COMPANION DOCUMENT
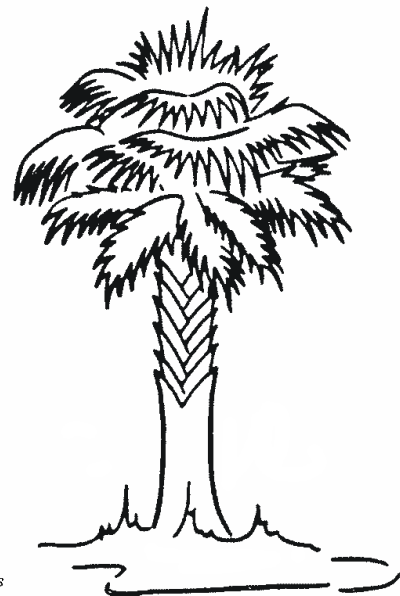# FOR THE SOUTH CAROLINA
MEDIA ARTS STANDARDS
FOR
HIGH SCHOOL
DESIGN

2010

SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION

…to advance learning in and through the arts for all students

A COLLABORATION BETWEEN
THE SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
AND
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina
Department of Education

Together, we can.

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HIGH SCHOOL: LEVEL 1

Creating Media Artwork

Standard 1:   The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in design?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create and communicate with design.

Activities:

Have students look at history of posters (see first link in resources) – talk about creating posters from hand compared to using Photoshop or other computer based design programs. Use Photoshop to design and create poster that illustrates a current event from the school (Pep Rally, sporting event, club sponsored activity, etc) – Talk about what specific processes, techniques, and applications are used to create an effective design

Resources:

Poster History:
http://www.artlex.com/ArtLex/p/poster.html

http://webhost.bridgew.edu/d1stanton/AR260.html

PhotoShop Tutorials:
http://photoshoptutorials.ws/

Various Digital Photography Projects

List of Digital Artists

Design Projects:
http://www.tcnj.edu/~hutchinj/2d_design/assignments.htm

Assessments:

Project Rubric

Class discussion

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media design technologies (PhotoShop, Illustrator, InDesign and other programs, etc) to create designs that communicate an idea.

Activities:

Students create a series of poster designs that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas to a particular audience. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

http://www.boxesandarrows.com/view/using-design-visuals

http://www.smashingmagazine.com/2008/07/22/how-to-communicate-design-decisions-to-clients/

Using Blogs and Wikis

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program. An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

http://www.librarysupportstaff.com/4compcare.html

http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

Copyright and the Internet

Copyright Myths

Understanding Information Literacy

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What criteria are used to evaluate and assess media art and design works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any print design (student or artist created, examples can include CD covers, magazine ads, product logos, business cards, etc) with a list of topics to discuss (composition, required elements, color use, meaning, etc) and how it relates to the design.

Compare and contrast digital designs created in PhotoShop and Illustrator to traditional hand drawn typography or traditional illustrational painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating design work – how does it effect the audience, does it matter, etc.

Resources:

Critique Strategies:

http://www.goshen.edu/art/ed/critique1.html

http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2:   The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS1-2.1   Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to design

Activities:

Students design print illustrations designed to communicate certain elements specific to individual media. Examples could include but are not limited to poster designs created to illustrate parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

Instructional Design Tips:
http://its.sdsu.edu/blackboard/instructor/docs/handouts/InstructionalDesignTips.html

http://its.intrasun.tcnj.edu/photoshop/photoshop-toolboxdiagram.html

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS1-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through design?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how designers communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) How can you use design to covey your feelings? Have students design a series of poster designs that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy

http://www.frankwbaker.com/recent_trends_digital_media.htm

Developing Critical Social Awareness Through Digital Literacy Practices: http://www.informaworld.com/smpp/content~db=all~content=a907112612

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS1-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate and analyze your designs? How did you create your design work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a design projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and analyze their work as it relates to the requirements listed in the rubric.

Resources:

http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47

http://artcritiquegallery.com/gallery/

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS1-2.4   Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Hold a class discussion on the elements and principles of design. How do they relate in visual art compared to graphic design. Do artists think differently than designers? How are they the same? How are they different? Design a logo for each element and principle of design . Incorporate the word (example: Balance, Value, etc) while designing a logo that effectively illustrates each word's definition.

Resources:

http://blog.linedandunlined.com/post/404921308/graphic-design-critical-thinking

http://www.princetonol.com/groups/iad/Files/elements2.htm

http://en.wikipedia.org/wiki/Graphic_design

Assessments:

Project Questionnaire

Informal/Formal Critique

Project Rubric

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you design this work for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when designing an advertisement, print ad, magazine cover, etc.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the design?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

Questions to ask about Media Messages

http://www.frankwbaker.com/advertising1.htm

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS1-3.2 Create messages using **media texts**.

Essential Question:

How do you create messages with design?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze print advertisements to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a series of print advertisements (use a alcohol, toy, car ads, etc). Students will be encouraged to look deeply and to ask questions about the production and design techniques used to make the ads. (See resources for full lesson plan) Then after discussing what techniques (color, text placement, composition) the designer used have students design an 8½ x 11 print advertisement for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/alcoholdeconstruction.htm

http://www.frankwbaker.com/color_in_ads.htm

Questions to ask about creating designs:
http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the designer in presenting the message to their audience? How do these treatment of ideas make this an effective design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how designers create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist and former graphic designer Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and design a propaganda poster in the style of Shepard Fairey. Upon completion, have a class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

http://obeygiant.com/archives

http://www.frankwbaker.com/propaganda.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.

Essential Question:

How do codes and conventions used in design create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include composition, text fonts, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: Where is the best information and media found within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.) sources and evaluate what is the best source of information.

