

Computer Graphics SOL with Instructional Strategies

All.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writing, and class notes.

All.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by developing an area of concentration; and editing and updating the portfolio to take to Art IV.

- Maintain a portfolio of work
- Use a sketchbook/journal as a resource for future graphic design ideas
- Develop a series with an emphasis on one element of design
- Develop a series using a single graphic program
- Develop a series that is theme based

All.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.

- Selecting a typeface create a bold positive negative design
- Working with kerning create a series of related quotes in simple black and white design
- Ad and layout notebook (ideas from magazines, etc.)
- Sketchbook

All.4 The student will use technology to create and manipulate images.

- Working with collage and digital camera create a CD cover
- Use of digital camera and a selected graphic program
- Use of Photoshop program
- Use of a layout and design program
- Use of an illustration program

All.5 The student will demonstrate proficiency in the use of an expanded range of art media.

- Create a font book with continuity in style, graphics and color

All.6 The student will use historical subject matter and symbols as inspiration to produce works of art.

- Combine art history and typography
- Study the history of typography

AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.

AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.

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AII.8 The student will adhere to ethical procedures when producing works of art.

- In all computer related projects

AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.

- Discuss copyrights, published imagery and copyright infringement
- Discuss ethics in the art world
- Discuss internet copyright laws

AIII.10 The student will present and display works of art as part of the artistic process by selecting:

preparing for display;

presenting the exhibition; and

participating in a group assessment of the exhibition.

- Work in groups to create an understanding of brainstorming in advertising
- Maintain a portfolio for school display
- Mat work in a professional manner

AII.11 The student will identify artists and visual arts resources within the community.

AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.

- Research art careers
- Visit area graphic designers
- Invite area graphic designer into the classroom

AII.12 The student will demonstrate an understanding of an art career through oral or written communication.

- Search paper on related art career

AIII.12 The student will research and analyze art styles and cultures related to portfolio development

AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.

- AIII.15 The student will analyze and discuss the influences of one culture upon another.
- Create a joint across curriculum project
 - Integrate foreign language classes in creating international menus

Cultural Context and Art History

- AII.16 The student will describe distinguishing features in works of art, which may be used to differentiate among a variety of historical periods and cultural contexts.
- AII.17 The student will examine and discuss societal conditions that influence works of art.
- AII.18 The student will describe symbols present in works of art in relation to historical meaning.
- Create a color ad using a famous work of art as a guide
 - Create a symbols, logos with a historical meaning
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- AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

Judgment and Criticism

- AII.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- AII.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.

Aesthetics

- AII.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- Group critiques of current trends in magazines
 - Ad analysis
 - Written oral reports

All.26 The student will examine, compare, and contrast aesthetic ideals throughout history.

All.29 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.

All.31 The student will research and investigate the intention of those who created specific works of art.

All.32 The student will investigate and demonstrate that can be viewed from a variety of aesthetic stances.

- Group critiques of class projects
- Outside graphic artists to critique

Instructional Strategies

- Selecting a typeface create a bold positive negative design
- Working with kerning create a series of related quotes and simple black and white graphics
- Teach the basic terminology for computer graphic
- Create a font book with continuity in style, graphics and color
- In Illustrator combine a strong graphic design with fonts and the path type tool
- Explore typography
- Combine art history and typography
- Create a poster that advertises a school event
- Create a simple layout design for a double page spread-subject student choice
- Design a logo, business card and stationery for an area business
- Working with collage and digital camera create a CD cover

Computer Graphics II /Sol's and Instructional Strategies

AIII.22 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

AIII.24 The student will research, compare, and contrast the aesthetic ideals of two or more artists.

AIII.27 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.

AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

- Classroom discussions
- Class critiques
- Written critiques on current trends in advertising
- Written critique on classmates work

Instructional Strategies:

- Define and show an example of the following terms: figure, ground, proportion, grid, line, shape, box, border, color, balance, rhythm, harmony, proximity, alignment, repetition, contrast etc.
- List the elements that make up two-dimensional design.
- Describe the main considerations in typography. What affects readability and mood?
- Compare and contrast bitmapped and vector illustration applications and list the advantages and disadvantages of each.
- List, explain, and create six spatial cues that give the illusion of depth in a two-dimensional image using vector illustration software.
- Compare and contrast the HSL, RGB, CMYK color systems.
- List and explain principles of color harmony.
- Compare and contrast the following image file formats: PICT, TIFF, EPS, BMP GIF, JPEG and PSD.
- Explain and demonstrate the process of image file format conversion.
- Find and utilize appropriate clipart in a production setting along with tracing and layers.

- Convert or export graphics to different file formats for specific uses.
- Summarize the conflicts and rules surrounding computer image copyright and image manipulation.
- Create a basic multimedia presentation screen that exhibits knowledge in screen design, layout, presentation, typography, color, balance, etc.
- List the elements of a quality computer graphic portfolio and apply those qualities to the creation of a personal portfolio of images.
- Critique a design in terms of its elements, mood, color, theme, etc.
- Utilize vector-type illustration software for creation of images from thumbnail to finished product.
- Combine vector graphics and pixel based and the best use of each of the components.
- Utilize a scanned image as a template for beginning an illustration.
- List the principles that make up quality design.
- Apply filters appropriately and tell how they enhance your graphic.
- Show appropriate use of Auto tracing.
- Create GIF's JPEG's and screens for the web.
 - Magazine layouts
 - Compact Disc covers
 - Corporate stationery
 - Television Graphics
 - Billboards

(All are composed of images, design, and printed words that work together to sell products, services, or convey ideas.)