

Unit: Media Arts

Web-based media art is art created by an artist using the “web” as a tool of creation. It cannot be down-loaded - only a copy of it can be. The actual art created on the Web exists *only* on the Web. Web-based art can be changed or reconfigured if it is designed to do so. Art created on or for the web cannot exist else where (because of the hyper-linking of the various technologies - sound, video etc.). Web-based art is, or can be, interactive. The viewer can create a visual setting in which one can actively become part of the work.

The Web, with all its multi-functions, is the tool for the artist, just as the brush, the paint, the charcoal, the pencil, or other media, is. The Web *is* the medium. Web- based art utilizes the qualities of the Web that combine the technologies of sound, text, imagery, video and animation.

The Web is both the media and the medium (the tools and the process)and can also be the Exhibit Gallery. In order to show Web-based art there must be a computer because the original exists on a hard drive. However, there may be copies made on a CD or floppy disk but these are only copies.

Unit: Media Arts**Outcomes***Students will be expected to*

- MA1 articulate an understanding of the hardware used in computer graphics
- MA2 recognize and distinguish safe use and proper operating procedures of computer hardware and related technologies
- MA3 survey and discuss basic computer operating skills
- MA4 recognize current trends
- MA5 learn the basic uses of flatbed scanners, digital cameras and printers in creating art
- MA6 demonstrate basic computer operating skills
- MA7 demonstrate knowledge of technology vocabulary
- MA8 recognize and distinguish safe use and proper operating procedures of computer hardware and related technologies
- MA9 articulate an understanding of the software used in computer graphics
- MA10 recognize and distinguish appropriate use of computer software
- MA11 use basic knowledge of elements and principles of art in their work
- MA12 adhere to all safety codes and proper computer procedures

Elaborations-Strategies for Learning and Teaching

Several ideas for media arts projects are listed below. Teachers and students may use them in a variety of ways. For example, some may be used directly as they appear, while others may be adapted or not used at all. This list may be a starting point from which totally new ideas may be generated.

The number of projects to be completed by a given student or by the class must be left to the discretion of the teacher. The teacher must insure, however, that students are exposed to and gain insight into the visual concepts, art processes and process-related concepts described at the beginning of this unit, and that students are given ample opportunity to develop their art vocabulary in written and oral communication.

- Research how current trends are applied.
- Recognize how professionals use the flatbed scanner, digital camera and printers.
- Incorporate multiple computer operating functions to achieve a solution to a single problem.
- Integrate technology vocabulary in oral and written form.
- Produce an artwork that reflects the use of scanning, digital photography or printing skills as seen in the professional world.
- Recognize and distinguish the appropriate use of computer software.
- Recognize how manipulated scanned images are used in the visual world around them.
- Apply the ways multiple images can be combined into a single image to their own work.
- Explore alternative uses of software tools, filters and pull down menus.
- Probe the relationships between traditional art media and the computer as tools in creating art.

Unit: Media Arts

Suggested Assessment Strategies

Please see Appendix A for assessment/evaluation strategies and rubrics.

Resources/Notes

The Museum of Web Art

an excellent source of web based art

www.mowa.org

The Centre Georges Pompidou

www.centrepompidou.fr/emglish/
web-based art in its online gallery, plus other interesting resources and the *New Media Encyclopedia* (of art)

Museum of Modern Art, New York

www.moma.org
has web-based art projects in its online gallery

Stedelijk Museum of Modern Art, Amsterdam

www.stedelijk.nl/
has some electronic art in its 'net art' gallery, including a Shockwave version of Laurie Anderson's *Here*

ArtNetGallery

<http://www.artnetgallery.com/>

the web gallery for international contemporary art

Unit: Media Arts

Outcomes

Students will be expected to

MA13 become acquainted with multimedia and animation concepts

MA14 explore web page design and use

MA15 adhere to all rules concerning software use

MA16 learn to use Corel Photo Paint/Corel Draw or software of equivalent performance

MA17 explore and demonstrate an understanding of basic software tools, filters and pull down menus

MA18 use a variety of internet search engines

Elaborations-Strategies for Learning and Teaching

- Investigate the application of multimedia and animation concepts.
- Investigate the application of web page design.
- Demonstrate expertise in the use of elements and principles of art to create works of personal expression.
- Use advanced techniques in Photopaint or a software of equivalent performance to create works of complexity.
- Display advanced uses of software tools, filters and pull down menus to create personal computer images.
- Fully integrate traditional art media and computer techniques to create images of personal expression.
- Create a functional web page and upload it to the internet for use.
- Produce works of art using animation or multimedia.
- Manipulate scanned images.
- Combine two images into a single image.
- Integrate traditional art media with a printed computer graphic image.
- Import images from a variety of sources to combine into a single work.
- Create a web page design, including page links.
- Report on the use of multimedia and animation images in media.
- Create a work using multimedia and/or animation.