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads about current events (see resource lesson plan)

Resources:

Analyzing Media Bias Lesson Plan

http://www.frankwbaker.com/bias.htm

http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html

Assessments:

Class Discussion

Project Rubric

MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

How do designers use language, tone, and point-of-view when creating media texts? How do designers use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how designers use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media's ability to influence the viewer's perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a "missing" point-of-view? Have students then design a poster that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/

http://www.frankwbaker.com/lessonplan.htm

Assessments:

Class Discussion

Project Rubric

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media is therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them design a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

How to Teach Audience

Key Questions to ask Students about influence and audience

http://www.frankwbaker.com/audience.htm

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4:   The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS1-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How does design connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding where design and media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts in terms of design help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create an advertising print campaign (print ads, billboard designs, a webpage, etc) on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what design techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.good.is/post/design-for-the-first-world-the-rest-saving-the-west/

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

Assessments:

Class Discussion

Project Rubric

MAHS1-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How does design impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How is design interconnected between other discipline areas?

Activities:

Hold a class discussion analyzing print and online news. How do these designs connect with English, Journalism, Politics, Social Studies, etc? Analyzing print and online news reports starts with understanding how they are organized – Have students compare print ads and online news. Make connections with English, Journalism, Politics, Social Studies, etc during the discussions and analysis. (see resources)

Resources:

McDougal-Littell Literature, Grade 12 (textbook)
Understanding the Basics of News Reporting
Analyzing Print and Online News
Comparing News Formats
Evaluating News Reports

http://blogs.scholastic.com/accelerating_change/2009/08/what-is-21st-century-media-literacy.html

http://blog.beliefnet.com/moviemom/2009/07/interview-ellen-besen-on-visua.html

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What financial aspects are included in the production of creating graphic design? What careers are available within the field of design?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within the field of design? Understanding budget and financial concepts within design (ex. budget, advertisement costs, etc.)

Activities:

Hold a discussion on advertisement budgets. How much does it cost to design, run, and distribute a typical ad campaign? After looking at various budget breakdowns, discuss big name advertisers (Nike, Coke, Pepsi, etc) and compare advertisement budget and investments with sales. When students create an ad campaign related to any of the other standards within this curriculum guide, have them budget their cost of the advertisement distribution and printing. Have them include everything, including cost of school provided materials as part of the overall assignment.

Hold a class discussion on job opportunities in design. What are similarities and differences with graphic, industrial, game, fashion design, etc? Then have students on research various careers in design, record podcasts or design ad campaigns for various design fields and share them with the class.

Resources:

Calculating your ad budget:
http://www.entrepreneur.com/advertising/adcolumnistroyhwilliams/article54436.html

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Design Jobs:
http://art.nmu.edu/department/AD_Career-Jobs.html

http://www.mediabynumbers.com/

Assessments:

Project Rubric/Checklist

Class Discussion

MAHS1-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of design affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts and design. How does design and advertising the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Using Arts and Culture to Stimulate State Economic Development

Creating Global Economic Value by Design:
http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/477/243

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate design from the past and its influence on design in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of design techniques from the past has influenced the design of today.

Activities:

Hold a class discussion on how design forms from the past (radio, print ads, etc) have influenced the design campaigns of today (internet, blogs, flash animation, etc). Have students look at how soda has been advertised in America over the past 50 years. In groups have students design 5 print ads for a object invented I the 21st century (mp3 player, iPad, smart phones) Each ad would replicate a style of each decade starting with the 50's. When completed, have a class critique and analyze the similarities and differences of each era of design and how they pertain to the students' work.

Resources:

Retro Soda Ads:
http://gono.com/adart/new/adartcatlist.php?cat_id=2

Cigarette Advertising 1930's-1990's
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/selling_tobacco.cfm

http://designmind.frogdesign.com/articles/power/design-with-intent.html

http://webdesignledger.com/inspiration/10-amazing-designers-that-influence-the-community

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question:

How do we analyze and evaluate and design as it compares and differs around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in design practices within a variety of cultures from around the world.

Activities:

Hold a class discussion on design influence. How is design different in Japan that in America? What is aesthetics, and how to they differ between cultures? Have students' research design and aesthetics of various world countries and cultures. Have students create a series poster designs that advertise the same product but use a different cultural aesthetic for each design.

Resources:

Design Inspiration from around the world:
http://www.formfiftyfive.com/

Aesthetics and Culture:
http://ocw.usu.edu/Anthropology/Cultural_Anthropology/Chapter_7__Aesthetics_and_Culture.htm/

A Cross-Cultural Analysis of Websites from High-Context Cultures and Low-Context Cultures
http://jcmc.indiana.edu/vol11/issue1/wuertz.html

http://web.mit.edu/comm-forum/papers/kirsch.html

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of design that exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts and design throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how a media art has progressed over time.

Resources:

http://www.artsz.org/difference-between-artist-graphic-designer/

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

http://art.net/Studios/digital.html

Assessments:

Project Rubric

Written Quiz

USING TECHNOLOGY RESPONSIBLY

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS1-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate what human, cultural, and societal considerations exist in graphic design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues. A "picture means a thousand words" but what does it mean in relation to different cultures and societies around the world?

Activities:

Have a class discussion on what is meant by design etiquette? How do different cultures perceive design, colors, and compositions? Have students research different human, cultural, and societal considerations that exist in within graphic design. Have them design a website or print ad campaign that illustrates and presents their finding or the class.

Resources:

Design Etiquette 101:
http://devgrow.com/design-etiquette-101/

Culture: Issues in eLearning and Web Design:
www.instructionaldesigns.org/pdfs/cultural_factor.pdf

Assessments:

Project Rubric

Class Discussion

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

http://www.digitalcitizenship.net/

http://cybersmartcurriculum.org/digitalcitizenship/

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS2-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in design?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create and communicate with design.

Activities:

Have students look at history of posters (see first link in resources) – talk about creating posters from hand compared to using Photoshop or other computer based design programs. Use Photoshop to design and create poster that illustrates a current event from the school (Pep Rally, sporting event, club sponsored activity, etc) – Talk about what specific processes, techniques, and applications are used to create an effective design

Resources:

Poster History:
http://www.artlex.com/ArtLex/p/poster.html

http://webhost.bridgew.edu/d1stanton/AR260.html

PhotoShop Tutorials:
http://photoshoptutorials.ws/

Various Digital Photography Projects

List of Digital Artists

Design Projects:
http://www.tcnj.edu/~hutchinj/2d_design/assignments.htm

Assessments:

Project Rubric

Class discussion

MAHS2-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media design technologies (PhotoShop, Illustrator, InDesign and other programs, etc) to create designs that communicate an idea.

