

00_Pacing Guide Digital Imaging

Content Area: **Art**
 Course(s):
 Time Period: **Semester**
 Length: **17 Weeks**
 Status: **Published**

General Overview, Course Description or Course Philosophy

Overview: This course will offer students an introduction into the world of digital imaging. The students will obtain the ability to manipulate and enhance digital images into unique works of art. Adobe Photoshop will be used as a tool to improve personal digital photographs, create surreal looking works of art, add special effects to images, merge numerous photos and art techniques into seamless art, and for digital alterations and enhancements.

Topic/Unit 1	Computer and Software Basics	1 weeks
Topic/Unit 2	Working with Digital Files	2 weeks
Topic/Unit 3	Deconstructing Techniques	2 weeks
Topic/Unit 4	Constructing Techniques	2 weeks
Topic/Unit 5	Changing, Altering, Personalizing	2 weeks
Topic/Unit 6	Filters and Special Effects	2 weeks
Topic/Unit 7	Digital Fine Art	2 weeks
Topic/Unit 8	Visual Communication	2 weeks
Topic/Unit 9	Conclusion Activities	2 weeks

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit	Objectives	Outcomes	Adaptations / Enduring Understandings
Computer and Software Basics	<ul style="list-style-type: none"> • Students will know the basic functionality of the graphics software currently in use in the digital imaging classroom computer lab. • Students will know it takes time to develop the 	<ul style="list-style-type: none"> • Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. 	<ul style="list-style-type: none"> • Understand the basic usage of the computer to be enabled to implement the software for future lessons.

	<p>confidence to build skill rather than focus on ‘the perfect outcome when working with new tools.</p>		
Working with Digital Files	<ul style="list-style-type: none"> • Students will understand that the graphic art software is the tool used to create digital art, while recognizing the basic functionality of the graphics software currently in use in the digital imaging classroom computer lab. 	<ul style="list-style-type: none"> • Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. 	<ul style="list-style-type: none"> • Understand the differences between using conventional “hand drawn” art techniques and using the computer software as the design tool.
Deconstructing Techniques	<ul style="list-style-type: none"> • Students will understand what a selection is and how selections can be used to create digital art. 	<ul style="list-style-type: none"> • Determine and use appropriate application of resources in the design, development, and creation of a technological product or system. 	<ul style="list-style-type: none"> • Understand how to make a selection in the digital software - with one of the many selection tools.
Constructing Techniques	<ul style="list-style-type: none"> • Students will understand what a layer is and how layers can be used to create digital art. 	<ul style="list-style-type: none"> • Determine and use appropriate application of resources in the design, development, and creation of a technological product or system. 	<ul style="list-style-type: none"> • How to turn on and off layers and how to change the order or layering of layers.
Changing, Altering, Personalizing	<ul style="list-style-type: none"> • Students will understand what blending is and how 	<ul style="list-style-type: none"> • Evaluate how an artist’s technical proficiency may 	<ul style="list-style-type: none"> • With Blending tools - Understand that

	<p>blending tools can be used to create digital art.</p>	<p>affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>by using the digital software as a tool, the artist/creator can change the look of his or her art and the way others see it.</p>
<p>Filters and Special Effects</p>	<ul style="list-style-type: none"> • Students will know how to enhance digital images with mode techniques. 	<ul style="list-style-type: none"> • Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 	<ul style="list-style-type: none"> • With Filters - Understand that by using the digital software as a tool, the artist/creator can change the look of his or her art and the way others see it.
<p>Digital Fine Art</p>	<ul style="list-style-type: none"> • Students will know how to distort, alter and enhance digital images with filter techniques. 	<ul style="list-style-type: none"> • Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 	<ul style="list-style-type: none"> • Understand that filters can be used to change a supplied photographic image into a new and original image.
<p>Visual Communication</p>	<ul style="list-style-type: none"> • Students will know how to combine all learned tools and techniques to digitally communicate a visual message. 	<ul style="list-style-type: none"> • Determine and use the appropriate application of resources in the design, development, and creation of a technological 	<ul style="list-style-type: none"> • Understand how to use one or more of the software tools or techniques to change a supplied or selected

		product or system.	photograph into a digital illustration.
Conclusion Activities	<ul style="list-style-type: none"> Students will be able to produce a final project that will demonstrate a basic understanding of some tools and techniques within the software. 	<ul style="list-style-type: none"> Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used 	<ul style="list-style-type: none"> Understand that with the use of the software, create two or more different images using two or more different techniques or tools.

CONTENT AREA STANDARDS

MA.9-12.1.2.12prof.Cr1	Generating and conceptualizing ideas.
MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Cr3	Refining and completing products.
MA.9-12.1.2.12prof.Pr4	Selecting, analyzing, and interpreting work.
MA.9-12.1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Re7	Perceiving and analyzing products.
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia or digital media products.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-TEL.3	Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.

WRK.K-12.P.4

Demonstrate creativity and innovation.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Projects
- Presentations
- Modified Rubrics
- Portfolios

Formative Assessments

For these units, formative assessments may include:

- Teacher observation as the students work with the step-by-step instructions
- Teacher observation as the students work independently
- Teacher observation as the students work in groups
- Teacher Feedback and Discussions
- Student Journals
- Practical Exercises
- Independent Investigation Activities

Summative Assessments

For these units, formative assessments may include:

- Teacher Rubrics
- Final Projects

- Reflection Worksheets
- Self Evaluations
- Critiques

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

- Step-by-step demonstrations
- Digital and written instructions
- Video demonstrations
- Visual examples
- Supplied files for the students to practice with
- Individual and group help as needed

INTERDISCIPLINARY CONNECTIONS

English/Language Arts: implementation of conventions of Standard English

Performing Arts: presentations

Career Readiness: different types of jobs require different knowledge and skills

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

