

## **VISUAL ARTS DEPARTMENT**

**WEB PAGE DESIGN: COURSE #849**

### **Department Contact Information**

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### **The Department's Educational Philosophy**

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

### **Guiding Principles**

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

## **WEB PAGE DESIGN I/COURSE #849**

**Course Frequency:** Semester course. Meets five times per week.

**Credits Offered:** 2.5 credits

**Prerequisites:** None

### **Background to the Curriculum**

This Web Page Design course was conceived and created by Claudia Abramson. The course content was altered and developed by Nathaniel Martin in the fall of 2000, and more significantly in 2001, when new software (Adobe Livemotion and Adobe GoLive) was added to the curriculum. Macromedia Flash replaced Adobe Livemotion in the fall of 2004. Diana Woodruff updated the WPD curriculum during the summer of 2006. The curriculum for CAGD reflects many Massachusetts Frameworks Visual Arts Standards but emphasizes Standards 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 4 (Drafting, Revising and Exhibiting), 6 (Purposes of the Arts) and 9 (Inventions, Technologies and the Arts).

### **Core Topics/Questions/Concepts/Skills**

Web page design has become one of the most popular art forms. Everyone seems to have a web page, and businesses and organizations have become dependent on them. Nevertheless, web page design is often not considered to be an art form with the integrity of, for example, painting. Those who reject this thinking, however, recognize the web as a unique medium with which one can communicate a wide range of powerful visual and verbal messages to others. Students participate in discussions; explore and develop ideas for page design and site navigation through planning sketches and site diagrams; and write responses to the work of professional web designers. Typography, color theory and motion design are concepts students study in order to explore web page building as an art form with wonderful visual possibilities.

**Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<p>1] To learn to write basic HTML; to learn and apply basic design principles (to thoughtfully use typography, color, alignment and space); to learn to locate examples of Internet pages that demonstrate “successful” and “not successful” use of design principles; to create a single web page that contains text and images and successfully opens in a browser; to learn the process of handing in work electronically (HTML Unit).</p>	<p>1.10 Use electronic technology for reference and for creating original work.                      5.10 Critique their own work . . . and demonstrate an understanding of the formal, cultural, and historical contexts of the work.                      6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.                      9.4 Identify and describe examples of how contemporary artists use computer technology in their work.</p>
<p>2] To learn to use Photoshop; to understand image sizing and resolution; to learn the selection tools and apply them; to learn basic image manipulation; to learn different formats for saving images and when to use them; to learn basic color schemes (monochromatic, complementary, triadic, analogous, warm, cool, neutral) and apply one; to create an electronic collage, cutting and pasting multiple images. Surrealism/Dali (Whispers and Screams).</p>	<p>1.10 Use electronic technology for reference and for creating original work.                      2.1 For color, explore and experiment with the use of color in dry and wet media.                      2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors.                      2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors.                      5.10 Critique their own work . . . and demonstrate an understanding of the formal, cultural, and historical contexts of the work.                      6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p>
<p>3] To learn advanced Photoshop image manipulation; to create “image maps”; and to “slice” images for display on the web. (Killer Graphics)</p>	<p>1.10 Use electronic technology for reference and for creating original work.                      6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p>

<p>4] To understand how GoLive manages website construction; to learn to build a website with multiple pages using GL; to learn how to create a table; to learn to create navigational links. (GoLive Introduction Unit)</p>	<p>1.10 Use electronic technology for reference and for creating original work.</p>
	<p>5.10 Critique their own work . . . and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p>
<p>5] To use Adobe GoLive to create a framed page with clear navigation schemes, unified designs and rollovers. Students look at the work of Second Story, a design studio. (Little Worlds)</p>	<p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p>
	<p>1.10 Use electronic technology for reference and for creating original work.</p>
	<p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>
<p>6] To work with Macromedia Flash to generate a page which uses exciting movement and animation to “draw in” the viewer. Students look at the work of a variety of contemporary web designers and design studios. (Flash).</p>	<p>5.10 Critique their own work . . . and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p>
	<p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p>
	<p>1.10 Use electronic technology for reference and for creating original work.</p>
	<p>4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects.</p>
	<p>5.9 Use published sources, either traditional or electronic, to research a body of work or an artist . . .</p>
	<p>9.4 Identify and describe examples of how contemporary artists use computer technology in their work.</p>

<p>7] To generate a final project for a client. Students meet with clients and move through many drafts of their work. (Final Project).</p>	<p>1.10 Use electronic technology for reference and for creating original work.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings.</p> <p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p>
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**Assessment**

Evaluation of student progress is based on a variety of assessment methods, including:

- Quizzes (to assess knowledge of technical information only)
- Peer critiques
- Self assessments
- Teacher feedback (verbal and written)

With each project handout sheet, students are given lists of technical goals and design goals to be met for the unit. At the end of each unit, students are asked to assess the degree to which they met these goals. Informal and formal critiques are used as “check points” during each unit. Students keep a three-ring binder of course-related documents and their own work.

## **Technology and Health Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

<b><u>Course activity: skills &amp;/or topics taught</u></b>	<b><u>Technology standard(s) addressed through this activity</u></b>
1] Students are taught how to use numerous design applications to arrive at a finished product.	1.36 Run multiple applications simultaneously, alternating among them.
2] Students will become familiar with the use of equipment, such as digital cameras, scanners and external floppy drives.	1.40 Use a variety of external peripherals and understand how they connect to a computer.
3] Students will learn how to digitally manipulate an image.	1.58 Create and manipulate illustrations using a drawing or painting program.
4] Students create web pages with valuable and thoughtful information and content.	3.15 Present information, ideas, and results of work using any of a variety of communication technologies.

## **Materials and Resources**

Equipment: Sony Mavica digital cameras, Emac computers, Inkjet and LaserWriter printers, flatbed scanners

Software: Adobe Photoshop, GoLive, Image Ready, Macromedia Flash