Visual Arts Semester Elective Course Proposals

Digital Photography
Digital Design

Gillian Bailey

What people are saying
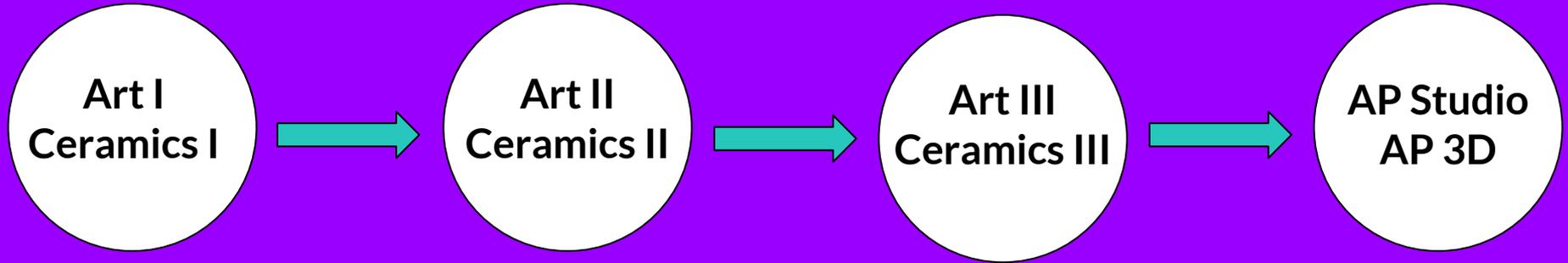
"I want to learn how to use Photoshop!"

PHS Art I Student

"I needed to pair a class with Social Psych and there weren't more semester classes."

PHS Art III Student

"Students are looking for a creative class, along with a tech component, that is not the traditional computers class, but is not an AP course. Digital Photo and Design will satisfy this area.

PHS Counselor

Current Art Progression

| Art I Ceramics I | → | Art II Ceramics II | → | Art III Ceramics III | → | AP Studio AP 3D |

Updated Progression Addresses

Acknowledgement of Digital Media as Art Process
Changes in College Board AP Studio Art Portfolio Exams
Flexibility for Students in Pursuing the Arts

— 2019/20 Course Requests
Digital Photography

34

30 Students met PreRequisite and Signed Up
An Additional 4 Home Base Students are Requesting
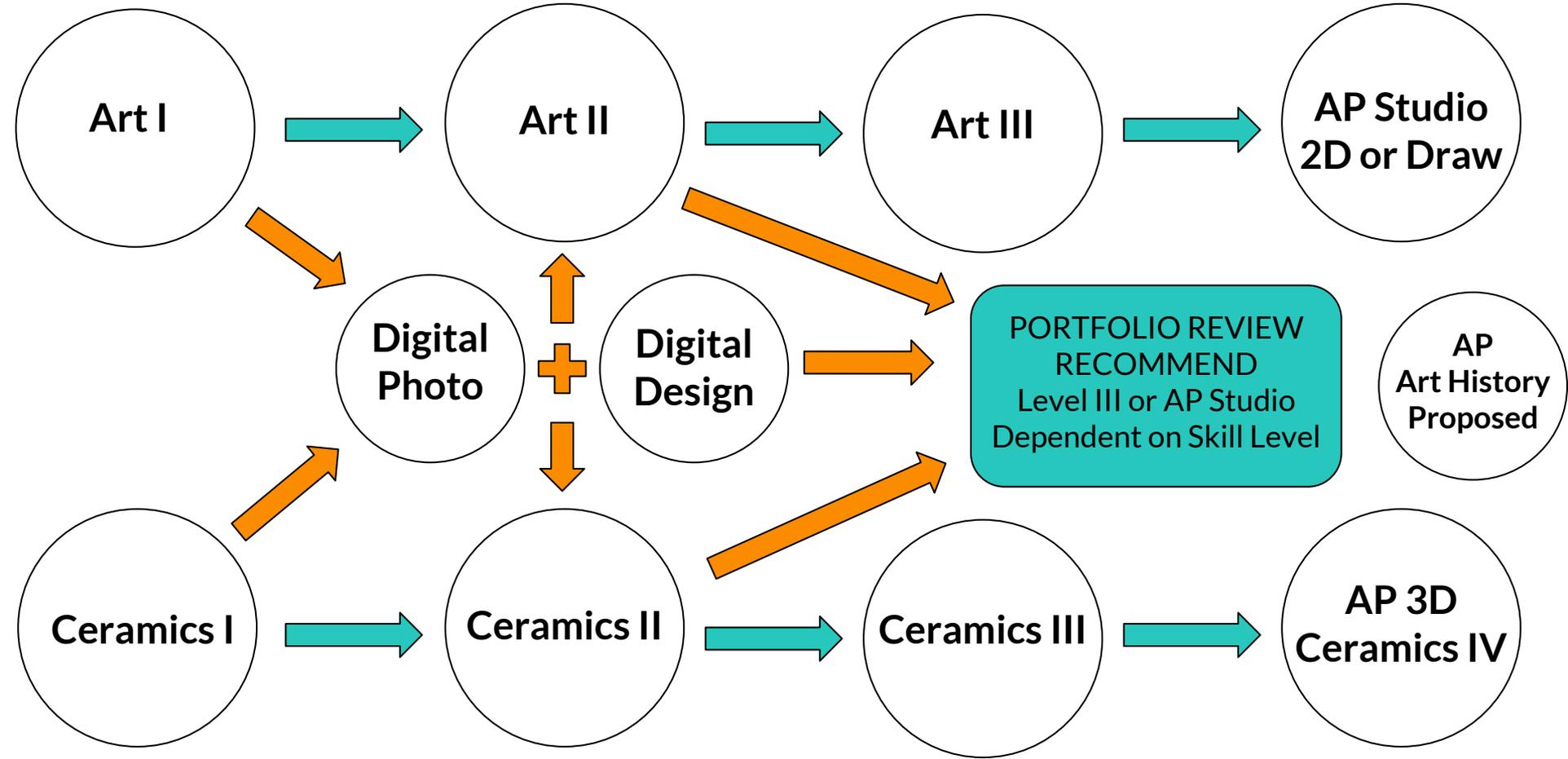
Digital Design

