

ACALANES UNION HIGH SCHOOL DISTRICT
Visual and Performing Arts

Subject Area

Adopted: 3/2/05

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| <u>COURSE TITLE:</u> | Digital Design 1 |
| <u>COURSE CODE:</u> | V0981e |
| <u>GRADE LEVEL:</u> | Grades 9-12 |
| <u>COURSE LENGTH:</u> | One Year |
| <u>PREREQUISITE:</u> | None |
| <u>CREDIT:</u> | 10 credits |
| <u>UC/CSU CREDIT:</u> | Meets Visual and Performing Arts “f” requirement |
| <u>GRADUATION REQUIREMENT:</u> | Fulfills 10 units of Visual & Performing Arts/Foreign Language/Career Technology requirement for graduation |
| <u>STANDARDS AND BENCHMARKS:</u> | Visual Arts: 1: 1.1, 1.2, 1.3; 2: 2.1, 2.2, 2.3, 2.4, 3: 3.1, 3.2, 4: 4.1, 4.2, 4.3; 5: 5.2, 5.3 |
| <u>COURSE DESCRIPTION:</u> | Digital Design 1 students study traditional art and design principles while using new media (computers, digital cameras, scanners, etc.) to produce their own original design projects. In this hands-on studio class, students learn to use the computer as a tool to draw illustrations, manipulate graphics, and create a broad range of design projects. |
| <u>COURSE GOALS:</u> | <p>Students will develop and expand a foundation of art skills and knowledge at the beginning level focusing primarily on the five components of the Visual Arts Framework.</p> <ol style="list-style-type: none">1. Artistic perception2. Creative expression3. Historical and cultural context4. Aesthetic valuing5. Connecting, relating and applying what is learned to other art forms, subject areas and careers. |
| <u>TEXTBOOK MATERIALS:</u> | None |
| <u>TEACHER RESOURCES:</u> | Slides and visual aids, internet, guest lecturers, artists, museums, galleries, library and a variety of resource books related to technique and the teaching of art and design. |

Acalanes Union High School District
 Course Content and Performance Objectives
DIGITAL DESIGN 1

| | HSEE | Standards & Benchmarks | Standards Based Test (CST) | * Assessment | Timeline |
|---|------|------------------------|----------------------------|----------------------|-------------------|
| STRAND 1: Artistic Perception - Processing, analyzing, and responding to sensory information through the language and skill unique to visual arts. 1.0 STUDENTS PERCEIVE THE WORLD IN ARTISTIC WAYS BY REFINING THEIR SENSORY PERCEPTIONS OF WORKS OF ART, EVENTS, OBJECTS IN NATURE, AND THE ENVIRONMENT. 1.1 Identify and use the design principles as he discusses, analyzes, and writes about his own works of art and visual aspects of the environment (dominance and subordination, variation, pattern, rhythm, balance, contrast, emphasis, movement, repetition, theme, utility). ▪ Learn vocabulary visual and linguistic. 1.2 Research and analyze the work of an artist and write about distinctive visual characteristics of the artist's works in terms of the elements of the art and the principles of design and their contributions to meaning. 1.3 Analyze how the composition of an artwork is affected by the use of particular elements and/or principles of design. ▪ Compare and contrast similar styles of artwork done in electronic media to one done using traditional visual arts materials. | N/A | 1.0 | N/A | | 10% of Class time |
| | | 1.1 | | Selected response | |
| | | 1.2 | | Performance | |
| | | 1.3 | | Constructed response | |
| STRAND 2: Creative Expression - Creating, performing, and participating in the visual arts. | | | | | |

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| 2.0 STUDENTS APPLY ARTISTIC KNOWLEDGE AND SKILLS IN A VARIETY OF VISUAL ARTS MEDIA AND TECHNICAL PROCESSES TO COMMUNICATE MEANING AND INTENT THROUGH THE CREATION OF ORIGINAL ARTWORKS. | N/A | 2.0 | N/A | | 65% of Class time |
| 2.1 Create original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, ceramics, graphic arts, jewelry, painting, printmaking, sculpture, photography, film, video, computer graphics, animation or other digital art forms. <ul style="list-style-type: none"> Create original work of digital art design applying basic elements of art principles of design using basic computer graphic skills. | | 2.1 | | Performance | |
| 2.2 Make appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process. <ul style="list-style-type: none"> Fonts Layout | | 2.2 | | Selected Response | |
| 2.3 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions. <ul style="list-style-type: none"> Manipulate digital images | | 2.3 | | Performance assessment | |
| 2.4 Demonstrate skill in the manipulation of digital imagery (either still or video). <ul style="list-style-type: none"> Create original artwork using a variety of compositional devices | | 2.4 | | Performance assessment | |

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| STRAND 3: Historical and Cultural Context – Understanding historical contributions and cultural dimensions of the visual arts. 3.0 STUDENTS DESCRIBE AND ANALYZE THE ROLE AND DEVELOPMENT OF VISUAL ART IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD NOTING HUMAN DIVERSITY AS IT RELATES TO THE VISUAL ARTS AND ARTISTS. 3.1 Identify styles in World and American art and discuss the diverse social, economic, and political developments reflected in the artworks examined. <ul style="list-style-type: none"> Compare and contrast styles in graphic content and design created by different cultures 3.2 Identify the roles and influence of new technologies on contemporary artwork (video/photo only). <ul style="list-style-type: none"> Identify trends in the visual arts and discuss diverse issues of time, place and cultural influence reflected in selected artwork. | N/A | 3.0 | N/A | | 10% of class time |
| | | 3.1 | | Constructed Response | |
| | | 3.2 | | Constructed Response | |
| STRAND 4: Aesthetic Valuing - Responding to, analyzing, and making judgments about visual arts. 4.0 STUDENTS CONSIDER WHY PEOPLE MAKE ART, ANALYZE AND INTERPRET ART IN ORDER TO DERIVE MEANING. DEVELOP CRITERIA TO MAKE INFORMED JUDGMENTS ABOUT THE QUALITY OF THEIR WORK AND THE WORK OF OTHERS. | N/A | 4.0 | N/A | | 10% of class time |
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| 4.1 Identify intentions of those creating contemporary artworks. <ul style="list-style-type: none"> Understand concepts of “critique” | | 4.1 | | Selected response | |
| 4.2 Respond to a variety of works of art and discusses or write about his or her interpretations of the artists’ intentions. | | 4.2 | | Constructed Response | |
| 4.3 Express his or her ideas about art and gives reasons for preferences in works of art. | | 4.3 | | Personal Communication | |
| STRAND 5: Connections, Relations Application – Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers. | | | | | |
| 5.0 STUDENTS APPLY WHAT THEY LEARN IN VISUAL ARTS ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM; DEVELOP VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES; LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS. | N/A | 5.0 | N/A | | 5% of class time |
| 5.1 Learn diverse ways in which visual arts can communicate the same idea. <ul style="list-style-type: none"> Compare advertisements | | 5.2 | | Personal Communication | |
| 5.2 Explore careers in the visual arts. <ul style="list-style-type: none"> Interview people who work in the profession Internet Research | | 5.3 | | Constructed Response | |

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TEACHING STRATEGIES AND PROCEDURES

- Computer-based instruction or guest speaker demonstrations.
- Visual presentation formats for design terminology.
- Visual presentation of samples of printed and electronic media layouts.
- Teacher assigned projects for each unit presented, including written responses and “hands-on” computer based projects.
- Internet research as required for various topics.
- Peer evaluation
- Feedback and revision

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.