DIGITAL MEDIA I

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

COURSE OVERVIEW

Title:	Digital Media I
Grade Level:	Grades 9-12
Level:	High School - Introductory
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	None
Credit:	1 Credit
Description:	Media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry-standard software and equipment. The curriculum covers a wide range of areas to include animation, digital photography, graphic design, and illustration. Students will also build foundational visual arts skills in drawing, composition, and design.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	• Materials • Presentation • Analyze and interpret	Ongoing
2	Presentation	• Presentation methods • Preparing artwork for display • Exhibition impact	Ongoing
3	Analyze and Interpret	• Art criticism • Interpretation of art • Evaluation criteria	Ongoing
4	Planning and Process	• Plan and develop • Revise and refine	Ongoing
5	Exploration of Digital Media	• Experimentation • Digital media and rendering techniques	Ongoing
6	Illustration	• Figure and portrait proportions • Value, texture, color value • Creating a layered background	20 Days
7	Photography	• Composition • Automatic and semi-automatic modes of a DLSR • Tonal range • Photoshop: basic editing tools and adjustments	20 Days
8	Graphic Design	• Typography • Layout concepts • Color schemes • InDesign: basic layout functions	20 Days
9	Animation	• Animation • Sequence • Animate: basic animation functions	20 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILL/PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space.
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

UNIT 5

Unit Title	Studio Practice
Unit Description	Artists and designers create artwork while safely and responsibly taking care of tools, materials, and the art studio.
Unit Assessment	Create artwork while safely and responsibly taking care of tools, materials, and the art studio.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers care for and maintain materials, tools, and equipment? **Ongoing**	☐ Demonstrate safe and responsible care for materials. ☐ Demonstrate handling of tools and equipment safely. ☐ Cooperatively work together and maintain studio space.	**Vocabulary:** art studio, materials, tools, equipment	VA:CR2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

UNIT 6

Unit Title	Presentation
Unit Description	Artists, designers, and curators prepare artwork for presentation.
Unit Assessment	Collaboratively curate artwork for display.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers curate artwork for display? **Ongoing**	☐ Select and display personal artwork for presentation. ☐ Collaborate with artists to arrange a display. ☐ Demonstrate how to safely and properly hang (place) work for display. ☐ Identify and label artwork for display.	**Vocabulary:** gallery, museum, exhibit, curate, eye-level, label, mats	VA:Pr.4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation. VA:Pr.5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented. VA:Pr.6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

UNIT 7

Unit Title	Analyze and Interpret
Unit Description	Artists and designers analyze and interpret artwork.
Unit Assessment	Observe, describe, analyze, evaluate, and interpret artwork.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists and designers interpret works of art? **Ongoing**	☐ Observe and describe artwork and identify the subject matter and medium. ☐ Analyze composition and design. ☐ Evaluate and interpret meaning and content.	**Vocabulary:** observation, description, analyze, evaluate, interpret	VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and various contexts.
How do artists establish relevant criteria to evaluate works of art? **Ongoing**	☐ Determine criteria to evaluate works of art. ☐ Develop questions using relevant criteria to evaluate works of art. ☐ Evaluate artwork using developed criteria and questions.	**Vocabulary:** art criticism, evaluate, criteria	VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.
How are artists and designers influenced when interpreting and evaluating work of art? **Ongoing**	☐ Identify parts of an artwork that are recognizable, relatable, or unfamiliar. ☐ Describe how culture could impact your interpretation of a work of art. ☐ Describe how culture could impact your evaluation of a work of art.	**Vocabulary:** culture, tradition	VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

UNIT 8

Unit Title	Planning and Process
Unit Description	Artists and designers develop works of art by planning, revising, and refining.
Unit Assessment	Students will develop works of art by planning, revising, and refining.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan works of art? **Ongoing**	☐ Research/learn art techniques, artists, and artworks to plan art-making. ☐ Create thumbnail sketches to plan compositions for art-making.	**Vocabulary:** thumbnail sketches, composition	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.
How do you revise, refine, and develop works of art? **Ongoing**	☐ Reflect on feedback throughout studio production. ☐ Plan revisions for works of art based on feedback. ☐ Revise works of art based on feedback.	**Vocabulary:** reflect, critique, revise	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

UNIT 9

Unit Title	Exploration of Digital Media
Unit Description	Designers use both traditional drawing materials and digital tools to create works of art.
Unit Assessment	Create and refine techniques using traditional and digital media.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How does understanding traditional drawing method and techniques make you a better designer? **Ongoing**	☐ Experiment with traditional drawing materials. ☐ Develop an understanding of traditional drawing materials by viewing demonstrations. ☐ Create and refine techniques using traditional materials and processes.	**Content Vocabulary:** elements and principles of design, range of value, color value **Materials Vocabulary:** graphite, colored pencil, charcoal, ink	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
How do designers use digital tools and software to create designs that give the appearance of traditional art mediums? **Ongoing**	☐ Experiment with digital tools and software. ☐ Develop digital media techniques by viewing demonstrations. ☐ Create and refine techniques using digital media software.	**Content Vocabulary:** elements and principles of design, range of value, color value **Software:** Photoshop, Illustrator, InDesign, Animator, Character Animator	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

What methods and processes are considered when planning artworks? **Ongoing**	☐ Develop an understanding of the difference between traditional and digital processes. ☐ Plan designs that effectively communicate by selecting the appropriate software and processes. ☐ Create using multiple traditional and digital approaches.	**Content Vocabulary** : elements and principles of design, range of value, color value **Materials Vocabulary:** graphite, colored pencil, charcoal, ink **Software:** Photoshop, Illustrator, InDesign, Animator, Character Animator	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

