

Glendale Unified School District

High School

April 17, 2018

Department: Career Technical Education / Visual and Performing Arts

Course Title: Digital Arts 5-6

Course Code: 5575V/5576V

Grade Level(s): 11, 12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending

Course Credits: 10

Recommended

Prerequisite: Digital Arts 3-4 or instructor approval

Recommended

Textbook:

- [The Visual Experience](#) ISBN: 978-08719-2627-2
- [Learning Digital Media](#) ISBN: 9780134717197
- [Video: Digital Communication & Production](#) ISBN: 978-1-63126-295-1
- [Animator's Survival Kit](#) ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 5-6 serves as the capstone course for Arts, Media and Entertainment industry sector, Digital Arts pathway. Students will apply previously developed skill sets and technical knowledge to projects that align with specific industry pipelines and workflows. Students will collaborate on projects that utilize a variety of design and conceptual processes that integrate both traditional and digital media. Students will also get the opportunity to explore different production roles on projects that showcase industry-applicable skills and processes. Completion of the course will facilitate a foundational underpinning for advanced level work and yield a professional portfolio/reel that can be used for college applications, internships and the workplace.

First Semester-Course Content

Unit 1: Industry Research Portfolio Development

(2 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 5.3

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.9; A2.2 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4

- A. Students will research specific roles in careers and industries that relate to design, 3D modeling/animation, visual effects, etc. They will then identify employers, studios, and post-secondary programs that offer opportunities for such jobs. Students will focus on gaining an understanding about the requirements and skills needed for specific industry careers and will plan a path to meet those requirements.
- B. Students will do a research presentation on a specific career position in digital arts and present to the class pertinent information about the job and how to achieve it. After students have learned about careers from their peers' presentations, they will then develop a plan for building a portfolio/reel in an industry role of their choosing and organize necessary scheduling and skill building options.

Unit 2: Skill Review and Concept Development

(3 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.4; 1.5; 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4

- A. Once students have identified a specific industry role to work towards, they will then develop a conceptual narrative framework with which to organize and focus their skills. Productions in digital media and entertainment involve working collaboratively as well as displaying mastery of specific software and skills. To facilitate the organization and execution of summative work, students will consider and assume multiple roles needed to create a cohesive production.
- B. Students will create or adapt a narrative work into a design concept that includes character development, environmental design, storyboard and accompanying

assets. Students will then assume a specific, practical creative role and collaborate with other students on a selected concept. Finally, as a team students will identify and review necessary skills and techniques needed to achieve their goal. Instructor will advise and review as students prepare for production.

Unit 3: **Collaborative Production 1**

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.9 & A4.6

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4, RSL 11-12.7

- A. Students will have the opportunity to integrate all of the skills explored in the pathway thus far and generate presentation-ready works while building their portfolios. Students will work collaboratively to plan, write, and execute a conceptual project within the digital arts industries.
- B. Students will collaborate on a cohesive concept such as an animation, film production, product development, environmental proposal, industrial design, etc. They will complete a conceptual framework as well as a finished product. Students will produce preliminary designs, simulations, storyboards, etc. as they work towards a finished product. All stages of work will be critiqued by peers and assessed by the instructor for clarity of vision and professional execution.

Unit 4: **Collaborative Production 2**

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.9 & A4.6

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4, RSL 11-12.7

- A. Students will have a second opportunity to integrate all of the skills explored in the pathway thus far and generate presentation-ready works while building their portfolios. Students will work collaboratively to plan, write, and execute a conceptual project within the digital arts industries while focusing on skills in need of development or ideas yet to be realized.
- B. Students will again collaborate on a cohesive concept such as an animation, film production, product development, environmental proposal, industrial design, etc. They will complete a conceptual framework as well as a finished product

while making a point to explore different roles and develop alternate skills. Students will produce preliminary designs, simulations, storyboards, etc. as they work towards a finished product. All stages of work will be critiqued by peers and assessed by the instructor for clarity of vision and professional execution.

Second Semester-Course Content

Unit 5: Portfolio Development (5 weeks)

STANDARDS

Visual and Performing Arts

Standards 3.1, 3.3, 3.4, 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A3.2, A3.3, & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4

- A. After reviewing their portfolio goals and gathering work from their two collaborative projects, students will begin to ready their portfolios for presentation. Students will continue to integrate all of the skills explored in the pathway while honing in on a concentration.
- B. Students will identify and analyze assets and pieces from their two previous collaborative projects to determine a focus that is aligned with a career or position previously researched or engaged in. Students will then work towards completing a supporting series of work to be used to fill out their portfolio/reel. Instructor and industry partners will provide guidance.

Unit 6: Community Service Project (5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4, S-ID.1

- A. The opportunity for creative industries to engage with society and perform civic duty are often overshadowed by more commonly associated entertainment opportunities. While still developing their portfolio, students will apply their design and conceptual skills to the creation of a community service project. They will identify a concern or issue in their local community and create a body of work based on raising awareness of or positively affecting that issue.

- B. Students will explore their local community and identify an opportunity to make a positive impact through the use of digital art and design skills. Students will research, produce, and present an advertising or public service campaign, documentary short, branding opportunity, narrative work, instructional piece, etc. that has the potential to impact their community.

Unit 7: Industry Internship / Final Project

(10 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4, WH 10.11

- A. By the end of the third year of the Digital Arts pathway, students will have had the opportunity to acquire a variety of skills that can be applied to multiple creative industries. They will be able to conceptualize ideas and create engaging visual designs. While many industries require the knowledge of specific software or trade skills, students in the program will have gained a breadth of skills and an understanding of the collaborative nature of digital arts and entertainment design.
- B. For the summative portion of the course, students will either engage in an industry-sponsored internship opportunity or produce a final, individually produced film or narrative digital work. Students will be required to plan, and execute a fully-realized narrative work or complete a successful internship in the field.