



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Visual/Performing Arts		<b>Course Title</b>	Digital Art & Imaging			
<b>Course Code</b>	1046	<b>Grade Level</b>	9-12	<b>Course Length</b>	1 year	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>		<b>Meets H.S. Grad Requirement</b>			yes	<b>Elective Credit</b>	
<b>Prerequisites</b>	Recommended: Drawing & Painting or 1yr. Visual arts or computer technology course						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (f)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:**

Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills are explored through the computer. It is used as the main tool for creative expression and communication. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work. along with selected artwork being studied. The five components in The California State Framework as well as Long Beach Unified School District Art Content Standards are infused in the course.

**GOALS: (Student needs the course is intended to meet)**

- Develop and expand aesthetic perception; learning the visual components and language of Art. (*Aesthetic Perception*)
- Develop and expand visual arts knowledge and skills. Expressing ideas imaginatively; creating original works using a variety of processes and techniques. (*Creative Expression*)
- Acquire knowledge of historical and cultural developments, which occur as a result of varying needs and aesthetic points. (*Cultural and Historical Heritage*)
- Develop a base for making informed aesthetic judgements. Analyzing personal work and that of other artists and cultures; discovering intent, purpose, significance, and technical proficiency. (*Aesthetic Valuing*)
- Develop a common core of knowledge that transcends subject areas and investigates art-related careers. (*Connections, Relations, & Applications*)

**PERFORMANCE OBJECTIVES:**

Students will:

- Demonstrate knowledge of form and function.
- Demonstrate an understanding of the elements of the elements of art.
- Demonstrate an understanding of the principles of design.
- Demonstrate an understanding of composition and design.
- Demonstrate an understanding of historic and cultural content in art and design.

- Demonstrate an understanding of the importance of good design.
- Demonstrate an understanding of art, design, and digital arts terminology.
- Demonstrate an awareness of art history and its influence on contemporary design.
- Analyze classical artworks to reinterpret with digital imaging techniques, demonstrating knowledge of color, composition and design.
- Gain awareness of Post Modernism as utilized within specific advertising campaigns
- Demonstrate knowledge of different periods of art history through research projects and presentations.
- Demonstrate an understanding of file structures and formats.
- Demonstrate the understanding of typography, color, composition and design as it relates to computer and digital imaging.
- Demonstrate an ability to retouch photographs and make color corrections.
- Demonstrate the ability to generate digital images integrating several types of graphics.
- Demonstrate the ability to use the digital camera.
- Demonstrate the ability to make value and color adjustments/ corrections on the computer.
- Demonstrate language and math skills necessary for design and digital arts production.

### **OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

The five components of the Visual Arts will be utilized throughout the course and with each project. Art careers and interdisciplinary connections will be incorporated throughout the year, as appropriate.

#### **1. Course Overview**

- Introduction of Elements and Principles of Design as they relate to traditional as well as digital art.
- Introduction to the basic hardware and software used in the course
- Multiple drafts and thumbnail sketches, with structured peer feedback, are introduced as a requirement for all assignments.
- File Management
- Selected art history assignment related to units presented.
- Introduction of the four-stage art criticism: Description, Analysis, Interpretation, and Judgement to be incorporated in all student critiques.
- Relationships between art and other disciplines/ careers

#### **2. Color Wheel (Artistic Perception)**

**Students study color theory by creating color wheels digitally that illustrate primary, secondary, intermediate, complementary, and analogous colors.**

Students are supplied with a color wheel of alternating black and white colors. They use the computer to manipulate it into five versions illustrating primary, secondary, intermediate, and analogous colors.

Upon learning the color wheel, students apply this knowledge by creating various artworks focusing on color theory. Assignments can range from the imaginative to the realistic, which could include landscapes, still life, or redesigning the color of a studied work.

### 3. **One and Two Point Perspective- ( Artistic Perception)**

**Students use the computer to create forms using one and two point perspective.**

Students create the illusion of form on a two dimensional surface by making shapes, horizon lines, lines to vanishing points and value adjustments to create an illusion of three dimensions.

Upon learning perspective students apply this knowledge by creating compositions that require a manipulation or exaggeration of perspective. This could include realistic or fantasy landscapes or cityscapes rendered from various viewpoints.

### 4. **Collage Portraiture ( Creative Expression)**

**Students learn the technique of collage by combining various digital and non-digital images to emphasis unity as it applies to the subject.**

Student's draw or pose for a portrait that can include a prop or supplementary images that resonates with their values. The finished product demonstrates the use of traditional collage in combination with digital treatments.

