

# Desert Sands Unified School District

## SECONDARY COURSE PROPOSAL

Provisional       Permanent

Course Title: Contemporary Media      Pre-requisite(s): NONE      Department: Visual and Performing Arts

Grade Level: 9-12      Course Length: 1 Year      Credit(s): 10

Meets Graduation Requirement:  Yes       No      if yes, which area: Visual and Performing Arts

Seeking UC/CSU Approval:       Yes       No      if yes, date submitted to UC/CSU: 05/03/2016

Date approved by UC/CSU July 31, 2017

### Course Description:

This is a yearlong course that is a beginning study of contemporary media. Particular attention is given to the student's recognition and application of technology-based communication in the visual arts. The class is structured around projects that emphasize the elements of art and the principles of design. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society. Students will compile a portfolio that can be used to demonstrate their abilities for college entrance or employment in the visual arts field.

### For District Office use only

Credential needed

Single Subject Art

CBEDS Course Code

5769

School Submitting: Indio High School

Submitted by: Anthony Coronado

Submission Date for Provisional: 05/24/2016

Submission Date for Permanent: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Superintendent, Educational Services

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### **ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:**

This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.

### **Visual Arts Standards:**

#### 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.

2.6 Create a two- or three-dimensional work of art that addresses a social issue.

#### 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.

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.

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.

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.

#### 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 learn 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.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

### **AME CTE Sector Standards:**

#### 2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.2 Identify barriers to accurate and appropriate communication.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

#### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

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### 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

### 5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

### 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.6 Maintain a safe and healthful working environment.

### 7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

### 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

### 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

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9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

### 10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

### 11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

## **Arts, Media, and Entertainment Pathway Standards**

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards

A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

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A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.5 Differentiate writing processes, formats, and conventions used for various media.

A8.6 Analyze and assess technical support options related to various media and design arts.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

### **Common Core Standards for English**

#### **CCSS.ELA-LITERACY.RL.9-10.2**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### **CCSS.ELA-LITERACY.RL.9-10.3**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### **CCSS.ELA-LITERACY.RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### **CCSS.ELA-LITERACY.RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

#### **CCSS.ELA-LITERACY.SL.9-10.1.D**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

#### **CCSS.ELA-LITERACY.SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### **CCSS.ELA-LITERACY.L.9-10.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **CCSS.ELA-LITERACY.W.9-10.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **CCSS.ELA-LITERACY.W.9-10.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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### English Language Arts Science and Technical Subjects Standards

#### CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

#### CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

### English Language Arts Writing Standards

#### CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

##### CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

##### CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

##### CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

##### CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

##### CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

#### CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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### **CCSS.ELA-LITERACY.WHST.9-10.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **CCSS.ELA-LITERACY.WHST.9-10.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **ELA Content Standards**

R2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

R2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

W1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

W2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly

LS1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

LS2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

## **Overview of the Course:**

### **Course Outline**

1. Elements of Art
  - a. Line

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- b. Shape
- c. Form and space
- d. Color
- e. Texture
- 2. Principles of Design
  - a. Rhythm and movement
  - b. Balance
  - c. Proportion
  - d. Variety
  - e. Emphasis
  - f. Harmony
  - g. Unity
  - h. Symmetrical/Asymmetrical
- 3. Working with shapes
- 4. Working with type
- 5. History of typography
  - a. Oldstyle
  - b. Transitional
  - c. Modern
  - d. Contemporary
- 6. Ethics and legal issues
- 7. Working with graphics
  - a. Development of computer graphics
  - b. Fonts and formats
- 8. Illustrations (Vector Imaging)
- 9. Photo manipulation
  - a. Layering
  - b. Filtering
  - c. Scanning
- 10. Logo Development
  - a. History of the logo
  - b. Importance and use
- 11. Digital cameras, digital videos and lighting
  - a. History of the logo
  - b. Importance and use
- 12. Portfolio
  - a. Preparation
  - b. Terminology
  - c. Critique and evaluation
- 13. Layout and design
  - a. Stationery systems
  - b. Editorial design
- 14. Career opportunities in the field

