

Colorado CTE Course – Scope and Sequence

Course Name	Design & Media Arts 2		Course Details	1.0	
			Course = 0.50 Carnegie Unit Credit		
Course Description	This course builds upon the basic concepts and foundations from level 1. It provides an overview of skills necessary to be successful in general concepts found within digital media platforms.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	<u>Competency / Performance Indicator</u>	<u>Outcome / Measurement</u>	<u>CTSO Integration</u>
Unit 1 Foundational Skills & Review	2-4 weeks	<p>Explain the importance of visual elements & the principles of design</p> <p>Identify the equipment and tools presently used by designers and illustrators</p> <p>Demonstrate file management appropriate for the fields within design, multimedia arts, and digital communication <ul style="list-style-type: none"> a. File extensions b. Managing originals and copies </p> <p>Define terminology relevant to the graphic design and illustration field</p>	<p>Discuss and apply basic concepts of Elements and Principles of art.</p> <p>Understand key terminology related to digital images.</p> <p>Describe the elements of design and composition as they relate to design</p> <p>Distinguish compositional schemes in photography (e.g., rule of thirds, geometric, balance, picture planes, etc.)</p> <p>Identify and define the functions of commonly used Panels, including Properties,</p>	<p>VA2.2. Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p>VA3.2. Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p>VA4.2. Identify where the visual arts and artistic thinking are present in the real world.</p>	<p>Digital Photography</p> <p>Participants produce and submit a digital photographic portfolio that relates to the annual theme. Semifinalists participate in an onsite photographic challenge and a presentation/interview.</p>

		Understand a variety of techniques and technological applications	Layers, Brushes Adjustments, Type panels, selection, drawing, painting, type and vector shape tools Demonstrate proper use of audio editing software		
Unit 2 Media Sets	3-5 weeks	<p>“Business Portfolio Development” - brand development</p> <p>Identify significant trends in media sets.</p> <p>Apply the language and skills of art and design to create aesthetic media sets.</p> <p>Evaluate the emotional significance generated by the language and skills of art and design.</p> <p>Examine and create media sets that communicate significant cultural beliefs or sets of values and synthesize meaning.</p> <p>Explain and justify the visual elements artists use to express ideas in specific media sets.</p> <p>Explain the purpose of a variety of visual and conceptual elements in media sets.</p>	<p>Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.</p> <p>Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.</p> <p>Develop proficiency in visual communication skills that extends learning to new contexts and disciplines.</p> <p>Discuss and apply basic concepts of Elements and Principles of art.</p> <p>Understand key terminology related to digital images.</p>	<p>VA1.1. Analyze works of art and apply the language of visual art and design to infer meaning. 3. Employ concepts, issues and themes from other disciplines to solve visual arts problems.</p> <p>VA2. 2. Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p>VA3. 1. Plan, anticipate outcomes and use feedback to grow as an artist. 2. Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p>VA4.2. Identify where the visual arts and artistic thinking are present in the real world.</p>	<p>Promotional Marketing Participants create and submit a marketing portfolio and required elements that address the annual theme/problem. Semifinalists complete a layout and design assignment for evaluation</p> <p>Mass Production Participants manufacture a marketable product that addresses the annual theme. The development of the product prototype is documented in</p>

					a portfolio that presents participant knowledge and skills related to the mass production process. Through a demonstration of the prototype and an interview, semifinalists support the viability of the prototype.
Unit 3 Interactive Media	3-5 weeks	<p>Visual media with audio component</p> <p>Explain the purpose of a variety of visual and auditory elements in interactive media.</p> <p>Incorporate key concepts, issues and themes from other disciplines into interactive media.</p> <p>Explain how media from other disciplines help artists improve their work.</p> <p>Create interactive media based on a selected social issue, ensuring that the interactive component helps to communicate the social issue.</p>	<p>Develop proficiency in visual communication skills that extends learning to new contexts and disciplines.</p> <p>Understand key terminology related to digital images.</p> <p>Identify and define the functions of commonly used Panels, including Properties, Layers, Brushes Adjustments, Type panels, selection, drawing, painting, type and vector shape tools</p> <p>Demonstrate proper use of audio editing software</p>	<p>VA1.1. Analyze works of art and apply the language of visual art and design to infer meaning. 2. Recognize and interpret works of art through the lens of time, place and culture. 3. Employ concepts, issues and themes from other disciplines to solve visual arts problems.</p> <p>VA2. 1. Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection. 2. Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p>VA3. 1. Plan, anticipate outcomes and use feedback to grow as an</p>	<p>Digital Photography Participants produce and submit a digital photographic portfolio that relates to the annual theme. Semifinalists participate in an onsite photographic challenge and a presentation/interview.</p> <p>Vlogging Participants use digital video technology to create original</p>

