Secondary Course Description

COVER PAGE

1. Course Title: Digital Arts, Media, and Photography (Level 1)

2. Transcript Title / Abbreviation: Digital Arts (Level 1)

3. Transcript Course Code / Number (Office Use Only)**:**

4. School: Da Vinci Charter Academy High School

5. District: Davis Joint Unified School District

6. Department: Art

7. Graduation Requirement it meets: Visual/Performing Arts, CTE

8. Length of Course: 1 year

9. Graduation Credits: 10

10. School / District Web Site: www.davincicharteracademyhs.net and www.djusd.net

11. CBEDS Course Code:

12. School Contact:

Name: Tyler Millsap

Title/Position: Principal, Da Vinci Charter Academy

Phone: 530-757-7154 **Ext.:**

Fax: 530-757-2178

E-mail: tmillsap@djusd.net

13. Subject Area:

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Science
- [x] CTE
- [ ] Language other than English
- [x] Visual & Performing Arts
- [ ] DJUSD Graduation Elective
- [ ] College Prep Elective (will seek UC/CSU approval)

14. Grade Level(s): 9-12

15. UC/CSU Requirement: f. Visual/Performing Arts

16. Seeking "Honors" Distinction? [ ] Yes [x] No

17. GPA Types:

18. Credit Value:

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

19. Was this course previously approved by UC? [ ] Yes [ ] No
   If so, in what year? _____ Under what course title? _____

20. Pre-Requisites:
   Co-Requisites:

21. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 22):

Tyler Millsap

22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____

23. Review & Approval:

Date	Signature
___10/25/19___ Site Curriculum and Instruction Leadership Team	Signature/Title ____*Julia Krepinova*, **Art Teacher**_____
_____ Secondary Department Articulation/Collaboration	Signature/Title _____

Secondary Principal Signatures: ____*Tyler Millsap*_____ _____

Date: _____ _____

BACKGROUND INFORMATION

Brief Course Description:

This year long course is a beginning study in art, photography and digital media design. The class is structured around projects emphasizing the art elements of line, shape, form, color, space, and texture. It will introduce students to principles of design in relation to photography and art, as well as advertisement, creative technologies and digital art design. Students will develop an appreciation for photography and through the use of digital media and understanding of the role of contemporary visual means in today's society. After introduction to software that is common in the industry, students will work individually and in groups to design, create, critique, and present digital media art projects. This is an exploratory beginning level class which will allow students to learn and discover their main interests in art, develop curiosity for further knowledge.

Context for Course:
This course is a study of the principles, terminology, techniques, tools and materials of basic digital art, media, and photography. This course is part of the Digital Art and Design Program Pathway, which introduces the skills needed by students for careers in the commercial art fields. Whether working freelance or for a large company, the modern commercial artist is expected to have skills that draw from variety of art disciplines. Photography and Digital Art are the focus of this class, with students learning how to capture images using different photographic methods, including digital DSLR cameras, scanners, and film. Students will be creating artwork through the use of Adobe Creative Suite. Students will use the images they capture and create, while learning how to process and incorporate them into projects that communicate an effective message. Students learn the technical language used in the digital photography and are industry and basic design methods. The core concepts of this class give students an introduction to a career in photography, advertising, digital art, retouching and restoration.

List the State/District Standards addressed in this course.
CTE Anchor Standards: (CTEAS)
2: **Communications:** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **(CCSS ELA Standards Code: LS 9-10, 11-12.6)**
4: **Technology:** Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. **(CCSS ELA Standards Code: WS 11-12.6)**
5. **Problem Solving and Critical Thinking:** Writing Standard: Conduct short as well as more sustained research project to answer a question (including self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation. **(CCSS ELA Standards Code: WS 11-12.7)**
7. **Responsibility and Flexibility:** Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **(CCSS ELA Standards Code: SLS 9-10, 11-12.1)**
10. **Technical Knowledge and Skills:** Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **(CCSS ELA Standards Code: WS 11-12.6)**
National Core Art Standards: (NCAS)
Anchor Standard 1: Generate and conceptualize artistic ideas and work. **(VA: Crl.l.la, VA: Crl.1.lla, VA: Crl.2.la, VA: Crl.2.lla, VA: Crl.2lla).**
Anchor Standard 2: Organize and develop artistic ideas and work. **(VA: Cr2.1.la, VA: Cr2.1.lla, VA: Cr2.1. Illa, VA: Cr2.2la, VA: Cr2.2lla, VA: Cr2.21lla).**
Anchor Standard 3: Refine and complete artistic work. **(VA: Cr3.1.la, VA: Cr3.l.lla, VA: Cr3.1. Illa)**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. **(VA: Pr4.1.la, VA: Pr4.l.lla, VA: Pr4.1. Illa)**
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. **(VA: Pr5.1.la, VA: Pr5.l.lla, VA: Pr5,l, Illa)**
Anchor Standard 6: Convey meaning through the presentation of artistic work. **(VA: Pr6.l.la, VA: Pr6.1.lla, VA: Pr6.l. Illa).**
Anchor Standard 7: Perceive and analyze artistic work. **(VA: Re.7.1.la, VA: Re.7.1.lla, VA: Re.7.1. Illa, VA: Re.7.2.la, VA: Re7.2.lla, VA: Re7_2. Illa).**
Anchor Standard 8: Interpret intent and meaning in aitistic work. **(VA: Re8.l.la, VA: Re8.l.lla, VA: Re8.1. Illa)**
Anchor Standard 9: Apply criteria to evaluate a1tistic work. **(VA: Re9.1.la, VA: Re9.l.lla, VA: Re9.l. Illa).**
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. **(VA: Cnl0.1.la, VA: Cnl0.1.lla, VA: CnlO.l. Illa)**
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. **(VA: Cnll.l.la, VA: Cnll.l.lla, VA: Cnll.1. Illa**

