# Secondary Course Description

## COVER PAGE

**1. Course Title:** Digital Arts, Media and Photography (Level 2)

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

**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

**8. Length of Course:** 1 year

**9. Graduation Credits:** 10 credits

**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   [x] No

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

**20. Pre-Requisites:** Digital Arts, Media and Photography Level 1

   **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 Kropineva*, Art Teacher _____ |
| _____ | **Secondary Department Articulation/Collaboration** | Signature/Title _____ |

**Secondary Principal Signatures:** ___*Tyler Millsap* _____  _____

**Date:** _____  _____

## BACKGROUND INFORMATION

**Brief Course Description:**

The course builds on the fundamentals of art, digital media design and photography that are taught during the first year course of the Arts, Media and Entertainment CTE Pathway. Digital Arts, Media and Photography Level II emphasizes "real-world" application of the skills learned in Digital Arts, Media, and Photography Level I (the pre-requisite for this course). The course is a year-long fine arts course offering worth 10 credits. Curriculum is geared toward students who want to use and develop their creative expression skills in conjunction with professional level media software techniques to create digital and physical art. Introduction of the Adobe Premiere Pro will allow students to further their knowledge in the Graphic Design, Video/Film and Media industries.  Students will get accustomed to collaboration, experimentation and critiques while working individually and in groups to gain real-world experience.  Student's products and product reflection must be developed and reviewed under the supervision of an outside group (parents, business, educational institution, community organization). The course is appropriate for high school level students interested in pursuing digital arts, media, and photography related work or college study after high school graduation.  Students will be able to create artwork physically as well as electronically while focusing on refining their final product in the medium that they enjoy most.

**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, 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 cover many fields. Video/film, 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 also learn the functions of the computer and how to troubleshoot technology. Students learn the technical language used in the arts, media, and entertainment industry and basic design methods. Current software features are: Adobe Illustrator, Photoshop, Premier Pro, which concepts learned are a great foundation for anyone pursuing a career in the print, video/film and art industry. Students will be creating artwork through the use of Adobe Creative Suite and Premier Pro. Premier Pro will allow students to further their knowledge in the Graphic Design, Video/Film and Media industries. Students will use the artwork they create, while learning how to process and incorporate it into projects that communicate an effective message. The core concepts of this class are to give students further knowledge to careers in photography, advertising, digital art, video/film, among many others.

**List the State/District Standards addressed in this course.**
CTE Anchor Standards:
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)
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:
Anchor Standard I: Generate and conceptualize artistic ideas and work. (VA: Crl.1.la, VA: Crl.l.lla, VA: Crl.2.la, VA: Crl.2.lla, VA: Crl.2llla).
Anchor Standard 2: Organize and develop artistic ideas and work. (VA: Cr2.l.la, VA: Cr2.l.lla, VA: Cr2.1. Illa, VA: Cr2.2la, VA: Cr2.2lla, VA: Cr2.2lla).
Anchor Standard 3: Refine and complete artistic work. (VA: Cr3.l.la, VA: Cr3.1.lla, VA: Cr3.l. Illa) Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. (VA: Pr4.l.la, VA: Pr4.l.lla, VA: Pr4.I. Illa)
Anchor Standard 5: Develop and refine artistic techniques and work for presentation. (VA: PrS.l.la, VA: PrS.l.lla, VA: PrS,l, Illa)
Anchor Standard 6: Convey meaning through the presentation of a1iistic work. (VA: Pr6.l.la, VA: Pr6.l.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. llla).
Anchor Standard 8: Interpret intent and meaning in artistic work. (VA: Re8.l.la, VA: Re8.l.lla, VA: Re8.l. Illa)
Anchor Standard 9: Apply criteria to evaluate artistic work. (VA: Re9.l.la, Re9.l.lla, VA: Re9.1. Illa).
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. (VA: CnlO.l.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.l.la, VA: Cnll.1.lla, VA: Cnll.l. Illa)
California Arts Standards Media Arts:
Anchor Standard I: 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 a1iistic 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: 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, 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 introduce students to different digital medium in order to encourage innovation and exploration of new technologies available in the professional field.

2. To introduce students to video film production through video equipment operations and filming styles.

3. To introduce essential production elements, such as videography, lighting, audio track and editing concepts in Premiere Pro.

4. To provide an understanding of the relationship between video image and audio track in addition to technical skills needed to edit the film.

5. To instruct students with the basic process of computer animation through the use of Premier Pro and Adobe Photoshop programs for modeling, creating 2D and 3D graphics and motion tracking.

6. To provide tutorials for students through the use of electronics available and experiment with short animation sequence and electronic composites.

7. To provide an understanding of Art, Media and Entertainment industry through production, creation, and marketing of the product designed in the class.

8. To engage students in solving creative problems including identification of a problem, research, analyzation, solution generation, prototype, and reflection.

