

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <p style="text-align: center;"><b>Digital Imaging</b></p>																		
DISTRICT COURSE NUMBER <p style="text-align: center;"><b>0635</b></p>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;"><b>4606</b></p>																
Rationale:		This course is designed to meet the needs of the college-bound students to serve as a pathway to art education.																
Course Description that will be in the Course Directory:		<p>Digital Imaging is a “school to career” course that teaches students a broad set of skills in the Adobe Creative Suite using Photoshop, Illustrator and InDesign while maintaining a fine arts approach and focus. The course will introduce how to work with basic vector and raster-based images while emphasizing individual creativity. Photography is also a component where composition and lighting will be used to add to the creativity in the Creative Suite.</p> <p>All projects will focus on developing perception and application of the principles of design and elements of art through the coursework along with creative problem solving, experimentation, and critique and revision. Digital Imaging is a course where students will use state-of-the-art digital imaging software and concepts to create projects which integrate art, graphic design, photo manipulation and illustration, while exposing students to career options involving graphic design in a technological world.</p>																
How Does this Course align with or meet State and District content standards?		This course meets the CA Visual Art Content Standards.																
NCLB Core Subjects:		<i>Select up to two that apply:</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> X Arts</td> <td style="width: 33%;"><input type="checkbox"/> Civics and Government</td> <td style="width: 33%;"><input type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> X Arts	<input type="checkbox"/> Civics and Government	<input type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)		CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input checked="" type="checkbox"/> N/A															
Length of Course:		<input checked="" type="checkbox"/> X Year <input type="checkbox"/> Semester																
Grade Level(s):		<input type="checkbox"/> 9 <input checked="" type="checkbox"/> X 10 <input checked="" type="checkbox"/> X 11 <input checked="" type="checkbox"/> X 12																
Credit:		<input checked="" type="checkbox"/> X Number of credits: <b>10</b> <input checked="" type="checkbox"/> X Meets graduation requirements (subject <b>Art</b> ) <input checked="" type="checkbox"/> X Request for UC "a–g" requirements CSU/UC requirement <b>f</b>	<input type="checkbox"/> College Prep															

Prerequisites:	Art 1
Department(s):	VAPA, CTE
District Sites:	All Sites
Board of Trustees COS Adoption Date:	May 9, 2017
Textbooks / Instructional Materials:	Supplemental Materials Adobe Photoshop Classroom in a Book
Funding Source:	General
Board of Trustees Textbook Adoption Date:	N/A

### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title:**

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## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: Introduction to Digital Media and the studio

**Content Area Standards:** List content standards students will master in this unit.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

3.0 Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

3.2 Identify and describe the role and influence of new technologies on contemporary works of art

3.4 Discuss the purposes of art in selected contemporary cultures

ISTE

1 Empowered Learner – students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences

2 Digital Citizen – Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical

3 Knowledge Constructor – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be shown how to properly use equipment and store files digitally; file management will be an introductory concept. Teacher expectations for internet searching and copyright issues will be introduced. Students will be introduced to the work area, layers palette, tool bars, and option bars in Photoshop. Students will apply the Elements of Art to techniques used in projects assigned. Students will discuss the History of Graphic Design as they discuss and demonstrate the similarities and differences between the traditional and digital creative process. Students will apply the use of scanners, digital cameras, graphic tablets, software, and lighting to a variety of subject matter throughout the year.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.
- Art Gallery walks online

Key Assignments:

- Students will research Paul Rand (Father of Graphic Design) and examine the art of the fine artists that influenced him: Henri Matisse, Paul Klee and Vassily Kandinsky.
- Art periods will also be discussed as students research and reflect and find examples from Art Nouveau and Art Deco. Students will begin to practice critique techniques and students select their favorite example from each art period and explain why, applying the critique process.
- Critique Process will be on-going – For each project a peer critique, self and instructor assessment will be

performed. During the initial weeks of class, this process is limited; students review each other's work, along with their own, strictly on the basis of the grading rubric given in the assignments. Critiques will progressively contain more information and evaluation leading up to a formal critique from each student. The purpose of Peer Critique and Assessment is to develop several vital skills and understandings – critical thinking, awareness of and responsibility for the requirements of assignments, the ability to properly and civilly exchange ideas and impressions, and demonstrates a greater understanding of how intent and perception are related.

