

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Advanced Digital Art

**Date:** January 2006

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

**Grading:** A-F

**Prerequisites:** Digital Art C or better/Teacher Recommendation

**Subject Area:** Fine Arts

**Course Length:** One Year

**Number of Credits:** 5 per Semester

### 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. Computer technologies such as image editing, graphics, and natural media software, graphic tablets, digital cameras, and scanning devices are used as tools for students to acquire and strengthen skills in applying design principles and are elements, lighting, perspective, color theory, and value. Students will explore photography, digital illustration and painting, with an emphasis on effective visual communication of ideas through the use of art 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 and OBJECTIVES:

Students will:

1. 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.
2. 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.
3. Become more knowledgeable about twentieth century art and be able to respond critically to works of significant artists, architects, and designers.
4. Make connections between the visual arts and career paths through individual and team based projects, internships, and exploration of careers.

#### **Artistic Perception**

1. To build on student's 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
2. 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
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
4. 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**

1. 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

2. 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
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 Content**

1. To familiarize students with significant art and design movements, and styles of the twentieth century through projects based on those styles. 3.0
2. 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
3. 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**

1. 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
2. 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, and Applications**

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

### **STUDENT READING COMPONENT:**

Students will be assigned readings from a variety of sources including tutorials, magazine, textbooks, and internet articles. Research projects will require the use of library and internet resources. Students will be required to follow written instructions on most assignments.

### **STUDENT WRITING COMPONENT:**

Students will describe, analyze, critique, and write about the visual characteristics of works of art. Students will use writing to reflect on the creative process and the problem solving techniques used in art production. Students will analyze, compare, and contrast artists and the styles of art, from a variety of cultural and periods.

### **STUDENT ORAL COMPONENT:**

Students will present oral reports, and participate in class/small group discussions about their own work and works of others. Students will present their portfolios to the class with an explanation of the process and an evaluation of their end result. Students will orally respond to a variety of works of art, and talk about their interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.

## DETAILED UNITS OF INSTRUCTION:

Topics, Units, and Themes	Key Assignments
<p><b>1. The Computer as an Art Tool Review</b></p> <p><b>Software Programs</b>            Raster vs. Vector            Image editing programs            Graphics programs            Natural media programs            Technical vocabulary</p> <p><b>Computer Imaging</b>            Image basics            Color space            Resolution            File Formats            Output devices</p>	<p><b>Homework:</b> Find examples of computer art in magazines and newspapers or illustrated books</p> <p><b>Presentation:</b> Research a digital artist, creating a PowerPoint presentation</p> <p><b>Discussion:</b> The computer as an art-making tool vs. natural media</p>
<p><b>2. Art Basics Review</b>            Elements of art            Principles of design            Guidelines for good composition            Vocabulary for discussing art            Main aesthetic theories review            Ethics of image use</p>	<p><b>Exercises:</b> Using the elements of art, create a design for each design principle. Use line and color to create images that convey the feelings of anger, sadness, joy, and anxiety.</p> <p><b>Project:</b> Altering clip art-use, clip art as a base for a product label, using color and line to convey an emotion or attitude.</p>
<p><b>3. Signs and Symbols</b> Petroglyphs, Egyptian Art, Aboriginal Art</p> <p><b>Art Concepts:</b> Picture plane, Shape, Line quality, Point of view, Use of symbols in contemporary art</p> <p><b>Cross Curricular Connections:</b> Use of symbols in literature, World History</p>	<p><b>Internet Research:</b> Petroglyphs and the use of line imagery to tell stories</p> <p><b>Exercises:</b> Look at cultural use of symbols, hobo signs, road signs, trademarks and monograms, symbolic doodles-create graphic symbols that portray given themes, Subjective Symbolism-create a collage of images that visually support an arbitrarily cut out line of text from a magazine article</p> <p><b>Homework:</b> Collect several examples of maps</p> <p><b>Projects:</b> Symbolic self portrait, map problem using the idea of a map as a point of departure; design a personal map that charts your daily journey</p>
<p><b>4. Photography and Digital Manipulation</b> (in Adobe Photoshop) History of photography and manipulated images, Design Principles related to photography and Photo techniques, Cubism</p> <p><b>Career Connections:</b> Photographer, Photo Journalism, Photo Retoucher</p> <p><b>Artists:</b> National Geographic, Photographers, Gordon Matta-Clark, Jim Watters, David Hockney</p>	<p><b>Discussion:</b> Ethics of manipulated images</p> <p><b>Exercises:</b> Perfecting a digital image, Panorama</p> <p><b>Projects:</b> Collage-drawing inspiration from photo collage artists, create a photo collage that repeats, warps, or shows different views of an object. Photo Journalism piece-creating emphasis through visual contrast, cropping, or focus</p>

