

Digital Imaging High School

Level: 1A

(Annual Course -- grades 9-12 High School)

Approved for UC/CSU Credit

Fairfax Visual Arts Magnet - Course Syllabus

Location: Room 103

Prerequisites: None

Instructor: Alex Bodnar

Website for messaging teacher: www.mrbodnar.com

Fairfax Visual Arts Magnet Phone: 323-370-1230

Conference Time: 1st Period (*by appointment*)

Course Description:

The digital imaging course is an art class (first) that uses technology as a vehicle for self-expression (second). This course aligns with the new Common Core objective preparing students with 21st century skills. Students naturally use critical thinking skills, problem solving skills, apply new technical terminology, and a host of other skill sets that compliment other curricula. At the same time, students are given opportunities to be creative with final projects that reflect what was learned throughout the semester and can be potentially used as portfolio pieces for universities and real world scenarios.

Course Objectives:

- Provide students with basic word processing and digital presentation skills
- Achieve a level of comfort with the tools and techniques needed to create digital artwork.
- Create art using digital imaging tools.
- Gain an understanding of the context of digital imaging as it relates to contemporary art practice.
- Experiment with new ways to connect digital technologies to one's own creative practice.
- Complete and output a digitally-manipulated artwork for exhibition purposes.

Student Learning Outcomes

Through art-making, readings, lectures, demonstrations, discussions, critiques and writing students will explore contemporary and experimental uses of digital media. Class time consists of hands-on demonstrations in use of software and techniques, balanced with presentations of artist examples and discussions. Students will spend some time in class discussing and developing their creative projects, but will be expected to produce their assigned art projects in class.

Requirements and Evaluation - Grading is assigned as follows:

- **80%** of the student's grade is based upon the assigned digital art classwork
- **5%** of the student's grade is based upon the quizzes/exams the precede a progress report and/or report card

- **15%** of the student's grade is based upon active participation in class activities and discussions, as well as general class citizenship.

I strictly adhere to LAUSD's criteria for report card marks. It clearly states students **MUST** be able to independently demonstrate some understanding of the standards and tasks. To earn a passing grade students must turn in **QUALITY** assignments. On rare occasions, a few students will do work only at the very end of the semester and in almost all instances these students get assistance from others. This is **NOT** acceptable and these students are **NOT** demonstrating an understanding of content standards.

To receive a letter grade of "C" you must maintain regular attendance, complete most assignments and participate in class discussions and critiques. An "A" in this course will require that you far exceed the minimum expectations for both quality and concept. Your work should show a highly developed understanding of the concepts and techniques of digital image manipulation, as well as an innovative incorporation of this medium into your own developed aesthetic. Your *positive* contribution to class discussions and overall environment is vital for an "A" as well as your attendance.

Students who have *any* combination of 20 (or more) tardies/absences by the end of the semester will receive a grade no higher than a C assuming almost all assignments have been submitted at an acceptable level.

If you wish to know the specifics of each and every letter grade in this class please go to: www.mrbodnar.com and navigate to **All About Me > Parents Contact**

Turning in your work

Your work is typically due one week before grades are submitted to the main office. If you wish to submit your work early for review (highly recommended) you may do so prior to the due date. I always assign 2-3 "catch-up" days prior to the reporting period. Because of such opportunities late work is generally not accepted. If you have a special circumstance you must inform me immediately. Failing to do so will result in a grade reduction. **ALL** portions of your project/assignment files must already be uploaded to the class hard drive in an appropriate folder from a student's flash drive by the end of the period on the due date. Due to frequent file glitches, students must also be backup their final project files on a friend's/neighbor's USB drive.

Attendance policy

Students should **NOT** miss class. If they arrive late or leave early they must provide office documentation explaining why they are missing instructional time. Students are expected to come to class on time, ready to work with their flash drives.

