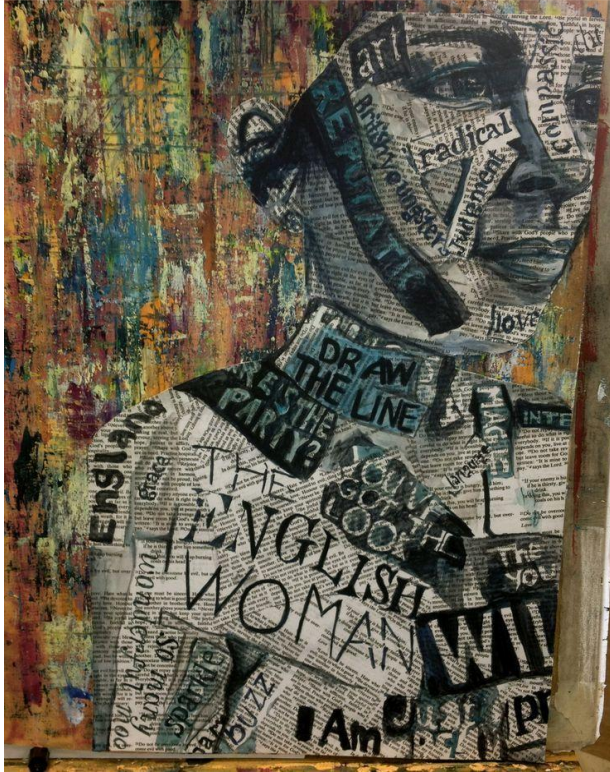


Digital Media Arts



“
Life isn't about finding yourself.
Life is about creating yourself.”

– George Bernard Shaw

Identity

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Essential Understanding-

Classroom Environment & Work Space

Best practices in the art studio and computer lab

- Students will learn & practice classroom etiquette
- Students will learn about the materials, tools & environment of the classroom

Art as a Visual Language

What is Art? Why is it relevant?

- Students will explore ART as a way to communicate (visual language)
- Students will learn to empower their voice through art making

Class Content

Structure & flow of the class (Lessons, Practice, Assessment)

Content of the class (projects, individual work *IW*, group work *GW*)

Overview -

- ❖ We will **explore inclusivity in the classroom**. This begins with learning best practices and **etiquette that allows for everyone to feel welcome** and be welcomed into the classroom (see grace & courtesy).
- ❖ What is Digital Media Arts? What will we learn?
- ❖ Introduction to the first art project based on the theme of **identity**.

→ **Guiding question 1: What is a welcoming classroom environment? How can I learn, practice and share in a welcoming classroom environment?**

Lessons

- 1. CLASS STRUCTURE - How it works
- 2. “S.L.A.N.T.” (Group, Think, Pair, Share)

• S.L.A.N.T. Slant is a secret to success that most successful people know and practice. It is a way of operating in the world that allows you to create a powerful presence and a memorable impression. We will be exploring and practicing this in the first few weeks and continuing throughout the school year.

- 3. THE CREATIVE BRAIN

Your creative or Artistic Brain is what you will “bring” into this classroom every time you enter. It is a way of leaving at the door anything that is weighing on you, any drama, or discomfort. This will allow you to “switch” your brain into a creative mode that will allow you to use whatever is going on to inform your art and express yourself. We will be exploring and practicing this throughout the school year.

- 4. *GROUP WORK: skit “Grace & Courtesy” (small group activity)
- 6. COLLAGE Inc: Personal Identity Wheel, Think Sheet.
- 7. Agendas, warm-ups, bootcamps, due dates, projects
- 9. Google Classroom
- 10. Turning in work, Late work, absent work, tutoring

Guiding question 2: What is identity? How can I express who I am and what I identify with ?

Individual Work (due week 1 and 2) HAVE TEACHER ✓ EACH ITEM ONCE COMPLETED.

Due - Aug. 26 & 27

- ___ 0. Mark-up Study Guide (underline words you do not understand, important dates, etcetera) -
- ___ 1. Complete “personal identity wheel”, “think sheet” Preview “social identity wheel”
- ___ 2. Collect Collage materials - place in paper bags (write your name) - place in section folder
- ___ 3. Think about how you will put it together - Discuss ideas (do not glue yet!)
- ___ 4. Paint or prepare your surface -

Due - Sep. 2 & 3

- ___ 5. Collage -

Due - Sep. 6 & 7

- ___ 6. Finish with Mod Podge or Matt Medium (for texture) -
- ___ 7. Complete using embellishments-
- ___ 8. Gallery Walk Assessment - (end of 2nd week)-*Post work on google site

Group Work - due Aug 26 & 27 - Grace & Courtesy SKIT

- ___ 1. Read “Grace & Courtesy” with your group. Each group will be assigned one of the elements under “Practice”
- ___ 2. Participated in GW skit, planning and presentation (after skit has been performed).

