

DIGITAL ARTS AND DESIGN I

COURSE DESCRIPTION

Digital Arts and Design I—is a course that provides a foundation in visual communication concepts and design strategies. Course content is designed to foster skills and understanding that are essential in modern digital graphics, motion graphics, publishing, Web, film/video, photography, and animation graphic industries. Focus will be on developing understanding of key design concepts and strategies, along with design challenges that translate into creative communication solutions which accurately and effectively reach targeted audiences. Along with study of design principles, conceptualization processes and techniques, students will explore various applications of design through extensive study of typography, style, composition, visual elements, color, creative technical software and various problem-solving tasks, that encourages higher order thinking. Exploration of career opportunities, development of leadership, teamwork, collaborative and technical skills requisite in many aspects of life

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended Credits: 1

Recommended Grade Levels: 9th – 10th

Number of Competencies in Course: 56

DIGITAL ARTS AND DESIGN I

STANDARDS

- 1.** Students will perform safety examinations and maintain safety records.
- 2.** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.** Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.
- 4.** Students will relate and apply artistic knowledge, skills, techniques, processes and strategies for the creation of design, photographic, web, print, and various digital projects.
- 5.** Students will solve industry-related challenges utilizing current and evolving technologies, materials, facilities, equipment, time, budgeting, and project management.
- 6.** Students will produce creative and artistically pleasing media for use in various applications for advertising, internet, film, entertainment, and marketing communications.
- 7.** Students will demonstrate skills, understanding, and knowledge of imagery in contextual relationships to effective messaging and its impact on cultural anthropology.
- 8.** Students will demonstrate understanding of ethical and legal issues related to the utilization of content such as text/copy, images, art, audio, media and design.
- 9.** Students will demonstrate understanding in the wide range of career opportunities and paths within the arts and design communications industry.
- 10.** Students will develop e-Skills that are flexible and evolve with the increasing demands of technology developments and business needs, helping students become life-long learners.
- 11.** Students will demonstrate skills that are employable and desirable to a rapidly changing industry that demands innovation.

DIGITAL ARTS AND DESIGN I

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

- 1.1** Research safe work habits and procedures related to the application of visual art, design, printing, and photography.
- 1.2** Select and safely apply appropriate technologies in visual art, design, printing, and photography.
- 1.3** Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials.
- 1.4** Pass with 100% accuracy a written examination relating to safety issues.
- 1.5** Pass with 100% accuracy a performance examination relating to safety.
- 1.6** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 1.1** Demonstrates safe work habits and procedures used in visual art, design, printing, and photography.
- 1.2** Comprehends the issues related to and environmental issues involved with technologies in visual art, design, printing, and photography.
- 1.3** Complies with Occupational Safety and Health Administration (OSHA) safety regulations and practices, and governmental environmental regulations and practices.
- 1.6** Presents a portfolio with the requisite portfolio records.

SAMPLE PERFORMANCE TASKS

- Demonstrate personal safety (dress, eye and hearing devices, and jewelry) in completion of a visual art, design, printing, and photography project.
- Demonstrate the handling and disposing of chemicals.
- Complete a safety inspection evaluating possible fire and water hazards.
- Develop a presentation on right to know laws and any other laws required for safety.
- Practice safe mixing and disposal procedures for chemicals used in photography, printing, and other related processes.
- Practice ergonomic processes when using the computer, photographic equipment and other visual art tools and equipment.
- Prepare Occupational Safety and Health notebook for the Tennessee SkillsUSA Championships.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 2.1** Incorporate positive leadership skills in school, community, and work-related activities.
- 2.2** Participate in SkillsUSA as an integral part of the classroom instruction.
- 2.3** Assess situations in the visual art, design, printing, and photography industry and develop a presentation offering solutions or improvements.
- 2.4** Serve in leadership positions in the school and community.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 2.1** Demonstrates character and leadership skills using creative and critical thinking skills.
- 2.2** Plans, conducts, and participates in meetings according to the acceptable rules of parliamentary procedure.
- 2.3A** Analyzes a situation to resolve it, and uses the Professional Development Program, SkillsUSA.
- 2.3B** Participates as a team member.
- 2.4** Participates in a community service project.