Unit: Media Arts

Suggested Assessment Strategies

Please see Appendix A for assessment/evaluation strategies and rubrics.

Resources/NotesSan Francisco Museum of Modern Art

http://www.sfmoma.org/espace/espace_overview.html

The scope of SFMOMA's media arts collection is broad and encompasses all applications of process, media, and materials including photographic, multi-image, multimedia, videotape, video installations, film, and other works created in moving image or image reproduction media.

Digital Art Galleries

<http://www.willmaster.com/gallery/>

http://www.vengra.com/grafx/quick_digital_arte.html#

Unit: Media Arts**Outcomes***Students will be expected to*

MA19 produce evidence of progress in computer graphic creations through a presentation of their work

MA20 learn to interpret and judge artwork based on informed criteria and personal opinion

MA21 learn to speak and write effectively about their art and the work of others

MA22 investigate the development of the computer and its impact on society

MA23 demonstrate the ability to describe and evaluate the media, processes and meanings of visual art and to make judgments

MA24 understand the importance of critically viewing artwork as a source of inspiration and insight

Elaborations-Strategies for Learning and Teaching

- Select and prepare work for display.
 - Assemble a portfolio of computer graphics work.
 - Contribute artwork to an exhibition of class work.
 - Add preliminary sketches, collections of ideas, critical writings, and class notes to a sketchbook/journal.
 - Develop portfolio that reflects an expanded knowledge base and the ability to select images of quality.
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- Investigate different methods of presenting computer images.
 - Understand how to select and prepare work for display.
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- Investigate the impact that the development of computers has had on their own lives and their art and document their understanding of how computer technology has influenced their lives and their own art.
 - Create a work that reflects an understanding of the role computer technology plays in society.
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- Identify the impact that the development of computer technology has had on the art world and society.
 - Work in a team to plan and create a project that utilizes computer technology with another discipline.
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- Participate in class critiques of own and others computer graphics images.
 - Identify and critique professional contemporary computer graphics images.
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- Lead class or group critiques. Write critically about art.
 - Reflect research, study, and discussions in a sketchbook/journal.

Unit: Media Arts

Suggested Assessment Strategies

Organize and present an exhibit of own computer graphics images.

Use a sketchbook/journal that includes research, personal observations, and idea development as a resource and planning tool.

Assemble a portfolio that illustrates quality, concentration, and breadth of effort.

Recognize the components involved in the presentations of their own artwork.

Resources/Notes

Design Synectics

New Technology in the Art Room (Binder and CD)

World History and Art Transparencies

Graphic Communications + Instructor's Resource Guide

From Ordinary to Extraordinary

Do-it-Yourself Graphic Design

Safety in the Art Room

Careers in Art

Living with Art

Unit: Media Arts

Outcomes

Students will be expected to

MA25 demonstrate skills of inquiry, investigation and application in an exploration of aesthetics related to computer art

MA26 understand copyright laws, and fair use issues

MA27 apply the principles of copyright and fair use, and ethical procedures in the creation, sale, distribution, and reproductions of artwork

MA28 consistently practice ethical procedures when producing computer graphic images

Elaborations-Strategies for Learning and Teaching

- Demonstrate the ability to analyze and interpret computer imagery for the artist’s meaning and the work’s expressive properties.
- Create a collection of images and writings reflecting the specific aesthetic properties identified with computer graphics.
- Study the specific aesthetic properties identified with computer graphic images.
- Describe, analyze and interpret the aesthetic properties found in computer graphic images.

- Research and discuss copyright laws and the ethical issues surrounding the appropriation artwork, multimedia, & on-line technology.

- Practice ethical procedures when producing computer graphic images.
- Practice the five basic copyright laws: reproductive, adaptive, distribution, display, and performance.

- Become familiar with those resources that address ethical issues and the computer artist.
- Compare and contrast the aesthetic qualities between traditional art media and computer graphic images.
- Examine contemporary ethical issues related to computer art and discuss how those issues may relate to the student’s own work.
- Consider ideas and aesthetic theories of art as they relate to computer graphics.

Unit: Media Arts

Suggested Assessment Strategies

Please see Appendix A for assessment/evaluation strategies and rubrics.

Resources/Notes

Copyright Resources Online for Canada and the United States

<http://www.library.yale.edu/~okerson/copyproj.html>

CANCOPY

<http://www.cancopy.com>

Copyright Website

<http://benedict.com/digital/digital.asp>

(explores issues involving software and the net)

Unit: Media Arts

Outcomes*Students will expected to*

MA29 examine careers related to computer graphics

MA30 demonstrate understanding of careers within computer graphics professions

Elaborations-Strategies for Learning and Teaching

- Study and identify professions that use computer graphics.
- Research and recognize careers within professions that use computer graphics. See Appendix B for a list of careers related to Media Arts.

