maps as a visual reference. (CTE standard A3.2)

**Project 1:**

Students will create a symbolic self-portrait using the idea of a map as a point of departure. This project will help develop the concept of having a personal voice and expression of who they are and where they are going. (CTE standards A3.2 and A6.2)

**Project 2:**

Students will create a montage or collage using symbolic images of personal milestones. These pieces will develop into a map that will chart their individual journey. Students will participate in a

peer evaluation process that will help them determine if their expressive message is clearly understood. (CTE standards A2.3-3, A2.7, A5.1, and A5.4)

## **Unit 6: Graphic Design and Typography**

Students will learn to organize a marketing plan and then create original graphic designs. They will analyze successful logo designs, advertisements and event posters. Students will use online resources for typography downloads and demonstrations of digital typographical effects.

### **Key Assignments:**

#### ***Research:***

The class will create a time line of graphic styles (CTE standards A1.2 and A3.2).

#### ***Exercise:***

Students will study the Artist Toulouse Lautrec and research advertising from top publications, poster art, and Pop Art to gain inspiration. Then students will create a logo, tagline and design scheme emphasizing positive and negative space (CTE standards A1.1 A1.5).

#### ***Discussion:***

Students will explore the artist/client relationship. They will discuss the process of working with a client from sketching ideas, creating concept art to final approval and finally to production of the artwork (CTE standards A1.1 A1.5).

#### ***Project:***

Students will create a poster design for an event. They will incorporate some of the graphics styles explored in the above exercise and demonstrate personal expression. Student will critique work to ensure clear communication of artistic concepts (CTE standards A2.2, A7.2 and A7.5).

## **Unit 7: Looking at Likeness - Artist's self portraits through history**

With inspiration from the masters, students will demonstrate a likeness to an artist's style in creating their own self-portrait.

### **Key Assignments:**

#### ***Research:***

Students will read about, write about, talk about, and reflect upon the style of an artist of their own choice. They will identify qualities of their artist's work that best depict that particular style such as color palette, line quality or background setting. Students will also explore techniques for combining Inkjet printing with traditional materials such as paints and art papers, to best emulate their chosen artist's style (CTE standards A1.5).

#### ***Project:***

Students will make an interpretive self-portrait, exploring the emotional side or mood of their art. They will need to use the information from their research and incorporate a likeness to the artist's style in their own self-portrait (CTE standards A1.2, A1.7 and A2.6).

## **Unit 8: Illustration**

Students will look at the history of Illustration and the golden age of American Illustration. With artists such as Gibson, Parrish and Wyeth, they will gain inspiration and complete a digital drawing.

### ***Discussion:***

Students will discuss the benefit and issues of digital illustration vs. traditional drawing. They will also discuss the importance of choosing the right digital and traditional tools to complete an artwork. Further, they will discuss the trend towards inventive ideas using a variety and combination of traditional and digital materials. Examples of various style of illustration will be displayed and student may compare them based on era, genre and social purpose (CTE standards A1.6).

### ***Exercise:***

Students will create a number of digital brushes and textures to save for further use. Students will experiment various techniques including hand coloring digital prints, digital photo transfers, under-printing and over-printing using collage, watercolor, and pastels.

### ***Homework:***

Students will make multiple thumbnail sketches that include a primary focal point and background environments to be shared and reviewed with peers.

***Project:***

Students will create a digital illustration using their choice of tools and techniques generated from the practice exercises. They will place emphasis line quality, texture and color (CTE standards A1.7, A2.5).

**Unit 9: Art as Social Commentary:**

Students will explore artists such as Pablo Picasso, Romare Bearden, Diego Rivera, and Judy Baca who expressed strong social commentary in their work. They will come together as a group to discuss global issues and collectively agree to a visual representation of the problem/solution.

***Research:***

Students will find artists in history that created art with a social conscience (CTE standards A2.4, A2.6 and A2.7).

***Project:***

Students work in small groups to create a Social Commentary Collage using art icons or altering known works of art to comment on a social issue. They will develop a topic and create an artwork for display on campus (CTE standards A3.3).

**Unit 10: Portfolio**

With the purpose of continuing Digital Arts and Media education, students will produce a digital and printed portfolio.

***Project:***

Students will create an artist statement and digital portfolio with the intention of posting on a public website for potential career and educational opportunities. In addition, students will print their best work to be saved in a portfolio folder for face-to-face interview purposes (CTE standards A2.5 and A5.6).

