

**Bedford High School
Visual Art Department
Sean Hagan, Program Director**

Course Syllabus

Course: **Digital Art** **Prerequisite: None**

This computer arts course focuses on different ways students can create digital art. Through your active participation in this course, you'll gain a good introductory understanding of many fundamental aspects of digital art-making. Using a variety of tools, including computers, iPads, digital cameras, scanners, apps, and key programs from Adobe's "Creative Suite" (including Photoshop), students work on a wide variety of projects. These can include photo manipulation, collage, logo design, varieties of digital mark- making and drawing, along with some limited video and animation work. The aim throughout the course will be to help you gain skill and confidence with both the technical and the artistic skills involved in making digital art. Additionally, a strong emphasis is placed on visual problem solving and the communication of ideas through the thoughtful and creative integration of type, text, and imagery.

Major: Periods per cycle: 4 Credits: 5

Minor: Periods per cycle: 2 Credits: 2.5

Primary responsibility for the following academic expectations:

Active Learners:

- 1a: Students will understand and use what they learn
- 1c: Students will engage in inquiry and self-directed learning
- 1d: Students will use feedback and self-reflection to extend learning

Resourceful Thinkers:

- 2a: Students will employ creative thinking skills
- 2d: Students will make meaningful connections

Effective Communicators:

- 3b: Students will express knowledge and skill creatively using a variety of media, technology and the arts
- 3c: Students will engage effectively in discussion

I. Learning Objectives

The student who successfully completes this course will have learned:

- a. essentials of the history of print reproduction media
- b. basic categories of typographic fonts and styles
- c. a variety of ways to digitize visual information
- d. to synthesize visual input from a variety of sources and in a variety of media/styles into a coherent, graphically bold work using strategies of simplification and effective layout
- e. to generate multiple responses to a visual problem and to choose amongst those responses based on given criteria
- f. to perform a variety of image processing manipulations using Adobe Photoshop and/or similar software
- g. to design a typeface which is internally consistent
- h. to apply a variety of sophisticated compositional approaches to multi-element compositions incorporating both text and image

- i. to define, design, and carry out an ambitious design project, with an awareness of how complex information and messages might best be communicated to particular audiences
- j. to identify and address graphic design needs within the immediate and larger communities (e.g., school)
- k. to consider thoughtfully issues of originality, authenticity, and ownership, particularly with respect to the incorporation of imagery from a clip file (e.g., material downloaded from the web) and to the digital manipulation of photographic imagery

II. Learning Experiences

In this course, students will:

- a. participate in both individual and group critiques aimed at generating constructive responses to art work
- b. generate and maintain a clip file of materials to be used in projects
- c. exhibit a minimum of one art work in the annual K-12 Art Show and help with the exhibition design

III. Course Outline

Students will work on the following projects, or on similar projects which address similar objectives:

- 1. Monogram Project- Students will experiment with the type tool, fonts, text distortion, working with layers, selection tools and the characteristics of a successful monogram design
- 2. Logo design (implied shapes/optical illusions; simplifying subject matter, e.g., using high contrast)
- 3. Photo Retouching: Using the clone stamp tool and healing brush tool and Adjustment Layers
- 4. Self Portrait Compositing Images using layer masks and lighting techniques
- 5. Creating a "Toy Landscape" and/or Fantasy Landscape
- 6. Integrating words and images (e.g., in page layout, in poster design- for example, the Annual K-12 Art Show)
- 8. Flash animation fundamentals- squash and stretch with a bouncing ball (or other object) using symbols and tweens
- 9. Flash Animated text or animated production logo

IV. Course Materials:

Adobe Creative Suite CS6