Glendale Unified School District

High School

April 17, 2018

Department:	Career Technical Education / Visual and Performing Arts
Course Title:	Digital Arts 1-2
Course Code:	5571V/5572V
Grade Level(s):	9, 10, 11, 12
School(s) Course Offered:	Hoover High School
UC/CSU Approved (Y/N, Subject):	Yes, "f" Fine Art credits
Course Credits:	10
Recommended Prerequisite:	This course is a recommended prerequisite for Arts and New Media 3-4; Cinematography 1-2; Animation 1-2; and other Art classes

Recommended Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Animator's Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students a working understanding of art/design language while introducing them to digital art, design, and animation software. Students will develop fundamental skills in drawing, painting, sculpture and visual literacy that will prepare them for more advanced study in the areas of illustration, conceptual development, 3D computer graphics, animation and film. Emphasis is placed on traditional skills needed to produce viable content aligned with industry standards in animation, visual effects, game design, product design, graphic media, and film.

First Semester-Course Content

Unit 1: **Drawing Basics - Observational/Conceptual** (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 2.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.6 & A2.3
Common Core State Standards: LS 11-12.1

    A. Drawing is a critical skill that is applicable to all visual art areas. Observational drawing can be used to understand natural and artificial forms to be used later in original content. Drawing is also a powerful tool used in the conceptualization of ideas, sequences, etc. This unit focuses on establishing drawing proficiency for illustrating concepts that are applicable to a variety of art and design fields.

    B. Students will learn how to draw a variety of subjects form observation and learn how to represent them with accuracy. Students will also be required to use drawing as a tool to convey larger concepts and production ideas in the form visual storytelling. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: **Elements/Principles of Art and Design** (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 1.6
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.6 & A4.3
Common Core State Standards: LS 11-12.5

    A. The elements of art/principles of design are the foundation for thoughtfully producing and analyzing works of art. This unit equips students with tools needed to discuss and analyze works by established artists, as well as in their own work. Vocabulary associated with the use of value, line, texture, shape, balance, movement, repetition, contrast, etc. will be explored. Students will learn how the manipulation of these elements/principles in art can create meaning and support expression.

    B. Students will create a reference poster, booklet, or presentation that illustrates and explains how each element/principle is used visually. Students will use this reference guide to inform their work throughout the course. Rubrics will be used to determine student success in creatively depicting concepts and written critique will be used to assess successful use of the elements of art and principles of design.

Unit 3: **Composition and Visual Communication** (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 2.1, 2.3, 3.3, 5.1 & 5.4
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A2.6, A2.7, & A2.9
Common Core State Standards: LS 11-12.4

A. This unit establishes the framework needed for students to compose and communicate the meaning and/or function of products, environments, functional objects and characters in a three dimensional space or specific scenario while utilizing traditional and digital design tools. Compositional rules and visual vocabulary will allow students to determine artistic intent and facilitate the development of individual artistic style and voice. Students will be able to identify and design content for specific audiences while considering how historical and cultural elements affect message and meaning.

B. Students will design and illustrate two dimensional drawings of original concepts in conjunction with written descriptions. Students will produce compositions demonstrating mastery of skills in the form of a poster, design sheet and/or advertisement. Students will learn to utilize a variety of communication methods and persuasive techniques while utilizing critique methods to reflect upon their processes.

Unit 4: **Perspective Drawing** (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 2.4 & 4.5
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2, A2.3 & A4.4
Common Core State Standards: G-MG-1, LS 11-12.7

A. The course provides students with the necessary framework and skill set for understanding three dimensional representation in 2D space. Students will explore historical methods for achieving the illusion of space, and how a variety of art forms employ such tools.

B. Students will use traditional perspective drawing techniques to create a realistic rendering of a proposed structure within an established environment. Students will explain and articulate the concept, purpose, and significance of the structure within an actual environment. Students will apply traditional drawing skills to digital media and participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 5: **Intro to Light and Color Theory**   (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.4, 2.1 & 2.5
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.3, A2.9 & A2.9
Common Core State Standards: PS3.C, LS 11-12.7

A. Using their knowledge of basic elements of art, students will delve deeper into color theory and the ways in which light and color can be manipulated to achieve artistic effects and enhance meaning.