California Arts Standards Media Arts: (CASMA)
Anchor Standard 1: Generate and conceptualize artistic ideas and work (Prof.MA: Crl, Acc:MA: Crl, Adv.MA: Crl.
Anchor Standard 2: Organize and develop artistic ideas and work (Prof.MACr2, Ace.MA: Cr2, Adv.MA: Cr2).
Anchor Standard 3: Refine and complete artistic work (Prof.MA: Cr3, Ace.MA: Cr3, Adv.MA: Cr3).
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation (Prof.MA: Pr4, Acc.MALPr4, Adv. MA: Pr4).
Anchor Standard 5: Develop and refine artistic techniques and work for presentation (Prof.MA: PrS, Ace.MA: PrS, Adv.Ma: PrS).
Anchor Standard 6: Convey meaning through the presentation of artistic work (Prof.MA: Pr6, Ace.MA: Pr6, Adv. MALPr6).
Anchor Standard 7: Perceive and analyze artistic work (Prof.MA: Re7, Ace.MA: Re7, Adv.MA: Re7).
Anchor Standard 8: Interpret intent and meaning in artistic work (Prof.MA: Re8, Ace.MA: Re8, Adv.MA: Re8).

Anchor Standard 9: Apply criteria to evaluate artistic work (Prof.MA: Re9, Ace.MA: Re9, Adv.MA: Re9).
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art (Prof.MA: CnlO, Ace.MA: Cnl0, Adv.MA: CnlO).
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Prof.MA: Coll, Ace.MA: Coll, Adv. MA:Cnll).

History of Course Development:
The courses at Da Vinci have always been traditional in nature, focusing on specific disciplines rather than as an integrated approach to art. While PBL was the main pedagogy, using the traditional content has resulted in five different courses for the sole art teacher on campus and has not been revised to align with industry. As the DJUSD has created a focus on internships, career readiness, and integrated courses, our art teachers, counselors, and leadership have worked to revise the course offerings. As described they will align with a CTE industry sector and pathway, teach the CTE anchor standards and rigorous art standards. Additionally, they integrate standards across the discipline.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

1. To provide students with introductory knowledge of art, digital media design and photography through hands-on project-based learning.
2. To develop an awareness, interest, and curiosity in digital media arts. This includes how digital media is used as a visual tool as well as a form of communication and advertisement.
3. To introduce students to the computer tools used in art, digital media design and photography (Adobe Photoshop and Illustrator, Adobe Illustrator Draw).
4. To prepare students to adapt technologies (Adobe Creative Suite, Microsoft documents, Google documents, Digital applications).
5. To provide students with a basic understanding of the a1t elements, principles of design, color theory, photography, digital media, advertisement, and adapting technologies.
6. To engage students in solving creative problems including identification of problem, researching, analyzing, solution generating, prototyping, and reflecting.
7. To prepare students for Art, Digital Media Design and Photography II as well as for occupations in the field.

COURSE OBJECTIVES

Students will be able to:
1. Examine the relationship between art, society, language, and culture.
2. Learn major concepts and principles regarding the historical and contemporary purposes, roles, and functions of digital art, medic, and photography.
3. Understand the common traits and individual differences that characterize the different styles of art work and mediums.
4. Learn major concepts and principles associated with digital art, media, and photography.
5. Learn and develop technical skills in various artistic mediums with various software.
6. Utilize visual communication as a means of self-expression.
7. Develop rendering and compositional skills through a series of assignments.
8. Incorporate written personal reflection into projects.
9. Develop the ability to analyze and speak about art using the conventions of Art Criticism.
10. Know and apply the elements and principles of design.
11. Participate in gallery walks and critiques.
12. Develop the ability to work and think independently.
13. Develop own artistic style.
14. Understand and abide by the concept of Artistic Integrity.
15. Research contemporary artworks and artists to compare and contrast the factors which influence the changes in style.
16. Use information and communication technologies to gather and analyze information related to the impact of technology and media on digital art, media, and photography.
17. Recognizes and understands the basic technical, aesthetic and expressive concepts of digital arts and media.
18. Demonstrate a competency with digital art and photographic flow.
19. Demonstrate an appreciation and understanding of digital art as a means of visual and artistic expression.