SAMPLE PERFORMANCE TASKS

- Participate in various SkillsUSA programs and competitive events.
- Develop an annual program of work.
- Conduct a meeting.
- Complete level 3 of the Professional Development Program, SkillsUSA.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

LEARNING EXPECTATIONS

The student will:

- 3.1** Understanding clear thesis development and support it by using analogies, quotations, and facts.
- 3.2** Write a multi-paragraph essay with consistent use of standard grammatical forms.
- 3.3** Make oneself understood when speaking using consistent standard English grammatical forms.
- 3.4A** Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail.
- 3.4B** Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).
- 3.5** Demonstrate listening skills and oral comprehension.
- 3.6** Construct tables and analyze data and spreadsheets which aid in project preparation.
- 3.7** Develop critical thinking skills in math and science that transfer into areas of software coding and script in use of animation software.
- 3.8** Produce projects and media that integrates math and science in project development software.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 3.1** Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.
- 3.2** Essays show consistent use of standard grammatical forms
- 3.3** Student is understood when speaking uses consistent standard English grammatical forms.
- 3.4** Demonstrates summarization skills of literary pieces.
- 3.5** Exhibits listening skills and oral comprehension during critiques and presentations.
- 3.6** Use of tables and understands data that support project preparation.
- 3.7** Demonstrates critical thinking skills in math and science that transfer into software coding and of script used in design software.
- 3.8** Produces projects and media that have integrated math and science aspects for production of projects.

SAMPLE PERFORMANCE TASKS

- Develops a clear thesis in support of scripts and messaging.
- Provides oral presentations of work to peers and exhibits listening skills during critiques and is able to
- discuss work reflecting critical thinking skills
- Media created by student reflect the integrated math and science skills in the production of projects.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 4.0

Students will relate and apply artistic knowledge, skills, techniques, processes and strategies for the creation of design, photographic, web, print, and various digital projects.

LEARNING EXPECTATIONS

The student will:

- 4.1 Demonstrate design and layout techniques.
- 4.2 Create a variety of designs, illustrations and imagery.
- 4.3 Evaluate the range of subject matter, symbols, and ideas presented in works of visual art.
- 4.4 Demonstrate development of drawings and imagery applying elements of line, shape, texture and value to create form and space.
- 4.5 Apply media techniques and processes with sufficient skill, confidence, and sensitivity to achieve identified goal.
- 4.6 Identify and understand the theories and properties of color.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Utilizes the principles and elements of current industry processes of design in relation to layout formats for display, direct mail samples, brochures, publications, storyboards, interactive media, Internet, interface design, billboards, various packages, posters, advertising, and logo & brand identities.
- 4.2 Illustrates using a variety of traditional media and industry software, tone illustrations and color illustrations for use in comprehensive and multimedia applications.
- 4.3 Analyzes and interprets historical works of art, graphic design, and design. Reflects on how artworks differ visually, spatially, temporally, and functionally.
- 4.4 Creates a work of art that successfully applies elements of line, shape, texture, and value to create form and space, reflecting proper utilization of the core principles of art and design.
- 4.5 Demonstrates a variety of media techniques, technologies, and processes for visual expression and communication.
- 4.6 Demonstrates understanding of color theory and how digital technology utilized for production.

SAMPLE PERFORMANCE TASKS

- Develop a design and layout project that is specific and satisfies a relevant business need.
- Demonstrate workflow through current design processes from thumbnails to final output specifications.
- Demonstrates ability to create work correctly prepared for a variety of media output such as web, television, print, film, animation.
- Create works of art that successfully communicate a message through use of design briefs, design elements, and current industry software.
- Maintain a sketchbook/journal and develop a portfolio.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 5.0

Students will solve industry-related challenges utilizing current and evolving technologies, materials, facilities, equipment, time, budgeting, and project management.

LEARNING EXPECTATIONS

The student will:

- 5.1** Analyze and understand the role of visual arts and design in business, industry, and the community.
- 5.2** Demonstrate knowledge of industry software, computer interfaces, and the need for life-long learning skills.
- 5.3** Apply knowledge of two- and three-dimensional imagery both digital and traditional.
- 5.4** Demonstrate knowledge and understanding of the importance of file management.
- 5.5** Demonstrate the ability to output and translate designs to appropriate devices.
- 5.6** Apply appropriate art and design elements to projects that align with strategy and target markets.
- 5.7** Demonstrate the ability to prepare a project budget.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1** Performs drawing setup to application standards, creates two-dimensional drawings, uses view and display commands, draws geometric entities, edits and copies drawings, and manipulates drawings to enhance properties.
- 5.2** Demonstrates the skilled use of appropriate software and to identify, create, and manipulate surfaces, scale, rotation, zoom, shading, and layout.
- 5.3** Demonstrate the skilled use of line, design elements, and artistic details in drawings illustrations and photography and comprehends the nomenclature of the design industry.
- 5.4** Apply understanding and demonstrates appropriate file management habits with their projects.
- 5.5A** Applies appropriate design techniques and standards to their interactive, print and digital projects.
- 5.5B** Prepares pictorial drawings, renderings, and models according to established standards.
- 5.6** Illustrates art elements for marketing in displays, direct mail samples, brochures, billboards, publications, storyboards, advertising layout, and graphic identity logos.
- 5.7** Designs a budget for a project with multi-year deadlines showing the cost of art equipment, supplies, and personnel.