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.

## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: What is Creativity?

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.
- 3.4 Discuss the purposes of art in selected contemporary cultures.
- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.
- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

ISTE

- 1 Empowered Learner – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- 3 Knowledge Constructor – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- 4 Innovative Designer – Students use a variety of technologies within a design to process to identify and solve problems by creating new, useful or imaginative solutions
- 5 Computational Thinker – Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- 6 Creative Communicator – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

The Creative Process – Students analyze and identify creativity through the use of various tools and participate in written and verbal discussions that support their ideas. Students will identify and define the creative process. The students will analyze and respond to advocates for creativity. The students will demonstrate the ability to think and respond critically using digital design media.

Explore the history of Digitizing as students become familiar with pixels, raster and vector graphics, and correct resolution needed for different mediums.

Students will also start developing their Photoshop skills as they work through their textbook on exploring the toolbar, learning how to make selections and use the layers palette.

Students will Learn the basics of the Design Process, observe Graphic Design in our everyday world, and be introduced to the Elements of Art.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos on the basics of Adobe Photoshop and Illustrator
- Continue lessons in textbook and online.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects as students learn the four steps in Analyzing Graphic Design
- Create a poster using the Principles of Design and applying the Elements of Art as students chart their Graphic Life on a daily basis
- Research Stefan Sagmeister and conduct a gallery walk of students favorite examples of his work – applying the process to analyze graphic design orally.

Key Assignments:

- What is creativity? Students will use Photoshop to produce a digital graphic piece that communicates your personal definition of creativity and present it to the class for formal and online discussion.
- The Critique Process – Students will participate in traditional group classroom discussions as well as written dialogue using a variety of program related websites.
- Students will identify why critique is important. Students will discuss how critique is useful to stimulate creativity. Students will practice listening, speaking, and writing about work and the work of others being able to defend their options with vocabulary and other content specific terminology. Students will demonstrate the ability to think and respond critically.
- Advanced Lighting Techniques – Students will practice and apply a variety of techniques using various lighting equipment in the studio classroom and on locations. Students will demonstrate effective use of equipment. Students will identify and apply professional approaches to lighting subject matter. Students will demonstrate creative ways to use lights and modifiers by photographing subjects in order to create a dramatic look.
- Creative Portraits – Digital Painting – students will analyze symbols and imagery used throughout history to form ideas that support their personal creative direction. Students will identify and discuss the importance of content, meaning and theme as they influence compositional elements and the selection of digital tools. Students will analyze and apply strategies used throughout history to their own work. Students will demonstrate skills using current digital creation and publishing tools.
- Identity – logo/branding – Students will identify how design, presentation and web presence contribute to the effectiveness of positive identity by analyzing forms of advertising. The students will create imagery that promotes a personal and/or corporate sense of identity. Collaboratively, the students will track the effects of social media as a vehicle for advertising. Students will develop an identity package applying professional language appropriate to visual arts by creating a logo and brand using Adobe Illustrator and Photoshop.

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught along with student self-evaluation with the same rubric.

**Interventions:** May include, but not limited to:.

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the culminating project deadlines.



## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: Cultural Silhouettes

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the Principles of Design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the Principles of Design as used in works of art, focusing on dominance and subordination
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular Principle of Design
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills
- 2.3 Develop and refine skill in the manipulation of digital imagery
- 2.5 Create an expressive composition, focusing on the Principles of Design.
- 3.1 Identify similarities and differences in the purposes of art created in selected cultures
- 3.4 Discuss the purposes of art in selected contemporary cultures
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art
- 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

