

## **VISUAL ARTS DEPARTMENT**

## **DIGITAL IMAGERY II: COURSE #860**

### **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 II: COURSE #860**

**Course Frequency:** Semester course; meets five times per week.

**Credits Offered:** 2.5 credits

**Prerequisites:** None

### **Background to the Curriculum**

Digital Imagery II replaced the Digital Photography course during the '06 -'07 school year. Digital Photography was proposed in 1999 by Claudia Abramson. The course content was developed and written by Nathaniel Martin in the summer and fall of 2000. The class was offered for the first time in the spring semester of 2001. The curriculum for Digital Imagery II emphasizes Massachusetts Frameworks Visual Arts Standards 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), and 5 (Critical Response).

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

This course expands on many of the ideas started in Digital Imagery I. The units are designed to challenge students to control every aspect of their design work while maintaining high standards of technical craftsmanship. Critiques and discussions are further emphasized as components of the design process.

## Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1] To examine resolution and file formats as they relate to digital photography and to learn techniques to fine tune, adjust and correct color and value ranges in digital images. To explore, discuss and reflect on composition as it relates to photography. (Adv. Digital Imaging Part A)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others. 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood. 2.3 For texture, explore the use of textures in 2D and 3D works. 2.5 Explore the use of patterns and symmetrical shapes in 2D and 3D works</p>
<p>2] To explore the ways in which one can use Photoshop can affect, alter or improve the mood of an original photograph. To become familiar with the work of contemporary digital photographers and artists. (Adv. Digital Imaging Part B)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 2.1 For color . . . identify primary and secondary colors and gradations of black, white and gray in the environment and artwork; explore how color can convey mood and emotion. 2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors. 9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p>
<p>3] To explore numerous themes in photography (macro, portraiture, landscape, abstract). (Floating Units)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 4.7 Maintain a portfolio of sketches and finished work.</p>

<p>4] To re-design a book cover, unifying the type, color and imagery as well as the style and subject matter. To use sketching to explore and develop ideas. (Cover Design)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design. 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] To create a ‘splash page’ for a web site that makes effective use of color, type, imagery and motion to generate a mood appropriate to the topic of the site. To continue to use sketching to explore and develop ideas. (Splash Page)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 4.5 Demonstrate the ability to describe preliminary concepts verbally, to visualize concepts in clear schematic layouts, and to organize and complete projects. 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist . . . 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>6] To propose and create a final, independent project. To continue to use sketching to explore and develop ideas. (Final Project)</p>	<p>1.10 Use electronic technology for reference and for creating original work. 1.14 Demonstrate a mastery of tools and techniques in one medium 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings.</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.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
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, flatbed scanners, tripods

### Software

Adobe Photoshop, Appleworks

