


**SECONDARY COURSE DESCRIPTION**  
**SECTION A: COURSE CLASSIFICATION**

1. Course Title: Multimedia Art VAPA	6. Prerequisite(s): None
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 9-12
3. Transcript Title/Abbreviation: Multimedia VAPA	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: <b>LRJI</b>	9. Subject Area: VAPA
5. CBEDS Code: 2820	10. Department: VAPA
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " <input type="checkbox"/> f <input type="checkbox"/> " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: _____ Title/Position: _____ Phone: _____ Fax: _____ E-Mail: _____	
16. Signatures: Department Chair: _____ Principal: _____ Acknowledged by Other Principals: _____ Educational Services:  2/15/19	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

**(\*)** SAME WISE  
 CONTENT AS  
 LAAE with  
 CTE aspects  
 removed.

## B. COURSE CONTENT

Please refer to instructions

### 19. Course Goals and/or Major Student Outcomes

- ✓ Understand the elements of art and principles of design.
- ✓ Respond to, analyze and make critical assessments of works of art created by contemporary media.
- ✓ Discuss and analyze the cultural and historical significance of specific art pieces and movements.
- ✓ Understand the cultural influence and contribution of computer graphics and contemporary media.
- ✓ Become competent with industry standard graphics programs: Adobe Photoshop, Macromedia Freehand, Fireworks and Dreamweaver.
- ✓ Create art with specific purpose and audience using contemporary media (computers, graphics programs, scanners and digital cameras).
- ✓ Extend knowledge to other subject areas and careers.

### 20. Course Objectives

In this course, technology will be used as an aesthetic and critical learning tool. For example, the ability to scan in and manipulate images of great works of art will not only teach form and conventions, but also art history. Technology is also vital in the creation of original artwork. The ability to manipulate the powerful images of our Popular Culture will help students challenge imagery that does not fit them and create an artistic language that reflects their diverse beliefs and backgrounds. Photoshop and Freehand will allow students to easily manipulate forms, layer images, adjust composition, light and color once mastered. Powerpoint will allow students to explore the interaction of sound and image. Dreamweaver will bridge art with web design. Field trips to East Bay companies like Zendo Studios and Manax Studios will expose students to the real life applications of the skills they are acquiring. Finally, producing design work for the school and community will give students practice in the usage of their new skills, an understanding of production issues, and important communication skills. Additionally, these practical projects will better connect students to their peers, families and communities.

- ✓ Multimedia Art will provide students with opportunities to explore both historical and current theories in the areas of communication design and multimedia.
- ✓ Multimedia Art will provide a rich source of design work for discussion and review in order to enable students to develop a strong sense of effective and intentional design.
- ✓ Multimedia Art will help students develop an understanding of the importance and impact of communication systems and communication design, particularly multimedia design.
- ✓ Multimedia Art will provide students with a broad range of opportunities to access and analyze media for effectiveness and for feasibility.
- ✓ Multimedia Art will teach the elements of design appropriate to diverse tasks and the target audience.
- ✓ Multimedia Art will provide opportunities for students to critique their own work and that of classmates using correct artistic terminology.
- ✓ Students will log their creative process and develop written criteria to support design choices.
- ✓ Multimedia Art will provide students opportunities to develop skills in collaborative work, time management and resource usage to help in any career.
- ✓ Multimedia Art will provide opportunities for students to identify and research different career options available in the graphic arts field.

## 21. Course Outline

### First Quarter

- Art in a democratic society
- Art in a consumer society
- Elements of effective communication: Purpose, Audience, Overt and Intended Message
- Visual Elements: Line, Light, Color, Shape, Texture, and Movement
- Principles of Design: Unity and Variety, Balance, Perspective, Scale, and Rhythm
- Adobe Photoshop Basics (scanning, importing, resolution, cropping, selections, type and kerning)
- Key Assignments: *Poem Collage, CD Cover, Competition to create program for school plays, Response and analysis to classical pieces of art, Response and analysis to an advertisement*

### Second Quarter

- Photography Basics— lighting, shutter speed, aperture setting, ISO, and exposure
- More Adobe Photoshop (Layers, Masks, Filters) and Macromedia Freehand (drawing tools, working with objects, transforming objects, layers, colors, strokes, fills)
- Pre-production considerations/Effective communication revisited: Define project purpose and requirements, define the intended audience, establish objectives, develop a strategy, research content, prepare a list of components and methods and have project plan approved
- Projects: *Still Life, Self Portrait, Book Jacket, Poster of Historical/Political Document, Mock Ad*

### Third Quarter

- Adobe Photoshop – Advanced Techniques (Curves, Color Correction Channels, Retouching, Output)
- Powerpoint – Advanced Techniques – Interaction of sound and image
- Projects: *Social Issue Brochure, Message Ad, Competition to create poster for school play or musical, Multimedia Story Telling – Family History or News Event*

### Fourth Quarter

- Learning Macromedia Dreamweaver – Site Planning, Page Layout, Tables, Frames, Asset Management, Inserting Text, Media and Images.
- Learning Macromedia Fireworks – Buttons, Navigation bars, Rollovers, Slices, Colors Strokes and Fills
- Integrating Dreamweaver and Fireworks with Photoshop - Optimizing Graphics, Editing, Adjusting Color and Tone, Applying Live Effects, Layers, Masking and Animation  
Projects: *Famous Artist Website, Online Portfolio –See Final Portfolio in Key Assignments*

## 22. Texts & Supplemental Instructional Materials

Text: Adobe Photoshop 7 – Studio Techniques, Ben Willmore, Peachpit Press, 2003.