In your groups you will be putting a “skit” together to show the following:

1- What practicing your assignment choice looks like (example: if you choose: ***Moving through the classroom***-demonstrate how to do this while respecting others and the classroom resources.

2-What ignoring your choice looks like (You might demonstrate talking loudly over someone else and then taking something that isn't yours without asking then misplacing it)

HAVE FUN with this, ham it up!! You will “Perform” your skit for the class.

Class “Structure” Overview

The class is made up of three parts: **lessons, practice and assessment**. Here is what each of these will look like in this class.

Lessons- Instructor will introduce a concept, technique or process. This might include a lesson on painting, Photoshop basics, how to clean a paint brush or save your work on the computer. After the lesson you will answer some simple questions designed to help to further understanding.

Practice- After each lesson you will learn a specific skill through practicing the skill. This might include you following a video after a lesson, a step-by-step guide or a “menu poster” step-by-step guide.

Assessment- After you have had a lesson and practiced enough that you understand the skill or concept you will have a project to complete that “shows” me and you that you understood and have learned the technique, concept, skill or process.

An example might be this: After being introduced to the lasso tool in Photoshop through

a **Lesson** you **Practice** by creating a document using the lasso tool. Assessment for this

would be a **project** where you use this tool (a slate, a final mash-up assignment or other assignment using the tool or skill).

Grace and Courtesy in the classroom

Grace: “a way of moving that is smooth and attractive...a controlled, polite, and pleasant way of behaving...skills that are needed for behaving in a polite way in social situations...”

Courtesy: “polite behavior that shows respect for other people...consideration, cooperation, and generosity in providing something (as a gift or privilege)”

-Merriam-Webster

Practice the following in the classroom

- **Acknowledgments and Language** - Please, thank you, excuse me, think before speaking, listen when others speak, give your undivided attention
- **Greeting People** - Make positive eye contact, smile, say or nod hello, shake hands or fist bump
- **Moving Through the classroom** - Respect others and the classroom, share resources, walk carefully, be mindful of handling the rolling chairs, (never roll while seated)
- **Health Etiquette** - Cover mouth when sneezing or coughing, use tissues to blow nose, respect personal space, clean up, wash hands frequently
- **Cell Phone Use** - Use only before or after class, keep it silent during class time, do not use cell phones unless required for class project
- **Community Service** - In the class, pitch in to clean and organize the resources. If you make a mess, make sure to clean it up and help others clean as well. If you use something, return it to its proper place for the next person. At the end of class, everyone works together to restore the environment - Leave it better than you found it!

Narrative Identity College

Rubric

Name _____ Section _____

Learning Objectives	For Sure! Evidence of going beyond the Learning Objectives	Not Yet.. Evidence of not quite reaching the Learning Objective (must revise)	Missing.. Work is missing. Not turned in or missing name
Points Possible 100	100 Points (A+)	50 Points (revise for up to 100) Must revise within one week with approval	0 Points (N/C) Request extension for partial credit -Must turn in within one week
Plan and Practice You planned out your design taking time to find the right images and materials. (Both sides for tag one side for larger size)			
PREP & Create You prepped your base by creating a background. You arranged, designed and assembled your collage with thought and planning.			
Revise You re-worked, revised your design BEFORE gluing it down. After glueing you improved by adding more to your design.			
Add Finishing Touches You added details, color, embellishments, texture and took your work to the next level.			
Share & Reflect You participated in the gallery walk, and took a photo of your work and uploaded it to Artsonia. You added an artist's statement.			

Personal Identity Wheel

The form is a circular 'Personal Identity Wheel' divided into 12 segments around the perimeter. The segments, starting from the top and moving clockwise, are: Favorite Music, One Skill you are Proud of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto, Number of Siblings, Birth Order, and Favorite Music. The center of the wheel contains the text 'Three Adjectives to Describe Yourself' followed by three numbered lines (1., 2., 3.) for writing. Below the adjectives is a line for 'Name'.

*First Name _____ *Last Name _____ *Section _____

* Required - Please write both first & last named section neatly so I can grade you

“Collage to Canvas” THINK SHEET

Use the space below to brainstorm, create thumbnails, and take notes.
Remember, the more you prepare, the better off you'll be!

Brainstorm: Answer the following questions to help you hone in on what makes you unique.

1 What is your favorite color?

5 What is your favorite place to be?

2 What is your favorite food?

6 List 3 other interesting or unique things about yourself.

3 What is your favorite thing to do on the weekends?

4 What is something you are good at?

Thumbnails: Use the spaces below to create 3 potential thumbnails for your piece.

Notes: Use the space below to record any thoughts, feelings, inspiration, or other information you think may be helpful as you create your final piece.

Social Identity Wheel

This worksheet is for your private and personal use- Do not turn this in!
Optional worksheet - You do not need to fill this out but it might help you

