

## **VISUAL ARTS DEPARTMENT**

## **DIGITAL IMAGERY I: COURSE #859**

### **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.

## DIGITAL IMAGERY I: COURSE #859

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

**Credits Offered:** 2.5 credits

**Prerequisites:** None

### **Background to the Curriculum**

The curriculum for this course was largely based on an earlier course, Computer Aided Graphic Design (CAGD), which was conceived and created by Claudia Abramson. The course content was altered significantly and developed by Nathaniel Martin in the fall of 2000, as well as the fall of 2002. During the summer of 2006, it was re-written as Digital Imagery 1, part 1 of a yearlong course. Many of the core units remain the same, though the animation components have been moved to Digital Imagery 2. The curriculum for Digital Imagery 1 reflects many Massachusetts Visual Arts Frameworks Standards, particularly 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design) and 5 (Critical Response).

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

This course seeks to expand students' knowledge of the design techniques and programs employed by artists who work with computers. Students learn how to manipulate a number of professional graphic design programs that are considered standard in the design industry. Students also, however, explore computers as a tool for making fine art. Students create sketches and written responses as they begin their projects, and participate in critiques as they work towards the completion of each challenge.

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
1] To explore typography and the principles of alignment, balance and emphasis while creating logos, business cards and letterheads. (Identity Design)	1.10 Use electronic technology for reference and for creating original work. 2.6 For space and composition, explore composition by creating artwork with . . . balance 2.11 Create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion.

<p>2] To learn advanced Adobe Photoshop techniques for image manipulation and to generate surreal and illusionistic imagery while responding to peer and teacher feedback. Students become familiar with the art of R. Magritte and G. De Chirico. (Surreal Encounters)</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>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention and/or conveys ideas and emotions.</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism . . .</p> <p>9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p> <p>9.4 Identify and describe examples of how artists use technology in their work.</p>
<p>3] To explore the connections and relationships between text and images in graphic design (posters, flyers, CD covers) while further exploring image manipulation using Adobe Photoshop. Students become familiar with a variety of contemporary artists. (Words and Images)</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>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.</p> <p>9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p>
<p>4] To create product-packaging designs that effectively create a brand image appropriate for a target consumer. Students become familiar with numerous contemporary design studios. (Package Design)</p>	<p>1.10 Use electronic technology for reference and for creating original work.</p> <p>4.4 Produce work that shows an understanding of the concept of craftsmanship.</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>

## **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 that need 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, and informal and formal critiques are used as “check points” during each unit. Students keep a three-ring binder for course-related documents and their completed 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 and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>
1] Students are taught how to use numerous design applications to arrive at 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.

## **Materials and Resources**

Equipment: Sony Mavica digital cameras, iMac computers, inkjet and LaserWriter printers, flatbed scanners.