ACALANES UNION HIGH SCHOOL DISTRICT
VISUAL & PERFORMING ARTS
ART

ADOPTED: ____2/06/02____

COURSE TITLE: Digital Arts/Designs for the Web

GRADE LEVEL: 9 - 12

COURSE LENGTH: 1 Year

PREREQUISITE: None

CREDIT: 10 units

UC/CSU CREDIT: Receives UC credit for Visual & Performing Arts, "f"

GRADUATION REQUIREMENT: Meets District Visual & Performing Arts requirement for graduation.

STANDARDS AND BENCHMARKS   Visual & Performing Arts: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1

COURSE DESCRIPTION   Digital Arts/Designs for the Web is a college preparatory visual arts course that integrates the California Visual Arts Standards and content areas in the humanities. This class will enable students to achieve an advanced understanding and appreciation of artistic expression and to use that expression to supplement and enhance communication. Students will apply the standards outlined in the California Visual and Performing Arts Framework by creating original digital arts projects using contemporary media techniques. Substantial outside research and reading are a part of the course curriculum. Students are required to keep design journals, critique their work and the works of others, maintain portfolios of their artwork and writing, and complete a research paper.

COURSE GOALS   The goals of the course are based on the five components of the State of California Visual and Performing Arts Framework.
The student will:
1. Develop an understanding of visual characteristic of digital media arts and learn to recognize visual structures and functions though observation, comprehension and applications of composition and design principles.
2. Produce original works in digital arts and by interpreting, researching and analyzing perception and ideas from the arts and humanities using a variety of media and technical processes in their designs and projects.
3. Understand and appreciate the role of digital art in the context of the arts as a whole.
4. Analyze, evaluate, synthesize and respond to the intent, purpose and technical proficiency of works of new media through discussion and writing.
5. Connect and apply what is learned in the visual arts to traditional art forms, content subject areas and to careers in the digital design area.

<u>TEXTBOOK MATERIALS</u>	<u>The Medium is the Message</u> - Marshall Macluhan
	<u>The Elements of Style</u> - Strunk and White
	<u>The Knowledge Web</u>: From Electronic Agents to Stonehenge and Back - And Other Journeys through Knowledge - James Burke
	<u>Web Style Guide</u> – Yale University, Patrick Lynch and Sarah Horton
	<u>Professional Journal </u>– Webtechniques, Adobe Magazine
	Reading materials based on selection of subject content areas used in design projects
<u>TEACHER RESOURCES</u>	Webmonkey.com
	Adobe.com
	Macromedia.com
	Htmlgoodies.com
	Craigslist.org
	Monsterboard.com

Acalanes Union High School District
Course Content and Performance Objectives

	SAT-9	HSEE	Standards & Assessment Benchmarks		Timeline
1.0 ARTISTIC PERCEPTION 1-a. Looking at design examples from the Internet, magazines, printed photographs, and art works, students identify in writing the principles of design. Students collect design examples of these principles as exhibited on the Internet and in printed material and discuss these elements.	N/A	N/A	1.1	Written, self/peer assessment presentation	3% Ongoing
1-b. Students select three works from their portfolios and write about the intent of the work and how they used the media, and design principles to convey an idea.			1.1	Self assessment	5%
1-c. Students create several media projects emphasizing line color, texture or shape to express an idea. They select two of their works emphasizing the same design and discuss which was more successful in conveying the intent of the work.			1.1	Written, self assessment, performance, presentation	8%
1-d. Students will compare and contrast media art works they have researched and discuss the design principles identified in the media artwork.			1.3	Written, presentation	5%
1-e. Students will analyze the design principles used by a given web designer and discuss the impact it makes in the function of the work.			1.2	Written	5%
2.0 CREATIVE EXPRESSION 2-a. Students will research, write, design, create and critique major design projects including, visual essays, web quests, virtual museums, incorporating computer graphics, animation and digital art.	N/A	N/A	2.1	Written, performance, self/peer assessment, presentation	Ongoing
2-b. Students will develop a written set of standards to be used in critiques, which incorporates content, navigation, design elements and fair use issues.			2.2	Written	3%
2-c. Students will create new media projects using imaging software techniques.			2.3	Performance	5%
2-d. Using editing tools and photo editing tools, students will create digital art works for web design projects.			2.4	Performance	10%
2-e. Creating a web site, students will take into account navigation, content and design principles.			2.5	Performance	8%
2-f. Students will research, write and design an extensive web quest or visual essay that teaches information about a social issue.			2.6	Written, performance	10%

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Digital Arts Designs for the Web

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3.0 HISTORICAL AND CULTURAL CONTEXT 3-a. Students will analyze in writing the culture of the Web and how that influences media design. They will also discuss how traditional art from a culture influences design.	N/A	N/A	3.1, 3.2, 3.3	Written, presentation	8%
4.0 AESTHETIC VALUING 4-a. Students will research, evaluate and critique on a weekly basis three web sites using a set of criteria that outlines intentions. Students will evaluate in writing the purpose of the site.	N/A	N/A	4.1	Written	3%
4-b. Students will develop criteria that link the art elements and design principles, technical qualities and content to the interpretation of meaning of a series of web sites or pages.			4.1	Written	4%
4-c. Students will discuss and outline set criteria for making judgments and identify the difference between preference and judgment.			4.2, 4.3	Performance, presentation, assessment	3%
5.0 CONNECTIONS, RELATION AND APPLICATIONS 5-a. Working collaboratively and simulating a work environment, students produce a strong, effective and artistic web project using the principles of time management and organization.	N/A	N/A	5.1	Performance, presentation, assessment, written	10%
5-b. Students will do field studies and work for a community group or a school group designing, creating and maintaining a web site.			5.1	Written, performance	5%
5-c. Students shadow design professionals in digital art and/or interview people who work in the profession.			5.1	Written, performance	5%

TEACHING STRATEGIES AND PROCEDURES

Direct instruction, modeling demonstrations, group discussion and presentation,
Reading, Annotating, Outlining
Analytical research paper
Student exhibitions, and competitions, collaborative presentation
Community based research projects.
Self-directed collaborative learning

GRADING CRITERIA
Four point rubrics designed around standards and objectives

Written assignments	20%
Performance based assessments	40%
Student presentations	10%
Cumulative portfolio	20%
Self-assessment and peer assessment - critiques.	10%