

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**Visual and Performing Arts**  

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**Subject Area**

Approved: 3/2/05

<u>COURSE TITLE:</u>	Digital Design 2
<u>COURSE CODE:</u>	V0982e
<u>GRADE LEVEL:</u>	Grades 10-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Digital Design 1
<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, 1.5, 1.6; 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; 3: 3.1, 3.2, 3.3, 3.4, 3.8; 4: 4.1, 4.2, 4.3, 4.7, 4.8; 5: 5.3, 5.5
<u>COURSE DESCRIPTION:</u>	Digital Design 2 students perform at an advanced understanding and appreciation of artistic expression to produce digital design projects. Using professional grade software students use design principles, typography, and desktop publishing, as well as advanced skills and techniques to visually communicate meaning and imagination.
<u>COURSE GOALS:</u>	Students will develop and expand a foundation of art skills and knowledge at the advanced level focusing primarily on the five components of the Visual Arts Framework. <ol style="list-style-type: none"><li>1. Artistic perception</li><li>2. Creative expression</li><li>3. Historical and cultural context</li><li>4. Aesthetic valuing</li><li>5. Connecting, relating and applying what is learned to other art forms, subject areas and careers.</li></ol>
<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 2**

	HSEE	Standards & Benchmarks	Standards Based Test (CST)	* Assessment	Timeline
<b>STRAND 1: Artistic Perception - Processing, analyzing, and responding to sensory information through the language and skill unique to visual arts.</b>					
<b>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.</b>	N/A	1.0	N/A		10% of Class time
1.1 Identify and use the design principles to discuss, analyze, and write about works of art and visual aspects of the environment (dominance and subordination, variation, pattern, rhythm, balance, contrast, emphasis, movement, repetition, theme, utility). <ul style="list-style-type: none"> <li>▪ Line, color, shape, form, space, texture, etc.</li> </ul>		1.1		Selected response	
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. <ul style="list-style-type: none"> <li>▪ Research and analyze how the composition of a media work is affected by the use of a particular principle of design.</li> </ul>		1.2		Constructed response	
1.3 Compare and contrast similar styles of artwork done in electronic media to traditional visual arts materials. <ul style="list-style-type: none"> <li>▪ Compare and contrast similar styles of artwork done in electronic media to one done using traditional visual arts materials.</li> </ul>		1.5		Constructed response	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

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1.4 Analyze and discuss complex issues, which may include: distortion of shapes/forms, space, advanced color theory, implied and actual texture, scale, expressive content and real vs. virtual in the visual world, works of art, and/or electronic media. <ul style="list-style-type: none"> <li>▪ Advanced color theory</li> </ul>		1.6		Personal Communication	
<b>STRAND 2: Creative Expression - Creating, performing, and participating in the visual arts.</b>					
<b>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.</b>	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"> <li>▪ Create original graphic design works of increasing complexity and with increased skill using a variety of design elements.</li> </ul>		2.1		Performance Assessment	
2.2 Make appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process.		2.2		Selected Response	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

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<ul style="list-style-type: none"> <li>▪ Fonts</li> <li>▪ Layout</li> </ul> <p>2.3 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate skill in the manipulation of digital images using advanced filtering processes.</li> <li>▪ Combine photographic and graphic design images to demonstrate a personal style and an advanced proficiency in communication of idea, theme or emotion.</li> </ul>		2.3		Performance assessment	
<p>2.4 Demonstrate skill in the manipulation of digital imagery (either still or video).</p> <ul style="list-style-type: none"> <li>▪ Create new media artworks demonstrating a wide variety of compositional devices.</li> </ul>		2.4		Performance assessment	
<p>2.5 Create artwork demonstrating a wide variety of compositional devices.</p> <ul style="list-style-type: none"> <li>▪ Solve artistic problems in unique and expressive ways using, Line, Texture, Balance, Distortion etc.</li> </ul>		2.5		Performance assessment	
<p>2.6 Demonstrate how to solve artistic problems in unique and expressive ways.</p> <ul style="list-style-type: none"> <li>▪ Use the manipulation of digital imagery to create an original artwork that communicates an idea or expresses a social issue</li> </ul>		2.6		Performance assessment	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

	HSEE	Standards & Benchmarks	Standards Based Test (CST)	* Assessment	Timeline
<b>STRAND 3: Historical and Cultural Context - Understanding historical contributions and cultural dimensions of the visual arts.</b>					
<b>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.</b>	N/A	3.0	N/A		10% of class time
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"> <li>▪ Identify contemporary graphic artists and discuss ways that their work reflects the styles found in World and American art.</li> </ul>		3.1		Constructed Response	
3.2 Identify the roles and influence of new technologies on contemporary artwork.		3.2		Constructed Response	
3.3 Identify historical or contemporary artists who have achieved regional, national, or international recognition and discusses ways that their work reflects, plays a role in, and influences present-day culture.		3.3		Selected Response	
3.4 Identify trends in the visual arts and is able to discuss the diverse issues of time, place, and cultural influence reflected in selected artwork. <ul style="list-style-type: none"> <li>▪ Religious</li> </ul>		3.4		Constructed Response	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

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<ul style="list-style-type: none"> <li>▪ Economic</li> <li>▪ Political</li> <li>▪ Social</li> </ul> <p>3.5 Produce a multimedia artwork that demonstrates knowledge of technology skills and that presents a cohesive concept.</p>			3.8	Performance	
<b>STRAND 4: Aesthetic Valuing - Responding to, analyzing, and making judgments about visual arts.</b>					
<b>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.</b>	N/A		4.0	N/A	10% of class time
<p>4.1 Identify intentions of those creating contemporary artworks.</p> <ul style="list-style-type: none"> <li>▪ Compare graphic artworks of those with similar intentions, i.e. advertising for the same product.</li> </ul>			4.1	Selected response	
<p>4.2 Respond to a variety of works of art and discuss or writes about his or her interpretations of the artists' intentions.</p> <ul style="list-style-type: none"> <li>▪ Formulate and support a position regarding the aesthetic value of a specific work of art then change and/or defend the position after weighting the view of others.</li> </ul>			4.2	Constructed Response	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

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4.3 Express his or her ideas about art and give reasons for preferences in works of art. <ul style="list-style-type: none"> <li>▪ Articulate the process and rationale for refining and reworking one of their own artworks in order to bring it to completion.</li> </ul>		4.3		Personal communication	
4.4 Compare the ways that the meaning of specific artwork has changed over time.		4.7		Personal communication/ Constructed Response	
4.5 Analyze and articulate how society influences the interpretation of artwork.		4.8		Personal communication	
<b>STRAND 5: Connections, Relations Application – Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.</b>					
<b>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.</b>	N/A	5.0	N/A		5% of class time
5.1 Explore careers in the visual arts. <ul style="list-style-type: none"> <li>▪ Explore pathways and careers in graphic design and new media.</li> <li>▪ Interview primary sources</li> <li>▪ Internet Research</li> </ul>		5.3		Personal Communication	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**DIGITAL DESIGN 2**

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5.2 Analyze the structure and format of published materials (e.g. books, magazines) including images, graphics, etc. and explain how graphic designers used the elements of art and principles of design to achieve their purpose		5.5		Constructed Response	



### **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.