Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

• Emphasizes development of students' skills and understanding of creating and responding.
• Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
• Enables students to apply both imagination and rational thinking to the making of art.
• Enables students to invent and explore multiple solutions to a problem.
• Enables students to understand the value of reflection and critical judgment in creative work.
• Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
• Facilitates positive peer interaction, including receiving and using feedback.
• Encourages self-motivation to create and problem solve.
• Uses artistic literacy as a natural enhancement to learning in other content areas.
• Fosters positive attitudes toward art and opinions of other artists.
• Uses a variety of assessment methods to evaluate what students know and are able to do.
• Introduces career possibilities.

WEB PAGE DESIGN I/COURSE #849

Course Frequency   Semester course. Meets five times per week.
Credits Offered: 2.5 credits
Prerequisites: None

Background to the Curriculum

This Web Page Design course was conceived and created by Claudia Abramson. The course content was altered and developed by Nathaniel Martin in the fall of 2000, and more significantly in 2001, when new software (Adobe Livemotion and Adobe GoLive) was added to the curriculum. Macromedia Flash replaced Adobe Livemotion in the fall of 2004. Diana Woodruff updated the WPD curriculum during the summer of 2006. In 2008 Jeremy Flagg revised the curriculum when Adobe Dreamweaver was adopted as the new web developing software. The curriculum for Web Page Design reflects many Massachusetts Frameworks Visual Arts Standards but emphasizes Standards 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 4 (Drafting, Revising and Exhibiting), 6 (Purposes of the Arts) and 9 (Inventions, Technologies and the Arts).

Core Topics/Questions/Concepts/Skills

Websites have become one of the most popular forms of communication. With millions of online entities competing for top ranking in their respective categories (business, information, educational, etc) the need for good design has become essential. Limited by technology, web designers must find unique solutions to complicated problems in a cluttered medium. Students participate in discussions; plan site development through sketches, and respond to professional web designer's work through written critiques. Color theory, space, composition and ethics are concepts students study in order to explore web page design as an art form.

Course-End Learning Objectives

Learning objectives	Corresponding state standards, *where applicable*
Students will:	
1) a. Discuss the ethical implications of art as a digital medium. b. Explore the relationship between HTML and web design and how artistic elements influence a digital medium (April Greiman, worth1000.com, Google.com). c. Be introduced to Adobe Dreamweaver as a popular website design tool. d. Explore how tables can create a visual hierarchy on a web page. (HTML & Tables)	1.10 Use electronic technology for reference and for creating original work. 5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary. 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns. 9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domains.
2) a. Be introduced to Adobe Photoshop as a tool for manipulating, editing and creating images on a web site. b. Explore the advantages and limitations of working in a digital medium. c. Discuss how imagery affects a visitor's experience on a website. d. Explore how navigation works on a website (e.g., borders.com, apple.com, alienware.com) and how images can be used as navigation. (Photoshop & Navigation)	2.13 Use color, line texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others. 3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas. 5.10 Critique their own work, the work of peers, and the work of professional artists. 9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.
3) a. Be introduced to the basics of CSS layout in Dreamweaver. b. Show the common elements between HTML and CSS. c. Look at how art connects to design. d. Discuss past trends and upcoming trends in design. (Art History Greats; e.g., Cornell, Dali, Escher, Wright, Hopper, Kaminski, Matisse, Modigliani, Monet, O'Keeffe)	2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood. 5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor. 8.6 Classify works from the United States and world cultures by genre, style, and historical period.

	9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.
4) a. Take a more in depth look at CSS through layouts, attributes and paragraph styles. b. Examine how frames function on a website and discuss when to utilize them. c. Show how forms can enhance interactivity of a website; e.g., cisco.com, monster.com, rochebros.com (Small Business)	1.10 Use electronic technology for reference and for creating original work. 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood. 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings. 5.10 Critique their own work, the work of peers, and the work of professional artists.
5) a. Explore relationships between designers and clients in a real world situation. b. Explore multiple design solutions and evaluating each for a client. c. Discuss the life and business of being a freelance web designer; e.g., pinkspage.com, linkinpark.com, prozzak.com (Band)	2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood. 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings. 4.12 Choose and prepare artwork for exhibition and be able to discuss their choices. 5.10 Critique their own work, the work of peers, and the work of professional artists 9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domains.

Assessment

Evaluation of student progress is based on a variety of assessment methods, including:

• Quizzes (to assess knowledge of technical information & design principles)
• Peer critiques
• Written & verbal self-assessments
• Teacher feedback (verbal and written)
• Completed design product for each unit
• Completed sketchbook

With each design challenge, students are given a list of technical and design goals to be met for the unit. During the development of these designs, critiques (peer and teacher) are given to assist students in meeting the goals of the assignment. Students keep a sketchbook for design-related sketching.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

Course activity: skills and/or topics taught	Standard(s) addressed through this activity
1] Students compare and contrast effective navigation on various websites.	1.36 Distinguish between effective and ineffective Web site designs; explain the reasons.
2] Students discuss web site creation using proper terminology associated with the craft.	1.37 Explain terminology related to Web page authoring (e.g., HTML, URL, links, browsers, plug-ins, Web servers).
3] Students will use Adobe Dreamweaver to create a functioning website.	1.38 Use HTML or Web-authoring tools to create, edit, and publish well-organized Web sites with effective navigation.
4] Students will be asked to research career options in the field of Web Page Design.	1.41 Identify career options in Web design, development, and management.

Materials and Resources

Software
• Adobe Photoshop

• Adobe Dreamweaver

• Safari

Hardware
• Emac computers

• Laserjet printers

• scanners

• tablets

Secondary Materials
• ***Communication Arts***

• Podcasts