### **Major goals of the class:**

- A. Process, analyze, and respond to sensory information through the language and skills unique to contemporary media



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- B. Create works of art using contemporary media, i.e. computer systems and software, digital system and video productions.\
- C. Demonstrate an understanding of the historical contributions and cultural dimensions of contemporary media
- D. Respond to, analyze, and critically assess works of contemporary media from the professional as well as amateur/student sectors.
- E. Connect and apply what is learned in the course to other art forms, subject areas, and careers.

### Performance objectives of the class:

- A. Students will create and maintain a portfolio in which they will:
  - 1. Preserve works of art demonstrating a progressive development skills and abilities created through various electronic media
  - 2. Keep written descriptions of processes used in their artwork
  - 3. Write analysis of projects completed
- B. Students will present assigned projects using content specific language and industry standard terminology, appropriate to the media format of available technology.
- C. Students will assess their own and other students works critically and constructively to develop an understanding of the application of industry standards.
- D. Students will develop and demonstrate knowledge of content specific, academically-based, and cross-curricular vocabulary related to Contemporary Media.
- E. Students will research style, role and influences on various artists currently using contemporary media.
- F. Students will create and synthesize art work using computer systems, software, and other supporting peripherals related to contemporary media.
- G. Students will identify safety hazards and know and apply industry standards as related to copyright laws, computer ethics, internet usage and the proper care and maintenance of equipment (hardware and software).

### Activities:

- 1. After studying the elements of art, students will create a work of electronic art using their knowledge of line, shape, and form incorporating color and texture.
- 2. Students will apply the principles of design by creating a composition of various shapes using symmetrical and asymmetrical design strategies.
- 3. Students will demonstrate knowledge of the four typographical classifications by creating a series of designs utilizing each type category.
- 4. Students will demonstrate knowledge of laws and ethics pertaining to the appropriate use of imaging by creating a project designed to inform, persuade and/or encourage the ethical and legal use of technology
- 5. Students will examine contemporary media illustrations in contemporary publications. They will create an editorial design including illustration(s) using these models as a template.
- 6. Students will investigate the variety of effects of layers, filters, and scanned images by creating a project reflecting the work of contemporary artists.
- 7. After researching the historical development of logo usage in 20<sup>th</sup> Century America, students will design four logos to depict 4 significant events during this period of history.
- 8. Students will demonstrate knowledge if the history and use of digital cameras by creating a project incorporating shooting, lighting and software application in the production of original photographs.

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9. Students will prepare a print or electronic portfolio showing selected projects created throughout the course. The portfolio will utilize the skills, knowledge, and abilities learned during the term.
10. Students will complete the portfolio with a final project. This final project will consist of an electronic presentation to the class using the technology available regarding a career path of interest to the student.

### Resources:

1. Adobe Classroom Series. 1998
2. *Adobe Magazine*
3. Everything You Need to Know About Freehand. Macromedia. 1995
4. *Inside Photoshop*.
5. *Photoshop Fundamentals*.
6. Williams, Robin. Design Workshop. Peachpit Press. Berkeley, California. 2001.
7. <http://www.adobe.com>
8. <http://www.macromedia.com>
9. <http://www.ruku.com/freehand.html>

### Evaluation (Including measurable data):

- Project evaluation using teacher/class developed rubrics
- Self and peer evaluation of art projects
- Written assignments including procedures, critical vocabulary, analysis of completed projects and research papers
- Self, peer and teacher evaluation of oral presentation(s) and or visual projects
- Portfolio evaluation using teacher/class developed rubrics

Grades will be earned depending on student dedication and work to the course. The following scale will be utilized in assigning a letter grade:

- \* 100% - 90% of points earned = A
- \* 89% - 80 % of points earned = B
- \* 79% - 70% of points earned = C
- \* 69% - 60% of points earned = D
- \* 60% or below total points earned = F