For example:

- Advertising
 - Architecture
 - Education
 - Entertainment
 - Fine and Performing Arts
 - Law Enforcement
 - Marketing
 - Military
 - News Industries
 - Science Industries
 - Art Director
 - Architect
 - Educator
 - Film Editor
 - Computer Graphic Artist
 - Designer.Art
- Recognize the process in pursuing a career in computer graphics by researching art colleges, internships, and direct work experience
 - Investigate books, current publications, and the internet for information about professions that use computer graphics.
 - Contact industries through letters, e-mail, telephone, web sites Identify and investigate the computer graphics positions within professions using a variety of resources.

Unit: Media Arts

Suggested Assessment Strategies

Please see Appendix A for assessment/evaluation strategies and rubrics.

Resources/Notes

Rubrics for Web Assignments

<http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>

The following links will lead you to tutorials and other information that will help you learn the technology that will help you develop your portfolio. There are many other similar sites on the Web - this is only a select sampling.

<http://www.itma.vt.edu/studio/tutorials.htm>

Explore the interplay of art and communication, including advertising, packaging, interface and Web design, artists and techniques.

<http://arttech.about.com/cs/communicationarts/index.htm>

Art/Technology

<http://arttech.about.com/mbody.htm>

Square One Graphics

These Tutorials are downloadable in .pdf format. You will need to have Adobe Acrobat reader installed on your computer before you can download and print these Tutorials.

<http://www.squareonegraphics.com/tutorials.html>

Unit: Media Arts**Outcomes***Students will be expected to*

- MA31 master the skills that enable them to express their ideas through Web-based art making
- MA32 produce an original body of Web-page art work that integrates information from a variety of sources to convey personal meaning
- MA33 make appropriate decisions in achieving creative, communicative and expressive intentions
- MA34 understand the interrelations of Web-based art making techniques, composition and imagery so that symbols can achieve expressive form
- MA35 create Web-page art works to carry personal messages to a diverse range of audiences
- MA36 analyze and create Web-based art where emotions, feelings and experiences are used as a symbolic, nonverbal means of expression and communication of ideas
- MA37 display a willingness to try new ideas and test out various possibilities for Web-based art
- MA38 apply knowledge of how group vision works in the creation of Web-based artwork

Elaborations-Strategies for Learning and Teaching

- Create a collaborative Web-based artwork for a specific audience(s).
- Import one's own traditional based imagery into a Web-based process.
- Demonstrate competence in applying the visual structures of design to Web-based art making by listing, defining and illustrating on the computer the elements and principles of design. Create a personal folder for further reference.
- Experiment with color combinations on the computer screen. Create a series of images that indicates the student's experience with manipulation of colors, values and intensities to create realistic and abstract imagery. Have each student create a mandala design that represents a radial design on the computer. The color combination must be based on one of the following: monochromatic, polychromatic, primary or secondary. Option — move the mandala design rhythmically through space in accordance with a particular sound track.
- Generate a definition of Web-based art through the discussion process.
- Discuss the notion of interaction as it relates to the following: within the art work itself, between the viewer and the art work, between the different components of the art processes (i.e., sound, text, painting, etc.).
- Create own web-page that is itself an example of Web-based art.
- Students working in small groups, create a Web-based piece of artwork that focuses on a topic of particular concern to the school, community, nation or world.

Unit: Media Arts

Suggested Assessment Strategies

Please see Appendix A for assessment/evaluation strategies and rubrics.

Resources/Notes

Learning Corel Presentations 8.0

This site has links to other software tutorials including Power Point

<http://www.uaex.edu/pres8/default.htm>

Link Sites for on-line Tutorials

<http://dirs.educationworld.net/cat/406404/>

<http://www.clicknlearn.com/Links/Links.htm>

The Photo Paint Place - Information and Tutorial Site

<http://www.cedesign.com/cefx/articles.html>

Graphic Design Links

<http://www.ideabook.com/newidea/newpro.htm>

Animation Factory

Over 3,000 original free animated GIFs

<http://www.animfactory.com/?AID=14657&PID=166118>

Corel Magazine Online

<http://www.corelmag.com>

Unit: Media Arts**Outcomes***Students will be expected to*

- MA39 engage in artistic inquiry, exploration and discovery
- MA40 evaluate Web-based art as a complex communication system
- MA41 understand the impact of cultural heritage on the artist's creation of Web-based artwork
- MA42 investigate the ethnic and cultural diversity of Web-based art
- MA43 demonstrate knowledge of media literacy in the production and assessment of Web-based art works
- MA44 investigate media arts' styles from a variety of social, historical and cultural contexts— understand media arts as a communicative language of artists used to record, translate and express in an image
- MA45 gain knowledge of how people have portrayed themselves historically and in contemporary times, through the media arts
- MA46 analyze how context (i.e., ethnic, cultural, historical) influences the content and form of Web-based art