Activities:

Students create a series of poster designs that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas to a particular audience. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

http://www.boxesandarrows.com/view/using-design-visuals

http://www.smashingmagazine.com/2008/07/22/how-to-communicate-design-decisions-to-clients/

Using Blogs and Wikis

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MAHS2-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program. An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

http://www.librarysupportstaff.com/4compcare.html

http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS2-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

Copyright and the Internet

Copyright Myths

Understanding Information Literacy

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What criteria are used to evaluate and assess media art and design works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any print design (student or artist created, examples can include CD covers, magazine ads, product logos, business cards, etc) with a list of topics to discuss (composition, required elements, color use, meaning, etc) and how it relates to the design.

Compare and contrast digital designs created in PhotoShop and Illustrator to traditional hand drawn typography or traditional illustrational painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating design work – how does it effect the audience, does it matter, etc.

Resources:

Critique Strategies:

http://www.goshen.edu/art/ed/critique1.html

http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS2-2.1   Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to design

Activities:

Students design print illustrations designed to communicate certain elements specific to individual media. Examples could include but are not limited to poster designs created to illustrate parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

Instructional Design Tips:
http://its.sdsu.edu/blackboard/instructor/docs/handouts/InstructionalDesign Tips.html

http://its.intrasun.tcnj.edu/photoshop/photoshop-toolboxdiagram.html

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS2-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through design?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how designers communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) How can you use design to covey your feelings? Have students design a series of poster designs that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy

http://www.frankwbaker.com/recent_trends_digital_media.htm

Developing Critical Social Awareness Through Digital Literacy Practices: http://www.informaworld.com/smpp/content~db=all~content=a907112612

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS2-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate, describe, and analyze your designs? How did you create your design work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a design projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and analyze their work as it relates to the requirements listed in the rubric.

Resources:

http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47

http://artcritiquegallery.com/gallery/

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS2-2.4   Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Hold a class discussion on the elements and principles of design. How do they relate in visual art compared to graphic design. Do artists think differently than designers? How are they the same? How are they different? Design a logo for each element and principle of design . Incorporate the word (example: Balance, Value, etc) while designing a logo that effectively illustrates each word's definition.

Resources:

http://blog.linedandunlined.com/post/404921308/graphic-design-critical-thinking

http://www.princetonol.com/groups/iad/Files/elements2.htm

http://en.wikipedia.org/wiki/Graphic_design

Assessments:

Project Questionnaire

Informal/Formal Critique

Project Rubric

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS2-3.1   Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you design this work for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when designing an advertisement, print ad, magazine cover, etc.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the design?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

Questions to ask about Media Messages

http://www.frankwbaker.com/advertising1.htm

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS2-3.2   Create messages using **media texts**.

Essential Question:

How do you create messages with design?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze print advertisements to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a series of print advertisements (use a alcohol, toy, car ads, etc). Students will be encouraged to look deeply and to ask questions about the production and design techniques used to make the ads. (See resources for full lesson plan) Then after discussing what techniques (color, text placement, composition) the designer used have students design an 8½ x 11 print advertisement for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/alcoholdeconstruction.htm

http://www.frankwbaker.com/color_in_ads.htm

Questions to ask about creating designs:
http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS2-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the designer in presenting the message to their audience? How do these treatment of ideas make this an effective design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how designers create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist and former graphic designer Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and design a propaganda poster in the style of Shepard Fairey. Upon completion, have a class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

http://obeygiant.com/archives

http://www.frankwbaker.com/propaganda.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS2-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in design create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include composition, text fonts, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS2-3.5   Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze information and media found within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.) sources and evaluate what is the best source of information.

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/bias.htm

http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html

Assessments:

Class Discussion

Project Rubric

MAHS2-3.6   Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

How do designers use language, tone, and point-of-view when creating media texts? How do designers use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how designers use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media's ability to influence the viewer's perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a "missing" point-of-view? Have students then design a poster that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/

http://www.frankwbaker.com/lessonplan.htm

Assessments:

Class Discussion

Project Rubric

MAHS2-3.7   Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media is therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them design a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

How to Teach Audience

Key Questions to ask Students about influence and audience

http://www.frankwbaker.com/audience.htm

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How do you analyze and evaluate how design connects to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding where design and media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts in terms of design help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create an advertising print campaign (print ads, billboard designs, a webpage, etc) on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what design techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.good.is/post/design-for-the-first-world-the-rest-saving-the-west/

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

Assessments:

Class Discussion

Project Rubric

MAHS2-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How does design impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How is design interconnected between other discipline areas?

Activities:

Hold a class discussion analyzing print and online news. How do these designs connect with English, Journalism, Politics, Social Studies, etc? Analyzing print and online news reports starts with understanding how they are organized – Have students compare print ads and online news. Make connections with English, Journalism, Politics, Social Studies, etc during the discussions and analysis. (see resources)

Resources:

McDougal-Littell Literature, Grade 12 (textbook)
Understanding the Basics of News Reporting
Analyzing Print and Online News
Comparing News Formats
Evaluating News Reports

http://blogs.scholastic.com/accelerating_change/2009/08/what-is-21st-century-media-literacy.html

http://blog.beliefnet.com/moviemom/2009/07/interview-ellen-besen-on-visua.html

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS2-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What financial aspects are included in the production of creating graphic design? What careers are available within the field of design?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within the field of design? Understanding budget and financial concepts within design (ex. budget, advertisement costs, etc.)