ISTE

- 1 Empowered Learner
- 2 Digital Citizen
- 3 Knowledge Constructor
- 4 Innovative Designer
- 6 Creative Communicator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Cultural Importance – Students will identify and analyze the artistic significance of diverse cultures. Students will discuss the similarities and differences of a specific culture or group. The students will create digital art works in the style of a specific culture or group. The students will emphasize universal concepts used by artists and visual cultures.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Create a design media piece surrounding one of the cultural celebrations that take place in Placerville, Folsom or Sacramento. The images must be of original design and only reference another artist, either current or past.
- Explore the Elements of Art and the use of lines through artist such as Vladamir Tomin and Andrew Gibson. Continue with shapes, texture, form and positive and negative space by exploring Picasso, Seurat and Van Gough while also exploring how texture can also be used to create a mood in Advertising. Using only lines – students will create a vector graphic that will convey a specific mood using only black and white colors.
- Students will create a magazine cover paying careful attention to copyright laws and applying the Principles of Design as they create a mood, practice photo composition and lighting by taking original photos and convey a message. All images must be original and the cover must be created in Photoshop.
- Online gallery tour of examples of Gestalt – critique with steps on analyzing Graphic Design and looking for the application of the Principles of Design. Students will discuss how to apply these principles of graphic design
- Continue with lessons in Classroom in a Book for Photoshop.

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique
- Continue with textbook lessons and online tutorials

Summative

- Culminating Projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught.

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.

## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: Typography

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own

1.2 Describe the principles of design as used in works of art

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design

2.3 Develop and refine skill in the manipulation of digital imagery

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

ISTE

1 Empowered Learner

3 Knowledge Constructor

4 Innovative Designer

5 Computational thinker

6 Creative Communicator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will apply the Principles of Design to the specific application of typography in graphic design projects. Lessons and study of photo composition are applied throughout the course as effective photo manipulation starts with great photo composition.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Create a Movie Still using layers, selections, creating a border, Applying the Principles of Design, applying

good typography skills and using the layer styles

- Discuss and explore Identity and how typography contributes to corporate and personal branding
- Introduce raster and vector graphics in Illustrator/Photoshop
- Create a visual identity for your Trade Show business by crafting a logo in Illustrator
- Students will create a text poster that will describe three of their positive character traits applying elements of Art and Principles of design to convey a mood with great readability in Photoshop
- Students will create an image that creates a definite mood using color, shapes and lines
- Students will participate in a presentation of their work and a critique by classmates and teacher with the opportunity to apply suggestions to reworking their image prior to turning in

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating Projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by both student and teacher

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignments to meet deadlines

## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: Flat Pack Toy Design And/or Music CD along with Trade Show Preparation

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own

1.2 Describe the principles of design as used in works of art

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design

2.3 Develop and refine skill in the manipulation of digital imagery

2.5 Create an expressive composition

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art

4.2 Compare the ways in which the meaning of a specific work of art have been affected over time because of changes in interpretation and context

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

ISTE

1 Empowered Learner

3 Knowledge Constructor

4 Innovative Designer

5 Computational Thinker

6 Creative Communicator

7 Global Collaborator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will integrate a variety of design tools to manipulate imagery for fine art and commercial applications. This may include Adobe Photoshop, Illustrator, and/or Lightroom. The students will create imagery that successfully integrates advanced composition techniques. Students will correctly apply the use of type and vector fundamentals. Students will demonstrate various media output for print, video and web.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos and online tutorials
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects and apply constructive criticism
- Continue with textbook lessons and teacher and/or student demonstrations

Key Assignments:

- Identify and communicate successful implementation of design elements through peer editing and/or classroom critique.
- Provide feedback explaining why design helps to improve the projects delivery of content.
  