19

15 Students met PreRequisite and Signed Up
An Additional 4 Home Base Students are Requesting

8-12 Students Taking BOTH Courses

8 Students met PreRequisite and Signed Up
An Additional 4 Home Base Students might use that Option

Sample Scenarios

Art I
9th Grade
→
Digital Photo
10th Grade
→
Digital Design
11th Grade

PORTFOLIO REVIEW
RECOMMEND
Level III or AP
Dependent on Skill Level

Art III OR AP 2D
12th Grade

Art I
9th Grade
→
Digital Photo
10th Grade

PORTFOLIO REVIEW
RECOMMEND AP
(Extraordinary Photo Student)

AP 2D (Photo)
11th Grade

AP Art History
12th Grade

Ceramics I
9th Grade
→
Digital Design
10th Grade
→
Ceramics II
11th Grade

PORTFOLIO REVIEW
RECOMMEND
Level III or AP
Dependent on Skill Level

AP 3D OR Ceramics III
12th Grade

Rationale & Need

Why does PUSD need to offer Digital Photography and Design courses?

➜ **Digital Arts courses are offered at Piedmont Middle School**
While students are offered digital arts courses at PMS there are no offerings at PHS

➜ **Most high schools offer Digital Photography and Design courses**
Schools that offer these courses include Head Royce, Berkeley High School, Bentley, College Prep, Acalanes High School, Bishop O'Dowd, OSA, Skyline, and Oakland Tech.

➜ **PHS Students should be able to employ Technology in the Arts**
While PHS has 1:1 Learning and expanded Computer Science course offerings, there has not been the same technology growth in Art offerings. Students are introduced to digital photography and some design in the Art I and Ceramics I curriculum, but not a focused semester.

Why Semester Courses?

➜ **Students and counselors have expressed a need for more semester courses for years.**

There are required semester courses and if students are not able to match another course in their schedule then they are given a TA or free period.

➜ **PHS Art turns away students who would like to continue studying Art.**

Students interested in Art should be able to progress to AP Level

Students are tied to the PHS Graduation requirements that, combined with the PHS Master Schedule, sometimes do not allow them to take year-long art classes, especially in the 10th grade year. Having semester courses in the Arts allows students to fully utilize and give flexibility in their schedule as well as give an opportunity to progress to the AP level in more than one way.

Why have a PreRequisite?

➔ **The UC "F" Requirement is for 1 full year.**
In taking Art I or Ceramics I, students will have fulfilled the UC requirement.