Activities:

Hold a discussion on advertisement budgets. How much does it cost to design, run, and distribute a typical ad campaign? After looking at various budget breakdowns, discuss big name advertisers (Nike, Coke, Pepsi, etc) and compare advertisement budget and investments with sales. When students create an ad campaign related to any of the other standards within this curriculum guide, have them budget their cost of the advertisement distribution and printing. Have them include everything, including cost of school provided materials as part of the overall assignment.

Hold a class discussion on job opportunities in design. What are similarities and differences with graphic, industrial, game, fashion design, etc? Then have students on research various careers in design, record podcasts or design ad campaigns for various design fields and share them with the class.

Resources:

Calculating your ad budget:
http://www.entrepreneur.com/advertising/adcolumnistroyhwilliams/article54436.html

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Design Jobs:
http://art.nmu.edu/department/AD_Career-Jobs.html

http://www.mediabynumbers.com/

Assessments:

Project Rubric/Checklist

Class Discussion

MAHS2-4.4   Analyze and evaluate the effects of the media arts in the global
            economy.

Essential Question:

How are the creative aspects of design affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts and design. How does design and advertising the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Using Arts and Culture to Stimulate State Economic Development

Creating Global Economic Value by Design:
http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/477/243

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate design from the past and its influence on design in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of design techniques from the past has influenced the design of today.

Activities:

Hold a class discussion on how design forms from the past (radio, print ads, etc) have influenced the design campaigns of today (internet, blogs, flash animation, etc). Have students look at how soda has been advertised in America over the past 50 years. In groups have students design 5 print ads for a object invented I the 21st century (mp3 player, iPad, smart phones) Each ad would replicate a style of each decade starting with the 50's. When completed, have a class critique and analyze the similarities and differences of each era of design and how they pertain to the students' work.

Resources:

Retro Soda Ads:
http://gono.com/adart/new/adartcatlist.php?cat_id=2

Cigarette Advertising 1930's-1990's
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/selling_tobacco.cfm

http://designmind.frogdesign.com/articles/power/design-with-intent.html

http://webdesignledger.com/inspiration/10-amazing-designers-that-influence-the-community

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate and evaluate design as it compares and differs around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in design practices within a variety of cultures from around the world.

Activities:

Hold a class discussion on design influence. How is design different in Japan that in America? What is aesthetics, and how to they differ between cultures? Have students' research design and aesthetics of various world countries and cultures. Have students create a series poster designs that advertise the same product but use a different cultural aesthetic for each design.

Resources:

Design Inspiration from around the world:
http://www.formfiftyfive.com/

Aesthetics and Culture:
http://ocw.usu.edu/Anthropology/Cultural_Anthropology/Chapter_7__Aesthetics_and_Culture.htm/

A Cross-Cultural Analysis of Websites from High-Context Cultures and Low-Context Cultures
http://jcmc.indiana.edu/vol11/issue1/wuertz.html

http://web.mit.edu/comm-forum/papers/kirsch.html

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of design that exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts and design throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how a media art has progressed over time.

Resources:

http://www.artsz.org/difference-between-artist-graphic-designer/

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

http://art.net/Studios/digital.html

Assessments:

Project Rubric

Written Quiz

USING TECHNOLOGY RESPONSIBLY

Standard 6:   The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS2-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate what human, cultural, and societal considerations exist in graphic design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues. A "picture means a thousand words" but what does it mean in relation to different cultures and societies around the world?

Activities:

Have a class discussion on what is meant by design etiquette? How do different cultures perceive design, colors, and compositions? Have students research different human, cultural, and societal considerations that exist in within graphic design. Have them design a website or print ad campaign that illustrates and presents their finding or the class.

Resources:

Design Etiquette 101:
http://devgrow.com/design-etiquette-101/

Culture: Issues in eLearning and Web Design:
www.instructionaldesigns.org/pdfs/cultural_factor.pdf

Assessments:

Project Rubric

Class Discussion

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

http://www.digitalcitizenship.net/

http://cybersmartcurriculum.org/digitalcitizenship/

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS3-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in design?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create and communicate with design.

Activities:

Have students look at history of posters (see first link in resources) – talk about creating posters from hand compared to using Photoshop or other computer based design programs. Use Photoshop to design and create poster that illustrates a current event from the school (Pep Rally, sporting event, club sponsored activity, etc) – Talk about what specific processes, techniques, and applications are used to create an effective design

Resources:

Poster History:
http://www.artlex.com/ArtLex/p/poster.html

http://webhost.bridgew.edu/d1stanton/AR260.html

PhotoShop Tutorials:
http://photoshoptutorials.ws/

Various Digital Photography Projects

List of Digital Artists

Design Projects:
http://www.tcnj.edu/~hutchinj/2d_design/assignments.htm

Assessments:

Project Rubric

Class discussion

MAHS3-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media design technologies (PhotoShop, Illustrator, InDesign and other programs, etc) to create designs that communicate an idea.

Activities:

Students create a series of poster designs that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas to a particular audience. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

http://www.boxesandarrows.com/view/using-design-visuals

http://www.smashingmagazine.com/2008/07/22/how-to-communicate-design-decisions-to-clients/

Using Blogs and Wikis

Assessments:

Project Rubric/Critique

MAHS3-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program. An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

http://www.librarysupportstaff.com/4compcare.html

http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS3-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

[Copyright and the Internet](#)

[Copyright Myths](#)

[Understanding Information Literacy](#)

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS3-1.5   Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:

What criteria are used to evaluate and assess media art and design works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any print design (student or artist created, examples can include CD covers, magazine ads, product logos, business cards, etc) with a list of topics to discuss (composition, required elements, color use, meaning, etc) and how it relates to the design.

Compare and contrast digital designs created in PhotoShop and Illustrator to traditional hand drawn typography or traditional illustrational painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating design work – how does it effect the audience, does it matter, etc.