- Design and create a package in collaboration with their business partner
- Continue with lessons in textbook
- Cut out a magazine ad, find one on the internet or evaluate a business card to identify the Principles of Design and explain how it enhances the example or explain how the lack of such application detracts from the example
- Design and create a business card in Adobe Illustrator applying Principles of Design and Typography
- Review and discuss the history of well-known corporate logos and the evolution of their design
- Review and analyze the application of Graphic Design steps

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating Projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught both by students and teacher

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines

## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course  
Number:

**635**

Unit Title: Master Remakes - Surrealism

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design
- 1.5 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
- 2.3 Develop and refine skill in the manipulation of digital imagery
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

ISTE

- 1 Empowered Learner
- 2 Digital Citizen
- 3 Knowledge Constructor
- 4 Innovative Designer
- 6 Creative Communicator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will further discuss various art movements throughout the history as they apply to developing assignments. They will analyze and understand the cultural, political, and/or social reasons for movements such as Renaissance, Symbolism, Romanticism, Impressionism, Expressionism, Cubism, Abstract Expressionism, Art Nouveau, Surrealism, Pop Art, and/or Post-Modernism. Students will analyze and discuss significant art works from the given movements. Students will identify the artists, movements, and their societal and/or historical relevance. Students will demonstrate an understanding and the style of specific art movements.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos.
- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Online art walk
- Critique and support art choices through application of the application of the steps to analyze graphic design
- Re-create a masterwork from an art movement of the student's choice using digital tools in Adobe Photoshop. Critique the art in written and oral presentation form while discussing the specific artist and the works of art

Discussion of copyright laws in copying work of artists

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating Projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by both student and teacher.

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines.



## EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course  
Number: **635**

Unit Title: The Creative Student – Graphic Design

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.2 Describe the principles of design as used in works of art and graphic design
  - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others
- Articulate the process and rationale for refining and reworking one of their own works of art
- 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

ISTE

- 1 Empowered Learner
- 2 Digital Citizen
- 3 Knowledge Constructor
- 4 Innovative Designer
- 6 Creative Communicator
- 7 Global Collaborator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will find “clients” to work with. These clients could come from the Dance class, Fashion Design Class, Web Design, or where their graphic design skills could be used.

Students will utilize photography, studio lighting, graphics, design, and/or video to work together on projects that have a more global audience.

Students will create content and collaborate on digital publishing and distribution solutions that support the project focus.

Students will demonstrate the ability to discuss and respond creatively to global issues on a local scale – while working with a “client” in another class or department to create solutions such as t-shirt designs, logos, flyers, posters and/or business cards using vector graphics

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Use design media to create collaborative projects with clients on a local scale.
- Students will collaborate with their business partner to create products for their Trade Show Business

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Product to be produced and published
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by student, teacher and client

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines to fit clients time table

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: VAPA/CTE

Course Title: Digital Imaging

Course Number: 635

Unit Title: Digital Imaging Careers

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own
- 1.2 Describe the principles of design as used in works of art and graphic design
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 4.0 Responding to, Analyzing, and making judgments about works in the visual arts
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others
- Articulate the process and rationale for refining and reworking one of their own works of art
- 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
- 5.1 Design an advertising campaign

ISTE

- 1 Empowered Learner
- 2 Digital Citizen
- 3 Knowledge Constructor
- 4 Innovative Designer
- 6 Creative Communicator
- 7 Global Collaborator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will identify and discuss careers by researching online, working with “clients”, working with professionals in the field and/or in the digital imaging studio/classroom.

Students investigate working in a design office, freelancing, using contracts and related careers in industrial design, interior design and crossover careers

Students will apply the elements of art and design media skills learned from local and regional industry professionals to student projects and/or community collaborations. Students will define and demonstrate professional skills for creative industries.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Use design media to create collaborative projects with clients on a local scale.
- Students will collaborate with their business partner to create products for their Trade Show Business
- Problem solve time management and effective client communication
- Draw conclusions with a well-designed flyer (applying principles of design) about a specific graphic design career and/or a brochure on colleges that offer programs in graphic design. Students will request a course catalog.
- Students will develop professional quality digital imagery, behaviors, and portfolio artifacts that support the pursuit of career areas, while preparing for the culminating business project and Trade Show.