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

**Academic Content Standards:**

***Artistic Perception***

- To build on students' previous experience and understanding of the principles of design in creating and analyzing works of art, and to introduce students to specific aspects of design including color theory, graphic design, architecture, photography, and decorative design. 1.1
- To research and analyze the work of specific artists, and write about the significance of their works in relation to their contemporaries and later art movements. 1.3
- In written reflections and discussions, students will be able to compare how specific design principles are used across art disciplines such as, illustration, photography, graphic design and architecture. 1.5
- To be able to discuss the impact of digital media on the arts, and how it influences the impact and meaning of works of art. 1.6

***Creative Expression***

- To solve visual arts problems by effectively applying the elements and principles of design, and choosing the most appropriate digital tools to convey a concept in studio exercises and projects. 2.1
- To refine skills in the handling of raster and vector based tools, developing a portfolio that reflects a professional level of craftsmanship and technical skills. 2.2, 2.3
- To demonstrate the ability to express social, cultural, and personal themes in innovative, complex ways, using visual metaphors and symbols through studio projects. 2.5

***Historical and Cultural Context***

- To familiarize students with significant art and design movements, and styles of the twentieth century through projects based on those styles. 3.0

- Through slide lectures and research projects, students will describe the influences of social, political, and economic developments on the arts, and how the arts have impacted society. 3.1
- Through research, students will be able to discuss and write about the role and purpose of art in ancient and contemporary cultures. 3.4

### ***Aesthetic Valuing***

- By working through a series of aesthetic puzzles, students will be able to articulate how a viewer's socio-economic background, culture, and beliefs can influence the interpretation of a work of art. 4.1
- Evaluate works of art, and reflect on personal works and those of their peers, in writing or presentation by utilizing the vocabulary and conventions of art criticism. 4.5

### ***Connections, Relationships, Applications***

- Students will complete studio projects for current events on campus and for clients in the community as they are requested. 5.1
- In discussion and written reflection, students will speculate on the nature and function of art due to changing technology and culture. 5.1
- Students will seek internships that will allow them experience in an art related career. 5.0
- Students will research portfolio requirements for specific fields, and organize their portfolios to meet those requirements. 5.3

### **CTE Arts, Media, and Entertainment Knowledge and Performance Anchor Standards:**

Advance Digital Art students maintain an ongoing practice of the below CTE anchor standards. In each unit of instruction, there is an emphasis on meeting career expectations and demonstrating responsible and ethical choices. Students will be give technical knowledge of industry level programs and practices and are required to problem solve as individuals and in group settings.

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats (Direct alignment with LS 9-10, 11-12.6).

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

#### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans (Direct alignment with SLS 11-12.2).

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision-making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment (Direct alignment with WS 11-12.6).

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques (Direct alignment with WS 11-12.7).

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment (Direct alignment with RSTS 9-10, 11-12.4).

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

## **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings (Direct alignment with SLS 9-10, 11-12.1).

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms (Direct alignment with SLS 11-12.1d).

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.



- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks (Direct alignment with WS 11-12.6).

- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
- 10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

#### **A. Design, Visual, and Media Arts Pathway**

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
- A1.6 Compare and analyze artwork done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
- A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
- A2.4 Use visual metaphors in creating an artistic product.
- A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
- A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
- A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
- A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
- A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
- A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A4.0 Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A4.1 Develop written consumer assessment rubrics for separate, industry-specific art products.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

- A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
- A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
- A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- A5.2 Explore the role of art and design across various industry sectors and content areas.
- A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
- A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
- A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
- A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
- A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- A7.4 Integrate databases, graphics, and spreadsheets into electronically-processed documents.
- A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.
- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST's:**

## **DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners:** Able to apply their knowledge of history, culture, and design to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to digital art.
- **Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize knowledge of art history and design to discuss design solutions and critique student work. Students will present portfolios and develop presentations.
- **Quality Producers/Performers:** Able to demonstrate the creative ability and technical skills to produce solutions to specific design problems, presentations, and portfolios.
- **Constructive Thinkers:** Using acquired technical skills to creatively solve design problems and reflect upon the characteristics and merits of their work and the work of others. Students will use their knowledge to analyze other design solutions using the strategies of art criticism. Students will gather and evaluate information from written and Internet resources on digital artists and historical periods.
- **Collaborative Workers:** Able to work together to create solutions for group projects. Students will participate in group critiques of student projects. Students will participate in class discussions on aesthetics.
- **Responsible Citizens:** Able to maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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