Department: Visual and Performing Arts
Course Title: **Multimedia 1 Design**
Industry Sector: Art, Media and Entertainment
Career Pathway: Media and Design Arts
Grade: 9- 12
Length of Course: Year
Prerequisite: None
UC/CSU (A-G) Requirement: F

Course Description: This one-year introductory level multimedia course's focus is based on a correlated curriculum that has a balanced emphasis on the VPA and Art Media and Entertainment standards. Students will convey creative expression through digital media applications. They learn the basic language and elements of art techniques to create interactive products to educate, inform, and entertain. The purpose is to enable students to understand and appreciate artistic expression and study the impact of multimedia on our society from a social economic and political viewpoint. Students will reflect, discuss, evaluate, and write with discrimination about the media and careers studied. History of photography, graphic design, animation, web development, and filmmaking will be studied. This course offers intensive hands-on production through project based assignments and strives to nurture individual talents and skills. Students will meet Visual Art, Common Core State Writing Standards, and Art, Media, and Entertainment standards while encouraging students to become creative and thoughtful practitioners in the world of computer media. This course is aligned and articulated with MSJC's Multimedia 110. Students have the opportunity to earn 3 CSU and community college elective credits by passing the required exit exam.

I.   Goals

The student will:

A.   Demonstrate professional, ethical, and legal behavior consistent with applicable laws, regulations, and
         regulations of the Arts, Media, and Entertainment Industry.
         (AS 8.2, 8.3, 8.4, 8.6, 8.7, 10.1)

B.   Develop responsibility in the care and safe use of computers and other graphics equipment. (VPA 5.0)

C.   Develop a college readiness level of effective, oral, written, and multimedia communication. (AS 2.4, 2.5,
         2.6)

D.   Acquire the language of art, media and entertainment through vocabulary and practice.
         (VPA 1.0, 1.1, 1.2 1.4, 4.5, 10.1)

E.   Discuss, analyze and apply the elements and principles of design to visual communication. (VPA 1.1, 1.2,
         1.4, 2.1, 10.1)

F.   Research and analyze the work of photographers, graphic artists, illustrators and videographers and write
         about the artist's style and technique and how it influences the meaning of the work. (VPA 1.3)

G.   Acquire technical skills and demonstrate creative expression using computer software necessary to
         communicate their ideas in a variety of audio, visual, written, and electronic products and presentations.

(VPA 2.0, 2.1, 2.3, 2.4, 2.5, 11.0)

H.   Analyze and derive meaning from works of art based on social, economic, and cultural context. (VPA 4.0, 4.1, 4.2, 4.3)

I.   Adapt cross-curricular activities, research and organizational skills to plan and produce a finished product. Design school programs, displays, posters and other school related projects as needed. (VPA 5.0, 5.1, 5.2, 5.3, 5.4, 10.3)

J.   Practice critical thinking skills and make aesthetic judgments when creating and critiquing artwork. (VPA 4.2, 4.3, 4.4, 4.5, 4.6, 10.0)

K.   Identify and describe the influence of historical and cultural contributions of a variety of audio, visual, written, and electronic products and examine how new technology has affected contemporary works of art. (VPA 3.0, 3.1, 3.2, 3.3, 3.4)

L.   Utilize the digital tools available to create and edit audio and video for output to the web or portable devices and analyze how those tools have affected changes in the process of filmmaking. (VPA 2.1, 2.2, 3.2)

M.   Explore careers by engaging with industry experts (guest speakers) in the Arts, Media, and Entertainment fields while managing personal career plans and analyzing academic standards required for post-secondary education and employment. (VPA 5.4; AS 1.0, 3.1, 3.3, 3.4, 10.4)

N.   Create and maintain a digital portfolio of 2 and 3 dimensional artwork showing refined craftsmanship and technical skills in digital imagery. (VPA 2.2, 4.4, 10.3, 11.2, AS 11.5)
This portfolio meets the requirements of the senior exit interview. (ELA 1.1, 1.2)

II.   Outline of Content for Major Areas of Study

Semester 1

A. Introduction
1. Course Overview: Expectation, requirements, classroom procedures.
2. Care and Safe Use of Equipment: Computer hardware, software, and equipment
3. Development of digital portfolio
4. Grading Criteria and Project Rubrics
5. State Frameworks: VPA, Arts, Media, and Entertainment, ELA standards
6. Philosophy of Art: Aesthetics, self-motivation, creativity, and cross-curricular benefits.
7. Life application of course: personal and professional

