



DIGITAL MEDIA III

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

COURSE OVERVIEW

Title:	Digital Media III
Grade Level:	Grades 11-12
Level:	High School - Advanced
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	Digital Media I and Digital Media II
Credit:	1 Credit
Description:	Digital Media III is an advanced level art course that is designed for students interested in refining and strengthening their skills in digital media approaches. Students have the opportunity to learn more advanced techniques, experimental approaches, and have opportunities to develop a body of work concentrating on a strong visual idea. Topics covered in Digital Media III include animation, digital photography, graphic design, illustration. Students will have hands on experience using professional equipment and software.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Presentation • Analyze and interpret 	Ongoing
2	Portfolio and Presentation	<ul style="list-style-type: none"> • Presentation methods • Preparing artwork for display • Exhibition impact 	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> • Art criticism • Interpretation of art • Evaluation criteria 	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> • Plan and develop • Revise and refine 	Ongoing
5	Exploration of Digital Media	<ul style="list-style-type: none"> • Experimentation • Digital media and rendering techniques • Developing skills (complexity) 	Ongoing
6	Illustration	<ul style="list-style-type: none"> • Figure and portrait proportions • Creating a layered background with linear perspective • Planning for a sequence of events for either print or screen 	20 days
7	Photography	<ul style="list-style-type: none"> • Composition • Manual functions of a DLSR • Photoshop: editing and manipulation tools and functions • Creating a series of work 	20 days
8	Graphic Design	<ul style="list-style-type: none"> • Layout and composition • Color schemes • Logo design and creating a media package for a client • InDesign and Illustrator 	20 days
9	Animation	<ul style="list-style-type: none"> • Animation • Sequence • Storyboard • Animate: animate functions to create a short animation (1-2 mins) 	20 days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/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 original artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Unit Assessment	Create original artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>Ongoing</p>	<input type="checkbox"/> Demonstrate safe and responsible care for materials. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Cooperatively work together and maintain studio space. <input type="checkbox"/> Create artwork that uses appropriation or original ideas.	<p>Vocabulary: art studio, materials, tools, equipment, appropriation, plagiarism</p>	<p>VA:CR2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>

UNIT 6

Unit Title	Portfolio and Presentation		
Unit Description	Objects, artifacts, collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.		
Unit Assessment	Select artwork for a digital portfolio and for presentation using proper techniques and consideration for impact of the exhibit on the viewers experience.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do you create a competitive art portfolio? Ongoing	<input type="checkbox"/> Develop an understanding of how to develop a competitive portfolio of artwork and the higher education expectations of art portfolios. <input type="checkbox"/> Critique, justify, and present personal artworks for a digital portfolio. <input type="checkbox"/> Evaluate, select, and apply methods appropriate to display artwork.	Vocabulary: digital portfolio, gallery, museum, exhibit, eye-level, label, mats	VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting and curating, and presenting artwork for a specific exhibit or event. VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.
How does an exhibit impact a viewer's experience of artworks? Ongoing	<input type="checkbox"/> Curate a collection of artwork to impact the viewer's understanding of social, cultural, and political experiences.	Vocabulary: collection, curate	VA:Pr.6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

UNIT 7

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers analyze and interpret artwork.		
Unit Assessment	Analyze and interpret artwork by considering the impact beliefs, values, behaviors, and society have on a viewer and the artist.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What is the value of engaging in the process of art criticism?</p> <p>Ongoing</p>	<input type="checkbox"/> Observe and describe artwork and identify subject matter, medium, and meaning/intent. <input type="checkbox"/> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	<p>Vocabulary: observation, description, analyze, evaluate, interpret, meaning, intent</p>	<p>VA:Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>
<p>How do artists evaluate their own work and the works of others?</p> <p>Ongoing</p>	<input type="checkbox"/> Determine criteria to evaluate works of art. <input type="checkbox"/> Develop questions using relevant criteria to evaluate works of art. <input type="checkbox"/> Construct evaluations of a work of art or collection of works based on differing sets of criteria.	<p>Vocabulary: art criticism, evaluate, criteria</p>	<p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>

<p>How does interpreting a work of art impact the viewers understanding of the meaning or intent of the work?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Identify parts of an artwork that are recognizable, relatable, or unfamiliar.</p> <p><input type="checkbox"/> Describe how beliefs, values, or society could impact your interpretation of a work of art.</p> <p><input type="checkbox"/> Describe how beliefs, values, or society could impact evaluations of a work of art.</p> <p><input type="checkbox"/> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors or society.</p>	<p>Vocabulary: beliefs, values, behaviors, culture, tradition</p>	<p>VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors or society.</p>
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UNIT 9

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 with their own personal vision by planning, critiquing, collaborating, revising, and refining.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan their works of art? Ongoing	<input type="checkbox"/> Research/learn art techniques, artists, and artworks to plan art making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art making.	Vocabulary: thumbnail sketches, composition	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
How does an artist reflect on their work? Ongoing	<input type="checkbox"/> Engage in constructive critique with peers. <input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	Vocabulary: critique, revise	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

UNIT

Unit Title	Exploration of Digital Media		
Unit Description	Creativity and innovative thinking are essential life skills that can be developed through the process of exploration.		
Unit Assessment	Create a portfolio of digital media approaches expanding on previous knowledge of mediums and materials.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers develop more advanced skills? Ongoing	<input type="checkbox"/> Create art by expanding on knowledge of approaches, mediums, and materials using experimentation. <input type="checkbox"/> Create art using advanced design techniques using traditional and digital processes.	Materials Vocabulary: graphite, colored pencil, charcoal, ink, marker Software: Illustrator, Photoshop, InDesign, Animator	VA:Cr2.1.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
How do designers choose materials and processes? Ongoing	<input type="checkbox"/> Develop an understanding of how designers choose mediums to best portray the message, concept, or tone to their audience/client. <input type="checkbox"/> Create designs and choose mediums that will effectively communicate the message, concept, or tone to the audience/client.	Vocabulary: message, concept, tone Software: Illustrator, Photoshop, InDesign, Animator	VA:Cr2.1.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

