

Cocke County High School

Media Arts I Syllabus

Part 1: Course Information

Instructor Information

Instructor: Mr. Travis Hicks
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Parent Square

Course Description

The overall purpose of this course is to provide the student with a basic understanding of vector art, audio editing, and video editing. Students will learn state required vocabulary associated with each lesson. Students will use a variety of media and tools as they create and explore art. Students will be introduced to past and present well renowned artists to examine their media, subject, meaning and style.

Prerequisite

- Sophomore level or above

General Education/High School Pathway Area

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Media Arts 1 is an option to fulfill the required Fine Art required by the State of Tennessee.

Textbook & Course Materials

Adobe Creative Cloud Suite

Course Requirements

- Computer able to run Adobe Software (provided)

Suggested items:

- Flash drive or other storage device
- Wired headphones

Course Structure

This class will be mainly hands-on activities with brief lectures, demonstrations, with teacher and student examples provided. Discussions will begin and end the class for understanding and clarifications. The first 9-weeks will focus on vector art and effective communication design, while the second 9-weeks will explore audio and video editing and how all three areas fit together.

Online Resources

Students should contact the teacher through the e-mail address listed above.

Part 2: Student Learning Outcomes

Media Arts Introduction

The fine arts standards (dance, media arts, music, theatre, and visual arts) are organized using the same overarching framework. First, the standards are divided into four distinct artistic processes, called domains. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations.

Table 1 illustrates the four domains and foundations for visual arts.

| CREATE | PRESENT | RESPOND | CONNECT |
|---|--|---|---|
| 1. Generate and conceptualize artistic ideas and work | 1. Select, analyze and interpret artistic work for production. | 1. Perceive and analyze artistic work. | 1. Synthesize and relate knowledge and personal experiences to artistic endeavors. |
| 2. Organize and develop artistic ideas and work. | 2. Develop and refine artistic work for production. | 2. Interpret intent and meaning artistic work | 2. Relate artistic ideas and works with societal, cultural, and historical context. |
| 3. Refine and complete artistic work. | 3. Convey and express meaning through production of artistic work. | 3. Apply criteria to evaluate artistic work. | |

The last layer in our framework is the standard. Each foundation includes standards that move students towards a deeper understanding of the visual arts. Standards are building blocks that form a comprehensive, sequential education and describe student learning. Included with each foundation are enduring understandings and essential questions that connect each grade level and provide a context for the standards. Altogether, this framework sets the goals for the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

PRESENT RESPOND CONNECT

Domains

There are four artistic processes in which our standards can be grouped: Create, Present, Respond, and Connect. These domains are explained in more detail below.

Create

Creation is the dominant foundation for the visual arts and is listed as the first domain in our content area due to its importance. The Create domain can be divided into three spiraling behaviors: 1) generating and conceptualizing artistic ideas and work; 2) organizing and developing ideas and work; and 3) refining and completing artistic work. In the prior versions of the standards, using materials and developing technique were found in the Perform domain. This version of the standards includes materials and techniques as part of Create behaviors. A crosswalk has been included in Appendix A to illustrate the adjustment.

Present

The skills included in the Present domain have not been included in prior versions of the standards. However, Present will seem familiar to educators and students since the content of the domain is already happening within most visual arts curricula. High school students selecting work for their portfolios, middle school students planning, creating, and displaying art to inform their peers on social issues, and kindergarten students selecting one work of art to leave at school to display and one to take home to share with their family are all examples of how to meet standards within the Present domain.

The content of the Present domain is organized into three big ideas about the presentation of artwork: 1) selecting, analyzing, and interpreting artistic work for presentation; 2) developing and refining artistic techniques and work for presentation; and 3) conveying and expressing meaning through the presentation of artistic work. In other words, the standards in foundation P1 focus on the process that supports the selection of art for different purposes, the standards in foundation P2 are centered around consideration for preservation and presentation of art, and the standards in P3 explore the role of presentation spaces and the interactions that occur between the space and the people who view it.

The phrase “traditional and emerging spaces” appears several times within this domain. This phrase captures the inclusiveness of where and how art can be displayed without placing boundaries on the time, space, or format of the display. The spaces to display artwork within schools and communities vary throughout the state. Therefore, more autonomy is given to districts and educators to determine the most effective ways for students to master these standards. Also, since these standards will

be used to guide instruction over the next six years, listing specific presentation spaces might have the unintentional consequence of excluding presentation spaces, which have yet to be created.

