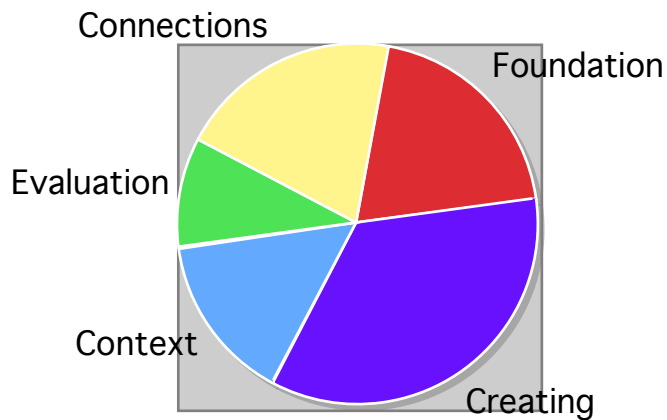


Digital Imaging Production High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

| Course Title | DIGITAL IMAGING HIGH SCHOOL PRODUCTION |
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| Course Abbreviation | DIG IMAG PRD A/B |
| Course Code Number | 200325/200326 |
| Special Notes | Digital Imaging 2AB is a prerequisite, or department permission. |
| Course Description | The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Digital Imaging Production offers opportunities for the experienced, capable, and dependable student to work in a computer studio environment and to serve the school. The course includes activities that develop the student's ability to record and communicate using contemporary technologies, while learning more about the historical and aesthetic traditions of the visual arts. This course offers the opportunity to create a portfolio for application to postsecondary educational programs or employment upon graduation. |
| Instructional Topics | Contemporary Trends in Multimedia Arts Critical Comparison and Aesthetic Evaluation Still and Video Production Techniques |

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| | <p>Multimedia Studio Organization Visual and Psychological Symbols Communication Theory Field Resources Development of Personal Content and Style Portfolio Presentation Educational and Career Opportunities</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p> |
| <p>California Visual Arts Content Standards High School Advanced</p> | <p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond 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. Artistic Perception 2. Create, perform, and participate 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. Creative Expression 3. Understand 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. Historical and Cultural Context 4. Respond to, analyze, and make 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. Aesthetic Valuing 5. Connect and apply 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, Relationships, Applications |
| <p>Representative Objectives</p> | <p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Investigate a variety of contemporary technologies used by multimedia artists, and techniques, and processes for their use, making choices as to what to apply in his or her work. • Demonstrate an understanding of how to solve artistic problems defined by the school using contemporary technologies in unique and expressive ways. • Integrate what he or she learns in digital imaging production to learning in other subject areas and school wide activities. • Develop skills to communicate ideas in digital imaging production that translate to careers. |

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| | <ul style="list-style-type: none"> • Continue to expand and use art vocabulary to describe, analyze, discuss and write about works of art created with contemporary technologies, objects in nature, events, and the environment. • Make informed judgments of increased complexity by applying the four steps of art criticism to his or her artwork and the work of others. • Respond to a variety of works of art, particularly those created with digital media, and express his or her ideas about art and give reasons for preferences in works of art. • Compare, contrast, analyze, and describe purposes for and effects of digital media from a variety of times, places, and cultures. • Develop a portfolio of work, which demonstrates learnings in and about digital media. |
| Representative Performance Skills | <p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Produce a work of art that serves the needs of the school effectively using the elements of art and principles of design using digital imaging techniques, or other related media or emerging technology, • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks that communicate a message utilizing digital media. • Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image in digital media, and or display of artwork). • Describe art and arts-related careers for those skilled in using contemporary technologies. • Discuss and make choices about materials as they relate to function in digital imaging production. • Make sound critical judgments about the quality and success of artworks in digital media based on his or her experiences in and perceptions about the visual arts. • Identify some trends of contemporary styles in the visual arts and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Describe a universal concept expressed through digital media in visual and written form. • Discuss (compare and contrast) the purposes of art from major time periods and cultures. • Describe the role of the multimedia artist in supporting the work of other professionals such as the art historian, museum curator, author, or marketing consultant. • Organize and maintain a portfolio of work which demonstrates learnings in and about contemporary technologies. |
| Samples of Classroom Activities for Connections/Relationships/Applications Strand | <p>Connect and apply 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.</p> |

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| | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Job shadow a multimedia artist working in his or her studio or in an arts-related career utilizing contemporary technologies. • Prepare and present a report on that artist's work process and product. |
| Resources | <ul style="list-style-type: none"> • <i>Exploring Visual Design: The Elements and Principles</i> 3rd Edition, Gatto, et al., Davis Publications. • <i>Exploring the Elements of Design</i>, 2nd Edition; Evans, Thomas: Cengage Learning. • <i>Graphic Design Solutions</i>, 3rd Edition; Landa; Cengage Learning. |

Credentials required to teach this course

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art

Supplementary Authorization Computer Concepts & Applications

Industrial & Technical Education