COURSE OUTLINE

Content Standards	Key Assignments
NCAS I, 2, 3, 4, 5, 6, 10; CASMA 1,2,3,4,5,6,lO CTEAS I, 5, 7	Elements of Art (line, color, shape, form, space, texture) projects
NCAS l ,2,3,4,5,6, IO; CASMA 1,2,3,4,5,6, I 0 CTEAS I, 5,7,10	Principles of Design (Contrast, repetition, unity, movement, balance, emphasis) projects
NCAS l,2,3,4,5,6,7,8,9,10; CASMA l,2,3,4,5,6,7,8,9, 10 CTEAS 2, 3, 5,7,	Process of a Critique (Describe, analyze, interpret, judge)
NCAS l,2,3,4,5,6,8,9; CASMA l,2,3,4,5,6,8,9; CTEAS 1,2,4,5	Computer Programs (Adobe Photoshop, Illustrator, Microsoft Word, PowerPoint, Prezi, Google Drive) projects
NCAS 1,2,3,4,5,6, I 0: CASMA l ,2,3,4,5,6, I 0 CTEAS 1, 5,10	Color Theory (Qualities of color, meaning of color, color contrasts) Project focusing on Paper- Mache sculpture
NCAS 2,7,8,9, IO, 11; CASMA 2,7,8,9, 10,11 CTEAS 1, 2,4,5,7,10	Composition and Layout (Hierarchy, leading the viewer's eye, elements of design, composition and layout principles, formal composition system) projects
NCAS l,2,3,4,5,6,8; CASMA 1,2,3,4,5,6,8 CTEAS 1,4,5	Typography (Type Anatomy, type classifications, type styles, type/text electronic programs) projects
NCAS l,2,3,4,5,6, 10: CASMA l,2,3,4,5,6, 10 CTEAS 1,4,5,7	Illustration (Sketching, drawing tools, colors, shape & form, depth & illusion) projects
NCAS l,2,3,4,5,6,8; CASMA l,2,3,4,5,6,8 CTEAS 1,2,4,7	History of digital art design, media, and photography, influences and pioneers in the field, and the content behind digital art, and media
NCAS 1, 2, 3, 4, 5, 6, 8; CASMA 1,2,3,4,5,6,8 CTEAS 1,4,7	Digital Process (Adobe Photoshop-clowning, layering, masking, hue, paint, text, special effects, photo manipulation) projects
NCAS I, 2, 3, 4, 5, 6, 8; CASMA 1,2,3,4,5,6,8; CTEAS 1,4	Adobe Photoshop Techniques (Glitching, collage, blending, illustration, typography, pattern design, poster design, logo design) projects
NCAS 1,2,3,4,5,6,8; CASMA 1,2,3,4,5,6,8 CTEAS 1,4	Visual Organization (Line-Shape-Texture- Positive & Negative Space-Repetition-Contrast) projects
NCAS 1,2,3,4,5,6,7,8,9,10; CASMA l,2,3,4,5,6,7,8,9,l0; CTEAS 1,4	Aesthetics (camera angle, focal length, clutter in the photograph, elements of design, shadows and light, composition) projects
NCAS 1,2,3,4,5,6,7,8,9; CASMA 1,2,3,4,5,6,7,8,9; CTEAS 2,4,5,7	Commercial Photography and Design (sp01is, food, product, fashion, wedding/event, or wildlife) projects
NCAS 7,8,9,10,11; CASMA 7,8,9,10; CTEAS 1,3,4,10	The Professional P01ifolio (terminology and techniques, design and presentation, critique and evaluation)
NCAS 4,5,6,9, I 1; CASMA 4,5,6,9, 11; CTEAS 1,3,4,10	Educational and Career Opp01iunities and Preparation

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

1. Adobe Illustrator Classroom in a book- Adobe Creative Team
2. Adobe Photoshop Classroom in a book- Adobe Creative Team
3. A Whole New Mind (Why Right-brainers will rule the future)-Daniel H. Pink
4. The Photographer's Mind-Michael Freeman
5. Creative Workshop: 80 Challenges to Sharpen Your Design Skills-David Sherwin
6. Digital Design: Principles and Practices Package- John F. Wakerly
7. Design Elements: A Graphic Style Manual-Timothy Samara
8. Discarded Journal by Lewis Rossignol
9. Online tutorials: YouTube, CreativeLive, Lynda.com, Udemy, HowNow, Skillshare