Respond

The Respond domain outlines standards in three overarching areas: 1) perceiving and analyzing artistic work; 2) interpreting intent and meaning in artistic work; and 3) applying criteria to evaluate artistic work. While the 2016 Respond standards closely align with the prior Respond standards, there are several notable differences. (See Appendix A for a crosswalk between the prior standards and the 2016 foundations.) First, the term “image” was selected for use in R.1.A, while the term “art” was used in R.1.B. The intent of using “image” is to provide educators and students autonomy to explore visual culture and the impact of images as a way to develop visual literacy. In contrast, R.1.B focuses more on analyzing images that were intentionally created as artwork.

Another difference can be found within the R.2 and R.3 standards. In R.3, students critique artworks, which can include interpretation. However, interpretation is a valuable process in itself, used to gain insights into the meaning of artwork. In R.2, students use a variety of strategies of interpretation including analyzing context, media, or subject matter while using appropriate art vocabulary (e.g., the elements of art and the principles of design).

Connect

The Connect domain includes two foundations: 1) synthesizing and relating knowledge and personal experiences to artistic endeavors; and 2) relating artistic ideas and works with societal, cultural, and historical context. The visual arts standards are also connected to other fine arts content areas by the standards framework, including the domains and foundations. Cn.1 asks students to make connections between art and other life experiences (which can include their study of other school subjects, like reading, math, science, and social studies). Cn.2 is very similar to our prior standards for history and culture.

Enduring Understandings & Essential Questions

Enduring understandings and essential questions are included with each set of standards to guide conceptual thinking as students intentional construct learning about the content of the standards. The enduring understandings and essential questions link individual standards back to big ideas that create connections to the arts, other academic subjects, and life. Enduring understandings are big ideas that

students will explore and revisit over the course of their sequential artistic study and beyond K-12 education, into their lives as artistically literate citizens. Essential questions are designed to inspire authentic exploration of concepts in order to connect the content of the standards with essential understandings. These questions are open-ended and meant to be revisited several times and explored in many ways. The answers to essential questions are likely to evolve as students move toward mastery of the standards (National Coalition for Core Arts Standards [NCCAS], 2013).

Curriculum and Pacing

These standards outline sequential learning across grades and course levels and are best implemented when students have access to sequential courses within and across arts disciplines. It is up to individual districts to create curriculum that best suits the needs of their students. The amount of time spent on each standard within a grade level or course may be different. For example, art history courses in high school will use the same standards. However, students in an art history course may spend considerably more time within the Respond and Connect domains.

High School Levels

Within the standards, there are three levels of high school learning. A description of these levels is included below (NCCAS, 2013).

HS 1

Students at the HS 1 level have developed the foundational technical and expressive skills and understandings in visual arts necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and, may be prepared for active engagement in their community. They understand visual arts to be an important form of personal realization and well-being and make connections between visual arts, history, culture, and other learning.

HS 2

Students at the HS 2 level are, with minimal assistance, able to identify or solve visual arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and, create and refine visual arts productions that demonstrate technical proficiency, personal communication, and expression. They use visual arts for personal realization and well-being and have the necessary skills for and interest in participation in visual arts beyond the school environment.

Artistic Literacy, Visual Literacy, Textual Literacy

Literacy is a complex term with multiple definitions including: a set of skills, the knowledge and understanding of a particular content area, or the act of learning (Burnett, 2005). In the visual arts standards, there are several types of literacy, which can involve some or all of these definitions as students engage in communication, interpreting and constructing meaning, using materials and techniques, and relating personal, historical, or contextual knowledge to artistic endeavors. The three specific areas of literacy that are included within the visual arts standards are artistic, visual, and textual literacy, which have been defined in more detail below.

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts. Fluency in the language of the visual arts is the ability to Create, Produce, Respond, and Connect through symbolic and metaphoric forms that are unique to the visual arts. It is embodied in specific lifelong goals that enable an artistically literate person to transfer visual arts knowledge, skills, and capacities to other subjects, settings, and contexts (NCCAS, 2013). Artistic literacy fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning within the visual arts and across a variety of content areas.

