

RBV Digital Art Syllabus

Rancho Buena Vista High School - Room: 220

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Course Description—Digital Art

This one-year course introduces students to contemporary media as an extension of the creative experience. Covered in this survey of visual communications are aesthetics, art criticism, art-history, art-making and self-expression. Students analyze and compare traditional art with contemporary art and methods and use of technology in the art experience. The course includes exploring different cultural influences, historical periods and movements in art. Through lecture, research, reading materials and assigned projects, the course emphasizes the elements and principles of art in a manner that engages students. The course concludes with relative links between the visual arts and professional career possibilities.

General Goals and Objectives– Digital Art

The objectives of this class are to achieve proficient technical and aesthetic skills using various tools to generate a broad range of two dimensional images. The work you will produce should demonstrate a good understanding of both the technical and artistic/aesthetic implication of the medium utilized. The University of California recognizes credits earned for these courses toward Fine Arts requirements. In addition, success with the course material could lead to successful employment as a career or supplementing income while continuing education.

Specific Objectives – Digital Art

- As a result of taking this class, you should be able to:
- Work professionally within a design team.
- Identify numerous design careers which are available.
- Evaluate designs (your work and others') for audience, meaning, and effectiveness.
- Use the elements and principles of design in a decisive fashion.
- Plan a design project according to a client's needs.
- Build a design gradually using thumbnail sketches and mockups.
- Create attractive layouts that communicate messages effectively.
- Use color to communicate ideas to others.
- Use typography effectively in a design.
- Use Adobe Photoshop to edit photographs, create artistic imagery, create illustrations, logos, and Web graphics, create publications such as advertisements and brochures.

Method of Instruction

Students will learn and develop their individual skills by hands-on instruction, both in group and individually as required, by lectures and demonstrations and by various handouts provided by the instructor. Students will also gain valuable experience by practical exercise, thus exposing them to *real world* situations. State of the art computer equipment is provided in the classroom for the student's use during class. There will be assignments made that don't require access to personal computer equipment.

Grading

Each student has the ability to succeed in Digital Art when they enter the classroom. Students should demonstrate a consistent effort, have innovative ideas, complete their work on time, and show that they are dedicated to creating a quality digital piece. Digital art should demonstrate that they have thoughtfully employed the elements of art and principles of design. Techniques are progressively introduced and developed during the course allowing each student the opportunity to develop their own style of accomplishing a visual solution. Many times, students will need to prepare for a project exploring existing graphic design solutions. Every student is encouraged to develop their own artistic voice. Therefore, the sky is the limit!

How Will Design Projects be Graded?

Whenever possible, I will provide rubrics for each design project that tell you what I expect for Exemplary, Proficient, Partially Proficient, and Incomplete work. In general, I consider three main areas in evaluating student's design work:

Effort (visible in the work and/or demonstrated in class; spend quality time on your work!)

Creativity (how original your work is)

Following Directions (did you explore the assignment as given?)

Often, projects have extra components such as thumbnail sketches that will also be graded. Often, projects will be broken down into components, each component having its own due date, and no component accepted until the previous components have been turned in. Doing things in the right order means a better result. Also, when I see your work several times during a project, I can give you meaningful feedback that will probably make your work easier. Components turned in late or in the wrong order may receive little to no feedback.

How Will My Grade Be Calculated?

Grading is done on a semester basis; we start fresh each semester. Students' grades will be based on this breakdown:

- Lessons, exercises, and quick writes (20%)
- Design projects, storyboards, critiques and presentations, and your final project (50%)
- Quizzes and tests (20%)
- Professional Conduct, behavior including attendance, participation, productivity (10%)

I will use the standard final grade breakdown:

- A 90-100% (Exemplary)
- B 80-89% (Proficient)
- C 70-79% (Partially Proficient)
- D 60-69% (Incomplete)
- F 59% or below (Failing)

How Will My Behavior in Class Affect My Grade?

Professional Conduct means good behavior, including attendance, participation, and productivity. It is worth ten percent (10%) of your grade! Each student starts with 50 points per week. If your behavior in class is a problem, it will reduce your Professional Conduct grade for the week.