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by student, teacher and client

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines to fit class deadlines

# EDUCATIONAL SERVICES

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course  
Number:

**635**

Unit Title: Digital Portfolio

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own
  - 1.2 Describe the principles of design as used in works of art and graphic design
  - 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work
  - 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design
  - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
  - 2.2 Prepare a portfolio of original works of art
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 2.5 Create an expressive composition
  - 3.2 Identify and describe the role and influence of new technologies on contemporary works of art
  - 3.3 Identify and discuss trends in the visual arts
  - 4.0 Responding to, Analyzing, and making judgments about works in the visual arts
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others
  - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art
  - 4.5 Employ the conventions of art criticism in writing and speaking about works of art
  - 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
- ISTE
- 1 Empowered Learner
  - 2 Digital Citizen
  - 3 Knowledge Constructor
  - 4 Innovative Designer
  - 6 Creative Communicator
  - 7 Global Collaborator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will design, publish, and present a professional portfolio aligned to media design arts industry expectations. Students will include examples of still imagery, reflective and narrative writing and/or web tools.

Students will create an online portfolio as they brand themselves and discover/research a specific graphic design field, develop and finalize resumes, applications, and personal statements as they relate to their post-secondary and career goals.

Students will emphasize layout and functionality, as well as will deliver their portfolios using digital methods

such as pdf, digital book or magazine, website, or blog.

Students will demonstrate the use of a digital portfolio as a major component for professional artists.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

- Design and create a professional looking online student portfolio which showcases digital imaging skills developed in the digital imaging pathway
- Students will work collaboratively and as individuals to submit digital and print work to local, regional, and national competitions that support their personal career pathway.
- Student will write personal artist statements for their online website as they demonstrate effective writing strategies that clearly communicate ideas behind individual pieces
- Students will analyze and develop criteria to be successfully competitive as they apply their creative abilities to professional and competitive situations
- Throughout the year students will be submitting their work and personal statements to fine art and design media competitions and/or student exhibitions

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by student, teacher and client

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines to fit real world deadlines and expectations

**EDUCATIONAL SERVICES**

Department: **VAPA/CTE**

Course Title: **Digital Imaging**

Course Number: **635**

Unit Title: Business of Design

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.2 Describe the principles of design as used in works of art and graphic design
  - 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design
  - 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design
  - 2.2 Prepare a portfolio of original works of art
  - 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  - 2.5 Create an expressive composition
  - 3.2 Identify and describe the role and influence of new technologies on contemporary works of art
  - 3.3 Identify and discuss trends in the visual arts
  - 4.0 Responding to, Analyzing, and making judgments about works in the visual arts
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others
  - 4.5 Employ the conventions of art criticism in writing and speaking about works of art
  - 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
  - 5.1 Design an advertising campaign
- ISTE
- 1 Empowered Learner
  - 2 Digital Citizen
  - 3 Knowledge Constructor
  - 4 Innovative Designer
  - 6 Creative Communicator
  - 7 Global Collaborator

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

This unit is the capstone of the class as students present their own business at a "Trade Show" event in collaboration with a classmate as they exhibit their business and graphic design skills

Students learn the ins and outs of being a professional graphic designer and/or illustrator from quest speakers and visiting professionals.

Student will build upon the knowledge learned to this point in class.

Students will learn the basics of creating contracts and communicating with clients.

Students have been working on developing their own creative business from the beginning of the class. And will be able to use all assignments completed in this course to include in their business presentation

Students have worked to create logos, posters, and other design elements for their business as they collaborate with their business partner.

Students will receive feedback and critique from their peers and Trade Show attendees.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Digital presentations.
- Student exercises/practices reinforcing concepts.
- Critique projects.

Key Assignments:

Students will work to establish and create realistic deadlines through strong communication as they put together a creative and usable business presentation

**Assessments:** May include, but not limited to:

Formative

- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative

- Culminating projects
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught by student, teacher, peers and Trade Show attendees

**Interventions:** May include, but not limited to:

- Reteach with the option of redoing.
- Scaffolding exercises that lead into a project.
- Chunking larger projects into smaller assignments.
- Peer partnering.
- Modify/accommodate the assignment deadlines to fit real world deadlines and expectations