Previously Adopted? ☐ **Yes**   ☒ **No (If no, provide information directly below)**

Cost per book	Total Cost	Budget Source

Other:

Online Art, Photography & **Design Resources, and Tutorials:**
I. htrp://adobe.co111/products/tips/photoshop.htmI
2. http://trainingtools.com/online/photoshop6/index.htm
3. http://adobe.com/web/tips
4. http://adobe.com
5. http:/ /studio.adobe.com/expertcenter/main.html
6. http://lvnda.com/hex.html
7. http://www. the -artists.org
8. http://www.moma.org/onlineprojects/
9. http://eduweb.com/index.html

Course Materials
Dell Latitude E5470 (or access to editing equipment)
Studio headphones (in class)
Adobe Creative Cloud (Premiere, Photoshop)
Sketchbook (8 x 11 size)

Several teacher edition instructional books will need to be purchased. Students will not require a textbook for the course. Informational packets will be provided to students using open-source and teacher-created materials. All students will need access to the Adobe Creative Suite, which is already available on student laptops. Students will ultimately be making their own mentor texts which will be completed by the end of the year.

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

This course engages students in a rigorous, standards-based curriculum through the use of complex problems and projects. Projects presented pose real-world issues, problems, and scenarios for students. Students learn to participate individually and in groups focusing on problem solving, cooperation and creative thinking. Students are held accountable through note-taking during the lecturing sessions within the curriculum for this class. All students are responsible for creating a mentor text during the year which they are allowed to use as a reference during assessment. Students area also taught to experiment, research and follow tutorials that are demonstrated during the class. Since technology is evolving rapidly, it is important that students learn how to teach themselves through the ability to follow directions and demonstrations presented in the class. Strategies that focus on independent and group work will be performed in the class to teach students how to depend on each other, while being held accountable for their own work as well. A majority of projects will incorporate group work and presentations will be required at the end of all creative projects. Presentations will vary from formal presentations with a panel of judges, to informal in a class setting or in a one-on-one with the classroom teacher. Throughout the process, community resources and technologies are used to support students learning.

ASSESSMENT METHODS AND/OR TOOLS

DVCA uses ECHO, an online learning management system. Echo houses everything for the course including: daily agendas, projects, assignments, resources, discussion threads, and a gradebook. The grade book for the overall course is made up of seven learning outcomes (SLO's) as follows:

Curricular Literacy: This category incorporates Digital Media Design and Criticism content. The student will achieve the goals and criteria for all Arts, Media, and Ente1tainment Industry Sector Pathway Standards in addition to demonstrating knowledge and proficiency in using current technology and technological application.

Professionalism: The student will demonstrate responsibility, self-discipline, and time management along with a professional attitude and behavior.

Critical Thinking: The student will define problems, think analytically and creatively, and use logic and reasoning to interpret information as well as solve problems.

Collaboration: The student will serve as part of a team. He or she will be assessed in the following categories: influence, friendliness, cooperation, reliability, productivity, and quality of contribution.

Oral Communication: The student will present information and ideas effectively, in a clear and articulate manner appropriate to the audience.

Written Communication: In writing, the student will organize information, clearly present ideas, write with audience in mind, and use correct grammar, spelling, and punctuation.

ASSESSMENT CRITERIA

This course will use a combination of the assessment criteria listed below:

Course assignments/projects (PBL)- dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem.

Indirect assessments-involves looking at actual samples of student work produced in our programs.

Direct assessment- is gathering information through means other than looking at actual samples of student work. These include surveys, exit interviews, and focus groups.

Qualitative methods-is a scientific method of observation to gather non-numerical data. This type of research "refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures".

Entrance/Exit tickets-is simply a question that is posed to all students prior to class or at the end of class.

Focus Groups- a series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences

Portfolio-students' work is collected throughout a program which is assessed by faculty using a common scoring guide/rubric. Portfolios may contain research papers, reports, tests, exams, case studies, videos, personal essays, journals, self-evaluations, exercises, etc.

Reflective Student Essays- reflective essays can be used as an assessment method to determine student understanding of course content and/or issues as well as students' opinions and perceptions.

Scoring Guides Rubrics/scoring guides-outline identified criteria for successfully completing an assignment and establish levels for meeting the criteria. They can be used to score everything from essays to performances.

Capstone Project or Course- a capstone project or course integrates knowledge, concepts, and skills that students are to have acquired during the course of their study. Capstones provide a means to assess student achievement across a discipline.

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.