9. To prepare students for 2D AP Studio Art, Digital Media, and Photography for Business Applications and Careers (Level III) 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, 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 video film, digital art, and media.
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 A1tistic 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 a1t, 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.
18. Recognizes and understands the basic technical, aesthetic and expressive concepts of digital arts and media.
19. Demonstrate a competency with a digital photographic work flow.
20. Demonstrate an appreciation and understanding of digital art as a means of visual and artistic expression.
21. Develop the ability to speak about digital art and media, through class critiques and presentations.

# COURSE OUTLINE

| Content Standards | Key Assignments |
|---|---|
| NCAS 1,2,3,4,5; CASMA 1,2,3,4,5; CTEAS 4,5,7 | Equipment for Video Film (Canon, Nikon, DSLR Cameras, Lenses, Tripods, Microphones, Lights, Stylists, and others) projects |
| NCAS 1,2,3,4,5,6,7,8; CASMA 1,2,3,4,5,6,7,8; CTEAS 4,5,7,10 | Principles of Design and Cinematography (Contrast, repetition, unity, movement, balance, emphasis, and others) projects |
| NCAS 4,5,6,7,8,9,l \; CASMA 4,5,6,7,8,9, 11; CTEAS 2,4,5,7 | Process of a Critique (Describe, analyze, interpret, judge) |
| NCAS 1,2,3,4,5,6,7,8; CASMA 1,2,3,4,5,6,7,8; CTEAS 2,5,7 | Film Criticism (The analysis and evaluation of films and film medium) |
| NCAS 1,2,3,4,5; CASMA 1,2,3,4,5; CTEAS 4,5 | Composition and Layout (Hierarchy, leading the viewer's eye, elements of design, composition and layout principles, formal composition system) projects |
| NCAS 1,2,3,4,5,6; CASMA 1,2,3,4,5,6; CTEAS 1,2,5 | Storyboarding and production planning (Sketching, drawing tools, designating a crew, assigning roles, planning for video production) projects |
| NCAS 1,2,3,4,5; CASMA 1,2,3,4,5; CTEAS 4,5 | Script Writing (Creating a script from scratch, creative writing) |
| NCAS 1,2,3,4,5,6,8; CASMA l,2,3,4,5,6,8; CTEAS 2,4,5 | History of digital art design, media and video/film, 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 2,4,5,7 | Digital Process (Premiere Pro/ Adobe Photoshop- 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 4,5,7,10 | Premier Pro/Adobe Photoshop Techniques ( editing, effects, composition, size, motion tracking, animation and others) projects |
| NCAS l,2,3,4,5,6,7,8; CASMA 1,2,3,4,5,6,7,8; CTEAS 4,5,7 | Visual Organization (Line-Shape-Texture- Positive & Negative Space-Repetition-Contrast) projects |
| NCAS 1, 2, 3, 4, 5, 6, 8; CASMA 1,2,3,4,5,6,8; CTEAS 1,2,3,10 | The Professional Portfolio (terminology and techniques, design and presentation, critique and evaluation) |
| NCAS 7,8,11; CASMA 7,8,11; CTEAS 1,2,3,10 | Educational and Career Opportunities and Preparation |

## TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

### Title, Author, Publisher, Edition:
1. Adobe Premiere Pro CC Classroom in a Book
2. Adobe Photoshop Classroom in a book- Adobe Creative Team
3. "How to Shoot Video that Doesn't suck" by Steven Stockman
4. "The Film Textbook, Lesson Plans and Teaching Resources for Young Media Students" by Alain Xalabarde
5. A Whole New Mind (Why Right-brainers will rule the future)-Daniel H. Pink
6. The Photographer's Mind-Michael Freeman
7. Digital Design: Principles and Practices Package- John F. Wakerly
8. Design Elements: A Graphic Style Manual-Timothy Samara
9. Online tutorials: YouTube, CreativeLive, Lynda.com, Udemy, HowNow, Skillshare

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**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:
l. http://adobe. com/products/tips/photoshop.html
2. http://trainingtools.com/onIine/photoshop6/index.htm
3. http://adobe.com/web/tips
4. http://adobe.com
5. h ttp://studio.adobe.com/experrtcenter/main.htmI
6. http://lvnda.com/hex.htmI
7. http://www.the-artists.org
8. http://www.moma.org/onliineprojects/
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. 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.

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## 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 in Video Film, Photography and Art Industries. 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 while being tested. Students are 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 this class. Premier Pro and Adobe Photoshop will be introduced in this class; therefore, students will gain a basic knowledge in editing photographs and videos. New technologies carry potential for students to gain exposure to media analysis and production activities while simultaneously mastering the complexities of disciplinary knowledge and processes. 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. Majority of projects will incorporate group work and presentations will be required at the end of all creative projects. Presentations will vary from formal to panel of judges, to informal in a class setting and finally one on one with a professor. Throughout the process, community resources and technologies are used to support student 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.

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.**