Secondary Course Description

COVER PAGE

1. Course Title: AP Studio Art III

2. Transcript Title / Abbreviation: Digital Arts (level 3)

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

4. School: Da Vinci Charter High School Academy

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 credits

10. School / District Web Site:
www.davincicharteracademyhs.net;
http://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: 530-759-2178

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   [x] No

If so, in what year? _____   Under what course title? _____

20. Pre-Requisites: Digital Arts, Media & Photography Level II or equivalent

Co-Requisites:

21. <u>Preliminary Approval</u> - Secondary Site Principal Signature (<u>Must</u> 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 _____
10/25/19	Secondary Department Articulation/Collaboration	Signature/Title *Julia Krepinova*, **Art Teacher**

Secondary Principal Signatures: *Tyler Millsap* _____   _____

Date: _____   _____

BACKGROUND INFORMATION

Brief Course Description:

This advanced level course provides students with the opportunity to work individually and in 2 to 4 person teams on assignments to design and create a digital media product using Adobe Creative Suite, Premier Pro, 3-D printers, and Photography. Students may also choose to work on submitting an AP 2D Portfolio to the College Board for college credit, in which case they are responsible for 15 Sustained Investigation pieces, and 5 Selected Works to be physically submitted. Those students will be working individually to accomplish this goal. Students that will not choose to participate in submitting AP Portfolio will rotate through creative positions in class to maximize their future careers in the Arts, Media and Ente1tainment industry. Those students will create a professional portfolio, personal logo, resume, and design for business cards. 2D AP Art students will participate in a Mural Assignment which will be shown off to the school and local businesses. All students are encouraged to pa1ticipate in local art shows. All senior AP students are also encouraged to submit their portfolios to the Davis Art Center for the annual juried AP senior scholarship award. All students are required to build a portfolio encompassing the 2-Dimensional area of skills, Digital media, and Video/film. Students will apply for internships during summer in relation to their career pathway. Level III class will collaborate with local businesses that will provide professional experience while allowing students to develop, design and create artwork. Students will think creatively in developing, designing, and creating new applications, ideas, relationships, systems, and products, including artistic contributions. Students will analyze information and evaluate results to choose the best solution for the potential client. Finally, students will communicate with outside organizations, customers, and other external sources in person, in writing, by tele hone or via email.

Context for Course:
The emphasis in the first semester is to expose students to as many different styles and media techniques as possible in order to teach different methods of ideation. In order for students to develop a strong style and artistic growth they must experiment with media, style, Adobe Creative Suite, and Premier. Students will create projects through the use of mixed media, and software such as Premier Pro, Photoshop, and 111ustrator to contribute towards their portfolios. Students that are submitting 2D portfolios to College Board are to fulfill the requirements for AP 2D Portfolio submission. Students will be focusing on Sustained Investigation and the production of Selected Works that will be sent to College Board before the deadline ends. All students will be problem solving their assignments while experimenting with different mediums and reworking their existing works. AP Art students will be required to utilize different methods and techniques to help form their concept for the Sustained Investigation section. It is only through self-criticism, openness to feedback, and formal critique that all students will obtain the quality of execution necessary to succeed in the real world. AP Art students will continue on the Sustained Investigation section of the portfolio which is worth 60 %. Those students will be working on their Sustained Investigation Section and will select five artworks to contribute towards Selected Works section which is worth 40 %. Fifteen artworks are mandatory to submit electronically as part of Sustained Investigation section. AP Art students will be assigned one a1twork per week in order to be able to finish the a1tworks prior to the deadline to submit, while others are working on their own products with similar deadlines in order to keep the curriculum consistent. All students are required to have sketchbooks with independent drawings, storyboarding, pre-planning, and inspirational photos to keep them looking and thinking about the development of art and its meaning. All students will be responsible for turning in gallery reports at the end of each semester with the expectation that they seek out artists who work in a medium that would apply to their portfolio.