B. Students will design a color wheel, various color schemes, and original artwork to explore how variations in color can affect the meaning, mood, and interpretation in art. Students will produce original artwork and then create variations of them utilizing different color schemes and lighting iterations.

Second Semester-Course Content

Unit 6: **Graphic Design**   (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4 & 5.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.9 & A2.2
Common Core State Standards: LS 11-12.5, RLST 11-12.4

A. Students will become familiarized with the basics of graphic design and how the elements of art and principles of design can be used to create meaning. Students will learn about common techniques used in print and digital media, as well as proper techniques on how to effectively communicate ideas using images and text. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

B. Students will develop an original concept for a product or organization and create a brand identity for it. Students will manipulate text and imagery to create persuasive and visually engaging artwork. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 7: **<u>Illustration</u>** (3 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2 & 5.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A21., A2.3, A3.3, & A5.7
Common Core State Standards: LS 11-12.3, RSL 11-12.4

A. Students will become familiar with both traditional and digital tools used for visually depicting original concepts and narrative subjects. Students will learn how to use written elements to create engaging visual representations. They will also become familiar with the similarities and differences between traditional drawing/painting tools and digital ones.

B. Students will analyze existing texts as well as create original written narrative scenes featuring detailed and descriptive imagery. They will then simulate a freelance illustration experience and enlist other classmates to illustrate their written work. Students will analyze and critique the various ways individuals interpret text, design, and apply individual style to make illustrations.

Unit 8: **<u>Traditional 3D Design</u>** (3 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.6, 2.1 & 4.2
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.7, A2.5, A4.6 & A8.4
Common Core State Standards: LS 11-12.3, G-MG-1

A. Students will learn about various techniques for conceptualizing art in three dimensions. Students will learn how to create two dimensional designs that consider three dimensional space. They will then use a variety of physical materials to create tangible designs.

B. Students will create an original design of a fictional or mythological animal. They will observe reference images of animals and combine anatomical elements to create original forms. Students will consider multiple angles and perspectives to visualize their design. They will then build a physical model that adheres to that design. Students will analyze and reflect upon the process of conceptualizing art in both two and three dimensional spaces through written and verbal critique.

Unit 9: **Digital 3D Design** (6 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.6, 2.1 & 4.2
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.7, A2.5, A4.6 & A8.2, A8.4
Common Core State Standards: RSL 11-12.7, G-MG-1

A. Students will build upon their experience working with physical, three dimensional materials and move to working in a virtual 3D space. Students will learn about the basics of 3D modeling through a variety of software packages. Students will compare techniques used for organic and inorganic modeling and how those models can be integrated into animation, design, and 3D printing processes.

B. Students will model an interior space using basic forms through polygonal modeling. Students will then transition to organic modeling and digital sculpture to model a human head. Students will reference source imagery and anatomical reference to accurately reproduce their designs. Students will use industry-standard software and will be able to articulate the different processes and components used to create their designs.

Unit 10: **Character Design** (4 weeks)
STANDARDS
Visual and Performing Arts
Standards 1.1; 1.2; 1.4, 5.4 & 5.1
CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2
Common Core State Standards: LS 11-12.3, RSL 11-12.7

A. Students will learn about the concept design process used to create original character content for film, television, and games. Students will explore the relationship between written character material and visual representation. Students will analyze engaging characters from a variety of sources to understand how to make an appealing and memorable design.

B. Students will generate an original character concept, complete with backstory and visual design elements. Students will then produce a digitally painted model sheet that displays their character from a variety of angles as well as information about the character. Students will then adapt their character into a digital 3D model that will be digitally painted, and 3D printed into a physical object. By the end of the unit, students will have a presentation worthy character design showing the process from concept to physical object. Students will then reflect upon and critique the process, meaning, and industry application.