B. File Management / Computer Related Terminology / Electronic Communication
1. Cloud vs. desktop file management
2. Online collaborating files
3. File Formats: jpeg, png, gif, tiff, bmp, pdf
4. Digital and Print Color: RGB, cmyk, grayscale
5. File Sizes and Resolution: Kilobyte, megabyte, gigabyte, terabyte, dpi, ppi

6. Vector and Pixel Images
7. Print, web and portable device output

C. Elements of Art and Principles of Design (Application of these in observation and creation of artwork)
   1. Elements
      a. Line: Types - (horizontal, vertical, diagonal, curved, jagged),
      b. Quality - (weight, organic, geometric)
      c. Shape: Organic and geometric
      d. Value: Gradation – (gradients)
      e. Techniques - (hatching, cross-hatching, blending, stippling)
      f. Form: 3-dimensional illusion
      g. Texture: Tactile and visual
      h. Space: Overlapping, linear perspective and aerial perspective, positive and negative
      i. Color: Hue, intensity and value, theory, schemes
   2. Principles
      a. Balance: Symmetrical, asymmetrical, radial
      b. Contrast/Variety: Differences in shape, line, size and color
      c. Emphasis/Dominance: Focal point created through size, shape and color
      d. Movement: Visual direction of the eye,
      e. Rhythm: Alternation, repetition, progression
      f. Repetition/Pattern: Regular, irregular
      g. Unity: Harmony, interaction of elements in a composition

D. Digital Photography
   1. History of Photography, major figures, impact of traditional film to digital
   2. Photo composition rules and design elements
   3. Image acquisition Resources
   4. Camera basics: SLR, Point and Shoot, Mobile Devices
   5. Cropping, resizing, color enhancement, filters
   6. Storing, manipulating, and publishing photos
   7. Evaluation methods of media products
   8. Review professionally published photography products and careers

E. Design Process
   1. Brainstorm, Research and Concept Development
   2. Individual and collaborative groups
   3. Thumbnail sketches and Roughs
   4. Mock-ups and Comprehensives
   5. Production and Project Completion

F. Composition and Layout
   1. Basic Rules and Compositional Guidelines
   2. Page Layout and Organization
   3. Emphasis and Hierarchy
   4. Proximity and Spacing

G. Image Production and Concepts (Photoshop)
   1. Workspace, Menu, Tools, and Key command shortcuts
   2. Palettes and Option Bar: Layers, history, color, swatches, brushes
   3. Menu Bar: Shutdown, restart, search, explore, control panel, programs, help
   4. Knockout Techniques: Magic wand, quick mask, paths, extract
   5. Text Warping and Masking: Fish, arc, bulge, wave, squeeze
   6. Fills and Strokes, Filter Effects
   7. Custom Shapes
   8. Image Resolution and Image Size

Semester 2

A. Art Movements, Styles and Era's
   1. Renaissance: Graphic Arts, Typography, Design, Printing
   2. Industrial Age: Victorian, Arts and Crafts, Ukiyo-e, Art Nouveau, Jugendstil, Photography
   3. Modern Art: Cubism, Futurism, Dada, Surrealism, Expressionism, Constructivism
   4. Decorative Art: Bauhaus, Art Deco
   5. Modern Typographical Design: New Typography
   6. Psychedelic Era: Music, Art
   7. Contemporary Art: Pop Art, Op Art, Minimalism, Conceptual Art, Architecture
   8 Post Modern Design: New Wave Typography, Retro Design
   9. Digital Revolution: Computer Art, Video, Multi-media

B. Typography
   1. Define Typography
   2. Influential Typographers: Morrison, Benton, Frutiger, Caslon, Baskerville
   3. Typestyle: Serif, san serif script, decorative
   4. Working with Raster and Vector Tools
   5. Type Manipulation and Proximity
   6. Text Alignment, spacing and text wrapping
   7. Emphasis & Hierarchy
   8. Brand Recognition & Logo Design

A. Vector Image Production (Illustrator)
   1. History and aesthetics of Illustration
   2. Differences between illustration and fine art
   3. Yesterday's and Today's illustrators
   4. Tools, Libraries, File Formats, and Keyboard Shortcuts
   5. Palette: Layers, color, swatches, brushes, pathfinder, stroke, symbol, layers
   6. Text Warping: Fish, arc, bulge, wave, squeeze
   7. Effects: Distort, transform, stylize, warp, artistic, texture
   8.   Drawing in Illustrator: Brush, pen, pencil. Techniques
   9.   Color Theory, Wheel, Schemes, Gradients
   10. Digital and Printing Colors
   11. Evaluate professional published designed products and careers

