

DIGITAL DESIGN SYLLABUS

2019 - 2020

Instructor: Mr. Christopher D. Paone
Email: christopher.paone@stjohns.k12.fl.us

Room: B-470
Office Hours: By appointment only

STUDENTS PLEASE KEEP THIS DOCUMENT IN YOUR BINDER AT ALL TIMES

COURSE DESCRIPTION:

This course enables students to develop awareness of visual communication concepts and graphic design techniques that reflect knowledge of the elements of art and principles of design as well as layout and composition. Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the portfolio presentation and critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. Career opportunities within the digital arts and related fields will also be discussed.

COURSE OBJECTIVES:

[ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.

[LAFS.6.SL.1.2](#) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[LAFS.6.SL.1.3](#) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RST.2.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.

[LAFS.68.WHST.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[VA.68.C.1.3](#) Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

[VA.68.C.2.3](#) Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

[VA.68.C.3.1](#) Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

[VA.68.F.1.1](#) Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

[VA.68.F.1.4](#) Use technology skills to create an imaginative and unique work of art.

[VA.68.F.2.1](#) Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

[VA.68.F.3.4](#) Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

[VA.68.H.1.2](#) Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

[VA.68.H.2.3](#) Describe the rationale for creating, collecting, exhibiting, and owning works of art.

[VA.68.H.3.3](#) Create imaginative works to include background knowledge or information from other subjects.

[VA.68.O.1.1](#) Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

[VA.68.O.1.2](#) Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

[VA.68.O.2.2](#) Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

[VA.68.O.3.1](#) Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

[VA.68.S.1.4](#) Use accurate art vocabulary to explain the creative and art-making processes.

[VA.68.S.2.1](#) Organize the structural elements of art to achieve artistic goals when producing personal works of art.

[VA.68.S.3.1](#) Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

[VA.68.S.3.3](#) Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

[VA.68.S.3.4](#) Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

COURSE REQUIREMENTS:

1. Complete all work and projects assigned in Schoology. Keep an organized notebook to document each class session. It should include daily Cornell notes, handouts, assignments, observations and projects.
2. Attend class each session and be involved in the objectives of the course. Your day to day response and participation in this course is essential to your learning and progress. You will learn from each other and from the group environment.
3. Participate in all class assignments and critiques.
4. Have a good attitude and do your very best on every task.
5. Reach your fullest potential and observe self control and demonstrate maturity.
6. Complete all assigned projects, participate in class discussions, do your share of the work in group activities and be prepared for a cumulative semester and final exam.
7. Attend the REQUIRED Portfolio Review on May 7, 2020 if you are in Digital Design 2 or Digital Design 3
8. B.A.R.K. Be Prepared – Act Responsible – Respect Everyone – Keep Safe

OTHER AREAS OF EMPHASIS:

- Elements & Principles of Design Fundamentals and Composition
- Visual Communication
- Innovation, Creativity & Brainstorming
- Influence of Art and Graphic Design History
- Internet Research Skills
- Computer Literacy Skills & Multimedia
- Career Study and Research
- Use of Tools & Safety Procedures
- Technique and Craftsmanship
- Presentation & Critique

EVALUATION CRITERIA:

70% - Summative (Tests, Finals, Projects, Portfolios)

30% - Formative (Quizzes, Classwork, Exercises, Activities)

- Student effort on each project – Extra effort and coming to the lab after school is sometimes necessary
- Entering skill level
- Class participation and attitude
- Demonstrated work ethic and discipline
- Demonstrated willingness to explore and experiment with new media
- Evolution during the semester of student progress and applied knowledge of concepts

ATTENDANCE POLICY: Attendance is crucial to your overall success in this course. Students are encouraged to become familiar with the attendance policies as stated in the St. Johns County Code of Conduct. Repeated absences will make it difficult to be successful in this course. It is hard to make-up class or group experiences as well as computer lab activities when you are repeatedly absent. An excused absence still requires equivalent make-up. If you miss a class, you must arrange an equivalent experience for the time missed. This is the student's responsibility. Discuss each situation with me for equivalent experience & approval.

TARDY POLICY: Students who are continually tardy will have consequences and referrals to dean and administration.

CELL PHONES: There is NO USE of cell phones during school time. Cell phone are strictly prohibited. Continual violations will result in referrals to the dean and if the problem continues the phone will be taken until the end of the day for parent pick up.

Digital Design Supply List (Parents you can keep this page, just sign and return the bottom)

REQUIRED:

8 GB or 16 GB USB jump drive or USB SD Card Reader with SD Card - Required
Mechanical Pencils AND 1 Tube of Refill Lead

HIGHLY RECOMMENDED:

Durable 1" White or Black Clear-View 3-Ring Binder – Use as an in-class portfolio
(One that you can place an 8.5" x 11" sheet of paper in the front cover)
Approximately 50 sheets of notebook paper
Zipper Pouch – strong with metal grommets
Black Sharpies! Fine Point & Extra Fine Point
Regular Pencils and/or Art/Drawing Pencils
9" x 12" Sketch Book (PLEASE only buy a spiral bound sketch book – Others will fall apart!)
At least 5-10 top loading 8.5" x 11" plastic sheets – to safely store printed digital projects

APPRECIATED:

1 Ream 8.5" x 11" Copy Paper – brighter white is better OR Paper Towels OR Clorox Wipes OR Tissues

Parents: *If there are any problems obtaining these items please contact me by email or send a note in with your child. Donations are always really appreciated. Please make sure you write the student's name on all of your child's supplies. Parental involvement always proves to be helpful. Thank you for showing interest in your child's academic success.*

MONITORING PROGRESS USING SCHOOLLOGY: Students are expected to monitor their own progress in this course and keep up with all research, assignments, and projects which will primarily be released on the Schoolology web site. Keeping track of everything is easy to do using this website. **Parents are also strongly encouraged to monitor student progress using the Schoolology web site. Additional information about Schoolology and how parents can have access will be included in a separate handout.**

DISCIPLINE POLICY & CLASS DOJO: Murray has a school wide discipline policy. Good behavior and listening is essential for both the individual student's success and the classroom learning environment. Positive behavior is expected and will be rewarded accordingly. This class has a system of classroom rewards that can be achieved by demonstrating good skills such as listening and making effort. On the other hand, poor behavior will not be tolerated. There are consequences in place for poor behavior such as loss of transition time between classes, time out, parent contact, detentions, and referrals to the dean. Both positive and negative behaviors will be documented using Class DoJo and all parents are strongly encouraged to be familiar with passwords and monitor BOTH student progress and behavior which can be easily checked on any laptop or smart phone using Schoolology, Home Access Center, and Class DoJo. This allows parents to monitor and receive updates live, while students are in class. **Parents, please communicate with Mr. Paone. More info on Class DoJo will also be sent home during the early weeks of school.**

----- CUT -----

PRINT STUDENT NAME _____

*** PARENTS ***

Please include below your email address and cell phone number. Thank you for your support & involvement!

Parent E-mail: _____ Parent Cell: _____

Print Parent or Guardian Name(s) _____

(Parents should monitor student progress on Schoolology & monitor student behavior issues using Class DoJo. In order to do that, I must have your email address and cell phone number.) christopher.paone@stjohns.k12.fl.us

*** STUDENTS ***

Please sign below indicating that you understand the class expectations. You will be prepared and make effort in class.

Student Signature _____ Date: _____