Elaborations-Strategies for Learning and Teaching

- Create a visual setting in which you will invite your viewer(s) to participate in an on-going activity that involves taking a stand on a particular issue of concern, i.e., the depletion of the rain forests. The setting may be the actual rain forest as it is now. This would involve geographical, historical and scientific research. The viewers would interact with the artist(s) who is visually demonstrating their position on the issue. Sound, text, animation and manipulation would be incorporated into the final product. By the end of the module, the involved students would have reached a viable visually expressed solution to the issue of the Rain Forest depletion.
- Present an individual Web-based artwork that explores the inner fantasy world of the student.
- Create a self portrait using web-based technologies that will represent at least three traits or personality characteristics of yourself. The final image must be interactive. Ex: The eyes of the portrait have been designed as particular flowers while the mouth is a sculptural frieze of children's heads. The viewer clicks on an eye which leads him to a garden. Within the garden, the viewer has been asked to create a flower bed or throw a penny into the fountain! There could also be further links to more famous botanical haunts around the world that the artist has visited or likes. If the viewer clicks on the mouth, he finds himself in the artist's sculpture studio where he is given instructions on how to create a 3-D image and where to view the artist's own sculpture. The viewer now knows the artist loves flowers and is a sculptor. The teacher could build a series of mini tasks so the students could divide up the duties which have levels of difficulty, be it easy (i.e., critical analysis), moderate (i.e., more critical analysis), or challenging (i.e., social and/or historical analysis).
- Compare the characteristics of Web-based art with other processes.
- Explore the viability of "collecting" Web-based art.
- Develop a web-based art museum.
- Create a piece of web-based art reflecting community life.

Unit: Media Arts**Suggested Assessment Strategies**

Please see Appendix A for sample assessment/evaluation strategies and rubrics. These are guides which can be adapted to meet the specific criteria of your activities.

Resources/Notes

MediaAwareness Network

Media Smarts

How media smart are you? These cartoons will help you understand some of the techniques and tricks used by television and advertising.

<http://www.media-awareness.ca/eng/med/kids/medsmart.htm>

Shawnee State University Librarians recommend these **Internet Resources** for research in the Fine, Digital, and Performing Arts areas of Art & Art History, Film & Film Studies, Music & Dance, Photography, Theater, and Visualist.

<http://www.shawnee.edu/offices/clarklib/subjects/arts.html>

Graphic Arts Lesson Ideas

<http://www.geocities.com/Broadway/Alley/3466/graphic.html>

<http://www.corelmag.com/fre/aclass/indexa.html>

The Free Internet University

Free Art Courses Index

<http://www.netuniv.net/catalogs/ilos/art.html>

Who, What, When

Interactive Historical Timelines

<http://www.sbrowning.com/whowhatwhen/index.php3?q=12&pid=467>

Unit: Media Arts**Outcomes***Students will be expected to*

- MA47 evaluate the context of images they produce. — see their electronic art as part of a creative history where values affect their artistic response
- MA48 when solving design problems, take into consideration the degree of technical skill, composition and imagery necessary so that symbols can achieve expressive form
- MA49 master the skills that enable them to express their ideas
- predict and compensate for technical and artistic problems that may arise
 - anticipate the impact that particular tools might have on an electronic image
 - develop more than one visual method of depicting one's own work
 - demonstrate the ability to comprehend the issue of time shifting in the creation of Web-based art

Elaborations-Strategies for Learning and Teaching

Create images using Web-based art technology that:

- defend values and traditions
 - reflect the characteristics of other artists, movements and periods
 - reflect historical and contemporary themes
- Create Web-based artwork using the natural environment for ideas and inspiration.
 - Create Web-based artwork based using the idea of a synthetic environment for inspiration.
 - Create an interactive piece of Web-based artwork.
 - Draw a “scene” using the Web, pencil, ink, graphic arts tablet and other media, separately. Compare the different products and discuss the impact of the various media used.
 - List the various tools of Web-based art making and, after using them, decide their effectiveness.
 - Do a Web-based artwork with an “intention” in mind. Make notes on how your intention changes and why. Is your final product what you set out to produce? Why/why not? Have another student analyze your intention based on your product. Discuss.
 - Using the Internet, interact with students from other schools and geographical locations, including overseas students to gather information and coordinate responses and creations for the presentation of a collaborative project to be published on your Web page.
 - Investigate the process of manipulating scanned images.
 - Research basic internet search techniques and Explore internet search engines.
 - Identify basic software tools, filters and pull down menus.
 - Survey relationships between traditional art media and the computer as tools in creating art.
 - Explore the ways two or more images can be combined into a single image.

Unit: Media Arts**Suggested Assessment Strategies**

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Resources/Notes

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Who, What, When

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