

D.C. EVEREST JUNIOR HIGH SCHOOL

1000 Machmueller Street
Weston, WI 54476

MEMORANDUM

TO: Dr. Kristine Gilmore

FROM: Steven Pophal

DATE: November 3, 2011

SUBJECT: New Junior High Course

I am writing to request School Board approval for a new course at the Junior High, "Introduction to Digital Art." This is an eighth grade, .25 credit, elective class in the Art Department. Please refer to attached documents for a course description and curricular framework. At a recent Curriculum Coordinator meeting, the proposal was universally supported.

Thank you.

SP:es

Intro to Digital Art – 8th Grade

Course description:

Students will learn essential skills in manipulating photos and utilizing the computer to draw and paint illustrations. The industry standard program, Adobe Photoshop, and other basic introductory graphic design and photo editing software will be used to provide students an introduction to the possibilities offered in digital art. This course is ¼ credit. No prerequisite requirement.

Rationale:

The computer is a powerful tool for illustrators and graphic designers. The Intro to Digital Art course will prepare students for advanced levels of graphic design and photography at the high school level. Hands-on projects focus on core design skills and provide students with experience in digital programs such as Kidpix and Adobe Photoshop.

This course will not only prepare students for graphic design and photography courses offered at the high school level, but it will also make a connection with the Business Department focusing on marketing ideas, digital drawing skills needed for the new gaming course, and design elements for website design classes.

Career opportunities in the area of graphic design and photography are at the fore front in art related fields. The more we can expose our students to the concepts used in the area of graphic design and digital photography will prepare them for post-graduate studies and career related opportunities.

Recommended programs:

Kidpix

Kidpix is a bitmap drawing program for children. Students can use the different drawing tools to create digital illustrations. There are also features for students to edit video clips, create basic animations, and animate digital “puppets” included in the program.

Adobe Photoshop

Photoshop is the industry standard for photographers and graphic designers. Students can manipulate photographs by adding filters, adjusting the colors, and adding text.

Anticipated Cost:

Adobe Photoshop program already owned by the district – no cost to use this program in this course.

Kid Pix Deluxe

(\$650 for 25 computers or \$799 for a network of 50 computers)

*Note – there are free online programs that can be used if money is not available for this program – but do not offer all the imaging tools that would be utilized in the next level of coursework in high school.

D.C. EVEREST AREA SCHOOL DISTRICT ART CURRICULUM FRAMEWORK: Intro to Digital Art – 8th Grade

<p style="text-align: center;">National and State Standards Guiding Program</p> <p>Visual Memory and Knowledge. Students in the D.C. Everest School District will know and remember information and ideas about the art and design around them and throughout the world.</p> <p>Art History, Citizenship and Environment. Students in the D.C. Everest School District will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment and social development.</p> <p>Visual Design and Production. Students in the D.C. Everest School District will design and produce quality original images and objects such as paintings, sculptures, designed objects, photographs, graphic designs, videos and computer images.</p> <p>Practical Applications. Students in the D.C. Everest School District will apply their knowledge of people, places, ideas and language of art to their daily lives.</p> <p>Visual Communication and Expression. Students in the D.C. Everest School District will produce quality images and objects that effectively communicate and express ideas using varied media, techniques and processes.</p> <p>Visual Media and Technology. Students in the D.C. Everest School District will understand the role of and be able to use computers, video and other technological tools and equipment.</p> <p>Art Criticism. Students in the D.C. Everest School District will interpret visual experiences such as art work, designed objects, architecture, movies, television and multimedia images, using a range of subject matter, symbols and ideas.</p> <p>Visual Thinking. Students in the D.C. Everest School District will develop perception, visual discrimination and media literacy skills to become visually educated people.</p> <p>Personal and Social Development. Students in the D.C. Everest School District will use their senses and emotions through art to develop their minds and to improve social relationships.</p> <p>Cultural and Aesthetic Understanding. Students in the D.C. Everest School District will reflect upon the nature of art and meaning in art and culture.</p> <p>Making Connections. Students in the D.C. Everest School District will make connections among the arts, other disciplines, other cultures and the world of work.</p> <p>Visual Imagination and Creativity. Students in the D.C. Everest School District will use their imaginations and creativity to develop multiple solutions to problems, expand their minds and create ideas for original works of art and design.</p>		<p style="text-align: center;">Enduring Understandings:</p> <p>Responding to Art An understanding of the elements and principals of design can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p> <p>Visual Literacy An individual’s informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art.</p> <p>Creating Art An individual’s ability to choose subject matter, symbols and ideas as a basis for personal expression enhances the visual communication of ideas.</p> <p>Integrated Studies Recognizing how the arts relate to all aspects of learning in relationship to the practical characteristics of daily life enhances the ability to make connections and solve problems.</p>		<p style="text-align: center;">Assessments</p> <p>Written/verbal critiques Rubrics Student self assessment Tests/Quizzes</p>
<p style="text-align: center;">Content Topics</p>	<p style="text-align: center;">Key Skills</p>	<p style="text-align: center;">Essential Questions:</p>	<p style="text-align: center;">Resources</p>	
<p>Using digital imaging tools</p> <p>Creating Digital Art</p> <p>Fundamentals of Image Editing</p> <p>Color Effects and Correction</p> <p>Graphic Design</p> <p>Animation</p>	<p>Drawing and Painting on Computer</p> <p>Image correction</p> <p>Applying filters and special effects to images</p> <p>Creating basic animations</p> <p>Creating and manipulating type</p> <p>Applying graphic design concepts to photographs and illustrations</p> <p>Evaluating photographs (Visual Literacy):</p> <ul style="list-style-type: none"> - Lighting - Contrast - Color 	<p>Responding to Art How do the elements and principles of art help to create a better visual image? What if a work of art were created without utilizing the elements and principles of art?</p> <p>Visual Literacy How do different techniques, media, and processes affect self-expression?</p> <p>Creating Art How does art communicate meaning through subject matter, symbols and ideas? When do personal experiences impact specific art forms?</p> <p>Integrated Studies What are the purposes for which cultures create art? Why is art important in our daily lives?</p>	<p>PowerPoint presentations</p> <p>DCE Curriculum framework</p> <p>Instructional Learning Plans</p> <p>Scope and sequence chart</p> <p>Online resources</p> <p>Conferences</p> <p>Periodicals</p> <p>Adobe Suite programs</p> <p>CS4 teaching guides</p>	