

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ARTS AND NEW MEDIA

DATE: February 2007

SUBJECT AREA: Visual and Performing Arts

PROPOSED GRADE LEVEL (S): 9-12

COURSE LENGTH: 1 Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: None

COURSE DESCRIPTION:

Art and design involves purposeful decision-making about using the elements and principles of art in an integrative way. In this introductory course, students will learn basic art concepts, methods and skills for new media used in the fields of computer graphics and animation. Students will have the opportunity to work with computers and a variety of software such as Adobe Photoshop, Illustrator, Premiere, and Flash. Emphasis will be on creativity, originality, technique, and task completion. This is an excellent introductory course for those students interested in careers in animation, graphic design, web design, film and video, and computer art.

GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon digital and traditional works of art in order to gain fluency, skills, and a deeper understanding of the history and future of art and technology.
- Students will work independently and collaboratively to create artistically.
- Students will analyze the roles, functions, and development of art through time and its connections to technology today and in the future.
- Students will develop creative skills in problem solving, communication, and time management.
- Students will learn about career possibilities related to digital art and new media.
- Students will compare and contrast digital art and new media with other traditional art forms.
- Students will analyze the role and development of the visual arts in the past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Learn applications of Macromedia Flash in interactive art.
- Become fluent in Adobe Photoshop, Illustrator, and Premiere
- Students will approach technology and computer software as a means of artistic expression
- Students will learn the vocabulary of art and design, and how to apply design principles and elements of art to their interactive art projects.
- Students will focus on art fundamentals in order to create successful projects, learning how to aesthetically create and value new art media.

- Students will learn about copyright law and the ethics of new art media.
- Students will create portfolios and participate in classroom critiques.

STUDENT READING COMPONENT:

Students will be assigned readings from a variety of sources including magazines, textbook, and Internet articles. Students will be required to follow written instructions on projects.

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique, and write about new media, and the characteristics of professional and student work in essays and a research paper (description, observation, analysis, and persuasive).
- Students will reflect on the creative process and problem solving techniques used in new media productions (reflective)
- Students will compare and contrast, as well as analyze the methods of designers' and the influence of technology in all media (informative).
- Students will keep an ongoing journal/scrapbook of ideas views and project possibilities.

STUDENT ORAL COMPONENT:

- Students will present oral reports, and participate in class/small group discussions about their own work and the work of others.
- Students will present their projects to the class with an explanation of the process and an evaluation of the end result.
- Students will orally respond to artwork and discuss their evaluation of the artist's intent using vocabulary and terms appropriate to art.

DETAILED UNITS OF INSTRUCTION:

Textbooks: Digital Media: An Introduction, by Richard Lewis

Week 1-2

Unit 1 Introduction

- The Artist and the Computer
- Past versus Current Technology in the Studio
- Brief History of Computers and the Internet
- Computer Hardware and Peripherals

Week 3-5

Unit 2 Digital Layout and Design

- Brief History of Graphic Design and Publishing
- Printing Equipment and Techniques
- Elements and Principles of Design
- Formatting - Layout and Composition
- Basic Digital Layout Software Tools
- Color and Text Control

Week 6-8

Unit 3 Image Editing and Vector Illustration

- Raster versus Vector Images
- Using Scanner and Digitizing Tablet
- Altering Image Size and DPI
- Global and Specific Color Enhancement
- Using Layers and Filters
- Basic Concepts and Tools Used in Vector Illustration
- Saving Image Formats for Print and the Web

Week 9-11

Unit 4 Digital Video

- Brief History of Filmmaking and Television
- Industry Applications
- Copyright Issues
- Equipment – Camera, Lights, Microphones, and Computer
- Production Process Overview
- Planning a Production
- Scripting and Storyboard
- Composing a Shot, Lighting, Camera Movement
- Sound Techniques
- Basic Software Tools and Techniques used in Editing
- Exporting Video to DVD and Web

Week 12-14

Unit 5 Animation

- Traditional Animation Goes Digital
- Industry Applications
- The “Natural World” of Animation
- Character Modeling
- Soundtrack, Timing and Cinematic Techniques
- Basic Software Tools Used in 2D Digital Animation
- Introduction to 3D Modeling and Animation

Week 15-17

Unit 6 Designing for the Web

- Brief History of the Internet
- How Does the Web Work?
- Tools and Technologies
- Copyright Issues
- Planning a Website
- A look at HTML and Beyond
- Creating Text
- Adding Color and Images
- Multimedia on the Web

Week 18

Unit 7 Student Portfolio

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Language Arts

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Artistic Perception

1. To introduce students to the elements and principles of art as they apply to new media.
2. To build on student's experiences in using the elements and principles to create personal, technically proficient works.
3. To introduce students to the vocabulary and selected aspects of art and design through a variety of new media assignments.

Creative Expression

1. To solve problems by creatively applying the elements and principles of design to their creative work.
2. To provide instruction and practice in the safe and effective use of art methods and techniques.
3. To develop students' responsibility for organizing their own work, as well as maintaining shared tools, material, and equipment in the classroom workspace.

Historical and Cultural Context

1. To familiarize students with significant historical developments of computerized art through a variety of projects.
2. To familiarize students with the work of important twentieth century artists and designers.

Aesthetic Valuing

1. To give students the vocabulary to evaluate and reflect on their works and those of their peers in writing or presentation.
2. To provide on-going opportunities for, and instruction in, analyzing and evaluating artwork according to aesthetic theories and conventions of art criticism.

Connections, Relations, and Applications

1. To continue the exploration and development of visual ideas in a series of outside-of-class sketchbook assignments.
2. To explore various career fields in the area of art and technology through research projects, studio exercises, and presentations.
3. In written reflection and discussion, students will speculate on the nature and function of new media due to changing technology and culture

DISTRICT ESLR'S 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 new media.
- **Effective Communicators**: Able to successfully communicate ideas and emotions through an understanding of the visual elements of design. Students will utilize their knowledge of the development of new media, as well as visual communication methods 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 quality artworks.
- **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 famous designers and important events in the history of computer art and multimedia.
- **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**: Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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