Resources:

Critique Strategies:

http://www.goshen.edu/art/ed/critique1.html

http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2:   The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS3-2.1   Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to design

Activities:

Students design print illustrations designed to communicate certain elements specific to individual media. Examples could include but are not limited to poster designs created to illustrate parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

Instructional Design Tips:
http://its.sdsu.edu/blackboard/instructor/docs/handouts/InstructionalDesignTips.html

http://its.intrasun.tcnj.edu/photoshop/photoshop-toolboxdiagram.html

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS3-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through design?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how designers communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) How can you use design to covey your feelings? Have students design a series of poster designs that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy

http://www.frankwbaker.com/recent_trends_digital_media.htm

Developing Critical Social Awareness Through Digital Literacy Practices: http://www.informaworld.com/smpp/content~db=all~content=a907112612

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS3-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate, describe, and justify your designs? How did you create your design work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their justifications on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a design projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and justify their work as it relates to the requirements listed in the rubric.

Resources:

http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47

http://artcritiquegallery.com/gallery/

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS3-2.4   Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Hold a class discussion on the elements and principles of design. How do they relate in visual art compared to graphic design. Do artists think differently than designers? How are they the same? How are they different? Design a logo for each element and principle of design . Incorporate the word (example: Balance, Value, etc) while designing a logo that effectively illustrates each word's definition.

Resources:

http://blog.linedandunlined.com/post/404921308/graphic-design-critical-thinking

http://www.princetonol.com/groups/iad/Files/elements2.htm

http://en.wikipedia.org/wiki/Graphic_design

Assessments:

Project Questionnaire

Informal/Formal Critique

Project Rubric

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS3-3.1   Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you design this work for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when designing an advertisement, print ad, magazine cover, etc.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the design?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

Questions to ask about Media Messages

http://www.frankwbaker.com/advertising1.htm

Assessments:

Written response from a visual prompt (student artwork)

Project Rubric

MAHS3-3.2   Create messages using **media texts**.

Essential Question:

How do you create messages with design?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze print advertisements to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a series of print advertisements (use a alcohol, toy, car ads, etc). Students will be encouraged to look deeply and to ask questions about the production and design techniques used to make the ads. (See resources for full lesson plan) Then after discussing what techniques (color, text placement, composition) the designer used have students design an 8½ x 11 print advertisement for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/alcoholdeconstruction.htm

http://www.frankwbaker.com/color_in_ads.htm

Questions to ask about creating designs:
http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS3-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the designer in presenting the message to their audience? How do these treatment of ideas make this an effective design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how designers create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist and former graphic designer Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and design a propaganda poster in the style of Shepard Fairey. Upon completion, have a class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

http://obeygiant.com/archives

http://www.frankwbaker.com/propaganda.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS3-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in design create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include composition, text fonts, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS3-3.5   Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze and evaluate information and media found within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.) sources and evaluate what is the best source of information.

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to design their own print ads about current events (see resource lesson plan)

Resources:

Analyzing Media Bias Lesson Plan

http://www.frankwbaker.com/bias.htm

http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html

Assessments:

Class Discussion

Project Rubric

MAHS3-3.6   Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

How do designers use language, tone, and point-of-view when creating media texts? How do designers use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how designers use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media's ability to influence the viewer's perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a "missing" point-of-view? Have students then design a poster that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/

http://www.frankwbaker.com/lessonplan.htm

Assessments:

Class Discussion

Project Rubric

MAHS3-3.7   Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do we critique specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media is therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them design a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

How to Teach Audience

Key Questions to ask Students about influence and audience

http://www.frankwbaker.com/audience.htm

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4:   The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS3-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How demonstrate our knowledge on how design connects to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding where design and media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts in terms of design help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create an advertising print campaign (print ads, billboard designs, a webpage, etc) on a world topic (global warming, world hunger, etc.) and share them with the class. Have students explain and demonstrate what design techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.good.is/post/design-for-the-first-world-the-rest-saving-the-west/

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

Assessments:

Class Discussion

Project Rubric

MAHS3-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do we communicate design's impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How is design interconnected between other discipline areas?

Activities:

Hold a class discussion analyzing print and online news. How do these designs connect with English, Journalism, Politics, Social Studies, etc? Analyzing print and online news reports starts with understanding how they are organized – Have students compare print ads and online news. Make connections with English, Journalism, Politics, Social Studies, etc during the discussions and analysis. (see resources)

Resources:

McDougal-Littell Literature, Grade 12 (textbook)
Understanding the Basics of News Reporting
Analyzing Print and Online News
Comparing News Formats
Evaluating News Reports

http://blogs.scholastic.com/accelerating_change/2009/08/what-is-21st-century-media-literacy.html

http://blog.beliefnet.com/moviemom/2009/07/interview-ellen-besen-on-visua.html

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS3-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating graphic design? What careers are available within the field of design?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within the field of design? Understanding budget and financial concepts within design (ex. budget, advertisement costs, etc.)

Activities:

Hold a discussion on advertisement budgets. How much does it cost to design, run, and distribute a typical ad campaign? After looking at various budget breakdowns, discuss big name advertisers (Nike, Coke, Pepsi, etc) and compare advertisement budget and investments with sales. When students create an ad campaign related to any of the other standards within this curriculum guide, have them budget their cost of the advertisement distribution and printing. Have them include everything, including cost of school provided materials as part of the overall assignment.

Hold a class discussion on job opportunities in design. What are similarities and differences with graphic, industrial, game, fashion design, etc? Then have students on research various careers in design, record podcasts or design ad campaigns for various design fields and share them with the class.

Resources:

Calculating your ad budget:
http://www.entrepreneur.com/advertising/adcolumnistroyhwilliams/article54436.html

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Design Jobs:
http://art.nmu.edu/department/AD_Career-Jobs.html

http://www.mediabynumbers.com/

Assessments:

Project Rubric/Checklist

Class Discussion

MAHS3-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of design affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts and design. How does design and advertising the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Using Arts and Culture to Stimulate State Economic Development

Creating Global Economic Value by Design:
http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/477/243

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate, analyze, and integrate design from the past and its influence on design in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of design techniques from the past has influenced the design of today.