SAMPLE PERFORMANCE TASKS

- Demonstrate the properties and qualities related to art including ability to control, coordinate, and display scale, control entity properties; and extract attribute data.
- Compare the cost of budgeted items for visual art class for six months, twelve months, two years, and four years.

- Create a marketing plan and associate costs with the design, development, production and deployment of a package design or an interactive project.
- Enter the Job Skill Demonstration competition in Tennessee SkillsUSA Championships.

INTEGRATION LINKAGES

Language Arts, Math, Science, Computer Science, Industry Standards, Secretary's Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 6.0

Students will produce creative and artistically pleasing media for use in various applications for advertising, Internet, film, entertainment and marketing communications.

LEARNING EXPECTATIONS

The student will:

- 6.1** Demonstrate the ability to capture imagery for use in design.
- 6.2** Demonstrate the principles of design.
- 6.3** Translate artistic concepts into a format that can be communicated to others.
- 6.4** Demonstrate an understanding of the importance of research in relationship to design.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Comprehends the processes and usage of imagery, such as stock photos, original photographs, illustrations, and other media used, for design and communications within the industry.
- 6.2** Critiques images using the principles and elements of design.
- 6.3** Demonstrates how to use industry technology to create a unique and marketable product.
- 6.4** Researches and designs an image board that reflects the taste, styles and attitudes of a given target audience.

SAMPLE PERFORMANCE TASKS

- Demonstrate the operation of camera formats.
- Apply photography skills to obtain needed exposure using shutter speeds and aperture, depth of field, and filter photography.
- Demonstrate digital technology as used in photography.
- Illustrate use of various lighting techniques for desired effects in regards to photography and imagery.
- Demonstrate understanding of image editing techniques and use of digital software to crop and scale photographs, and line art electronically.
- Demonstrate digital image preparation and reproduction.
- Demonstrate use of digital capturing devices such as scanner and Internet,
- Demonstrate sequencing and creating an electronic portfolio.
- Relate photographic imaging to other career pathways.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 7.0

Students will demonstrate skills, understanding, and knowledge of imagery in contextual relationships to effective messaging and its impact on cultural anthropology.

LEARNING EXPECTATIONS

The student will:

- 7.1 Exhibit knowledge of the history of visual arts and design and its impact on society.
- 7.2 Evaluate technological advances within the visual arts and design industry.
- 7.3 Analyze common and divergent characteristics of art and applied art evident across time and among cultural groups.
- 7.4 Compare the power of visual art to communicate universal concepts.
- 7.5 Compare a variety of historical and cultural contexts used in works of art.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Analyzes how historical and contemporary works of art and design reflect and influence societies and cultures.
- 7.2 Analyzes relationships of various art works and the method in which they were created.
- 7.3 Incorporates historical and contemporary images and concepts in personal design and artwork.
- 7.4 Researches and analyzes how historical and contemporary artwork reflects and influences the quality of life through original ideas and inventions.
- 7.5 Assembles a collection of reproductions of exemplary works representing historical, cultural, and ethnical influences.

SAMPLE PERFORMANCE TASKS

- Analyze historical and contemporary artists through their creations and their contribution to society's changes in perceptions and attitudes.
- Compare two or more artworks from a variety of historical and cultural eras.
- Create a portfolio of personal artwork that reflects historical and cultural influences.
- Assemble a portfolio of reproductions of exemplary works and their finished work for evaluation.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 8.0

Students will demonstrate understandings of ethical and legal issues related to the utilization of content such as text/copy, images, art, audio, media, and design.

LEARNING EXPECTATIONS

The student will:

- 8.1** Demonstrate work ethics that include integrity, honesty, loyalty, and perseverance.
- 8.2** Research benefits and consequences resulting from the practice of business ethics when working with customers.
- 8.3** Demonstrates an understanding of consequences resulting from unethical business practices.
- 8.4** Illustrate benefits resulting from ethical business practices.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1** Applies ethical conduct providing the proper credit to those whose ideas and content have been used in creating new works.
- 8.2** Provides quality products as agreed upon to customers.
- 8.3** Provides a quality performance as part of the total team, rather than individual gain.
- 8.4** Demonstrates ethical behaviors in what is written, spoken, or presented in visual art, design, applied arts, printing, and photography industries.

SAMPLE PERFORMANCE TASKS

- Exhibit professional conduct in the development of visual art, design, applied arts, and photography.
- Exhibit the work ethic in completing activities related to visual art, design, applied arts, and photography.
- Develop and present a total team project in visual art, design, applied arts, and photography.
- Demonstrate professional conduct around issues, such as but not limited to copyrighted, use of material taken from the Internet, privacy, and piracy, etc.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)

DIGITAL ARTS AND DESIGN I

STANDARD 9.0

Students will demonstrate an understanding of the wide range of career opportunities and paths within the arts and design communications industry.