UNIT 6

Unit Title	Illustration
Unit Description	Illustration is visual imagery that depicts words or ideas in publications and online media.
Unit Assessment	Design an original character and an environment where creative research is applied.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How does practice influence designers? **5 Days**	☐ Develop an understanding of figure drawing by practicing gesture drawing and applying sighting techniques. ☐ Draw figures that demonstrate accurate renderings of shape, proportion, and movement.	**Content Vocabulary:** gesture drawings, figure drawings, proportion, sighting, mapping **Technique Vocabulary:** line quality, line weight, shading	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
What role does proportion play in designing characters? **5 Days**	☐ Develop an understanding of portrait drawing by practicing and applying mapping techniques to develop accurate proportions. ☐ Draw portraits that demonstrate accurate rendering of shape and proportion.	**Content Vocabulary:** portrait, frontal, profile, ¾ view, proportion, sighting, mapping, narrative **Technique Vocabulary:** line quality, shading, details	VA:Cn11.Ia Document the process of developing ideas from early stages to full elaborated ideas.

What influences the design of a character? **5 Days**	☐ Develop a series of sketches of characters with consideration made to proportions, personality, and narrative. ☐ Design and create a character with consideration made to narrative, facial features, facial expression, and personality.	**Content Vocabulary:** character, narrative, facial features, personality, facial expressions **Technique Vocabulary:** Photoshop (basic illustrating functions) **Software:** Photoshop	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of art experiences.
What influences the design of a character's environment? **5 Days**	☐ Develop an understanding of basic perspective by viewing illustrations of interior and exterior drawings. ☐ Plan an illustration of an environment for a developed character by creating sketches. Consideration should be made to the narrative of the illustration and layers (foreground, middle ground, and background). ☐ Create an illustrated environment for a developed character using digital media.	**Content Vocabulary:** environment, narrative, perspective, interior, exterior, foreground, middle ground, background, atmospheric perspective **Technique Vocabulary:** Photoshop (basic illustrating functions) **Software:** Photoshop	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of art experiences.

UNIT 7

Unit Title	Photography
Unit Description	Digital photography allows designers to capture the world around them and to edit images using digital processes.
Unit Assessment	Create a series of images that demonstrate balanced compositions, range of value and contrast.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers care for and maintain, effectively use materials, tools, and equipment? **5 Days**	☐ Develop an understanding of a digital camera by learning about the parts of the camera and its functions. ☐ Photograph and create series of original images that demonstrate an understanding of camera functions.	**Content Vocabulary:** parts of the DSLR camera, automatic, semi-automatic, focus **Technique Vocabulary:** composition, value, contrast (tonal range) **Equipment:** DSLR camera	VA:Cr2.2.Ia Explain how traditional and non-traditional material may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
Why do photographers edit their photos? **7 Days**	☐ Photograph a series of original images that demonstrate balanced compositions and correct exposure. ☐ Develop an understanding of how photographers edit and revise work using Photoshop. ☐ Analyze a body of work and revise it to create a stronger composition and improved lighting.	**Content Vocabulary:** elements and principles of design, lighting directions **Composition Guidelines:** frame, eye path, leading lines, visual tension points, rule of thirds **Software:** Photoshop	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

| How can a designer influence the perceptions of the viewer?

8 Days | ☐ Develop an understanding of how photographers communicate meaning or mood within their photographs by viewing the work of artists.
☐ Photograph and digitally edit an image that evokes a message, tone, mood, or meaning to viewers by combining Photoshop techniques with original imagery. | **Content Vocabulary:**
symbolism, mood, meaning, juxtaposition, scale, proportion

Software:
Photoshop | VA: Cr3.1.Ia
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA: Re7.1.Ia
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understand and appreciation of self, others, the natural world, and constructed environments. |

UNIT

Unit Title	Graphic Design
Unit Description	Graphic designers combine text and pictures to communicate to viewers.
Unit Assessment	Create designs that contain an image and typography with consideration made to layout concepts, color schemes, and typography.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers create a layout? **10 Days**	☐ Develop an understanding of how graphic designers effectively arrange images with typography. ☐ Analyze typography, layouts, compositions, and color schemes of graphic designs. ☐ Plan graphic designs and apply an understanding of layout to organize the design and general composition to create a focal point, emphasis, and/or movement in a design, and color schemes.	**Typography Vocabulary:** typography: serif, sans serif, script, novelty **Layout Vocabulary:** grid layout, hierarchy, margins, weight, point, rule **Composition and Color Vocabulary:** focal point, emphasis, movement, color scheme, monochromatic, analogous, triadic, complementary **Software:** InDesign	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.
How does the purpose of a graphic design impact the development? **10 Days**	☐ Develop an understanding of how designers create graphic designs for a specific purpose. ☐ Create a design for a specific purpose that uses typography, color scheme, and a consistent layout.	**Content Vocabulary:** purpose, typography, composition, color scheme, layout **Software:** InDesign	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.

UNIT

Unit Title	Animation
Unit Description	Artists and designers use animated movement in their art-making.
Unit Assessment	Students will create an artwork that includes an animation component.

Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers plan for the animation of an object? **10 Days**	☐ Develop an understanding of the animation process and program by viewing demonstrations. ☐ Experiment with animation programs.	**Content Vocabulary:** animation, sequence, synchronize, short film. **Software:** Animator, Character Animator	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
How does the process of animation change how you plan and create art? **10 Days**	☐ Apply knowledge of composition to plan an animation component. ☐ Create and refine techniques using an animation program and processes.	**Content Vocabulary:** animation, sequence, synchronize, short film **Software:** Animator, Character Animator	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)