B. Audio
1. File Formats and Compression: .mp3, .wav
2. Plug-ins and Players
3. Record and Export music tracks
4. Cut, combine and apply effects to audio clips
5. Evaluate professional published audio products and careers

C. Animation and Video
1. Principles & Terminology of Animation and Video
2. File formats and compression: .mov, .wmv, .mp4, .m4v, .flv, .gif
3. Write short scripts and storyboards
4. Create and manipulate Digital Images in 2D vs 3D
5. Timeline and Frame Animation
6. Tweening and Key frames
7. Alter and Render Video Clips
8. Video import and export
9. Evaluate professional published video and animation products and careers

D. Web Design Concepts & Markup
1. Industry Overview, History & Design of Websites
2. Elements of Page Design
3. Introduction of XHTML and HTML5 markup languages
4. Focus on product's purpose, audience, goals, type(s) of media used
5. Page Organization and Navigation
6. Browser and mobile device compatibility
7. Creating Links, Inserting Images, Video, Audio
8. Output interfaces and devices: ftp protocols
9. Accessibility and Testing
10. Evaluate professional published websites and careers

E. Portfolio Development
1. Reflective Sketchbook and online Notebook
2. Adobe Photoshop, Illustrator and HTML Projects
3. Illustration, Photo Manipulation, Color and Design
4. Refined Craftsmanship and Technical Skills
5. Artwork Selection
6. Presentation Skills

III.   **Accountability Determinants**

A.   **Key Assignments**
  Semester I - Presentation Platforms, Photoshop, Bridge, Word processing

  1. Digital Citizenship Presentation
     a. *AS Standard 2.0 Communication:*
     Compare and Contrast safety on the web to safety face to face in school.

b. *AS Standard 8.0 Ethics and Legal Responsibilities*:
Analyze the differences in copyright laws for print, audio, video and written works.
c. *VPA Standard 2.0 – Creative Expression*:
Create a video, presentation representing digital citizenship
d. *VPA Standard 4.0 – Aesthetic Valuing:*
Self-evaluate finished presentation based on craftsmanship, accurate content and creativity.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Discuss real work-place application of digital citizenship standards.

2. Art Observation
a. *VPA Standard 1.0 – Artistic Perception*:
Identify an inanimate object in which to study that incorporate observation, light source, and color choice.
b. *VPA Standard 2.0 – Creative Expression*:
Create a two dimensional work of art based on the 20 minute observation of an object image
c. *VPA Standard 3.0 – Historical and Cultural Context:*
Discuss the object selected and its purpose as it relates to cultural differences.
d. *VPA Standard 4.0 – Aesthetic Valuing:*
Self-evaluate finished art based on craftsmanship and creativity of the object.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Compare and contrast the observed object to industry standards on visual creativity.

3. PS Tool Screencast Tutorial
a. *VPA Standard 1.0 – Artistic Perception*:
Identify the different types of tools used in the in the CS Suite and learn how to apply the tool usage when creating works of art.
b. *VPA Standard 2.0 – Creative Expression*:
Develop artwork and prepare a digital portfolio that reflects technical skills.
c. *AS Standard 2.5 -- Communication:*
Create and present to peers a screen-cast tutorial on the application of a specific Photoshop too.
d. *VPA Standard 3.0 – Historical and Cultural Context:*
Identify the similarities and difference of tools between the Adobe Suite programs, for the purpose of creating art projects.
e. *VPA Standard 4.0 – Aesthetic Valuing:*
Compare the finished artistic products based on difference programs tools and how it affects changes in context.
f. *VPA Standard 5.0 – Connections, Relations, Applications:*
Compare and contrast the similarity and different use of tools and how the final products will vary.

4. Magazine Cover
a. *VPA Standard 1.0 – Artistic Perception*:
Analyze and describe how the composition of existing covers is affected by the use of elements of art and principles of design.
b. *VPA Standard 2.0 – Creative Expression*:
Create a Magazine cover that involves the effective use of elements of art and principles of design.
c. *VPA Standard 3.0 – Historical and Cultural Context:*
Examine Magazine covers of past and present; describe how new technology has influenced the look of covers of present day.
d. *VPA Standard 4.0 – Aesthetic Valuing*
Students will evaluate each other's work in progress and offer suggestions to classmates to refine and rework their design.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast covers that were designed using fine art methods and computer art methods to convey a visual message or meaning.