Course Outline of ART Curriculum

<p>1. Art in Our World a. What is art? b. What do artists create? c. Language of Art</p> <p>2. Art Theory a. Imitationalism b. Formalism c. Emotionalism</p> <p>3. Art Criticism and Aesthetic Judgment a. Learning from a work of art b. Art criticism c. Aesthetics d. Art history</p> <p>4. Art Traditions from Around the World a. Art of earliest times b. Middle eastern and Asian art c. African art d. Art of the Americas</p> <p>5. Transitions in Western Art a. Western art b. Modern art c. Twentieth century art d. New media</p> <p>6. The Media and Processes of Art a. Two-dimensional media b. Three-Dimensional media c. Technological media</p> <p>7. Creative Process a. Physiology and psychology of creativity b. Problem solving c. Creative process in self expression d. Executing effective digital art</p> <p>8. Computer/Software Operation a. File management b. Graphics editing i. Photoshop/Fireworks ii. Flash iii. Illustrator iv. Painter c. Photographic tools d. Electronic drawing techniques e. Drawing/tracing using digitizer tablets f. Networks g. Servers h. Image acquisition i. Scanning ii. Capturing iii. Digital photography</p>	<p>9. Elements of Art a. Line b. Shape c. Form d. Space e. Color f. Value g. Texture</p> <p>10. Principles of Art a. Contrast b. Balance c. Proportion d. Movement e. Rhythm f. Variety g. Emphasis h. Unity</p> <p>11. Creating a Composition a. Combining Elements of Art b. Applying Principles c. Mixed media d. Composite techniques e. Mixing various electronic media f. Presentation</p> <p>12. Line/Drawing skills a. Contour drawing b. Thumbnail sketches c. Storyboarding</p> <p>13. Color Theory a. Psychology of seeing Color b. Physiology of Color c. Color vocabulary d. Color models e. Digital primaries (RGB) f. Print primaries (CYMK) g. Pigment primaries (RBY)</p> <p>14. Typography a. Historical development of Typography b. Categories of Type c. Vocabulary d. Selecting Typefaces and Fonts e. Specifications f. Illuminations with Type</p> <p>15. Perspective a. One point b. Two point c. Three and Four point d. Using electronic techniques e. Other illusions of depth</p>	<p>16. Value Studies a. Portraits b. Shaded geometric forms c. Grayscale value techniques using software drawing d. Gradient tools with digitizer tablets</p> <p>17. Figure Drawing a. Studies of the human form b. Face and body proportions c. Using digitizer tables and various graphics software</p> <p>18. Landscape a. On location sketches b. Use of electronic media for final work c. Using digitizer tables and various graphics software</p> <p>19. Still-Life a. Utilize knowledge of composition b. Observation of actual objects c. Using digitizer tables and various graphics software</p> <p>20. Cartooning and Animation a. Historical and social significance b. Storytelling c. Still Gags and Cartoon strips d. Web cartoons and Animation</p> <p>21. Artist Biography a. Organizing research b. The life and work of an artist i. research ii. reporting iii. analyzing c. Creating work in the artist's style</p> <p>22. Opportunities for Digital Artists b. Museums and Galleries c. Agencies d. Education e. Corporations f. Freelance g. Fashion h. Entertainment i. Publishing j. Industrial k. Other related fields</p>
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Course Outline of Digital Imaging Curriculum (Photoshop – Painter)