- ✓ Software: Adobe Photoshop, Macromedia Freehand, Dreamweaver and Fireworks, Microsoft Word and Powerpoint.
- ✓ Hardware: computers, scanners, printers, digital cameras
- ✓ Supplemental Texts: *The Reconfigured Eye* – William J. Mitchell, MIT Press, 1998  
*Living with Art* – Rita Gilbert, McGraw Hill, 1998.  
*Photoshop Artistry 7 : Mastering the Digital Image*, Barry Haynes, Wendy Crumpler, New Riders Publishing, 2002.  
*Print* – Bimonthly Graphic Design Magazine.  
*Using Dreamweaver MX*, Diezel, Hanscom, Hartman, Ricketts, Macromedia, 2002  
*Using Freehand MX*, Burger, Gowin, Bennett, Janos, Macromedia, 2002.  
*Using Fireworks MX*, Flink, Gowin, Hamily, Hunt-Smith, Murphy, Lu, Macromedia, 2002.

### 23. Key Assignments

- ✓ *Future Classic* - Students select a classical piece of art – Personal response, visually deconstruct with Photoshop and provide analysis using principles of design and elements of art. Discuss piece within its historical context. Find examples of modern media that are similar or derivative of this piece. Trace the influences and use Photoshop, Freehand and Powerpoint to present and demonstrate to class.
- ✓ *Programs for School Plays* - Groups will compete to design the best program for school productions.
- ✓ *Message Ad* - After doing research, students will integrate knowledge of visual and communication techniques to create an advertisement, aimed at teenagers, regarding an issue pertinent to teenagers.
- ✓ *Book Jacket Design* - Students will select a school text, (including novels) and design a jacket that reflects the themes, mood, genre, etc of that book.
- ✓ *Desktop Fundraiser* - Students will design art specifically for a computer desktop. The class will then critique each student's design and vote to place a dozen onto a disc to be sold as a fundraiser to pay for supplies.
- ✓ *Final Portfolio* – A purposefully designed website that displays the ideas and skills students have synthesized throughout the year. Portfolio Content: Selected student work, process logs, self-evaluation, selected art, student deconstruction and response.

### 24. Instructional Methods and/or Strategies

- ✓ Demonstrations
- ✓ Cooperative work
- ✓ Project based learning
- ✓ Computer Tutorials
- ✓ Lectures
- ✓ Library/Internet research
- ✓ Field Trips

### 25. Assessment Methods and/or Tools

- ✓ Daily lessons and homework– 15%
- ✓ Tests and quizzes – 10% - Essay type questions calling for response, interpretation and analysis.
- ✓ Performance based – 50% - Projects and demonstrations. This would include work done individually and in groups.
- ✓ Student portfolios – 25% Self Evaluation and peer criticism

## C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

## ESSENTIAL LEARNING ACTIVITIES: ALAMEDA HIGH SCHOOL VISUAL ARTS I

### 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

VPA Visual Arts Content Standard	AHS Learning Activity
<b><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></b> 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.	"Future Classic" "Student Portfolio"
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.	"Response to Ad"
<b><i>Analyze Art Elements and Principles of Design</i></b> 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.	"Artist Website"
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.	"Response and analysis of classic piece of art"
<b><i>Impact of Media Choice</i></b> 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.	"Artist Website" "Response and analysis to various contemporary media"
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.	"Future Classic" "Student Portfolio"

### 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

<b><i>Skills, Processes, Materials, and Tools</i></b> 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	"Poem Collage" "Book Jacket"
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.	"Student Portfolio"
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).	"Self Portrait" "Mock Ad"
2.4 Review and refine observational drawing skills.	"Self Portrait"
<b><i>Communication and Expression Through Original Works of Art</i></b> 2.5 Create an expressive composition, focusing on dominance and subordination.	"Self Portrait" "Mock Ad"
2.6 Create a two or three-dimensional work of art that addresses a social issue.	"Message Ad" "Social Issue Brochure"

### 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

<b><i>Role and Development of the Visual Arts</i></b> 3.1 Identify similarities and differences in the purposes of art created in selected cultures.	"Response and analysis to various pieces of art"
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3.2 Identify and describe the role and influence of new technologies on contemporary works of art.	"Artist Website"
<b>Diversity of the Visual Arts</b> 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.	"Artist Website"
3.4 Discuss the purposes of art in selected contemporary cultures.	"Response and analysis to various pieces of art"

#### 4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

<b>Derive Meaning</b> 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.	"Artist Website" "Response & analysis of classical & contemporary art"
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.	"Future Classic" "Response and analysis of selected advertisements"
<b>Make Informed Judgments</b> 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.	"Response and analysis to various pieces of art"
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.	"Student Portfolio"
4.5 Employ the conventions of art criticism in writing and speaking about works of art.	"Student Portfolio" "Artist Website"

#### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

<b>Connections and Applications</b> 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.	"Program for School Play" "Poster for School Musical"
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.	"Book Jacket"
<b>Visual Literacy</b> 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.	"Response and analysis to various pieces of art"
<b>Career and Career-Related Skills</b> 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).	"Artist Website"