5. Animation

a. *AS Standard 2.0 Communication:*
Compare and Contrast the use of animation in a variety of website settings.
b. *AS Standard 8.0 Ethics and Legal Responsibilities*:
Analyze the differences in copyright laws for print, audio, video and written works.
c. *VPA Standard 2.0 – Creative Expression*:
Create an animated story for a school group or setting.
d. *VPA Standard 4.0 – Aesthetic Valuing:*
Self-evaluate finished animation based on craftsmanship, accurate content and creativity.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Discuss real work-place application of animation in the Art, Media and Entertainment industry.

Semester II - Presentation Platforms, Photoshop, Bridge, Illustrator, Fireworks, HTML Code, Word processing

1. Self Portrait

a. *VPA Standard 1.0 – Artistic Perception*:
Analyze the medium used by artists in various portraits and describe how its use influences the meaning of the work.
b. *VPA Standard 2.0 – Creative Expression*:
Develop and refine skill in the manipulation of digital imagery.
c. *VPA Standard 3.0 – Historical and Cultural Context:*
Examine portraiture of past and present cultures throughout the world, both in fine art and graphic art.
d. *VPA Standard 4.0 – Aesthetic Valuing*
Students evaluate their work on content, craftsmanship and creativity, including accurate proportions, realistic color and proper value to establish form.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Compare the use of portrait techniques and craftsmanship in fine art and digital arenas.

2. Type Design

a. *VPA Standard 1.0 – Artistic Perception*:
Analyze various type designs and describe how the use of its type-style influences the meaning of the text.
b. *VPA Standard 2.0 – Creative Expression*:
Create a typographical problem using serif, san serif, script and decorative type-styles; incorporate the element of art, texture to create interest within the piece.
c. *VPA Standard 3.0 – Historical and Cultural Context:*
Identify and describe the role and influence of particular type-styles in past and present works of graphic design.
d. *VPA Standard 4.0 – Aesthetic Valuing*
Self evaluate finished type design based on content, craftsmanship and creativity, including the use of the four type-styles and various textures.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Discuss ways that the selection of a type-style makes a particular statement in graphic design and advertising.

3. Logo Design

a. *VPA Standard 1.0 – Artistic Perception*:
Compare and contrast various styles of logo design and discuss how they influence our interpretation of the artist's intended meaning.
b. *VPA Standard 2.0 – Creative Expression*:

Create three logo designs that incorporate initials, symbol, and type solution and address the style and type of business it is.

c. *VPA Standard 3.0 – Historical and Cultural Context:*
Examine the history of logo design, identify trends, and discuss how the issue of time, place and culture reflect the meaning of a logo design.

d. *VPA Standard 4.0 – Aesthetic Valuing:*
Establish a class critique and change or defend that position after considering the views of others.

e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Compare the historical philosophies of the era with the meaning and purpose of logo design.

4. Brochure Design

a. *VPA Standard 1.0 – Artistic Perception*:
Analyze various brochures and describe how its design and format influences the meaning of the product, service or event.

b. *VPA Standard 2.0 – Creative Expression*:
Create a brochure for a company involving the effective use of the elements of art and principles of design.

c. *VPA Standard 3.0 – Historical and Cultural Context:*
Identify and describe trends in graphic arts, past and present, and discuss how the issues of time, place and culture are reflected in selected brochure design.

d. *VPA Standard 4.0 – Aesthetic Valuing*
Students evaluate each other's work in progress and offer suggestions to classmates to refine and rework their brochure.

e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Develop competencies and creative skills in problem solving, communication and management of time and resources.

5. Website Design

a. *VPA Standard 1.0 – Artistic Perception*:
Analyze various websites and describe how its design and format influences the meaning of the product, service or event.

b. *VPA Standard 2.0 – Creative Expression*:
Create a website for a company involving the effective use of the elements of art and principles of design.

c. *VPA Standard 3.0 – Historical and Cultural Context:*
Identify and describe trends in graphic arts, past and present, and discuss how the issues of time, place and culture are reflected in selected website design.

d. *VPA Standard 4.0 – Aesthetic Valuing*
Students evaluate each other's work in progress and offer suggestions to classmates to refine and rework their websites.

e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Develop competencies and creative skills in problem solving, communication and management of time and resources.

f. *AS Standard 1.0 – Academics:*
Reflect and write an essay on the proper use of vector and graphic images in a variety of media, how the audience of a website will affect its design and what steps you must take to ensure proper copyright laws have been followed in your production of a variety of media.

