

Planned Course Statement
Electronic Collage

Developed by Judy Harney

Subject Area Fine Arts

Prerequisites None

*Supervisor's
Signature*

*0.5 Credits
Required
Course*

Course Description

Electronic Collage explores a variety of current collage strategies and techniques on the computer. Students will learn about utilizing input devices like the flatbed scanner and digital cameras. They will manipulate visual information with graphic software (Photoshop CS) in the creation of digital images. Hands-on techniques will also be integrated with current technology to bridge the gap between traditional processes and contemporary attitudes in the art of collage.

Students explore a variety of graphic software (Adobe Illustrator CS and Corel Painter) through mini workshops.

Materials

- Computers
- Adobe Photoshop
- Adobe Illustrator
- Corel Painter
- Flatbed Scanner
- Projector
- Binder
- Supplemental materials
- Compact disks
- Flash drive
- Variety of objects
- Panther network for storage of work
- Digital Camera
- Printer
- Variety of mediums

CAM Endorsement

Arts & communications

(Fine Arts skills and products are used in all career areas)

Related Careers

Art Director, Digital Artist, Computer Game Illustrator, Collage Artist, Graphic Designer, Composer, Digital Effects Animator, Digital Effects Painter, Effects Programmer, Modeler, Pre-visualization Artist, Demo Artist, Set Designer, Book Cover Artist, Greeting Card Artist, and Muralist.

*Course Goal
Objectives*

1. Students will make a variety of digital art compositions using basic collage strategies and techniques.
2. Successfully employ creative design techniques to electronic collages.
3. Skillfully apply a series of art elements and Principles while employing the strategies of the layering techniques in Photoshop.
4. Develop appreciation for the arts of Digital Imagery through personal

rewards and difficulties of the medium.

5. Analyze and discuss digital art composition through group critiques and individual reflections according to digital art concepts as well as the elements and principles of design.
6. Interpret work done in class by comparison to historic and contemporary models.
7. Discover your limits and strive to create beyond them!

This course is not designed to meet college entrance requirements.

This course is matched to the State of Oregon Curriculum Standards

<i>Reading</i>	<ul style="list-style-type: none">• Students will engage in pre-reading activities (examine pictures, making predictions, utilizing charts and graphs) and reading activities (textbook, supplemental books, magazines, teacher-made materials, and internet research).
<i>Writing</i>	<ul style="list-style-type: none">• Students will develop appropriate text for at least 1 art book.• Students will demonstrate comprehension and ability to apply 30 vocabulary/concepts in a range of test strategies.
<i>Math</i>	<ul style="list-style-type: none">• Students will use rulers in drawing assignments.• Students will use rulers and calculate measurements to frame art work.• Students will develop a timeline in for a select period in history
<i>Science</i>	<ul style="list-style-type: none">• Students will identify forces used by machines and equipment in the Art Room.• Students will make observations and formulate questions or hypotheses that can be explored through scientific exploration.• Students will analyze observations (data) and draw conclusions, explaining possible sources of errors.
<i>Speaking</i>	<ul style="list-style-type: none">• Students will create and deliver a 3 to 5 minute presentation on a selected period of Art History.