List the State/District Standards addressed in this course.
CTE Anchor Standards:
I. Academics: Analyze and apply appropriate academics standards required for successful industry sector pathway completion leading to postsecondary education and employment.
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)**
3: Career Planning and Management:
Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluation the credibility and accuracy of each source and noting and discrepancies among the date.
(CCSS ELA Standards Code: SLS 11-12.2)
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)**
8. Ethics and Legal Responsibility: Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue: resolve when possible; and determine what additional information or research is required to deepen the investigation or complete the work. **(CCSS ELA Standards Code: SLS 11-12.ld)**
9. **Leadership and Teamwo1·k:** Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decisions making; set clear goals and deadlines, and establish individual role as needed. **(CCSS ELA Standards: SLS 11-12.lb)**
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,
National Core Art Standards:
Anchor Standard 1: Generate and conceptualize artistic ideas and work. **(VA: Crl.1.la, VA: Crl.1.lla, VA: Crl.2.la, VA: Crl.2.lla, VA: Crl.211la).**
Anchor Standard 2: Organize and develop artistic ideas and work. **(VA: Cr2.1.la, VA: Cr2.1.lla, VA: Cr2.l. Illa, VA: Cr2.21a, VA: Cr2.2lla, VA: Cr2.2111a).**
Anchor Standard 3: Refine and complete a1tistic work. **(VA: Cr3.1.la, VA: Cr3.1.lla, VA: Cr3.1. Illa)**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. **(VA: Pr4.1.la, VA: Pr4.1.lla, VA: Pr4.1. Illa)**
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. **(VA: Pr5.1.la, VA: Pr5.1.lla, VA: Pr5,1, Illa)**
Anchor Standard 6: Convey meaning through the presentation of aitistic work. **(VA: Pr6.1.la, VA: Pr6.1.lla, VA: Pr6.l. Illa).**
Anchor Standard 7: Perceive and analyze a1tistic 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 artistic work. **(VA: Re8.1.la, VA: Re8.1.lla, VA: Re8.l. Illa)**
Anchor Standard 9: Apply criteria to evaluate artistic work. **(VA: Re9.1.la, Re9.1.lla, VA: Re9.1.** Illa).
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. **(VA: Cnl0.1.la, VA: CnlO.l.lla, VA: CnlO.l. Illa)**
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. **(VA: Cnll.1.la, VA: Cnll.1.lla, VA: Cnll.l. 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: Pr5, Ace.MA: Pr5, Adv.Ma: Pr5).**
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 **(8.MA: Re7, 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: CnlO, Adv.MA: CnlO).**
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding **(Prof.MA: Cnll, Ace.MA: Cnll, 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, teacher 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 artistic knowledge, techniques in 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 encourage students to use computer tools used in art, digital media design, photography, and film (Adobe Photoshop and Adobe Illustrator, Premier Pro).
4. To prepare students to adapt technologies (Adobe Creative Suit, Microsoft documents, Google documents, Digital Applications).
5. To expose students to new artists through gallery reports at the end of each semester.
6. To expose students to local businesses in relation to Arts, Media, and Entertainment industry.
7. To prepare students for 21st century careers through development of resumes, portfolios, business cards, website building, and professional social media accounts.
8. To prepare students to submit an AP 2D Art Portfolio for College Board approval.
9. To expose students to business opportunities through creation of a mural located locally.

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, media 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 art history.
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 research and 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 Art Integrity.
15. Research contemporary artworks and artists to compare and contrast the factors which influence the changes in styles.
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. Create a portfolio with prototypes and descriptions based on student's research of digital media, trends through the past decade, and software of focus.

COURSE OUTLINE

Content Standards	Key Assignments
NCAS 1,2,3,4,5,6,8; CASMA 1,2,3,4,5,6,8; CTEAS 5,7,10	15 Artworks are the major focus in this class. Students create products, and AP 2-D Art students submit the artworks to College Board in May
NCAS 1,2,3,4,5,6; CASMA 1,2,3,4,5,6; CTEAS 2,4,5,7	Equipment for Video Film, Photography and digital art (Canon, Nikon, DSLR Cameras, Lenses, Tripods, Microphones, Lights, Stylists, etc.) projects
NCAS l,2,3,4,5,6,7,8,l0; CASMA 1,2,3,4,5,6,7,8,10; CTEAS 2,4,5,7	Principles of Design and elements of art (Contrast, repetition, unity, movement, balance, emphasis, etc.) projects
NCAS l,4,5,6,7,8,9,10; CASMA 1,4,5,6,7,8,9,10; CTEAS 1, 2,3,4,5	Process of a Critique (Describe, analyze, interpret, judge)
NCAS 1,2,3,4,5,8,9,l0; CASMA l,2,3,4,5,6,8,9, 10; CTEAS 2,4,5	Composition and Layout (Hierarchy, leading the viewer's eye, composition and layout principles, formal composition system) projects
NCAS 1, 2, 3, 4, 5, 6, 8; CASMA 1,2,3,4,5,6,8; CTEAS 2,4,5	Digital Process (Premiere Pro-trimming, layering, masking, text, special effects, photo manipulation, music, sound, motion) projects
NCAS 1,2,3,4,5,6,8; CASMA l,2,3,4,5,6,8; CTEAS 1,4,5,7	Further development of product with Adobe Photoshop, and Illustrator through digital art design and advertisement.
NCAS 1, 2, 3, 4, 5, 6, 8; CASMA 1,2,3,4,5,6,8; CTEAS 1,2,3	The Professional P01tfolio (terminology and techniques, design and presentation, critique and evaluation)
NCAS 4,5,6,7,8,9; CASMA 4,5,6,7,8,9; CTEAS 1,2,3	Educational and Career Opportunities and Preparation (Internships available in the field)
NCAS 1,2,3,4,5,6,7,8,9,l l; CASMA 1,2,3,4,5,6,7,8,9,l l; CTEAS 1,2,3	AP 2-D Art Po1tfolios-online submission for AP students and Blurb Product development for all students.
NCAS 8,9,10,11; CASMA 8,9,10,11; CTEAS 2,5	Art Gallery visits, and research papers (4 total per 1 year)