			<p>Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.</p> <p>Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.</p>	<p>artist. 2. Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p>VA4. 1. Investigate how artists, designers and scholars narrate their social context. 2. Identify where the visual arts and artistic thinking are present in the real world. 3. Communicate messages about societal problems through the creative process.</p>	<p>content about a predetermined technology theme. Semifinalists compete in an onsite challenge to produce additional video(s) based on specified criteria, such as provided props, lines of dialog, and topics.</p>
<p>Unit 4 Persuasive Media</p>	<p>3-5 weeks</p>	<p>Argumentative Design</p> <ul style="list-style-type: none"> - Color Theory - Sound theory <p>Discuss, debate and negotiate possible alternative interpretations of persuasive media.</p> <p>Utilize visual literacy skills in verbal or written discourse to construct meaning from persuasive media, considering multiple points of view.</p> <p>Generate persuasive media based on selected themes or anticipated goals.</p> <p>Explore ways to manipulate themes or goals through technology.</p>	<p>Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.</p> <p>Interpret, analyze and explain the influence of multiple contexts found in visual art and design.</p> <p>Use artmaking processes as forms of inquiry to develop skills of perception and independent reasoning, and to increase knowledge.</p> <p>Use criteria and personal discernment to evaluate works of art and design, taking into consideration</p>	<p>VA1.1. Analyze works of art and apply the language of visual art and design to infer meaning. 2. Recognize and interpret works of art through the lens of time, place and culture. 3. Employ concepts, issues and themes from other disciplines to solve visual arts problems.</p> <p>VA2. 1. Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection. 2. Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p>VA3. 1. Plan, anticipate outcomes and use feedback to grow as an artist. 2. Demonstrate technical</p>	<p>Community Service Video Participants create a video that depicts the local TSA chapter's involvement in a community service project. Semifinalists deliver a presentation on the project and participate in an interview.</p> <p>Mass Production Participants manufacture a marketable product that</p>

			<p>the variables that influence how the work is perceived.</p> <p>Articulate a personal philosophy of art, understanding various philosophies that have come before.</p> <p>Establish a practice of planning and experimentation to advance concepts and technical artistic skills.</p>	<p>skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p>VA4. 1. Investigate how artists, designers and scholars narrate their social context. 2. Identify where the visual arts and artistic thinking are present in the real world. Grade Level Expectation: 3. Communicate messages about societal problems through the creative process.</p>	<p>addresses the annual theme. The development of the product prototype is documented in a portfolio that presents participant knowledge and skills related to the mass production process. Through a demonstration of the prototype and an interview, semifinalists support the viability of the prototype.</p>
<p>Unit 6 Career Exploration</p>	<p>2-4 weeks</p>	<p>Identify various fields within Design, Multimedia Arts, and Digital Communication and their respective career opportunities</p> <ul style="list-style-type: none"> a. Recognize the work typically performed, tools and technology used, and nature of work environments b. Identify potential certifications within the careers c. Find membership organizations associated with the careers d. Understand the necessary education associated within the careers 	<p>Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.</p> <p>Articulate a personal philosophy of art, understanding various philosophies that have come before.</p>	<p>VA1.3. Employ concepts, issues and themes from other disciplines to solve visual arts problems.</p> <p>VA3.3. Utilize current and available technology as a primary medium to create original works of art.</p> <p>VA4. 1. Investigate how artists, designers and scholars narrate their social context. 2. Identify where the visual arts and artistic thinking are present in the real world.</p>	<p>Leadership Strategies</p> <p>Participants prepare for and deliver a presentation about a specific challenge that officers of a TSA chapter might encounter. Semifinalists follow the same competition procedure but must respond to</p>

		<p>Define professionalism within the context of media arts</p> <ul style="list-style-type: none"> a. Criticism and evaluation b. Presentation c. Assessment <p>Recognize laws, regulations, and ethics significant to the fields of media art</p>			a different chapter challenge.