6. Career Video

a. *VPA Standard 1.0 – Artistic Perception*:
Research and analyze various art, media and entertainment career videos and describe how the format influences and/or informs the audience.

b. *VPA Standard 2.0 – Creative Expression*:
Create a video of a career in the industry including history, education, training and annual salary range.
c. *VPA Standard 3.0 – Historical and Cultural Context:*
Identify and describe trends in careers in the industry, past and present, and discuss how the evolution of technology, has affected the job market.
d. *VPA Standard 4.0 – Aesthetic Valuing*
Students evaluate each other's work in progress and offer suggestions to classmates to refine and rework their video.
e. *VPA Standard 5.0 – Connections, Relations, Applications:*
Develop competencies and creative skills in problem solving, communication and management of time and resources.

Other
1. School Related Projects and Print Collateral (5.1, 5.2)
2. Portfolio Development (2.2, 2.3, 4.3, 4.4, 5.3)
3. Formal and Informal Critiques of professional and student work (1, 3, 4)
4. Research Paper and Presentation (1.3, 3.0, 3.2, 4.5, 5.4)

B. Assessment Methods
1. Teacher Evaluation of Projects: Established Rubric: (Content, Craftsmanship and Creativity)
2. Self Evaluation of Projects
3. Peer Assessment of Projects
4. Technical Exercises
5. Written Quizzes and Tests
6. Internet Search Assignments
7. Homework
8. Direct observation of participation, work habits and problem-solving methods
9. Comprehensive Semester Written Final Exam

Instructional Materials and Methodologies

A. Required Text
    None

B. Supplementary Materials

1. Learning Media Design with Adobe CS4. Catherine Kintik, 2010. Pearson Education, Inc.
2. Graphics and Photography Magazines and Publications
3. Computer Software Books
4. Internet
5. Adobe Photoshop, Illustrator, Fireworks, Bridge
6. Windows Movie Maker/ iMovie
7. Audacity / GarageBand
8. Cloud Based Storage / Learning Management System
9. Freeware / Open Source Programs
10. Library Resources

C. Instructional Methodologies

1. Instructional Videos, Transparencies and Slides
2. Demonstrations with computer
3. Visual Art Prints and Printed Collateral Examples

4. Student Generated Examples
5. Class Discussions and Cooperative Learning
6. Critiques
7. Guest Speakers

D. Standards

Arts, Media, and Entertainment Knowledge and Performance Anchor Standards (AS)

1.0   ACADEMICS
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to post-secondary education and employment.

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.

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.

3.1   Identify personal interests, aptitudes, information, and skills necessary for
        informed career decision making.
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.
3.9   Develop a career plan that reflects career interests, pathways, and
        post-secondary options.

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.

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.
8.6   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.

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.

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.

11.2   Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the post-secondary level.
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.

Visual Arts Standards (VPA) Grades 9 - 12 Proficient

1.0   ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary
1.1   Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.2   Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design
1.3   Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
1.4   Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice
1.6   Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0   CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts.
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent

in original works of art.

Skills, Processes, Materials, and Tools
2.1   Solve a visual arts problem that involves the effective use of principles of design.
2.2   Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3   Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4   Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art
2.5   Create an expressive composition, focusing on dominance and subordination.
2.6   Create a two- or three-dimensional work of art that addresses a social issue.

3.0   HISTORICAL AND CULTURAL CONTEXT
         Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
         Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts
3.1   Identify similarities and differences in the purposes of art created
3.2   Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts
3.3   Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4   Discuss the purposes of art in selected contemporary cultures.

4.0   AESTHETIC VALUING
         Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
         Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning
4.1   Articulate how personal beliefs, cultural traditions, and current social, political contexts influence the interpretation of the meaning or message in a work of art.
4.2   Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments
4.3   Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
4.4   Articulate the process and rationale for refining and reworking one of their own works of art.
4.5   Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
         Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

         Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications
5.1   Design an advertising campaign for a theatre or dance production creating images that represent characters and major events in the production.
5.2   Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy
5.3   Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills
5.4   Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

CCCS READING STANDARDS: Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10.   Read and comprehend complex literary and informational texts independently and proficiently

CCCS WRITING STANDARDS

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology including the Internet, to produce, and publish products and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10.   Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and

audiences.

CCCS SPEAKING AND LISTENING
1.   Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
2.   Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3.   Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.   Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
5.   Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6.   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS)
"What students should know and be able to do to learn effectively and live productively in an increasingly digital world ..."

1. CREATIVITY AND INNOVATION
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. COMMUNICATION AND COLLABORATION
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

3. RESEARCH AND INFORMATION FLUENCY
Students apply digital tools to gather, evaluate, and use information. Students:
a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. CRITICAL THINKING, PROBLEM-SOLVING & DECISION-MAKING
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. DIGITAL CITIZENSHIP

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. TECHNOLOGY OPERATIONS AND CONCEPTS

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.