

Visual Communications
COMPUTER GRAPHICS A & B
DPC #02451 and #02452

A. Course Information

Grade Level: 9-12

Length of Course: Two semesters

Type: Non-Tracked. This course counts toward meeting the OUHSD Visual and Performing Arts graduation requirement.

Recommendation for Enrollment: Open to all 9-12 grade students

B. Brief Description of the Course:

This year-long course, integrating technology and the arts, will enable students to create fine art media on the computer. This class is structured around drawing and painting projects that emphasize the art elements of shape, line, color, and texture. Students will be introduced to the art principles of design including rhythm, balance, proportions, and variety. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society.

C. Board-adopted Textbook: TBD

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. PowerPoint presentations
2. Videotapes and films
3. Library resources
4. Teacher-developed materials
5. Magazines
6. Guest speakers
7. Internet resources
8. Williams, Tollett. Design Workshop. Peachpit Press. Berkeley, California
9. McClelland, Eismann, Alspach. Photoshop Studio Secrets. Hungry Minds, Inc. New York, NY
10. Adobe PhotoShop 6 Software
11. Paint Shop Pro 7 Software
12. Painter IX Software
13. Cinema 4D 8.5 Software
14. Bryce 5 Software

E. Brief Outline of Course Content:

Approved 1-29-02
Revised 6-10-09

1. Elements of Art
2. Principles of Design
3. Working with shapes
4. Working with text and type
5. Development of computer graphics
6. Illustration
7. Layout and design
8. 3-dimensional concepts
9. Composition
10. Logo design
11. Aesthetic criticism
12. Filters and layers
13. Social issues
14. Career opportunities

F. Content Standards for COMPUTER GRAPHICS A & B:

1. Subject Area Content Standards

The student will demonstrate an acceptable level of understanding of the following key concepts:

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

2. English/Language Arts Content Standards

The English/language arts content standards outlined below, which are adopted by the SBE, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Reading	
Vocabulary and Concept Development	
1.1	<i>Identify and use the literal and figurative meanings of words and understand word derivations.</i>
Reading Comprehension	
2.2	<i>Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</i>
2.3	<i>Generate relevant questions about readings on issues that can be researched.</i>
2.5	<i>Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i>
2.6	<i>Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</i>
Writing	
1.1	<i>Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</i>

1.2	<i>Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</i>
1.3	<i>Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</i>
1.4	<i>Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</i>
1.5	<i>Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</i>
1.7	<i>Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).</i>
1.8	<i>Design and publish documents by using advanced publishing software and graphic programs.</i>
1.9	<i>Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</i>
Writing Applications	
2.3	<i>Write expository compositions, including analytical essays and research reports:</i>
	<i>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</i>
	<i>b. Convey information and ideas from primary and Secondary sources accurately and coherently.</i>
	<i>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</i>
	<i>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</i>
	<i>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</i>
	<i>f. Use technical terms and notations accurately.</i>
2.4	<i>Write persuasive compositions:</i>
	<i>a. Structure ideas and arguments in a sustained and logical fashion.</i>
	<i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i>
	<i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i>
	<i>d. Address readers' concerns, counterclaims, biases, and expectations.</i>
English Language Conventions	
1.1	<i>Identify and correctly use clauses (e.g., main and subordinate), phrases, (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</i>
1.2	<i>Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</i>
1.3	<i>Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</i>
1.4	<i>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</i>
1.5	<i>Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</i>
Listening and Speaking Strategies	
1.7	<i>Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</i>

1.8	<i>Produce concise notes for extemporaneous delivery.</i>
Speaking Applications	
2.1	<i>Deliver narrative presentations:</i>
	<i>a. Narrate a sequence of events and communicate their significance to the audience.</i>
	<i>b. Locate scenes and incidents in specific places.</i>
	<i>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</i>
	<i>d. Pace the presentation of actions to accommodate time or mood changes.</i>
2.2	<i>Deliver expository presentations:</i>
	<i>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</i>
	<i>b. Convey information and ideas from primary and secondary sources accurately and coherently.</i>
	<i>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</i>
	<i>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</i>
	<i>e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.</i>
	<i>f. Use technical terms and notations accurately.</i>

3. Math Content Standards

The math content standards outlined below, which are adopted by the SBE, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Mathematical Reasoning	
Students make decisions about how to approach problems:	
1.1	<i>Analyze problems by identifying relationships</i>
1.3	<i>Determine when and how to break a problem into simpler parts.</i>
Students use strategies, skills, and concepts in finding solutions:	
2.1	<i>Use estimation to verify the reasonableness of calculated results.</i>
2.2	<i>Apply strategies and results from simpler problems to more complex problems.</i>
Students determine a solution is complete and move beyond a particular problem by generalizing to other situation:	
3.1	<i>Evaluate the reasonableness of the solution in the context of the original situation.</i>

4. Workplace Skills

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently

- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Homework assignments requiring students to collect effective and non-effective visual layouts.
2. Numerous "hands-on" assignments displaying skills in effective visual designs, as well as illustrations.
3. "Unit" portfolios, which may include written peer evaluations, personal evaluations, and research assignments.
4. Written assignments
5. Teacher developed tests and quizzes
6. Final project