Activities:

Hold a class discussion on how design forms from the past (radio, print ads, etc) have influenced the design campaigns of today (internet, blogs, flash animation, etc). Have students look at how soda has been advertised in America over the past 50 years. In groups have students design 5 print ads for an object invented I the 21st century (mp3 player, iPad, smart phones) each ad would replicate a style of each decade starting with the 50's. When completed, have a class critique and analyze the similarities and differences of each era of design and how they are specifically integrated within the students' work.

Resources:

Retro Soda Ads:
http://gono.com/adart/new/adartcatlist.php?cat_id=2

Cigarette Advertising 1930's-1990's
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/selling_tobacco.cfm

http://designmind.frogdesign.com/articles/power/design-with-intent.html

http://webdesignledger.com/inspiration/10-amazing-designers-that-influence-the-community

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS3-5.2   Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate design as it compares and differs around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in design practices within a variety of cultures from around the world.

Activities:

Hold a class discussion on design influence. How is design different in Japan that in America? What is aesthetics, and how to they differ between cultures? Have students' research design and aesthetics of various world countries and cultures. Have students create a series poster designs that advertise the same product but use a different cultural aesthetic for each design.

Resources:

Design Inspiration from around the world:
http://www.formfiftyfive.com/

Aesthetics and Culture:
http://ocw.usu.edu/Anthropology/Cultural_Anthropology/Chapter_7__Aesthetics_and_Culture.htm/

A Cross-Cultural Analysis of Websites from High-Context Cultures and Low-Context Cultures
http://jcmc.indiana.edu/vol11/issue1/wuertz.html

http://web.mit.edu/comm-forum/papers/kirsch.html

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS3-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of design that exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts and design throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how a media art has progressed over time.

Resources:

http://www.artsz.org/difference-between-artist-graphic-designer/

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

http://art.net/Studios/digital.html

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS3-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate what human, cultural, and societal considerations exist in graphic design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues. A "picture means a thousand words" but what does it mean in relation to different cultures and societies around the world?

Activities:

Have a class discussion on what is meant by design etiquette? How do different cultures perceive design, colors, and compositions? Have students research different human, cultural, and societal considerations that exist in within graphic design. Have them design a website or print ad campaign that illustrates and presents their finding or the class.

Resources:

Design Etiquette 101:
http://devgrow.com/design-etiquette-101/

Culture: Issues in eLearning and Web Design:
www.instructionaldesigns.org/pdfs/cultural_factor.pdf

Assessments:

Project Rubric

Class Discussion

MAHS3-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

http://www.digitalcitizenship.net/

http://cybersmartcurriculum.org/digitalcitizenship/

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 4

Creating Media Artwork

Standard 1:   The student will develop and expand his or her knowledge of processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS4-1.1   Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in design?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create and communicate with design.

Activities:

Have students look at history of posters (see first link in resources) – talk about creating posters from hand compared to using Photoshop or other computer based design programs. Use Photoshop to design and create poster that illustrates a current event from the school (Pep Rally, sporting event, club sponsored activity, etc) – Talk about what specific processes, techniques, and applications are used to create an effective design

Resources:

Poster History:
http://www.artlex.com/ArtLex/p/poster.html

http://webhost.bridgew.edu/d1stanton/AR260.html

PhotoShop Tutorials:
http://photoshoptutorials.ws/

Various Digital Photography Projects

List of Digital Artists

Design Projects:
http://www.tcnj.edu/~hutchinj/2d_design/assignments.htm

Assessments:

Project Rubric

Class discussion

MAHS4-1.2   Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media design technologies (PhotoShop, Illustrator, InDesign and other programs, etc) to create designs that communicate an idea.

Activities:

Students create a series of poster designs that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas to a particular audience. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

http://www.boxesandarrows.com/view/using-design-visuals

http://www.smashingmagazine.com/2008/07/22/how-to-communicate-design-decisions-to-clients/

Using Blogs and Wikis

Assessments:

MAHS4-1.3   Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

How do you demonstrate an understanding of procedures and responsibilities for proper use of and care for equipment and know why it is important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program. An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

After class discussion on why it is important to take proper care of equipment. Students could then design handouts for others that detail an understanding of various procedures and responsibilities for proper use of and care for equipment. They could create a flash animation or design series of posters.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

http://www.basic-digital-photography.com/caring-for-your-digital-camera.html

http://www.librarysupportstaff.com/4compcare.html

http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS4-1.4   Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

Copyright and the Internet

Copyright Myths

Understanding Information Literacy

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS4-1.5   Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:

What criteria are used to evaluate and assess media art and design works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any print design (student or artist created, examples can include CD covers, magazine ads, product logos, business cards, etc) with a list of topics to discuss (composition, required elements, color use, meaning, etc) and how it relates to the design.

Compare and contrast digital designs created in PhotoShop and Illustrator to traditional hand drawn typography or traditional illustrational painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating design work – how does it effect the audience, does it matter, etc.

Resources:

Critique Strategies:

http://www.goshen.edu/art/ed/critique1.html

http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS4-2.1   Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to design

Activities:

Students design print illustrations designed to communicate certain elements specific to individual media. Examples could include but are not limited to poster designs created to illustrate parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

Instructional Design Tips:
http://its.sdsu.edu/blackboard/instructor/docs/handouts/InstructionalDesignTips.html

http://its.intrasun.tcnj.edu/photoshop/photoshop-toolboxdiagram.html

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS4-2.2   Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through design?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how designers communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) How can you use design to covey your feelings? Have students design a series of poster designs that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy

http://www.frankwbaker.com/recent_trends_digital_media.htm

Developing Critical Social Awareness Through Digital Literacy Practices: http://www.informaworld.com/smpp/content~db=all~content=a907112612

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS4-2.3   Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate, describe, and justify your designs? How did you create your design work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their justifications on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a design projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and justify their work as it relates to the requirements listed in the rubric.

Resources:

http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47

http://artcritiquegallery.com/gallery/

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS4-2.4   Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Hold a class discussion on the elements and principles of design. How do they relate in visual art compared to graphic design. Do artists think differently than designers? How are they the same? How are they different? Design a logo for each element and principle of design . Incorporate the word (example: Balance, Value, etc) while designing a logo that effectively illustrates each word's definition.

