



DIGITAL MEDIA II

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

COURSE OVERVIEW

Title:	Digital Media II
Grade Level:	Grades 10-12
Level:	High School - Intermediate
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	Digital Media I
Credit:	1 Credit
Description:	Digital Media II is a course designed for students with experience in digital media. Students will have the opportunity to advance their skill set in a range of digital media. Topics covered in Digital Media II include animation, digital photography, graphic design, and illustration. Students will have hands on experience using professional equipment and software. Digital media is a fast-growing industry and students will have opportunities to explore careers. This course is designed for students who are interested in advertising, game design, animation, photography, illustration, interior design, or sequential art.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Presentation • Analyze and interpret 	Ongoing
2	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 • Value, Texture, Color Value • Creating a layered background • Linear perspective 	20 days
7	Photography	<ul style="list-style-type: none"> • Composition • Manual functions of a DSLR • Photoshop: basic manipulation tools • Creating a series of work 	20 days
8	Graphic Design	<ul style="list-style-type: none"> • Typography • Layout concepts • Color schemes • Logo design • InDesign and Illustrator: basic layout functions 	20 days

9	Animation	<ul style="list-style-type: none">• Animation• Sequence• Animate: basic animation functions for a short animation of an object	20 days
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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 1

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	<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.	Vocabulary: art studio, materials, tools, equipment	VA:CR2.2.IIa Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

UNIT 2

Unit Title	Presentation		
Unit Description	Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.		
Unit Assessment	Select personal artwork for a portfolio and for presentation and use proper techniques to present their artwork.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? Ongoing	<input type="checkbox"/> Analyze, select, and critique personal artwork for presentation and portfolio. <input type="checkbox"/> Evaluate, select and apply methods appropriate to display artwork in a specific location. <input type="checkbox"/> Explain and justify connections between artists or artwork and social, cultural, and political history.	Vocabulary: critique, portfolio, presentation, gallery, museum, exhibit, curate, eye-level, label, mats	VA: Pr.4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr.5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. VA:Pr.6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

UNIT 3

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers analyze and interpret artwork.		
Unit Assessment	Develop criteria to 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	<input type="checkbox"/> Observe and describe artwork and identify subject matter and medium. <input type="checkbox"/> Analyze composition and design. <input type="checkbox"/> Evaluate and interpret meaning and content. <input type="checkbox"/> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collections of works.	Vocabulary: observation, description, analyze, evaluate, collections, interpret	VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collections of works.
How do artists evaluate works of art? Ongoing	<input type="checkbox"/> Determine the relevance of criteria used by others to evaluate works of art. <input type="checkbox"/> Develop questions using relevant criteria to evaluate works of art. <input type="checkbox"/> Evaluate artwork using developed criteria and questions.	Vocabulary: art criticism, evaluate, criteria	VA:Re9.1.IIa Determine the relevance of criteria use by others to evaluate a work of art or collection of works.

<p>How are artists and designers influenced when interpreting and evaluating work of art?</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 culture could impact your interpretation of a work of art.</p> <p><input type="checkbox"/> Describe how culture could impact your evaluation of a work of art.</p> <p><input type="checkbox"/> Compare uses of art in variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>Vocabulary: culture and tradition</p>	<p>VA:Cn1.1.1.IIa Compare uses of art in variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>
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UNIT 4

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, refining, and collaborating with peers.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What processes do artists use to plan works of art or design?</p> <p>Ongoing</p>	<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.	<p>Vocabulary: thumbnail sketches, composition</p>	<p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artist vision.</p>
<p>How does collaboration expand the creative process?</p> <p>Ongoing</p>	<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.	<p>Vocabulary: critique, revise</p>	<p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artist vision.</p>

UNIT 5

Unit Title	Exploration of Digital Media		
Unit Description	Designers learn by experimenting and exploring both traditional drawing mediums and by using digital media.		
Unit Assessment	Develop, experiment, and practice technical skills throughout the design process as needed to plan and execute original digital media works.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers use prior knowledge to create new works of art? Ongoing	<input type="checkbox"/> Create designs by expanding on students' knowledge of approaches, mediums, and materials using experimentation. <input type="checkbox"/> Create a design applying advanced digital media techniques. <input type="checkbox"/> Develop artwork by formulating new creative problems based on student's existing artwork.	Vocabulary: revision Software: Photoshop, Illustrator, InDesign, Animator, Character Animator	VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
How do designers choose their methods and processes for art-making and display? Ongoing	<input type="checkbox"/> Experiment with different traditional and digital materials, processes, and how to combine them. <input type="checkbox"/> Analyze the results of experimentation and refine techniques. <input type="checkbox"/> Create work using more advanced digital media techniques. <input type="checkbox"/> Develop an understanding of ethical implications for making artwork and design using original ideas.	Software: Photoshop, Illustrator, InDesign, Animator, Character Animator	VA:Cr2.1.IIa Demonstrating awareness of ethical implications of making and distributing creative work.