Scope and Sequence

	Activities (Bold italics CRLS/CRLE activity)	CRLS/CRLE
Week 1	<p>Introduction: What is Electronic Collage?</p> <p>Electronic? Collage? Digital collage? What’s so unique and cool about Electronic collage? What makes it so interesting to work with?</p> <p>WELCOME to Electronic Collage...</p> <p>Pre-read & reread Course syllabus Review with Instructor</p> <ul style="list-style-type: none"> • Studio Rules • Art Expectations • Grading • Late Work • Outside Classroom assignments <p style="text-align: center;">❖ Storage space on Panther Network Assigned to students</p> <p style="text-align: center;">❖ Storage space for mixed media</p> <ul style="list-style-type: none"> • Keep all work in progress updated every 5-10 minutes... <i>save, save, save</i> • Keep area clean at all times • Be sure to keep other works in progress in assigned storage area for collage Postproduction work. <p>Art Materials:(Students should purchase at student corner store or off campus)</p> <ul style="list-style-type: none"> • Sketchbook • Binder • Pencils • Plastic bags to store mixed media objects for scanning • Magazines or other sources of images • Photographs • Digital camera... optional • Flash drive disk ... optional 	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Communication</i> Listen attentively, read, summarize.</p> <p><i>Personal Management</i> Plan, organize and complete projects</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 1-2</p>	<p>Demonstrations:</p> <p>First week will demonstrate Photoshop's cool features</p> <ul style="list-style-type: none"> • Open and organizer • Rename multiples images • Print a contact sheet of thumbnail images • Create a slideshow for others to see <ul style="list-style-type: none"> ❖ Start collecting images and photographs for first project starting during 2nd week. ❖ Learn to Navigate through Photoshop's vast program with short cuts <p>Second week will focus on the following:</p> <ul style="list-style-type: none"> • Highlights, Mid-tones, and shadows • Color Balance • Making Selections • Crop, Straighten, and Size • Paint, Edit and Heal • Creating and Applying Masks • Adjusting Focus • BUILDING LAYERED COMPOSITIONS (collage techniques) <p>During week 1-2 ... there are series of activities to practice using the tools in Photoshop</p> <p>Introduce Project #1: "Collage Scrapbook"</p> <p>Pre-read & reread project details Review with Instructor</p> <p>➤ Homework Assignment: Bring in a selection of items for your first project.</p>	<p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p> <p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 3</p>	<p>Continue working on Project "Collage Scrapbook"</p> <p>Small workshops will be given by instructor:</p> <ul style="list-style-type: none"> ❖ Flatbed scanning ❖ Transfer of images from digital camera ❖ Art workshops applying traditional art media <ul style="list-style-type: none"> ➤ Gel medium for image transfers ➤ Fabric scanning ➤ Drawing or painting sessions 	<p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p> <p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4- 5</p>	<p>Group Critique for Project: Collage Scrapbook</p> <p>Pre-read & reread Critique guidelines Review with instructor</p> <p>A <i>Critique Guide</i> packet will be given to all students to apply to their future work. This will empower students to analyze their own work and others to better understand why something is successful. A rubric for all projects will be given out with all project details</p> <p>Introduce: Project #2: "Tapestry of Textures"</p> <p>Pre-read & reread project Details Review with Instructor</p> <p>Challenge is to create a tapestry that has a strong composition and design elements. The tapestry must have a visual story in its design.</p> <p>Instructor will be working on the project along with students. Instructor will be assessing student's progress several times over the week. Students are encouraged to experiment with Photoshop.</p> <p>Feedback and suggestions will be given as needed.</p> <p>Friday before Critique... Students mount their prints for display</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6</p>	<p>Group Critique for "Tapestry of Textures"</p> <p>Pre-read and reread Critique reflection form Review with instructor</p> <p>Students fill out their self-reflection form after group critique and place in their portfolio binder.</p> <p>Introduce Project #3: POP ART Portraits</p> <p>Pre-read & reread project details Review with instructor</p> <p>Challenge is to produce a portrait in the style POP Art from the 1950-60's.</p> <p>ART HISTORY session on art style: POP ART</p> <p>Artists connected: Andy Warhol, Roy Lichtenstein, Keith Haring, Robert Rauschenberg, Sandy Skoglund</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7</p>	<p>CONTINUE POP ART Portrait Project</p> <ul style="list-style-type: none"> ❖ Individual feedback and suggestions will be given as needed. ❖ Rubric should be referred to for project requirements <p>Brief Demonstrations:</p> <ul style="list-style-type: none"> ➤ Painting tool to apply touches of color. ➤ Paint bucket ➤ Masks <p>❖ Have Print Mounted and ready for Display</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 8-9</p>	<p>GROUP CRITIQUE for POP ART PORTRAITS</p> <p>Pre-read & reread Critique reflection form Review with instructor</p> <p>Students fill their self-reflection form after group critique and place in their portfolio binder.</p> <p>Introduce Project #4: Season Theme Collage</p> <p>Pre-read & reread Project details Review with instructor</p> <p>Challenge is to produce a collage composition depicting a select Season. Meaning use textures of fabric, materials, plants etc... All seasons have key characteristic within them...</p> <ul style="list-style-type: none"> ❖ Winter: White and Blue ❖ Spring: Green, Blue and other bright colors ❖ Summer: Bold yellow, Orange and blue ❖ Fall: Red, Orange, Brown, Yellow and Blue <p>Day 1-2 of project is for researching the colors, meanings, shapes and textures of select seasons.</p> <p>❖ Have print ready for display</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 10 & 11</p>	<p>Group Critique for Season Theme Collage</p> <p>Pre-read & reread Critique reflection form Review with Instructor</p> <p>Students fill their self-reflection form after critique and place in their portfolio binder.</p> <p>INTRODUCE Project #5: Surrealism</p> <p>Pre-read & reread Project details Review with instructor</p> <p>Challenge is to produce a work of art employing 4 different mediums... such as photography, flatbed scanning of 2-3 objects, & scanning an image of a drawing or print you made. The end result should be an interpretation of Surrealism.</p> <p>Day 2-4 will focus on the following:</p> <ul style="list-style-type: none"> ➤ Research Surrealism ➤ Find materials for collage ➤ Take photographs with digital camera ➤ Any image transfers ➤ Reviewing rubric of project <p>2nd week of project will continue work on Collage</p> <p>Review rubric... keep on top of details</p> <p>Have print ready for display</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 12</p>	<p>GROUP Critique for Surrealism</p> <p>Pre-read & reread Critique reflection form Review with instructor</p> <p>Students fill their self-reflection form after critique and place in their portfolio binder.</p> <p>INTRODUCE Project #6:Greek Architecture</p> <p>Pre-read & reread Project Details Review with Instructor</p> <p>Challenge is to create a strong composition using Greek Architecture design features with a background depicting mist of time.</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 12-13</p>	<p>Project: Greek Architecture</p> <p>2-3 days on Researching Greek Architecture</p> <ul style="list-style-type: none"> ❖ Traditional collage workshops for image transfers <ul style="list-style-type: none"> ➤ Gives feel of time ➤ Mystery ➤ Faded ❖ Scan Images for use in collage ❖ Scan textures to create TIME or MSYTERY <p>Individual feedback & suggestions as needed</p> <p>SIGN up for individual time slots for Final Project interview</p> <p>Homework: <i>Research</i> some ideas for your final project. <i>Write up</i> a <u>proposal</u> using form designed by instructor. <i>Bring Proposal to interview in the next two weeks.</i></p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Employment Foundations</i> Identify parts of organizations and systems and how they fit together, describe how work moves through a system.</p> <p><i>Career Development</i> Research and analyze career information, assess personal characteristics related to career goals.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 14-15</p>	<p>Group Critique for GREEK Architecture</p> <p>Pre-read & reread Critique reflection form Review with instructor</p> <p>Students fill their self-reflection form after critique and place in their portfolio binder.</p> <p>INTRODUCE: Mini workshops for two programs</p> <p>Pre-read & reread Project Details Review with instructor</p> <p>DEMONSTRATIONS: Adobe Illustrator CS & Corel Painter</p> <p>Week 14: Illustrator CS mini projects Week 15: Corel Painter mini Painting</p> <p>Have prints ready for display</p> <p>During week 15: individual interviews regarding Final Project</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>