Resources:

http://blog.linedandunlined.com/post/404921308/graphic-design-critical-thinking

http://www.princetonol.com/groups/iad/Files/elements2.htm

http://en.wikipedia.org/wiki/Graphic_design

Assessments:

Project Questionnaire

Informal/Formal Critique

Project Rubric

MAHS4-2.5   Create works that demonstrate high levels of competency in design principals and effective composition in the media arts.

Essential Question:

How do you design work that demonstrates the highest levels of competency in design principals and effective composition?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of graphic design.

Activities:

Students are to create and design a complete identity for a fictional company where they are the CEO. They are to create a logo, slogan, and product line. Students are to create a multi-faced advertisement and identity campaign complete with 5-6 print ads, billboard designs, a TV commercial, and a website. Students cater to an audience of their own merit; they must be able to justify all of their design choices and decisions to the class during a final critique.

Resources:

http://www.princetonol.com/groups/iad/Files/elements2.htm

http://www.ashrae.org/students/page/1420

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3:   The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS4-3.1   Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you design this work for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when designing an advertisement, print ad, magazine cover, etc.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the design?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

Questions to ask about Media Messages

http://www.frankwbaker.com/advertising1.htm

Assessments:

Written response from a visual prompt (student artwork)

Project Rubric

MAHS4-3.2   Create messages using **media texts**.

Essential Question:

How do you create messages with design?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze print advertisements to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a series of print advertisements (use a alcohol, toy, car ads, etc). Students will be encouraged to look deeply and to ask questions about the production and design techniques used to make the ads. (See resources for full lesson plan) Then after discussing what techniques (color, text placement, composition) the designer used have students design an 8½ x 11 print advertisement for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/alcoholdeconstruction.htm

http://www.frankwbaker.com/color_in_ads.htm

Questions to ask about creating designs:
http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS4-3.3   Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the designer in presenting the message to their audience? How do these treatment of ideas make this an effective design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how designers create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist and former graphic designer Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and design a propaganda poster in the style of Shepard Fairey. Upon completion, have a class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

http://obeygiant.com/archives

http://www.frankwbaker.com/propaganda.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS4-3.4   Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in design create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include composition, text fonts, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS4-3.5   Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze and evaluate information and media found within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.) sources and evaluate what is the best source of information.

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to design their own print ads about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/bias.htm

http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html

Assessments:

Class Discussion

Project Rubric

MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

How do designers use language, tone, and point-of-view when creating media texts? How do designers use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how designers use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media's ability to influence the viewer's perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a "missing" point-of-view? Have students then design a poster that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/

http://www.frankwbaker.com/lessonplan.htm

Assessments:

Class Discussion

Project Rubric

MAHS4-3.7   Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do we critique specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media is therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them design a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

How to Teach Audience

Key Questions to ask Students about influence and audience

http://www.frankwbaker.com/audience.htm

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4:   The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS4-4.1   Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How demonstrate our knowledge on how design connects to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding where design and media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts in terms of design help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create an advertising print campaign (print ads, billboard designs, a webpage, etc) on a world topic (global warming, world hunger, etc.) and share them with the class. Have students explain and demonstrate what design techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.good.is/post/design-for-the-first-world-the-rest-saving-the-west/

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

Assessments:

Class Discussion

Project Rubric

MAHS4-4.2   Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do we communicate design's impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How is design interconnected between other discipline areas?

Activities:

Hold a class discussion analyzing print and online news. How do these designs connect with English, Journalism, Politics, Social Studies, etc? Analyzing print and online news reports starts with understanding how they are organized – Have students compare print ads and online news. Make connections with English, Journalism, Politics, Social Studies, etc during the discussions and analysis. (see resources)

Resources:

McDougal-Littell Literature, Grade 12 (textbook)
Understanding the Basics of News Reporting
Analyzing Print and Online News
Comparing News Formats
Evaluating News Reports

http://blogs.scholastic.com/accelerating_change/2009/08/what-is-21st-century-media-literacy.html

http://blog.beliefnet.com/moviemom/2009/07/interview-ellen-besen-on-visua.html

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS4-4.3   Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating graphic design? What careers are available within the field of design?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within the field of design? Understanding budget and financial concepts within design (ex. budget, advertisement costs, etc.)

Activities:

Hold a discussion on advertisement budgets. How much does it cost to design, run, and distribute a typical ad campaign? After looking at various budget breakdowns, discuss big name advertisers (Nike, Coke, Pepsi, etc) and compare advertisement budget and investments with sales. When students create an ad campaign related to any of the other standards within this curriculum guide, have them budget their cost of the advertisement distribution and printing. Have them include everything, including cost of school provided materials as part of the overall assignment.

Hold a class discussion on job opportunities in design. What are similarities and differences with graphic, industrial, game, fashion design, etc? Then have students on research various careers in design, record podcasts or design ad campaigns for various design fields and share them with the class.

Resources:

Calculating your ad budget:
http://www.entrepreneur.com/advertising/adcolumnistroyhwilliams/article54436.html

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Design Jobs:
http://art.nmu.edu/department/AD_Career-Jobs.html

http://www.mediabynumbers.com/

Assessments:

Project Rubric/Checklist

Class Discussion

MAHS4-4.4   Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How we analyze and evaluate the creative aspects of design and its affect on the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts and design. How does design and advertising the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

Largest Advertising Budgets on a global economic scale:
http://www.creditloan.com/infographics/largest-advertising-budgets/

Using Arts and Culture to Stimulate State Economic Development

Creating Global Economic Value by Design:
http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/477/243

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5:   The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS4-5.1   Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate, analyze, and integrate design from the past and its influence on design in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of design techniques from the past has influenced the design of today.