- Students who have any combination of 6 (or more) tardies/absences will receive a "U" on their **progress** report cards. Students who approach this number will get a phone call home and/or a letter sent home warning them of their potential Unsatisfactory ("U") Work Habits grade.
- Students who have any combination of 10 (or more) tardies/absences will receive a "U" on their **final** report cards **regardless if they clear their absences.**

- Students who have *any* combination of 20 (or more) tardies/absences by the end of the semester will receive a grade no higher than a C assuming almost all assignments have been submitted at an acceptable level.

I will abide by the magnet program's attendance policy and school's attendance policy. You are responsible to find out what you missed and complete any missed work. Remember there is a [class website!](#)

Policy on student conduct

Students are expected to abide by the Fairfax High School's Code of Student Conduct. Any violations will be reported to the Committee on Academic Misconduct.

A few examples of violations you should avoid

- Turning in work as your own that was created in some part by someone else.
- Any type of negative behavior (verbal or physical) that undermines the physical, psychological, and emotional safety within the lab
- Misuse or destructive behavior towards the equipment that belongs to the instructor or school
- Purposeful vandalism to the school's or teacher's property
- Eating and/or drinking around the lab equipment
- Any negative behavior that takes away valuable instructional time from other students
- Refusal to participate in class activities
- Sleeping in class should be avoided
- Use of electronic devices without the instructor's prior permission
- Misuse of the hall pass simply to avoid class assignments and/or activities
- Use of electronic devices and headphones in-class

Supplies

Digital Storage - You will need a **USB flash drive** to store image files and easily transport them to different computers. Get one that will store *at least 8 Gigs*, but get a larger capacity drive (16 gigs or more) if you plan to archive all of your work in this class on this one device. You will be required to follow good digital practices by backing up your important work on a classmate's flash drive. Hard-drive crashes and file glitches do happen - and they are not excuses for late projects.

Labs, Equipment and Facilities

You **do not** need to own your own computer and/or Adobe Photoshop/Illustrator to succeed in this class. Your grade is based upon your work **in class** (including your work habits and class participation)! *Classwork done outside of class will not be accepted since it is impossible to validate whether or not the student actually completed the assignment.*

GENERAL SCHEDULE

The first 3-4 weeks of each reporting period include step-by-step demos of various concepts and skills. I also provided detailed notes on almost all assignments. Students are then assessed on their accumulated knowledge in the form of projects requiring them to problem-solve, use creativity, and apply learned knowledge. Students are always given *at least* 3-4 "catch-up" days where they can compare their assignments to my screen-captured class

demonstrations and/or rubrics. Given various class sizes and student-to-computer ratio I will assign some Friday's as "Catch-Up" days, too. It is here where I assist students' one-on-one depending on where they are with their assignments and personal goals.

Reporting Period	Major Assignments	Major Skills
5 - Week Reporting Period	<ul style="list-style-type: none"> • Basic word processing • Create custom shape tools with special effects • Create blurred menus with watermarks and custom shape tools • Create a grid using Photoshop 	<ul style="list-style-type: none"> • Intro to basic computer concepts and best practices • Basic word processing • Incorporating images into documents • Intro to Photoshop • Follow step-by-step procedures
10 - Week Reporting Period	<ul style="list-style-type: none"> • Create a basic digital presentation summarizing content from a brief article • Create a banner using Photoshop • Create a unique urban art piece using Photoshop 	<ul style="list-style-type: none"> • Learn and apply knowledge of Keynote and apply best presentation practices • Learn how to create unique images for later use in term papers for other courses • Follow step-by-step procedures
15 - Week Reporting Period	<ul style="list-style-type: none"> • Create a urban style self portrait • Create various texts with varying special effects 	<ul style="list-style-type: none"> • Apply previous knowledge of the urban art assignment to create a creative digital art piece • Learn new layer styles for effects application
20 - Week Reporting Period	<ul style="list-style-type: none"> • Create various special effects popular in entertainment illustrations • Introduction to digital painting • Create a horror movie campaign poster or a commemorative stamp 	<ul style="list-style-type: none"> • Build upon previous computer and graphics knowledge • Synthesize all previous knowledge of Photoshop graphic design to create a unique self portrait