➔ **UC approval requires course progression for semester courses.**
Semester courses must be part of a continued course progression in order to be approved by UC. Having a stand-alone semester course without a prerequisite does not meet that expectation. Students only receive a UC credit if they take both semester courses. Taking only one semester course would not count toward UC A-G Requirements.

➔ **This course is a level 2 Art course**
Semester courses are only 18 weeks long. In order to offer students focused instruction they will need to have knowledge of the Elements of Art and Principles of Design taught in Art I and Ceramics I. A semester is too short to teach EofA and PofD along with the conceptual and technical aspects of Adobe Photoshop, Illustrator, and DSLR cameras.

Why have a PreRequisite?

➔ **Visual Arts courses help to balance the PHS Master Schedule**
Visual Arts courses are mixed level courses (Art I, Art II, Art III, and Art IV) during the same class period. These mixed level courses are only in the Visual Arts courses and enable students to meet graduation requirements and continue in the Visual Arts within the confines of the very tight PHS master schedule. "Singleton" courses complicate the schedule and wild swings from semester to semester could have major implications on staffing, the master schedule, and student ability to meet the 1 year UC Grad. requirement.

➔ **For students who want to focus on Digital Arts there is Progression.**
Tight scheduling, especially during the 10th and 11th grade years, have students with required semester long courses. There is a school-wide need for courses to match up with these required semester courses. The semester Arts courses would allow students to take a semester 10th grade year and a semester 11th grade year and still be able to access and be prepared to successfully complete the AP Studio Art course.

Digital Photography

This is a semester-long course that teaches students the techniques and concepts in digital photography. Using cell phones, DSLR cameras, and Adobe Photoshop, students will focus on studying traditional and experimental concepts. Assignments are centered on photography within cultural and historical context and include a variety of photographic styles and concepts.

Unit 2 - Real & Imagined Space

Key Concepts

Students will explore the ideas of creating original expressions of existing spaces as well as creating their own spatial concepts through photography.

Sample Assignments

Analog Blendscape   Hockney inspired Photomontage   360 degree Landscape

Assessment

Projects involve sketchbook research assignments and student planning of individual artwork/photo shoots. Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill. All work will be turned in digitally and assessed by using a rubric that students are aware of prior to starting the project

Unit 2 - Sample Artwork

Analog Blendscape

Photomontage

360 degree Landscape

PHS Student

PHS Student

Liz Orton

Unit 3 - Portraiture

Key Concepts

Students will build understanding of portraiture for a variety of intents and gain skill in lighting, backdrops, Photoshop editing, depth of field, and planning of work to create desired imagery.

Sample Assignments

Formal Portrait   Dramatic Portrait   Interesting Lighting

Assessment

Projects involve sketchbook research assignments and student planning of individual artwork/photo shoots. Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill.   All work will be turned in digitally and assessed by using a rubric that students are aware of prior to starting the project.

Unit 3 - Sample Artwork

Formal Portrait

Dramatic Portrait

Interesting Lighting

PHS Student

PHS Student

PHS Student

Unit 4 - Storytelling

Key Concepts

Students will learn ways that photography can tell stories through sequential images, layering of elements, composition, and addition of text. This work informed by Edward Muybridge, Edward Burtynsky, Sebastiao Salgado, Humans of New York, and Sally Mann.

Sample Assignments
We Are Piedmont   Sequence   Family Narrative

Assessment
Projects involve sketchbook research assignments and student planning of individual artwork/photo shoots. Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill. All work will be turned in digitally and assessed by using a rubric that students are aware of prior to starting the project.

Unit 4 - Sample Artwork

We Are Piedmont

PHS Student

Sequential Images

John Baldessari

Family Narrative

PHS Student

Digital Design

This is a semester-long course that teaches the techniques and concepts in digital design. Using Adobe Creative Suite, primarily Photoshop and Illustrator, students will focus on studying traditional and experimental concepts in digital design.   Assignments are centered on design within cultural and historical context and will include a variety of design styles and concepts.

Unit 2 - Communication

Key Concepts

Students will learn how to use design to visually relay information.

Sample Assignments
  Instructions or Directions
  Promotional Flyer
  Social Issue Infographic

Assessment
Projects involve sketchbook research assignments and student planning of individual artwork/photo shoots. Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill. All work will be turned in digitally and assessed by using a rubric that students are aware of prior to starting the project.

Unit 2 - Sample Artwork

Instructions/Directions

TheyTalkAndCook.com

Promotional Poster

Canva.com

Social Issue Infographic

PHS Student

Unit 3 - Expression

Key Concepts

Students will learn how to use design to visually communicate original and expressive ideas.