UNIT 6

Unit Title	Illustration		
Unit Description	Illustrators develop characters and backgrounds by finding inspiration from the world around them and understanding proportions as well as interior and exterior perspective.		
Unit Assessment	Design an original character and an environment that shows an understanding of proportions and interior or exterior perspective.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What influences the design of a character their environment?</p> <p>10 Days</p>	<input type="checkbox"/> Develop an understanding of how illustrators research and find inspiration. <input type="checkbox"/> Research and find examples of figures, attire, and facial features to develop an original character. <input type="checkbox"/> Research and find examples interior or exterior backgrounds to use as inspiration for the character’s environment. <input type="checkbox"/> Develop a plan for an illustration that includes an original character and environment.	<p>Content Vocabulary: character, background, interior, exterior, attire, facial features, environment, and narrative</p> <p>Software: Photoshop</p>	<p>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.</p> <p>VA:Re7.1.Ia: Hypothesize ways in which art influences perception and understanding of art experiences.</p>

<p>How does understanding proportions influence character design?</p> <p>7 Days</p>	<p><input type="checkbox"/> Develop a series of sketches for a character that demonstrate an understanding of proportions.</p> <p><input type="checkbox"/> Design a character with a defined personality.</p> <p><input type="checkbox"/> Create a character with a defined personality that demonstrates an understanding of face and figure proportions, value, and details.</p>	<p>Content Vocabulary: narrative, proportions, value, texture, details, and personality</p> <p>Software: Photoshop</p>	<p>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.</p> <p>VA:Re7.1.Ia: Hypothesize ways in which art influences perception and understanding of art experiences.</p>
<p>What influences the design of a character's environment?</p> <p>3 Days</p>	<p><input type="checkbox"/> Develop an understanding of interior perspective and exterior perspective/landscape.</p> <p><input type="checkbox"/> Develop a series of sketches for environments that demonstrate the proper application of interior and exterior perspective.</p> <p><input type="checkbox"/> Design and create a background for a character that demonstrates an understanding of linear perspective or landscape.</p>	<p>Content Vocabulary: narrative, linear perspective (one-point perspective and two-point perspective), landscape, and atmospheric perspective</p> <p>Software: Photoshop</p>	<p>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.</p> <p>VA:Re7.1.Ia: Hypothesize ways in which art influences perception and understanding of art experiences.</p>

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	Develop a series of designs and imagery that demonstrate balanced compositions, range of value, and portray meaning.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do designers care for, maintain, and effectively use materials, tools, and equipment? 5 Days	<input type="checkbox"/> Create a series of original images that demonstrate an accurate range of value, contrast, and color balance using manual DSLR camera functions.	Content Vocabulary: still lives, depth of field, action manual mode, equivalent exposure, shutter, aperture, ISO, and flash unit Software and Equipment: Photoshop and 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.
How do photographers create a cohesive body of work? 7 Days	<input type="checkbox"/> Analyze bodies of a photographs with common themes or imagery. <input type="checkbox"/> Develop an understanding of how photographers plan and create bodies of work with a cohesive theme. <input type="checkbox"/> Photograph a cohesive series of photographs with a common theme or imagery.	Vocabulary: cohesive, theme Software and Equipment: Photoshop and DSLR Camera	VA:Cn:10.1.IIa Utilize inquiry methods of observations, research, and experimentations to explore unfamiliar subjects through art-making.

<p>How does manipulating photographs change the meaning or tone of a photograph?</p> <p>8 Days</p>	<p><input type="checkbox"/> Analyze how photographers edit and manipulate their photos.</p> <p><input type="checkbox"/> Create and edit a series of images by manipulating photographs to evoke meaning tone and make their more cohesive.</p>	<p>Content Vocabulary: tone, artist intent, symbolism, use of color, use of effects, juxtapositions, and scale and proportion</p> <p>Software and Equipment: Photoshop and DSLR Camera</p>	<p>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.</p> <p>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.</p>
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UNIT 8

Unit Title	Graphic Design		
Unit Description	Graphic designers combine text and pictures to communicate to viewers.		
Unit Assessment	Create a graphic design for a specific audience.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do graphic designers effectively communicate to viewers? 10 Days	<input type="checkbox"/> Develop an understanding of how graphic designers reach viewers by analyzing typography, layouts, compositions, and color schemes in graphic designs. <input type="checkbox"/> Plan graphic designs and apply an understanding of layout, typography, and gestalt principles. <input type="checkbox"/> Plan a graphic design that effectively communicates to viewers and the intended audience.	Content Vocabulary: layout, typography, and gestalt principles Software: InDesign and Illustrator	VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
How do designers effectively communicate for a client or to a specific audience? 10 Days	<input type="checkbox"/> Analyze how color and typography convey meaning in a design. <input type="checkbox"/> Apply guidelines for a strong composition to a design. <input type="checkbox"/> Create a design that reaches a specific target audience that uses typography, color scheme, and a consistent layout.	Content Vocabulary: color schemes: monochromatic, analogous, triadic, and complementary Software: InDesign and Illustrator	VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

UNIT 9

Unit Title	Animation		
Unit Description	Artists and designers plan and apply sequencing to create animated movement in their art-making.		
Unit Assessment	Students will plan and animate a short sequence of events.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How does a designer plan a sequence of long, sequential movement? 10 Days	<input type="checkbox"/> Develop an understanding of how animators develop storyboard and apply sequencing to create animations. <input type="checkbox"/> Create a storyboard to plan a short animation that shows a sequence of events. <input type="checkbox"/> Experiment and apply knowledge of traditional and/or digital materials to develop the composition and visual style for the animation. <input type="checkbox"/> Reflect and refine work by engaging in a critique with peers.	Content Vocabulary: animation, sequence, and storyboard Software: Animator and Character Animator	VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artist vision. VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
What do designers gain from reflecting on their work? 10 Days	<input type="checkbox"/> Create an animation of a sequence of events with consideration made to style, composition, and sequence. <input type="checkbox"/> Reflect on personal choices and other design factors that influenced the development of the animation.	Content Vocabulary: reflect, animation, sequence, and storyboard Software: Animator and Character Animator	VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.

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)