UNIT

Unit Title	Illustration		
Unit Description	What design factors need to be planned to design an original action sequence?		
Unit Assessment	Plan and develop a storyboard for an original action sequence.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers portray action in their work? 10 Days	<input type="checkbox"/> Develop sketches that experiment with different types of action and plot development. <input type="checkbox"/> Experiment with different traditional and digital methods and processes for storyboarding. <input type="checkbox"/> Analyze the results of experimentation and refine sketches to develop a cohesive storyboard.	Vocabulary: sequence/sequential, plot development, frame, storyboard Software: online storyboard generators	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
How does plot development affect sequential artwork? 10 Days	<input type="checkbox"/> Research different types of plot development and methods of storyboarding and apply knowledge to the development of sketches. <input type="checkbox"/> View designers' work and analyze how their methods of working were cohesive with their plot development and overall narrative. <input type="checkbox"/> Create a story board using plot development.	Vocabulary: plot development, narrative, animation	VA:Re7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experiences with art and life.

UNIT

Unit Title	Photography		
Unit Description	An artist's background and personal experiences influence their design choices and the messages they convey in their work.		
Unit Assessment	Develop a series of photographic images that convey personal meaning.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How does an artist's background and personal story influence their artwork? 10 Days	<input type="checkbox"/> Analyze how an artist's background and personal story influence their artwork as a photographer. <input type="checkbox"/> Experiment with different genres of photography to plan a series of images.	Content Vocabulary: series concentration, sustained investigation Software and Equipment: Photoshop, DSLR camera	VA:Cn:10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
How does an artist convey personal meaning in a series of their work? 10 Days	<input type="checkbox"/> Analyze the results of experimentation and refine work to develop a cohesive series of images that convey meaning. <input type="checkbox"/> Plan for a series of work that conveys personal meaning. <input type="checkbox"/> Create a series of images that conveys personal meaning.	Vocabulary: series concentration, sustained investigation. Software and Equipment: Photoshop, DSLR camera	VA: Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

UNIT 8

Unit Title	Graphic Design		
Unit Description	Designers balance their own personal aesthetic and understanding of design with their clients' wants, needs, and preferences.		
Unit Assessment	Develop a set of designs for a client portfolio that balances personal aesthetic and understanding of design with their clients' wants, needs, and preferences.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does a client impact the development of graphic designs?</p> <p>5 Days</p>	<input type="checkbox"/> Develop an understanding of how a client can impact the planning and development of a graphic design. <input type="checkbox"/> Analyze design portfolios and how designs relate to clients' needs. <input type="checkbox"/> Examine what is included in a client portfolio and what makes an effective client portfolio.	<p>Vocabulary: logo, branding, client portfolio</p> <p>Software: Photoshop, Illustrator, InDesign, Animator</p>	<p>VA:Re7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experiences with art and life.</p>

<p>How do designers balance their own aesthetic preference with the needs and want of their clients?</p> <p>7 Days</p>	<p><input type="checkbox"/> Plan and develop a client portfolio that includes a logo, business card, an infographic for distribution (menu, pamphlet, etc), and a label for an item.</p> <p><input type="checkbox"/> Plan and develop a client portfolio with consideration made to layout, style, typography, color scheme.</p> <p><input type="checkbox"/> Collaborate with client (or teacher) to refine sketches to develop a cohesive set of designs to be used for a client portfolio.</p>	<p>Vocabulary: client portfolio</p> <p>Software: Photoshop, Illustrator, InDesign, Animator</p>	<p>VA: Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>
<p>How do designers build a relationship with their client?</p> <p>8 Days</p>	<p><input type="checkbox"/> Create a client portfolio for a specific client using digital media that includes a logo, business card, an infographic for distribution (menu, pamphlet, etc), and a label for an item.</p> <p><input type="checkbox"/> Present graphic designs to client.</p>	<p>Vocabulary: presentation, client portfolio</p> <p>Software: Photoshop, Illustrator, InDesign, Animator</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>

UNIT 9

Unit Title	Animation		
Unit Description	Artists and designers plan and apply sequencing to create long sequences of animated movement in their art-making.		
Unit Assessment	Students will plan and animate a sequence of events with a developed plot.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do animators develop characters and environments? 5 Days	<input type="checkbox"/> Analyze what influences the message and process of animation. <input type="checkbox"/> Develop a storyboard with a plot for an animation. <input type="checkbox"/> Experiment and apply knowledge of animation processes to create a series of sketches/shorts. <input type="checkbox"/> Plan an animation that demonstrates an understanding of composition and advanced digital media techniques.	Content Vocabulary: character, environment, animation, sequence, storyboard Software: Animator and Character Animator	VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
How does an artist convey personal meaning in their animated work? 15 Days	<input type="checkbox"/> Develop an animated sequence with a developed plot. <input type="checkbox"/> Create artwork using advanced digital media techniques with consideration made to overall composition. <input type="checkbox"/> Reflect on the personal choices and other design factors that influenced the meaning and the development of the animation.	Content Vocabulary: plot, environment, animation, sequence, storyboard Software: Animator, Character Animator	VA:7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experiences with art and life.

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)