### 5. **FAMILY PHOTO REPAIR (Creative Expression)**

**Students learn how blend the past and present through the use of art and technology.**

Students will discuss the balance of black and white photography by viewing the work of Alfred Stieglitz, Ansel Adams, and Doretha Lange. The students will then manipulate a damaged black and white family photograph adding color of their choice to enhance and emphasis its message. They learn how to use a scanner by scanning the photograph and re-touching the damage. They learn how to retain value information by coloring with low opacity, "washed- out" digital paintbrush. Value study is emphasized during this assignment

### 6. **Art History ( Historical and Cultural )**

**Students will view the work of Pop artists, Andy Warhol and Roy Litchensien. They will then create a digital image in the Pop art style, using today's icons and symbols.**

Students study the Pop art movement and do a research paper. They then select a digitized version of art created by Andy Warhol or Roy Litchenstein. Students will then alter the work by replacing images from that time period to images from today. In the work several techniques are utilized such as; varying scale, changing proportion, and adjusting color. They add filters to create emphasis or to vary the focal point. The finished piece reflects the student's creative abilities as well an understanding of the Pop art movement.

### 7. **Emphasis, Vocal Point, Unity (Connections, Relations, Applications)**

In this unit students analyze the principles of design, which are critical in order to persuade, communicate, or sell an idea or product.

Students maximize the application of design principles through various digital compositions such as; editorial cartoons, advertisements, public service messages, or personal expression of values. Bitmapped images of backgrounds are brought into a vector program so special emphasis can be placed on scalable typography.

## SUGGESTED VOCABULARY

Art Criticism	Distortion	Scale	Relief sculptures
Judgment	Description	Analysis	Pattern
Megabyte	Bit	Byte	Foreshortening
Resolution	Gigabyte	Pixel	Interpretation
Primary colors	Digital	File	Kilobyte
Color	Secondary colors	Intermediate colors	File size
Shade	Spectrum	Color wheel	Hue
Warm colors	Complementary colors	Monochromatic colors	Value
Harmony	Cool color	Variety	Tint
Proportion	Unity	Focal	Emphasis
Rhythm	Balance	Symmetry	Point
Positive space	Highlights	Shadows	Movement
Web designer	Negative space	SD cover designer	Midtones
Balance	Graphic artist	Newspaper/Magazine	Package designer
Symmetry	Visual imbalance	Layout person	Formal balance
Visual weight	Approximate symmetry	Central axis	Informal balance
Background	Size/color/value/texture	Radial balance	Foreground
Placement	Perspective	Picture Plane	Size
Linear perspective	Detail	Overlapping	Width
Depth	Form	Atmospheric perspective	Cone
Pyramid	Sphere	Height	Visual Rhythm
Motif	Freestanding sculpture	Cube	Proportion
Ratio	Module	Realism	Pop Art
			Exaggeration

### **METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:**

- Class discussions
- Cooperative Learning
- Critique
- Demonstrations
- Design Problems
- Guest Speakers
- Individual Instruction
- Lecture
- Reading
- Research
- Writing
- Portfolio
- Vocabulary

### **MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (*mandatory information – Title, Author, Copyright Date and Publisher*), a variety of instructional tools will be used to meet the needs of all students**

**Basic Text:** Art Talk; Rosalind Ragans; 1995; Glencoe  
Adobe Illustrator 9: An Introduction To Digital Illustration; 2001; Prentice Hall  
Adobe Illustrator 9; Advanced Digital Illustration; 2001; Prentice Hall  
Metacreations Painter 6: A Digital Approach to Natural Art Media; 2001; Prentice Hall

**Supplementary Materials:**

Professional Studio Techniques, Design Essentials, Cohen 3<sup>rd</sup>. Ed. 2001, Adobe Press  
Creating Digital Illusions; Buckman; 1996; Peoples Publishing/Wiley  
Design Fundamentals for the Digital Age; Holtzchue; 1997; Peoples Publishing/ Wiley  
Scholastic Art Magazine  
Resource Books Library)  
Internet  
Transparencences and Videotapes

**EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)**

Projects	50%
Tests and Quizzes	15%
Portfolio	15%
Class Participation    Oral and Attendance	10%
Written Assignments	5%
Critiques	5%

**Every student will perform a self-evaluation of each project.**

6/02