Visual literacy is a general term used to describe the ability to engage with visual images. Understanding and analyzing the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials requires visual literacy skills. Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media. An individual who is visually literate

is both a thoughtful consumer of and contributor to visual materials (Hattwig, 2011).

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text. However, many goals including engagement, understanding, and making meaning are common throughout each of the areas of literacy. When building textual literacy, it is common to ask students to cite evidence within the text to support inferences. This is similar to asking students to cite evidence within visual images to support inferences to meaning, mood, and purpose. Another link between textual, visual, and artistic literacies is the consideration of how context impacts the meaning of the material being studied. The visual arts standards provide a unique opportunity to build textual literacy skills as visual and artistic literacy skills are developed due to the similarities between the areas of literacy.

Media Arts I

Part 3: Topic Outline/Schedule

| Week | Topic | Activities |
|------|------------------|-------------------------------------|
| 1 | Introduction | Syllabus/MacOS |
| 2 | Adobe Intro | CC Sign Up, Drawing Apples |
| 3 | Illustrator | Spray Can and Weather Icons |
| 4 | Illustrator | Kitchen Icons and Plaid |
| 5 | Illustrator | Vector Animals & Working With Fonts |
| 6 | Illustrator | Outdoor Camping Scene |
| 7 | Illustrator | Quote/Idiom Project |
| 8 | Illustrator | Comic Strip Project |
| 9 | Mid Term Project | Perspective Grid City Block |
| 10 | Audio | Intro and Music Industry |
| 11 | Audio | Music Genres and Recording History |
| 12 | Audio | Mixing PreRecorded Tracks |
| 13 | Audio | Beat Production |
| 14 | Video | Adding Foley to Cartoon |
| 15 | Video | Editing Recorded Video |
| 16 | Video | Teacher Appreciation Video |
| 17 | Video | Final Project Prep |
| 18 | Final Project | Capstone Project |

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Media Arts I

Part 4: Grading Policy

Graded Course Activities

Projects and Assignments

This class consists mostly of projects that are to be completed during class time. Most Fridays are designated for sharing projects and/or catching up on work. If you need more time than is allocated in class, please talk with Mr. Hicks to make arrangements.

Most projects will be graded using the following rubric or a variation on this:

- 50% Following directions/Proper use of skills asked
- 25% Creativity
- 10% Turned in on time
- 15% Properly uploaded (correct file type)

Quizzes

There will be a few quizzes given to check for understanding of the lectures and information. These will be very short.

Participation

This grade will be based on your participation in class discussions and conversations. Every student is expected to contribute to these in a productive and appropriate manner.

Late Work Policy

Be sure to pay close attention to deadlines—late work will be accepted for 10% reduction and must be submitted before the end of each nine weeks. Exceptions can be made for extenuating circumstances.

Viewing Grades in ASPEN

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been completed—typically 5 days following the completion

of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

| Letter Grade | Percentage | Performance |
|---------------------|-------------------|--------------------|
| A | 90-100% | Excellent Work |
| B | 80-89% | Good Work |
| C | 70-79% | Average Work |
| D | 60-69% | Below Average Work |
| F | 0-59% | Failing Work |

Media Arts I

Part 5: Course Policies

Attend Class

- Students are expected to be in class, on time, every day.
- Tardies will be addressed according to school policy.

Participate

- Teacher will monitor each student as they work. Failure to complete assignments on time will affect the grade.
- Group work will be scored by members of the group as well as by the teacher. All members will indicate how much participation each student in the group produced.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted via Google Classroom. If you are having difficulty with this, please contact your instructor.

Incomplete Policy

Most Fridays are designed to work on incomplete projects. If you need more time than that, please contact the instructor to arrange something.

Academic Dishonesty Policy

- Cheating – looking on another person’s test paper
- Violations of Copyright policies
- Taking – art work that you did not do,
- Stealing – art supplies or another person’s property,
- Destruction/Vandalism – of any property in the school
- Use of electronic device – looking up answers on a phone/tablet, ect.

Instructor will initially handle the situation. POSSIBLY WILL RESULT IN A GRADE OF “0” ON THE PROJECT AS WELL AS SCHOOL PUNISHMENT. NO QUESTIONS ASKED!

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the administration.

Course policies are subject to change. It is the student’s responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.