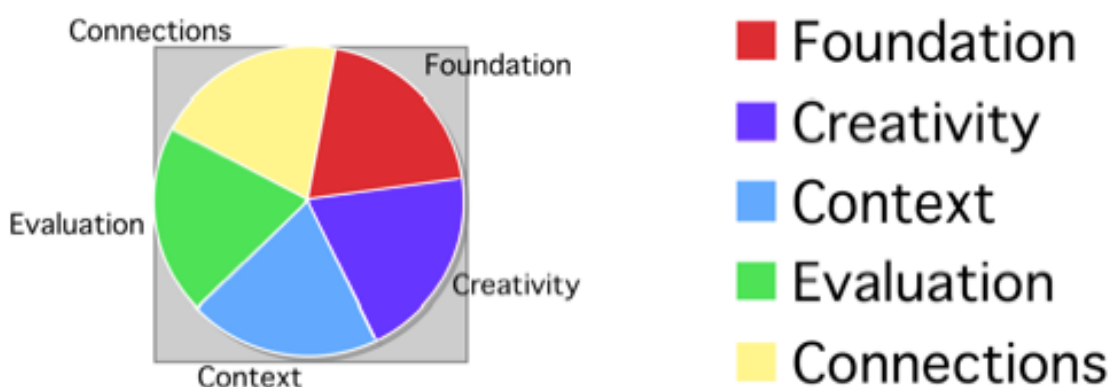


Introduction to Interactive and Virtual Design A/B

Middle School



Course Title	Introduction to Interactive and Virtual Design MS AB
Course Abbreviation	INTR INT VD A/B
Course Code	16103/4
Special Notes	Year course; suggested prerequisite Exploring Media Arts or demonstrated equivalent.
Course Description	This Middle School course for sixth, seventh and eighth grade explores the media arts through the discipline of interactive and virtual design (e.g. web and game design), towards achieving the standards of media arts. Students will experience the technical, creative and aesthetic aspects of interactive and virtual design production, in conjunction with learning about historical and contemporary traditions, genres, trends and contexts of digital and analog based productions. By practicing the application of interactive and virtual design tools, concepts and processes including: inter-dimensional (spatial and temporal) design, composition, construction and choreography; various genres, styles and contexts of digital and analog based art productions; applied mathematics, programming tools, concepts and processes; graphic interface, environment, interactive and responsive

	<p>technology design, students will develop basic abilities to aesthetically express meaning in virtual and interactive media art works. Students will develop critical thinking skills in aesthetic problem solving and media art analysis and appreciation. They will develop enduring arts literacy through complex, aesthetically driven interactions of information, media and modalities, in relationship with their peers, environment, community and technology.</p>
<p>California Content Standards</p>	<p>The <i>LAUSD District Media Arts Standards</i> and <i>California Visual Arts Content Standards</i> below identify those standards to be mastered by all students who complete the course successfully.</p> <p><u>GRADE 7 MEDIA ARTS</u></p> <p>1.1 Describe and test how elements can be effectively amplified, elaborated, abstracted, distorted and exaggerated in media art works.</p> <p>2.3 Structure and design media art works for specific audiences and venues.</p> <p>3.4 Explain how cultural and contextual factors influence the production, perception or meaning of works of media arts.</p> <p>4.2 Demonstrate and justify intent in personal media art works.</p> <p>4.5 Examine the relationship of form and content in media art works.</p> <p>5.2 Demonstrate an understanding of the skills and competencies for production jobs and careers.</p> <p><u>VISUAL ARTS</u></p> <p>1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</p> <p>2.1 Demonstrate an increased knowledge of technical skills in using art media and processes (e.g., printing press, silk screening, computer graphics software).</p> <p>2.2 Develop skill in using mixed media while guided by a selected principle of design</p> <p>3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.</p> <p>4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.</p> <p>5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p> <p><u>GRADE 8 MEDIA ARTS</u></p> <p>1.1 Identify and describe how the elements, principles and technical processes used affect the meaning of a media artwork.</p> <p>2.2 Use pre-production documentation to direct production and post-production values and processes.</p> <p>2.4 Effectively integrate media arts processes to construct meaningful media art works.</p> <p>2.1 Demonstrate skill in purposefully refining media art works.</p> <p>3.1 Examine the role of media arts in the encounters and merging of diverse global cultures.</p> <p>3.2 Explain factors that have shaped the history of media arts.</p> <p>4.1 Establish detailed criteria appropriate to the genre and style, to evaluate and assess works of media art.</p> <p>5.3 Evaluate and employ the ethical use of media in determining guidelines for what is appropriate and legal.</p> <p>5.1 Demonstrate understanding of the interconnections between media and society.</p> <p><u>VISUAL ARTS</u></p> <p>1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</p> <p>2.7 Design a work of public art appropriate to and reflecting a location.</p> <p>3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</p> <p>4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.</p> <p>5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television,</p>

