

SAN LEANDRO UNIFIED SCHOOL DISTRICT COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title: Character Design for the 21st Century	7. Action <input type="checkbox"/> New Course <input checked="" type="checkbox"/> X Course Revision <input type="checkbox"/> Title Change Only
2. Date Submitted: 	8. Grade Level <input type="checkbox"/> X 9 <input type="checkbox"/> X10 <input type="checkbox"/> X11 X <input type="checkbox"/> 12
3. Transcript Title/Abbreviation(s) Prev: Drawing and Painting 1 Proposed: Char Design	9. Prerequisites (Please list.) <input type="checkbox"/> Required None <input type="checkbox"/> Recommended Art 1, Drawing and Painting, Graphics
4. Transcript Course Code/Course Number : 	10. Seeking Program Distinction? <input type="checkbox"/> Honors <input type="checkbox"/> AP
5. Subject Area Visual & Performing Arts Art 1 (Drawing and Painting)	11. Is this a CTE course? <input type="checkbox"/> YES <input checked="" type="checkbox"/> X NO If YES, complete Section C
6. Department VAPA 	12. Previously approved by UC? X YES <input type="checkbox"/> NO Year approved 2014 Year removed
13. UC ELIGIBILITY Already eligible? XYES <input type="checkbox"/> NO Proposing eligibility? <input type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> fX g <input type="checkbox"/> Please mark one for approved eligibility or proposed eligibility.	14. Unit Value/Course Credit/Length of Course <input type="checkbox"/> 0.5 (semester or half-year) X 1.0 (one year equivalent)

☐ 2.0 (two-year equivalent)

☐ Other

15. School Contact:

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Position: Art teacher/dept chair

16. Signatures:

Department Chair: Audrey Brown

Principal: [Signature]

Other: _____

11/16/16
11/16/16

DISTRICT OFFICE USE ONLY

Date approved by
Curriculum Council

11/29/16

Date approved by Board

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COURSE PROPOSAL**

SECTION B. COURSE CONTENT

17. Course Description

Character Design for the 21st Century is a course the learns about fantasy, science fiction, art and entertainment. This course is intended to foster creativity, self direction and innovation for 21st Century Visual Arts students. The focus will be on skills relevant to the entertainment industry and technical art skills related to : digital art, comic fantasy characters, gaming, costume play, manga, anime, illustration, story board and other types of layout.

This course incorporates the study of Elements and Principles of Design and infused with Digital Media and contemporary visual culture. The new VAPA Core standards of Creating, Presenting, Responding and Connecting are the structural framework of the class.

18. Course Goals and/or Major Student Outcomes

Students will become proficient in:

- **Critical Thinking and Analysis**
- **Self Directed Researcher**
- **Proficient at Developing Projects**

19. Course Objectives (standards)

New VAPA Core standards are the structural framework of the class as specified in the course outline below.

CORE STANDARDS:

Creating: Anchor standard 1 Generate and conceptualize artistic ideas and work
Anchor standard 2 Organize and develop artistic ideas and work
Anchor standard 3 Refine and complete artistic work

Presenting: Anchor standard 4 Analyze, interpret, select artistic work for presentation
Anchor standard 5 Develop and refine artistic work for presentation
Anchor standard 6 Convey meaning through the presentation

Responding: Anchor standard 7 Perceive and analyze artistic work
Anchor standard 8 Interpret intent and meaning
Anchor standard 9 Apply criteria to evaluate artistic work

Connecting: Anchor standard 10 Synthesize and relate knowledge and personal experience to make art
Anchor standard 11 Relate artistic ideas and works with societal, cultural and historic context to deepen understanding

College and Career Readiness Standards:

• Reading

Key Ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of reading and Level of text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

• Writing

Text types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

20. Course Outline

UNIT 1: HISTORY AND CONTEXT: Ukio-ye, wood block prints, co-influence of Western and Asian arts and Transition to Manga, Anime and Gaming Video Clips: Howls Moving Castle / Manga Shakespeare/Watchman vs. Fantastic 4/Boondocks vs. the Clevelanders.

Summative 1: Copy, revise, rransform an existing character to make it original

Summative 2: Create multiple views of an original character, develop storyline for presentation

STANDARDS: 1.0 Artistic Perception - Developing quality criteria in meaning. social justice and technical skills 1.1 Developing Perceptual Skills and Visual Arts Vocabulary 3.0 Historic and Cultural Context 3.1 Role and Development of Visual Arts. Anchor standards 1,5,7, 10,11: Develop skills, deepen understanding, become familiar with tools and procedures in digital and traditional media.

UNIT 2: CULTURAL HEROES: Examine several heroes of African, Norse, Native and South American culture. Build hero characters in a variety of media: comic, sculpture, digital cosplay (LALA Menendez Hispanic anime) Raul Menendez (Call of Duty Black Ops II) Teen Titan Characters, The Boondocks comic, Storm (XMEN) Alyx Vance (Half Life Blasian), the Vikings (History Channel).