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. Taking the Leap: Building a Career as a Visual Artist (the Insider's Guide to Exhibiting and Selling Your A1t)-Cay Lang
4. Understanding Art (Lois Fichner-Rathus)
5. Online tutorials: YouTube, CreativeLive, Lynda.com, Udemy, HowNow, Skillshare
6. The Artist's Guide: How to Make a Living Doing What You Love-Jackie Battenfield
7. Taking the Leap: Building a Career as a Visual Artist (the Insider's Guide to Exhibiting and Selling Your Art)-Cay Lang

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:
1. National Gallery of A1t (https://images.nga.uov/en/page/show home page.html)
2. College Board website (https://www.collegeboard.org)
3. California Arts Standards (https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp)
4. Adobe Products (http://adobe.com/products/tips/photoshop.html)
5. Adobe Photoshop Tutorials (http://trainingtools.com/onlinc/photoshop6/index.htm)
6. Adobe Creative Suite Tip (http://adobe.com/web/tips)
7. Adobe Creative Suite Website (http://adobe.com)
8. Expert Center for Adobe Photoshop (http://stuclio.adobe.com/expertcenter/main.html)
9. Lynday.com Tutorials (http://lvnda.com/hex.html)
10. Artist Organization (http://www.the-artists.org)

Course Materials
Dell Latitude E5470 (or access to editing equipment)
Studio headphones (in class)

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. The packets students receive are note taking documents, book pages, and examples of artworks, and tutorials. 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

The emphasis in the first semester is to expose students to as many different styles and media techniques as possible in order to teach different methods of ideation. In order for students to develop a strong style and artistic growth they must experiment with media, style, Adobe Creative Suite, and Premier. Students will create projects through the use of mixed media, and software such as Premier Pro, Photoshop, and Illustrator to contribute towards their po1tfolios. Students that are submitting 2D portfolios to College Board are to fulfill the requirements for AP 2D P01tfolio submission. Students will be focusing on Sustained Investigation and the production of Selected Works that will be sent to College Board before the deadline ends. All students will be problem solving their assignments while experimenting with different mediums and reworking their existing works. AP Art students will be required to utilize different methods and techniques to help form their concept for the Sustained Investigation section. It is only through self-criticism, openness to feedback, and formal critique that all students will obtain the quality of execution necessary to succeed in the real world. AP Art students will continue on the Sustained Investigation section of the po1tfolio which is worth 60 %. Those students will be working on their Sustained Investigation Section and will select five artworks to contribute towards Selected Works section which is worth 40 %. Fifteen artworks are mandatory to submit electronically as part of Sustained Investigation section. AP Art students will be assigned one artwork per week in order to be able to finish the a1tworks prior to the deadline to submit, while others are working on their own products with similar deadlines in order to keep the curriculum consistent. All students are required to have sketchbooks with independent drawings, storyboarding, pre-planning, and inspirational photos to keep them looking and thinking about the development of art and its meaning. All students will be responsible for turning in gallery reports at the end of each semester with the expectation that they seek out artists who work in a medium that would apply to their portfolio.

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

Course assignments/projects (PBL)- 15 products/a1tworks. Dynamic classroom approach in which it is believed that 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.
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".
Quantitative methods-emphasize objective measurements and the statistical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.
Entrance/Exit tickets-is simply a question that is posed to all students prior to class or at the end of class.
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.
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.