

KAP Digital Imaging in the Visual Arts

2014-15 Granville High School

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**Kenyon Equivalent: ARTS 107: DIGITAL IMAGING IN THE VISUAL ARTS = 1/2 unit
Kenyon credit**

This introduction to studio art experience will enable students to utilize digital tools to engage in aesthetic and conceptual practices in contemporary art. Personal studio projects will investigate a variety of subjects such as: the role of digital media in the history of artistic practice; the relationship of the arts to popular culture; the aesthetics of abstraction; and the effects of social issues (i.e. gender/race/class) on the creation and interpretation of art work.

Students will practice and gain understanding of the fundamentals of composition and develop technical skills with a variety of computer tools including Adobe Photoshop software, scanners, and digital still and video cameras. Students will receive instruction the use of digital media through a variety of visual art exercises and required to complete major assignments. Through theory and practice, effective art criticism skills will be developed, fostered by creative group interactions and the defining of one's personal aesthetic vision. Both teacher-led lessons and student research will center on contemporary artists and issues.

Major Assignments

Formalism Assignment- Raw Scan ("one shot deal"): This assignment deals with visual composition. Students will use their knowledge of the elements and principles of design in creating their composition. They will also learn technical skills in using a scanner to input imagery into the computer and how to use Photoshop software to manipulate those images. Students will use a scanner bed to compose an image that investigates some of elements and principles of design. Students will collect a wide variety of objects and will proceed to arrange them on a scanner in a way that indicates and understanding of symmetrical and asymmetrical compositions and proper use of the principles of design. Students will be required to make scans using natural elements, man-made objects, and scans in which motion is utilized to create a strong composition. Students will create a minimum of two scans for each of the above categories to show at critique and submit the best one from each category to hand in.

Manipulated Scan (multiple readjustments): For the second part of the project students will scan parts of the composition as individual objects and arrange them through Photoshop to create compositions that further utilize and indicate an understanding of the principles of design. Students will choose objects for their physical similarities/differences, textures, colors, shapes, lines and values.

Personal/Sociological Mapping: Students will loosely use the formal qualities and conceptual implications of maps as a starting point. The image should be built in layers and should utilize several types of compositional elements. Students will select a personal issue to explore in imagery such as their dreams, fears or fascinations which go beyond typical subject matter such as physical appearance or personal interests. Students will then tie this personal concern(s) to a larger sociological issue, thus broadening the concept and interest of the viewing audience. They will then further refine and unify their design by incorporating an underlying visual structure.

Conceptual Advertising Assignment: Students will create a concept of a product/ event/etc. to advertise and make a brochure or poster to accompany it that will ironically reflect/provoke/reinterpret your surrounding culture. The concept should develop from personal intrigue or impatience with an aspect of our culture. Students will need to develop the concept, title, slogan, logo, advertising copy and then draw or photograph images that support the idea. Some artists call this practice “Intervention” in our culture. Projects are often social or political commentary. These artists question convention by using humor and unusual associations to challenge public assumptions.

Book Project: Students will create a series of images that are formally and conceptually linked and sequential. They will choose the theme (subjects or objects) and start by taking photos that emphasize the formal qualities of the subject, unusual points of view, and artist intervention in the shot, compelling, mysterious, or innovative approaches to shooting the images. Students will build upon the first project where the elements were arranged on the scanner in a way that made their formal qualities dominant, but will also add conceptual meaning to these materials by choosing them for their symbolic value as well. The book will have a sequence in which something is revealed over time as the viewer moves through the images. The revelation can be simple, like another symbol that becomes more obvious through the sequence and takes over the first image, or it can be more complex in meaning. Students will be required to turn in one completed book for a grade.

Stop Motion: Students will choose an existing story or poem or one that the student has written him/herself and abstractly illustrate the story in stop-motion. Images will be symbolic, not literal, and should amplify, not simply repeat what is being said. This visual story must have a beginning, middle and an end. Lighting effects, speed of frames, having an element of surprise that unfolds in some way over time will be considered in the grading of this project. Sound may be included as a part of this assignment.

Evaluation Criteria:

Does your finished work show...

1. **A visually, intellectually and emotionally compelling** approach? Does your work contain something (i.e. a focal point) that initially draws the viewer in to want to see more? *Does it contain Spectacle?*
2. **Conceptual depth**, sophistication or complexity that allows a sustaining interest on the part of the viewer? Have you demonstrated your knowledge of the elements and principles of design? *Does your work contain Complexity?*
3. **Proper choice and use** of technique and media? Does its form (its color, media, rhythm, etc.) support the content (the idea OR concept)? Does it make sense to use this form for this subject?
4. **Originality/creativity/innovation/surprise/cleverness**? Does the work avoid clichés? Did you take a risk...step away from your comfort zone? *Is there uniqueness to the way you have offered up this idea?*
5. **Resolution** in the way that makes sense for your own project? Are your various themes and metaphors pulled together into a unified whole that makes sense? Did you submit a finished work on the date due that fulfilled the assignment?
6. **Your commitment** to the work that involves creative problem solving, development of technical skills, attention to detail, meeting deadlines, showing artistic integrity and effort, a willingness to learn from others including faculty and students, participation in group critiques and discussions?
7. **An awareness of the appropriate audience/assignment/social context** of your work as relating to other artists and non-artists, those of your generation and beyond, what era you are working within? What cultural knowledge informs your work? Was your end product appropriate for your audience, senior showcase and contemporary galleries?