

CREATIVE COMPUTER GRAPHICS II

Description

This course provides experiences with a variety of computer technologies and Art related software programs, such as Photoshop and Illustrator, which are part of CS III, Painter and animation programs as available. Assignments incorporate basic design concepts while exploring historical and cultural issues, as well as abstraction, illustration, portraits, advertising, book and brochure design. Students encounter open-ended problems and apply inquiry based thinking skills as they use computer software and hardware to discover new and exciting ways to develop creative images. Cultural, historical and aesthetic references along with observing the work of past and current graphic artists provide a framework for building a visual dialog and working imaginatively in a technical environment.

Course Overview

Course Objectives

Students should:

Essential Questions

- How is text used in graphic design and publishing?
- What is narrative portraiture?
- What unique qualities does computer art offer to portraiture?
- What is computer animation?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. Unit 1: [Text in Design](#)
- II. Unit 2: [Narrative Portraiture](#)
- III. Unit 3: [Computer Animation](#)

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas:

- *Connections*
- *History and Cultures*
- *Media*

Grade Level Skills

Students will:

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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 <u>Text in Design</u> 5 weeks	Unit 2 <u>Narrative Portraiture</u> 5 weeks	Unit 3 <u>Computer Animation</u> 6 weeks		

Unit 1 - Text in Design, 5 weeks [top](#)

Standards

Connections

Students will make connections between the visual arts, other disciplines and daily life.

Students will:

- compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.

Unit Objectives

Students will be able to:

- understand printing options.
- recognize the value of researching and using text and image references.
- recognize contemporary graphic artists in the publishing field.
- understand the power of incorporating written language into design.

Essential Question

- How is text used in graphic design and publishing?

Focus Questions

- How is the written word presented in various design formats?
- In what design formats can the written word be presented?
- How does the artist engage their audience?
- How is text used symbolically?
- How does new computer technology help the artist manipulate text in design?

Assessments

- Travel posters
- Advertising art
- Pop up books
- Children's books
- Brochure design
- Book cover layout

Skill Objectives

Students will:

- apply computer skills to publishing.
- use text as a design element.
- develop a variety of creative solutions for imaging and design.
- generate a finished dimensional product that incorporates text.
- control and use space in computer design.

Unit 2 – Narrative Portraiture, 5 weeks [top](#)

Standards

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.

Media

Students will understand, select and apply media, techniques and processes

Students will:

- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

Unit Objectives

Students will be able to:

- understand the power of incorporating written language into design.
- understand how to unify an image.
- understand how to integrate multimedia in a narrative form.
- recognize through research how documentary techniques have been used to tell personal stories.
- apply documentary techniques to tell personal stories.

Essential Questions

- What is narrative portraiture?
- What unique qualities does computer art offer to portraiture?

Focus Questions

- How can you create an original portrait using software features?
- How can drawing tablets and computer brushes be applied to traditional portrait techniques?
- How can written word and memorabilia enhance a portrait image in order to tell a personal story using computer technology?

Assessments

- Narrative self-portrait
- Thematic computer portrait
- Family and cultural narratives
- Memories from childhood generated on the computer
- Power Point presentations

Skill Objectives

Students will:

- use layers to develop narrative imagery.
- produce original Art using the mouse and software features.
- integrate scanned material and digital images.
- integrate traditional portrait techniques with computer drawing skills.
- use computer drawing tablets.
- use printing options to create a final product.
- use drawing tablets and computer brushes to unify an image.

Unit 3 - Computer Animation, 6 weeks [top](#)

Standards

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.

Unit Objectives

Students will be able to:

- understand the value of recognizing past and contemporary animation artists.
- recognize how the sequence for an animated story is developed.

Essential Question

- What is computer animation?

Focus Questions

- What software techniques are available to create computer animation?
- How is a computer drawing session recorded?
- How does a moving image engage the viewer?

Assessments

- Sequenced story involving a single character
- Sequenced story involving multiple characters
- Animation using an inanimate object
- Animation used for creative advertisements

Skill Objectives

Students will:

- create a storyboard.
- use software tools to develop a character within an environment.
- develop a sequence of images to tell a story.
- add lighting and sound effects to the story.
- integrate scanned material.
- make a final presentation of their work.