



**AWE 301 - MEDIA ARTS**  
GR. 11 OPEN LEVEL

# COURSE OUTLINE

**TEACHER: MR. GALANG**  
**ROOM: 111**

## **DESCRIPTION**

This course emphasizes the development of the knowledge and skills required for the production of media art works (eg. Graphic arts, digital design, computer animation and sound). Students will develop an appreciation of the history of media arts through analyzing specific works, and will create media art works using a variety of technologies (eg. Digital camera, photo-imaging software, computer-modeling software).

## **CONNECTION TO CATHOLIC FAITH**

This course will help students address the Ontario Catholic Graduate Expectation that they become effective communicators who use and integrate the Catholic faith tradition in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## **STRANDS AND EXPECTATIONS**

### **CREATING AND PRESENTING**

- A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

### **REFLECTING, RESPONDING, AND ANALYSING**

- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
- B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.

### **FOUNDATIONS**

- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

**TIMELINE****UNITS OR TOPICS OF STUDY**

10 HRS

**Unit 1 - THE DIGITAL IMAGE: THE FUTURE OF DIGITAL MEDIA**

This first unit will examine the concepts behind the production of imagery in the digital age. We will examine how the image can also be manipulated and disseminated in many different ways. The elements of Art and Design will also be discussed in this introductory survey.

10 HRS

**Unit 2 - PHOTOSHOP CS6 & IMAGE MANIPULATION**

This second unit will introduce the students to Adobe Photoshop - the industry's leading image manipulation software. For this unit, the students will learn the interface basics. Basic cropping and extraction techniques will also be covered as well as layers, blend modes, colour channels and textures.

10 HRS

**In-Class Project 1 - PHOTO MANIPULATED PORTRAIT PROJECT**

For the first in-class project, students will be introduced to the concept of portraiture and image-manipulated environments using found images and Photoshop CS6.

20 HRS

**Media Literacy - OUR WORLD UNDER A DIGITAL MICROSCOPE**

Studying the development of Media Arts is critical to the understanding of how media affects us in so many ways. Media Literacy may be spread out throughout the semester. A first semester test & final exam includes everything studied from and discussed in class.

10 HRS

**Unit 3 - ILLUSTRATOR CS6 AND VECTOR ART**

This third unit will introduce students to Adobe Illustrator and Vector graphics. As a completely different tool from Photoshop (manipulation), the students will learn about Illustrator's interface as well as the basics of the program. Students will also learn how to create basic shapes and ultimately will learn how to use the pen-tool.

20 HRS

**In-Class Project 2 - VECTOR PROPAGANDA POSTER**

For the second in-class project, students will be introduced to the concept of public service awareness campaigns. More importantly, the focus of the project is to pick a worthy social cause for you to defend (topic TBA). Prior to starting the project, the students will also be introduced to the art of Shepard Fairey and Banksy.

10 HRS

**Unit 4 - VECTOR, BITMAP GRAPHICS & GIF CREATION - THE NEW WORLD OF ILLUSTRATION**

This fourth unit will combine the use of both Photoshop and Illustrator to create a cross-platform work of art. Students will also be introduced to hand-drawn digital graphics through the use of a WACOM pen tablet, as well as scanning found graphics and textures.

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**TIMELINE****UNITS OR TOPICS OF STUDY**

20 HRS

**CPT - TBD**

The final CPT for the course will revolve around the development of a vector and photo-based artwork. You are expected to use both Photoshop and Illustrator CS6.

EVAL %	ASSESSMENT & EVALUATION BREAKDOWN	LEARNING SKILLS
<b>TERM WORK (70% TOTAL OF FINAL MARK)</b>		
10 %	KNOWLEDGE / UNDERSTANDING	<b>RESPONSIBILITY</b>
10 %	THINKING / INQUIRY	<ul style="list-style-type: none"> <li>• Fulfills responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>
20 %	COMMUNICATION	<b>ORGANIZATION</b>
30 %	APPLICATION	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<b>SUMMATIVE (30% TOTAL OF FINAL MARK)</b>		
30 %	CPT	<b>INDEPENDENT WORK</b>
<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>		
<b>COLLABORATION</b>		
<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>		
<b>INITIATIVE</b>		
<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>		
<b>SELF-REGULATION</b>		
<ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>		

Assessment and Evaluation Strategies: classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, and exams, observations, performance tasks, portfolios, question and answers, self-assessment.

Assessment and Evaluation Tools: Checklists, exemplars, rating scales, rubrics, metacognition, self and peer assessment, anecdotal notes.

# SEMESTER AT A GLANCE (ASM301)

MONTH	SOFTWARE	LESSON	ASSIGNMENTS/ ACTIVITY	TEST / EXAM
February	<ul style="list-style-type: none"> <li>- Mac OSX</li> <li>- Adobe Photoshop</li> </ul>	<p><b>Unit 1:</b> The Digital Image: A Primer in Media Arts.</p> <ul style="list-style-type: none"> <li>- Learning the Mac environment.</li> <li>- How to access account / save work.</li> <li>- How to scan sketches.</li> <li>- Photoshop basics.</li> </ul>	<ul style="list-style-type: none"> <li>- What is Media?</li> <li>- The Image in the age of the Digital World.</li> <li>- Visual exercises.</li> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> </ul>	
March	<ul style="list-style-type: none"> <li>- Adobe Photoshop</li> </ul>	<p><b>Unit 2:</b> Photoshop CS6 &amp; Image Manipulation.</p> <ul style="list-style-type: none"> <li>- Intro to the work of Pop and Digital Art.</li> </ul>	<ul style="list-style-type: none"> <li>- Visual exercises.</li> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> <li>- <b>Project 1:</b> Abstract Composition</li> </ul>	<ul style="list-style-type: none"> <li>- Oct. Report cards are given out in early November.</li> </ul>
April	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> </ul>	<p><b>Unit 3:</b> Illustrator CS6 and Vector Art.</p> <ul style="list-style-type: none"> <li>- Advanced Illustrator: pen tool, shape manipulation, and swatch library creation.</li> <li>- Intro to Pop Art and Warhol.</li> <li>- Media Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> <li>- Introduction to Portraiture.</li> <li>- <b>Project 2:</b> Vector Propaganda Poster</li> </ul>	
May	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Adobe Photoshop</li> </ul>	<p><b>Unit 4:</b> Vector &amp; Bitmap Graphics.</p> <ul style="list-style-type: none"> <li>- Advanced Photoshop.</li> <li>- Advanced Illustrator.</li> <li>- Media Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning how to take pictures.</li> <li>- Lighting basics.</li> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> </ul>	<ul style="list-style-type: none"> <li>- Xmas break from late Dec. - early Jan.</li> </ul>
June	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Adobe Photoshop</li> </ul>	<p><b>CPT:</b> TBD</p>		