

# MORENO VALLEY HIGH SCHOOL COMPUTER AIDED ART CURRICULUM

Course Title: Computer aided art Course Number: 1175

Department: Fine Arts ADS Number: 1175

Prerequisites: Art 1 - survey

Length of Course: 1 semester Credit/PRI Area: .5 Grade Level(s): 10-12

## COURSE DESCRIPTION

This course will include the use of InDesign (a graphic design development program) and Photoshop. Students will be expected to become proficient in the basic tools used in these programs. The students will complete projects that will be used for advertising community projects, assist in real life advertising campaigns, etc... Students should work toward having a portion of a graphic design portfolio completed.

## SYLLABUS

- I. Software tools (drawing, painting, modes, cloning, fills, paths, blends)
- II. Image adjustment (masking; global color adjustments; colorizing; layering; channels)
- III. Manipulation of text (container shape, position, text boxes)
- IV. Critical Analysis
  - a. Design and technique
  - b. Form and content
- V. History of computer generated art

## STRATEGIES

This class will teach students how to work with in a team, how to take personal responsibility for their own assignments, develop computer skills within the graphic design career, communication and conflict management skills, and time management skills.

We will spend time in the following areas (plus more):

Developing a cohesive design (looking at the big picture)

Reviewing & learning basic design in relationship to a single page and multi-page publication

Design in conjunction with marketing campaigns

Professional printing information

Computer program skills

Time management and organizational skills

Verbal communication skills

## ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Performance Tasks** – I.e. Meeting deadlines; design projects;

- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
  1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
  2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
  3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and individual contributions and effort.
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

#### **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

none

#### **SUGGESTED TITLES/AUTHORS WEB SITES**

[www.planetphotoshop.com](http://www.planetphotoshop.com) Tutorials for type and digital imaging.

[www.dpreview.com](http://www.dpreview.com) digital glossary of terms

#### **SEMINAR PIECES OR USE**

<http://www.journalism.indiana.edu/gallery/Ethics/> Ethics in photography and photojournalism via several university websites

<http://www.pulitzer.org/year/2005/breaking-news-photography/works/>

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

A. **BENCHMARK:** *Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.	Students will contribute to yearbook pages by designing art that includes the elements of movement, balance, and focal points.

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B. **BENCHMARK:** *Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.	Because course work is completed on the computer, health and safety issues do not apply. (No food or drink near the computer.)

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C. **BENCHMARK:** *Recognize that there are multiple points of view about organizational principles of design and elements of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.	Students will display object and symbols in a variety of settings (backgrounds) to convey varying points of view. Seminar-Students will discuss the use of every day objects as message-laden symbols that help express opinions and feelings about a subject.

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**D. BENCHMARK:** *Produce art that demonstrates the elements of art and principles of design in a variety of media.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.	Semester portfolio (examples of pieces students include) <ul style="list-style-type: none"> <li>• Digital advertisements for the Moreno Valley High School</li> <li>• Greeting card for a family member</li> <li>• A cloth patch for a community event, “Run for the Vietnam Wall”</li> <li>• Brochure cover for the Isotopes baseball team</li> </ul>

**STRAND I: VISUAL ARTS****CONTENT STANDARD 2: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.**

**A. BENCHMARK:** *Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression. 2. Review and assess the use of design principles and elements in art.	Seminar: View and discuss advertising from different time periods, including the use of type (font), placement, color, and the overall style to influence consumers’ feelings toward the product or message. Advertisements include: <ul style="list-style-type: none"> <li>• Old western ads (political ads)</li> <li>• 50’s fashion ads</li> <li>• Russian propaganda</li> <li>• Current ads (perfume ads from a women’s magazine)</li> <li>• Current ads (Snowboarding)</li> </ul>

**STRAND III: VISUAL ARTS****CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

A. **BENCHMARK:** *Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts, science, and the humanities.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	Peer critique with revision focusing on effectiveness of design elements and message delivery.

**STRAND III: VISUAL ARTS**

**CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

B. **BENCHMARK:** *Examine how specific works are created and how they relate to historical and cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.	Portfolio examples: * Students create an art piece for another class assignment such as a cover sheet for an essay on a world religion e.g. Buddhism.

**STRAND IV: VISUAL ARTS**

**CONTENT STANDARD 4: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS**

A. **BENCHMARK:** *Use oral and written methods to express the introspective process used in creating personal artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use the language of art criticism to explore and identify purposes for creating art. 2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment. 3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art.	Student developed rubric per assignment, which is used for: <ul style="list-style-type: none"> <li>• Individual critique/ self assessment/reflection</li> <li>• Peer critique</li> <li>• Instructor critique</li> </ul>

**STRAND V: VISUAL ARTS****CONTENT STANDARD 5: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**

A. **BENCHMARK:** *Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey. 2. Examine and analyze works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary.	Students create art pieces for Mardi Gras. In preparation for this assignment, students explore the history and symbols of Mardi Gras.

**STRAND VI: VISUAL ARTS****CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

A. **BENCHMARK:** *Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Present a body of work within their portfolio that reflects the influences of a variety of cultural styles.	Students choose a world country or culture and create an advertisement of a product for that audience (country or culture).

**STRAND VI: VISUAL ARTS****CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

B. **BENCHMARK:** *Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Interpret the meaning of works and artifacts in terms of the cultures that produced them, including the use of apprenticeship systems to maintain cultural heritage.	Seminar: Medieval guilds Seminar: Examine and discuss illustrations and printmaking examples over time.

**STRAND VII: VISUAL ARTS**

**CONTENT STANDARD 7: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.**

A. **BENCHMARK:** *Demonstrate effective visual communication using current arts-related technology.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more mediums including skill in using computers and other electronic media.	The entire course is designed to use state-of-the art technology to produce a variety of art pieces.

**STRAND VIII: VISUAL ARTS**

**CONTENT STANDARD 8: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.**

A. **BENCHMARK:** *Exhibit studio work in community-based exhibits.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.	Students select their best work to be included in their Senior Portfolio, which is a distinct course and graduation requirement.