<p><b>Cross Curricular Connections:</b> Current Events</p>	
<p><b>5. Graphic Design and Typographic Principles:</b> Contrast, Repetition, Alignment, Proximity, The creative process-Design Synectics, History of Graphic Art, Lautrec, Fashion magazines, Poster art, Pop art</p> <p><b>Career Connection:</b> Graphic Designers, Advertising, Illustration</p>	<p><b>Research:</b> Create a class timeline of graphic styles</p> <p><b>Exercise:</b> Designing with Type-Negative/positive space and contrast</p> <p><b>Project:</b> Logo Design, Poster design for gallery show and a drama production</p>
<p><b>6. Shape and Pattern:</b> Creating patterns and using pattern brushes in Illustrator Artists:</p> <p><b>Persian Art:</b> Chinese and Japanese Decorative Arts, William Morris, Matisse, Klimt, Contemporary graphic designers, Career Connection: Graphic Design, Interior Design, Cross Curricular Connection: World Cultures/History</p>	<p><b>Exercise:</b> Positive/Negative Space, Shape progression, Creating pattern/using pattern brushes in Illustrator</p> <p><b>Project:</b> Illustrate an interior scene, filling each shape with a black and white pattern to create value, Fantasy landscape using only shape and pattern</p> <p><b>Preliminary Portfolio Construction and Review</b></p>
<p><b>7. Lighting and Perspective:</b> Adobe Illustrator Techniques, Perspective and creating depth, Greek Architecture, Vocabulary, Measurement and proportion, Point of view</p> <p><b>Artists:</b> Leonbattista Alberti, Frank Lloyd Wright, LeCorbusier, Frank Gehry, James Turrel</p> <p><b>Careers:</b> Architecture, Interior designer</p> <p><b>Cross Curricular Connections:</b> Geometry, History</p>	<p><b>Exercises:</b> One point and two point geometric shape drawings, Observational drawing of boxes</p> <p><b>Homework:</b> Find and photograph examples of Greek inspired architecture in the community</p> <p><b>Projects:</b> Create a three dimensional rendering of an interior space, Create a perspective rendering of an area on campus</p>
<p><b>8. Form Observational Drawing (in Corel Painter)</b></p> <p><b>Artists/Styles:</b> Dutch Still Life Paintings</p> <p><b>Lecture and Demonstrations:</b> Compositional placement, Proportions and perspective, Light and Surface Texture, Value-highlights and shadows, Painting techniques</p>	<p><b>Exercises:</b> Corel Painter brushes and paper selections, Creating textures and blending, Still life painting exercise, Six points of view sketches on paper from one still life</p> <p><b>Research:</b> Flemish art, Dutch masters and analysis of composition</p> <p><b>Project:</b> Observational drawing of still life in Corel Painter</p>
<p><b>9. Looking at Likeness – Artist’s self portraits through history:</b> Rembrandt, Durer, Van Gogh, Pablo, Picasso, Frida Kahlo, Chuck Close, Andy Warhol</p> <p><b>Photography and the Portrait:</b> Julia Cameron, Steiglitz, Dorothea Lange, Newman, Avedon, Leibovitz, Nixon</p>	<p><b>Assignments:</b> Monochromatic self portrait, Cubist self portrait, Cultural self portrait, Pop art self portrait, Interpretive self portrait-exploring and emotional side or mood, Presentation of interpretive self portrait</p>
<p><b>10. Surrealism:</b> Visual metaphors, Paradoxical images and perspective, Review of visual clues to a seamless montage-lighting and perspective</p> <p><b>Artists:</b> Magritte, Dali, Escher, Mutter, Uelsmann, Photoshop-Review of adjustment layers, Selections,</p>	<p><b>Homework:</b> Find examples of surrealism in advertising</p> <p><b>Demonstrations and Exercises:</b> Masks and selections, Adjustments layers, Layer effects, Create a fantasy landscape combining visual images</p>

Masking and blending tools	<b>Projects:</b> Paradoxical image, Object transformation
<b>11. Art as Social Commentary Slide Lecture:</b> Artists with a message, Artists: Picasso, Romare Bearden, Diego Rivera, Judy Baca, Barbara Kruger, Cross Curricular Connections: Literature, History, Science-Environmental issues	<b>Research:</b> Artists who create art with a social conscience  <b>Projects:</b> Social Commentary Collage, Art icons as social commentary-altering known works of art to comment on a social issue, Social issue group project-developing a topic and artwork for display on campus
<b>12. Illustration:</b> History of Illustration <b>Artists:</b> Golden age of American, Illustration-Pyle, Gibson, Parrish, Leyendecker, NC Wyeth, Norman Rockwell Modern Masters-Sendack, Hildebrandt, Pinkney, Van Allsberg  <b>Career Connection:</b> Illustration Animation	<b>Homework:</b> Collect five examples of different types of illustration  <b>Discussion:</b> Fine art vs. Illustrative arts  <b>Research:</b> Favorite illustrator  <b>Exercise:</b> Jack and Jill Illustration, Altered page problem  <b>Projects:</b> Sound illustration-choose a sound and portray the sound pictorially. Number problem-transform a given number into an illustration as a personal expression of yourself  <b>Final presentation of portfolio</b>

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

Language Arts (see reading, writing, and oral components)  
Math (proportion, measurements, calculations, problem solving)  
Social Science (art as it relates to historical, cultural, and social issues)

**DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners:** Able to apply their knowledge of history, culture, and digital techniques 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 works of art history and critique student work. Students will present portfolios and develop presentations.
- **Quality Producers/Performers:** Demonstrate the creative ability and technical skills to produce and manipulate images, presentations, and portfolios.
- **Constructive Thinkers:** Using acquired technical skills, design and art history knowledge, 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 works of art 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:** Work together to create solutions for group projects. Students will participate in group critiques of art works and student projects. Students will participate in class discussions on aesthetics.
- **Responsible Citizens:** Students will be responsible for maintaining the class equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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