Sample Assignments
 Typographic Self-Portrait
 Greeting Card
 Vector Art

Assessment
Projects involve sketchbook research assignments and student planning of individual artwork/photo shoots. Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill.   All work will be turned in digitally and assessed by using a rubric that students are aware of prior to starting the project.

Unit 4 - Sample Artwork

Typographic Self-Portrait	Greeting Card	Vector Art

PHS Student

Sally Scaffardi

Shepard Fairey

Unit 5 - Culminating Project

Key Concepts

Students will learn how to use inquiry and research to design based on their own interest.

Sample Assignments

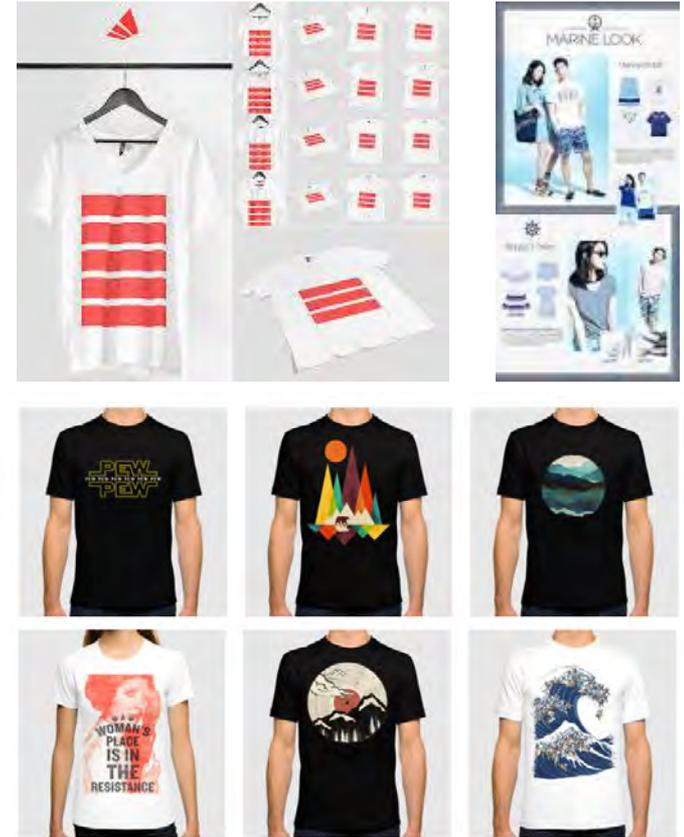Identification of Interest   Research & Creation   Presentation of Work

Assessment

Project involves sketchbook research assignments and student planning of individual artwork/photo shoots. Student demonstration of Photoshop tasks and camera skills will be demonstrated to show mastery of technical skill.   Artwork will be turned in digitally and/or printed for presentation and assessed by using a rubric that students are aware of prior to starting the project. Student presentation will be graded according to rubric. Student artist statement will be graded according to rubric.

Unit 5 - Sample Artwork

Identification

Research & Creation

Presentation

What We Have . . .
In the last 8 years the Art Office has become a Digital Media Lab. Purchases of DSLRS, iMacs, and furniture, have been almost exclusively through donations & PAINTS funding.

- 15 iMacs with Adobe Creative Suite
- 15 Digital Single Lense Reflex Cameras
- 1 Photo Printer & Assorted Photo Equipment
- Augmented by Personal Equipment

What Would Be Ideal &/or Our Goal . . .

- MacBook Pros with Adobe Creative Suite
  - 30 - $45,000   15 - $22,500
- Security Cages with Charging Station - $3,000
- 15 Additional DSLRs and Lenses
  - Current Adorama Sale - $8,500
  - Parent Club Grant pending for a few cameras
- 1 Additional Photo Printer - $1,500

Additional Equipment STEAM and Cross-Utilized
- GlowForge Laser Cutter
- Screenprinting Studio Set-Up

What We Could Get By With - Both Classes
This scenario is not ideal, but workable. Courses could be run with scheduling that enables Art Studio and CS room 49 during the same period.

- Repurposed PUSD Laptops with Adobe CC
- Digital Single Lense Reflex Camera Kits
    - 5 will be purchased by Parent's Club Grant
    - Any additional at $500 (Body,2 Lens,Case)
- Toner and Photo Paper - $1,500
- Augmented by Bailey's Personal Equipment

Questions?