	music videos, film, Internet) on all aspects of society.	
Instructional Units/Pacing Plan	Instructional Units Topics should be presented in an integrated manner where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.	Suggested Percentage of Instructional Time
	Artistic Process- Creative exploration, observing, experimenting, synthesizing in all components of virtual and interactive production.	10
	Modalities Development in individual and combined expressive modalities of movement, spatial, temporal, visual, aural and/or textual production.	5
	Technical Training in virtual design and interactive production tools, methods and processes (e.g. digital rendering and construction; interactive programming; virtual composition, sculpting and design of light, motion and sound; processing, presentation and distribution; etc)	20
	Interactive and Virtual Design Production	35
	Interactive and Virtual Design Vocabularies , concepts, elements, principles, processes	10
	Critical and Aesthetic Analysis	10
	Contextual Awareness – cultural, historical, political, economic, experiential	10
Representative Objectives	<i>The student will be able to:</i> <ul style="list-style-type: none"> Recognize, describe, analyze, discuss, and write about the aesthetic characteristics of virtual and interactive design using appropriate vocabulary. Demonstrate an understanding of how to solve aesthetic problems for virtual and interactive design productions in effective ways. Create various basic level works of virtual and interactive design with increased skill. Synthesize meaningful subjects and themes through integrating virtual and interactive design elements, processes and multimedia metaphors. Demonstrate basic skills in a variety of virtual and interactive design tools, techniques, and processes, individually and in combination, making choices as to what to apply in their work as they relate to expressive function and context. Discuss the conceptual and contextual meanings reflected in a variety of cultural, historical and contemporary virtual and interactive design genres, forms and styles. Create detailed criteria to evaluate, assess and refine virtual and interactive design works Discuss and describe the various social and political purposes for creating virtual and interactive design works as well as the legal and or economic factors involved. 	
Representative Performance Skills	<i>In accordance with their individual capacity, students will grow in the ability to:</i> <ul style="list-style-type: none"> Produce a virtual and/or interactive design work integrating artistic concepts, mathematical and programming operations and aesthetic principles. Locate, organize, maintain, interpret, synthesize and communicate information (oral and written, creation of a virtual and/or interactive design production) Research art-related careers for those skilled in using virtual and interactive design production processes and technologies. Discuss complex issues for those artists using contemporary programming and 	

	<p>design technologies, such as the innovative construction of virtual experience, game theory, artificial intelligence, composition, expressive content, integration with other arts disciplines and content areas, etc.</p> <ul style="list-style-type: none"> • Discuss and make choices about using subjects, formats and contemporary technologies as they relate to intent and audience. • Identify some trends of contemporary styles and formats in American and global virtual and interactive design and discuss the diverse cultural aspects reflected in the works she or he has examined. • Discuss (compare and contrast) the purposes of virtual and interactive design equivalents from major time periods and cultures with those created using contemporary technologies in present time. • Develop chains of reasoning for his or her judgments about works of virtual and interactive design that link the elements, principles and processes, expressive characteristics, contextual factors and technical qualities to the interpretation of meaning. • Use criteria for making judgments and identify the difference between preference and judgment, intentions and purpose, and the contextual factors (technical, economic, cultural and political) that influence production and interpretation of virtual and interactive design productions, • Adapt to and effectively utilize a variety of virtual and interactive design technologies, methods, and processes in innovative ways. • Collaborate with others and develop individual production capacities. • Consider ethical choices in viewing and creating media productions.
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