Photoshop Curriculum	Painter Curriculum	Painter Curriculum
<p>Digital Imaging Tutorials & Techniques</p> <ol style="list-style-type: none"> 1. Photoshop Interface 2. Basic Photo Corrections 3. Selection Tools 4. Layer Basics 5. Masks and Channels 6. Correcting and Enhancing Digital Photographs 7. Typographic Design 8. Vector Drawing Techniques 9. Advanced Layering <p>Photoshop Production Techniques & Special Effects</p> <p>Photoshop Graphic Art Effects</p> <p>Lighting Effects</p> <p>Natural World Effects</p> <p>Traditional Effects</p> <p>Distortion Caricatures and Panoramas</p> <p>Presentation effects</p> <p>Texture and surface Texture Effects</p> <p>Photographic Effects</p> <p>Photoshop Type Effects</p>	<p>Brush Variants The Brush Catalog Painting with a stylus- preferred method Painting with a mouse- Manually setting the pressure, tilt, bearing, and wheel.</p> <p>Dry Media - Apples Choosing color with Painter's color wheel Chalk brushes- Light and Shadow - Handout Choosing Paper - Surface Texture</p> <p>Creating an Impasto Effect Creating texture- Fiber Depth eraser, depth rake, depth lofter or depth equalizer</p> <p>Line Art - Bookmarks Create Book Marks in Painter using Paintbrushes, Fills, Weaves, Patterns Instructor led demonstrations of Painter's Brushes</p> <p>Painting – Watercolor Brushes The Water color interface and tools Watercolor Brushes Paper Control-Wet into Wet Blending and Overlaying color Pulling out Pigment</p> <p>Painting- Liquid Ink Controlling digital brushes Ink type, smoothness, and volume of brush strokes</p> <p>Oil Painting Techniques Drawing the sketch with digital pencils Develop the under painting Simulate "electronic oil" using color variability in the water</p> <p>Mosaics -Butterfly Building a clone based mosaic Applying and Removing Tiles Tile and Grout Color Rendering tiles- Adding Surface Texture</p>	<p>Special Effects in Painter Adding Dimension with Lighting Surface Control Effects- Applying lighting to unify an image preventing "hot Spots" Creating softly lit backgrounds</p> <p>The color Overlay Effect Adding surface texture by adjusting pigments with the dye concentration effect - Dye Concentration</p> <p>Painter's "Esoterica" Tool Placing Elements with the image hose Randomizing placement Expressions Settings Controlling the Nozzle-Nozzle Options Marbling Auto Van Gough - Pop Art Fill Custom Tile- Grid paper - Growth High Pass - Maze</p> <p>Surface Control Effects - Photos to art Lighting- Setting Light Sources - Screen Surface Textures - Paper 3 Dimensional Oils Texture Luminance Glass Distortion</p> <p>Surface Control Effects - Special Effects Embossing Effects Texture Masks - Express Texture Reflection Masks - Image Warps Woodcut - Distress - Serigraphy Effect Focus Effects Camera Motion Blur - Motion Blur Depth of Field</p>

Course Accreditations

The Digital Art course is intended as preparation for college. This class will provide you with required and elective credits counting toward graduation from Rancho Buena Vista High School. It also meets enrollment requirements for University of California and California State Universities and Colleges while earning credits at Palomar College. Course curricula are structured around California Department of Education Standards, University of California Standards, California Regional Occupation Program Standards, Palomar College requirements, Vista Unified School District Standards and Vista High School Requirements.

Goals and Major Student Outcomes:

1. Develop awareness and perception of traditional and contemporary art, to include natural and manmade phenomenon. (Standard 1, 3)
2. Demonstrate proficiencies and refined skills by effectively applying art elements and principles of design to communicate visually ideas and messages. (Standard 2)
3. Identify and use art vocabulary, art elements and principles of design to describe, discuss, analyze, evaluate and write about their own and other artist's work. They will defend their position on the aesthetic value of specific art works. (Standard 1)
4. Understand historical contributions of technology to art and the influence of new technology on traditional and contemporary artwork. (Standard 3, Standard 4)
5. Understand how personal beliefs, cultural traditions, and social, political and economic trends affect the interpretations and meaning of an artwork. (Standard 4)
6. Identify, analyze and discuss how the purpose of art varies with time, place and cultural influences, including contemporary social and cultural issues. (Standard 3)
7. Integrate knowledge gained from other disciplines (the humanities, math and sciences) in the development of self expression. (Standard 5)

Learning Objectives:

1. Students create digital works and sketches that show an understanding of representational, abstract and conceptual art. (Standard 1)
2. Students gain a basic knowledge of a variety of art related digital programs and their practical and aesthetic capabilities. (Standard 1)
3. Students distinguish between various forms of visual communications. (Standard 1)
4. Students develop and maintain a sketchbook for class notes, research project material and clip files throughout the course. (Standard 2)
5. Students keep a portfolio (in their sketchbook) of original artwork that reflects refined artisanship and technical skill. (Standard 2)
6. Students demonstrate observational drawing skill and digital imagery. They will create at least one artwork that addresses a social issue. (Standard 2)
7. Students demonstrate their knowledge of symbolic representation. (Standard 2)
8. Students study, compare and contrast art from various cultures. (Standard 3)
9. Students understand the cultural and social significance of the digital medium and its relationship to the evolution of traditional art. (Standard 3)
10. Students analyze and critique artworks by recognized artists as well as their own. (Standard 4)