LEARNING EXPECTATIONS

The student will:

- 9.1** Develop a profile of career opportunities.
- 9.2** Develop a personal education-career roadmap.
- 9.3** Project future career opportunities within the visual communications industry including freelance opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1** Researches the visual communications industry for various career paths and job titles.
- 9.2A** Plans personal education paths, based on aptitude, available courses, postsecondary education, and current career paths.
- 9.2B** Profiles personal characteristics, which are beneficial to the success of a professional in the visual communications industry.
- 9.3** Researches and develops a projection of visual communications industry trends related to career opportunities.

SAMPLE PERFORMANCE TASKS

- Develop a list of career opportunities, including education requirements, responsibilities, and salary ranges.
- Develop a personal career plan.
- Research and present information on focus and trends in the information technology industry.
- Research and present information on focus and trends in the visual communications industry.
- Incorporate professional terminology into conversations.
- Participate in SkillsUSA programs and events.

INTEGRATION LINKAGES

Computer Skills, Internet Navigation Skills, Protocols, Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Government, Law, Electricity, Electronics, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), SkillsUSA, CompTia, World Wide Web Consortium (W3C), Writers Guild (HWG), A+ Certification

DIGITAL ARTS AND DESIGN I

STANDARD 10.0

Students will develop e-Skills that are flexible and evolve with the increasing demands of technology developments and business needs, helping students become life-long learners.

LEARNING EXPECTATIONS

The student will:

- 10.1** Take advantage of technology-based tools.
- 10.2A** Locate, select, and manage reference materials and information.
- 10.2B** Cross-reference information for accuracy.
- 10.3** Employ technology to explore ideas, solve problems, and derive meaning.
- 10.4** Use technology to express ideas and exchange information.
- 10.5** Demonstrate an understanding of technology's impact on individuals and society.
- 10.6** Leverage technology for critical thinking and decision making

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 10.1** Creates comprehensive design projects with technology-based tools.
- 10.2A** Add content to projects with correct and accurate information.
- 10.2B** Verified accuracy of content projects.
- 10.3** Produce designs that solve problems, and communicate meaning.
- 10.4** Express complex ideas with design and exchange information.
- 10.5** Demonstrate an understanding of how to utilize design and information for a positive impact on individuals and society.
- 10.6** Exhibit successful projects that reflect critical thinking and decision making.

SAMPLE PERFORMANCE TASKS

- Demonstrate critical thinking and decision making in design research for target market.
- Document solution design projects and correctly use reference materials
- Sequence information in project content.
- Demonstrate the results of compare and contrast information.
- Cross-referenced information is correct and has identified main and subordinate ideas.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), OSHA

DIGITAL ARTS AND DESIGN I

STANDARD 11.0

Students will demonstrate skills that are employable and desirable to a rapidly changing industry that demands innovation.

LEARNING EXPECTATIONS

The student will:

- 11.1** Access and process technical information from a variety of sources to support life-long creative and critical thinking, problem solving, decision making, and communications.
- 11.2** Display organizational skills, including following a work schedule, meeting deadlines, maintaining a clean and orderly work area, working on multiple tasks simultaneously, maintaining inventory, and storing equipment in appropriate locations.
- 11.3** Exhibit a professional manner, teamwork abilities, and job procurement skills.

PERFORMANCE INDICATORS: EVIDENCE STANDARDS ARE MET

The student:

- 11.1A** Examines technical information on the Internet in visual art, design, printing, and photography.
- 11.1B** Analyzes the information, possible causes, and reasons for success or failure and recommends action plans.
- 11.2** Manages organizational skills, performs job responsibilities, sets priorities, and applies time management techniques.
- 11.3** Demonstrates traits that tend to lead to promotions, such as continuing education, attendance, attitude, professionalism, compliance with policies and procedures, priority on customer service (internal and external), adaptability to organizational change, and development and use of communication skills.

SAMPLE PERFORMANCE TASKS

- Evaluate a work project and develop a work schedule including time elements, employee assignments, and work schedules.
- Research different techniques and theories used in time management to increase productivity. Develop a presentation to teach time management skills and techniques. Present the information to classes in the school, community organization, and professional group.

INTEGRATION LINKAGES

Language Arts, Math, Science, Social Studies, Art Appreciation, History, Cultures, Computer Science, Industry Standards, Copyright Laws, Secretary's Commission on Achieving Necessary Skills, (SCANS), Occupational Safety and Health Administration (OSHA)