Summative 1: Create headpiece or other accessory reflecting research into history and context.

Summative 2: Group project creating 3d or digital media version of the accessory.

STANDARDS: 2.0 Creative Expression 2.1-4 Skills. Process. Material and Tools 3.3 Diversity in the Visual Arts

UNIT 3: AMERICAN AND JAPANESE SCI-FI CHARACTERS: Examine story lines and symbolism in Godzilla, Astro Boy, My Little Pony, and create story boards to show plot: angles, etc (contemporary remakes of old films) Understand and demonstrate how backgrounds (urban, landscape, fantasy) support characters and how to manipulate space) Movie Clips: Godzilla , original and remakes, Batman, original and remakes.

Summative 1: Original character placed into setting, showing proportion and deep space, in order to enhance story line.

Summative 2: Use handpainted and or digital backgrounds in an original and creative way for presentation

STANDARDS: Anchor: 1,3,4, 9 ,11

UNIT 4: CONTEMPORARY AND FUTURE TRENDS IN SCIENCE FICTION, DIGITAL ARTS, AND COSTUME: Mass Effect (Sci-Fi game) Students create a character based on their own ideas and interests, using medium of their choice. Character will be developed from a large number of visual angles. costumed, and will reflect a social or ecological issue. Also will review Cultural Heroes: Examine several heroes of world cultures, build original heroes or modern day versions of past heroes in a variety of media. Comix, 3d, digital, costumes etc.

Examples Nazca, Lala Gonzales, Teen Titans, Gods and Goddesses of ancient cultures

STANDARDS:2.1 Solve a visual arts problem . Anchor standards 8.9.10

UNIT 5: SCIENTIFIC ILLUSTRATION AND CHARACTER CREATION Movie Clip: Star Wars Research and combine biological or bio mechanic creatures. Create Adult and Baby in motion. Research includes scientific biological illustrations, motion studies, and a critical analysis of differences in Adult and developing mammals and also create a hospitable world, as a background.

STANDARDS: 5.0 Connecting and Applying what is learned in the visual arts to other art forms and subjects. 5.2 Create a work of art that communicates a universal theme 5.3 Visual Literacy compare and contrast process 5.4 Demonstrate understanding of an illustrator's job as well as a character development artist in the entertainment field.

UNIT 6: GROUP OR INDIVIDUAL PORTFOLIO Students choose one of the above topics to revisit and turn into a portfolio piece for final assessment. Use reflection and collaborative critique to determine fresh approaches, critical thinking to deepen strengthen and refine work. Focus on presentation of art as part of process: should it be projected in a designated space, should it be viewed with sound. Traditional paper, print or sculpture is an option as well. Research and reflective essays will be part of portfolio.

STANDARDS 2.2 Prepare a portfolio of original work showing refined craftsmanship and technical skills 4.0 Aesthetic Valuing 4.1 Derive Meaning 4.4 Make informed judgements (and articulate the process. College and Career reading and writing readiness standards.

21. Instructional Materials:

Board approved required text NA

Supplementary materials: Ipads, Chromebooks, books, magazines, additional computers for existing drawing tablets, apps, subscription to online service such as Pixton. Drawing supplies include bristol paper, markers and ink. Maintain color printers existing in classroom, and connect to ipads

22. Key Assignments:

- Students will complete individual portfolios consistent with college expectations for admission.
- There will be formative sketches and iterations, and a minimum of 12 completed visual pieces for the portfolio.
- Each unit will include formative assignments and 2 summative assignments in a Project Based Learning format.
- Students will self select direction of assignments and projects with guidance from teacher.
- Print, Traditional Media and Digital Media will be used as well as sketchbooks, on-line digital instruction, video clips. Field trips when possible to Science museums and art school Animation labs.

23: Instructional Methods and/or Strategies:

- Project Based Learning
- Collaborative Learning and Instruction
- Differentiated Instruction
- Individual Instruction

24. Assessment Methods and/or Tools:

- Each unit will be approximately 4-6 weeks.
- Assessments will be formative and summative.
- Formative assignments will be checked for understanding and summative assignments will be assessed on a performance rubric scaled 1-4.
- The criteria will be based on VAPA Core State standards, which are now aligned with National Standards, and Studio Habits of Mind.

25. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

History of Course

This course was approved two years ago as a new and original course, inspired by classes taught at Savannah College of Art and Design, and the San Francisco Academy of Art University. The purpose was to develop an art making course that was based on the needs of creative industries, needs of students and student engagement. It is currently being re-submitted as a year long course with units extending in length. Character Design for the 21st Century is a UC/CSU approved "f" course. It does directly relate to courses necessary for many careers in the field of arts and entertainment.