<p>Week 16-18</p>	<p>Group Critiques on mini projects</p> <p>Pre-read & reread Critique Reflection forms Review with Instructor</p> <p>Students fill their self-reflection form after critique and place in their portfolio binder.</p> <p>FINAL PROJECT</p> <p>Pre-read & reread Final Project Details Review with Instructor</p> <p>Sign up on schedule for flatbed use Feedback & suggestions given as needed</p> <ul style="list-style-type: none"> ❖ Week 16 & 17 is to focus on developing your Final Project. ❖ Check with the project Requirements to ensure they are being met. ❖ Check with instructor for feedback during week 17 ❖ Week 18 is FINAL CRITIQUE of all projects <p>FINAL Critique Will involve a last critique before opening doors to public Fill out last self-reflection form and place in binder</p> <p>There will be an opening reception of student work</p> <p>All students will receive a CD of their works on last day of school</p>	<p><i>Teamwork</i> Negotiate, consensus building, conflict management.</p> <p><i>Employment Foundations</i> Identify parts of organizations and systems and how they fit together, describe how work moves through a system.</p> <p><i>Career Development</i> Research and analyze career information, assess personal characteristics related to career goals.</p> <p><i>Personal Management</i> Plan, organize and complete projects.</p> <p><i>Communication</i> Listen attentively, read, summarize</p>
	<p>Various Field Experiences will be scheduled, including:</p> <p>Tour of Salem Public Library..... week 3 or 4 ** (tour of Bush Barn Art Gallery & Willamette University Ford Museum..... week 7 or 8 ** (Visit Local Artist studio)..... week 5 or 6</p> <p>**Contact not yet established</p> <p>Each experience will include a follow-up (reflection) assignment.</p>	<p><i>Employment Foundations</i> Identify parts of organizations and systems and how they fit together, describe how work moves through a system.</p> <p><i>Career Development</i> Research and analyze career information, assess personal characteristics related to career goals.</p>