Activities:

Hold a class discussion on how design forms from the past (radio, print ads, etc) have influenced the design campaigns of today (internet, blogs, flash animation, etc). Have students look at how soda has been advertised in America over the past 50 years. In groups have students design 5 print ads for an object invented I the 21st century (mp3 player, iPad, smart phones) each ad would replicate a style of each decade starting with the 50's. When completed, have a class critique and analyze the similarities and differences of each era of design and how they are specifically integrated within the students' work.

Resources:

Retro Soda Ads:
http://gono.com/adart/new/adartcatlist.php?cat_id=2

Cigarette Advertising 1930's-1990's
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/selling_tobacco.cfm

http://designmind.frogdesign.com/articles/power/design-with-intent.html

http://webdesignledger.com/inspiration/10-amazing-designers-that-influence-the-community

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS4-5.2   Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate design as it compares and differs around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in design practices within a variety of cultures from around the world.

Activities:

Hold a class discussion on design influence. How is design different in Japan that in America? What is aesthetics, and how to they differ between cultures? Have students' research design and aesthetics of various world countries and cultures. Have students create a series poster designs that advertise the same product but use a different cultural aesthetic for each design.

Resources:

Design Inspiration from around the world:
http://www.formfiftyfive.com/

Aesthetics and Culture:
http://ocw.usu.edu/Anthropology/Cultural_Anthropology/Chapter_7__Aesthetics_and_Culture.htm/

A Cross-Cultural Analysis of Websites from High-Context Cultures and Low-Context Cultures
http://jcmc.indiana.edu/vol11/issue1/wuertz.html

http://web.mit.edu/comm-forum/papers/kirsch.html

Assessments:

Project Rubric

Class Discussions/Critiques

MAHS4-5.3   Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of design that exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts and design throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how a media art has progressed over time.

Resources:

http://www.artsz.org/difference-between-artist-graphic-designer/

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

http://art.net/Studios/digital.html

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS4-6.1   Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate what human, cultural, and societal considerations exist in graphic design?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues. A "picture means a thousand words" but what does it mean in relation to different cultures and societies around the world?

Activities:

Have a class discussion on what is meant by design etiquette? How do different cultures perceive design, colors, and compositions? Have students research different human, cultural, and societal considerations that exist in within graphic design. Have them design a website or print ad campaign that illustrates and presents their finding or the class.

Resources:

Design Etiquette 101:
http://devgrow.com/design-etiquette-101/

Culture: Issues in eLearning and Web Design:
www.instructionaldesigns.org/pdfs/cultural_factor.pdf

Assessments:

Project Rubric

Class Discussion

MAHS4-6.2   Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

http://www.digitalcitizenship.net/

http://cybersmartcurriculum.org/digitalcitizenship/

Assessments:

Project Rubric

Class Discussion

Glossary A

Aesthetic awareness encompasses the abilities necessary for a student to respond in a considered or profound way to artistic creations and the natural environment. An aesthetic experience results in a reasoned judgment regarding the beauty of an object, event, or place. In terms of media arts examples could include identifying emotional and intellectual responses to a certain film or advertisement, or acknowledging the differing aesthetic values in media of diverse cultures and time periods.

Analyze is to examine critically, so as to bring out the essential elements or give the essence of: *to analyze a poem.*

Art Concepts (a) An object of thought such as an element of art or principle of design. (b) Theories and ideas about art and how it contributes to human growth, how it may be understood in terms of styles and techniques, and how it rests on philosophical and aesthetic assumptions.

Arts disciplines are the areas of emphasis in arts education, including music, dance, theater, and visual arts.

Codes: systems of signs, put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal or aural (sound effects, music). Visuals, for example, may use a number of technical codes such as camera angles, framing, composition, lighting etc to convey a particular attitude to a subject. Codes can also be symbolic, eg. The clothes the actor is wearing may have associations with another period such as the thirties.

Communications is the field of study concerned with the transmission of information by various means, such as print or broadcasting.

Content areas are specific subject areas.

Conventions habits or long accepted ways of doing things through repeated experiences, audiences become familiar with these. Through experiencing a technique over and over an audience becomes used to the convention. There are hundreds of conventions developed over the years that audiences accept as natural. Conventions may have to do with the structure of a narrative such as how the passing of time is show on film and television -- the fading to black. An audience has usually agreed upon conventions.

Create is to evolve from one's own thought or imagination, as a work of art or an invention.

Creative Expression is the act of making art, either through production or performance.

Deconstruct is to take apart, analyze, or break down a media text into its component parts in order to understand how and why it was created.

Digital Arts the creative combination of arts and technology.

Digital Citizenship the norms of behavior with regard to technology use.

Forms (see Media Art Forms)

Genre (see Media Genre)

Implied Messages suggested messages without being directly or explicitly stated

Information Literacy Skills

Media materials that hold data in any form or that allow data to pass through them, including paper, transparencies, multipart forms, hard, floppy and optical disks, magnetic tape, wire, cable and fiber. Media is the plural of "medium."; or any form of information, including music, design, advertisements and film. Media may also refer to CDs, DVDs, videotapes and other prerecorded material.

Media Arts the study and practice of human communication through photography, film or video, audio, computer or digital arts, and interactive media.

Media Art Forms (see Media Arts)

Media Genres a category of media texts characterized by a particular style, form or content

Media Literacy is the process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Media texts include spoken, print, graphic and electronic **communications** with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The **media texts** studied in English are found in newspapers, magazines, and on television, video, film, radio, computer software and the Internet.

Overt Messages are messages which are directly stated or obvious

Perspective how different authors/artists bring various viewpoints to their created works

Point-of-View (see perspective)

Production is the industrial process of creating **media texts** as well as the people who are engaged in this process.

Production Values describe the quality of a media production—which is generally proportional to the money and technology expended on it.

Simple Media Texts (see Media Texts)

Technology/Technologies is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment. It can also be described, as the machinery, tools, and materials required producing a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

GLOSSARY B

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms."
Mediacy [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

Media Arts Glossary	
codes and conventions	*Codes* are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. *Conventions* are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.
digital citizenship	A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.
information literacy skills	The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.
media art	Types of art created with media technologies—computer graphics, for example, and digital imaging.

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media texts	Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.