SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title:
Character Design for the 21st Century

7. Action
☒ New Course
☐ Course Revision
☐ Title Change Only

2. Date Submitted: 10/13/14

8. Grade Level
☒ 9 ☒ 10
☒ 11 ☒ 12

3. Transcript Title/Abbreviation(s)

9. Prerequisites (Please list.)
☒ Required
Student interests in gaming, character creation, comics, the entertainment industry, science, technology and creative writing
☐ Recommended

4. Transcript Course Code/Course Number :

10. Seeking Program Distinction?
☐ YES (Check one below.) ☒ NO
☐ Honors ☐ AP ☐ Other

5. Subject Area
Art

11. Is this a CTE course?
☐ YES
☒ NO
If YES, complete Section C

6. Department
VAPA

12. Previously approved by UC?
☐ YES ☒ NO
Year approved
Year removed

13. UC ELIGIBILITY
Already eligible? ☒ YES ☐ NO
a ☐ b ☐ c ☐ d ☐ e ☐ f ☒ g ☐

Proposing eligibility? ☐ YES ☐ NO
a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐
Please mark one for approved eligibility or proposed eligibility.

14. Unit Value/Course Credit/Length of Course
☒ 0.5 (semester or half-year
☐ 1.0 (one year equivalent)
☐ 2.0 (two-year equivalent)
☐ Other

15. School Contact:
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Position:Teacher

16. Signatures:
Department Chair for Audrey Brown Diane Done
Principal:

DISTRICT OFFICE USE ONLY
Date approved by Board Curriculum Committee 10-27-14
Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

Science, Fiction and Art: 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, 3d character design and illustration, storyboarding, history of science fiction, animation and comics.

18. Course Goals and/or Major Student Outcomes

Students will become proficient in

- Critical Thinking and Analysis
- Self directed research
- Project development.

19. Course Objectives (standards)

This course follows and is aligned to the Visual Performing and Performing Arts standards as specified in the course outline below.

20. Course Outline

UNIT 1 - HISTORY AND CONTEXT

Ukio- ye , wood block prints , co-influence of western and asian arts
Transition to Manga , Animae, Gaming etc
Video Clips: Howls Moving Castle / Manga Shakespeare
Watchman vs. fantastic 4
Boondocks vs. the Clevelands

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

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)
Text: TBA

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 storylines and symbolism in Godzilla , Astro Boy, My Little Pony , and create story boards to show plot , angles, etc (contemporary remakes of old films)
Movie Clips : Godzilla , original and remakes, Batman, original and remakes

STANDARDS
1.5, 1.6 Impact of Media Choice
2.1 Solve a visual arts problem

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.

STANDARDS
2.1 and 2.6

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.

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)

21. Instructional Materials:
Board approved required text

None

Supplementary materials

Optional materials: Students bring devices they are already using, such as ipads, smart phones, etc.

22. Key Assignments

Through the duration of this semester-long course, students will complete Individual portfolios consistent with college expectations for admissions:

- sketchbook of ideas and iterations
- 10 completed visual pieces.

23. Instructional Methods and/or Strategies

The following instructional stretegies will be used:

- Differentiated instruction
- Individual work
- Collaborative work

Students will self select assignments and projects, with some guidance from teacher.
Print and digital media will be used as well as sketchbooks and video clip as described in Units section, as well as use of on- line digital tools instruction.
Field trips will be conducted when possible to Science museums and Art School Animation labs.

24. Assessment Methods and/or Tools

Each unit is 3 weeks. Assessments will be through group projects, presentations, individual Art work, sketchbooks and reflective writing, based on rubric.
The course will use Studio Habits of Mind, NAEA standards based assessments, and a performance rubric scaled 1-4

25. Grading Policy

General Rubric 1- 4. 1: little attempt at objective/ standard 2: attempts objective /standard with some success 3: meets objectives/ standard 4: exceeds objective/standard.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

Turning STEM into STEAM by adding the visual arts component , this class will prepare students for entertainment industry and technology industry
positions. Creative problem solving in this project based learning class will train students to adapt to future developments and industries we have yet to invent. Student engagement is expected to be at a high level. Excellent companion to SLAM classes, and Graphic Design.

EL, Science, Mathematics support ;
Areas specifically related to EL : Descriptive and Analytic Language, specific to Design, Expository Language and structure for Analysis and meta cognitive learning.
Areas specifically related to Math: Constructed Perspective , Geometry,
Areas specifically related to Science: Biology, Scientific Illustration, Anatomy, Color and Light interaction, computer science in digital arts

All students with interests in gaming, character creation, comics, the entertainment industry, science, technology and creative writing, grades 9-12 can take this course. Students are expected to have some ability to self-direct and explore new concepts in technology. We will reach a new audience.

Currently, there are not enough semester classes for juniors and seniors who ar completing their graduation requirements. This will provide a meaningful course as they prepare for college and career.

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

This is a completely original and new course, based on needs of creative industry, needs of students and student engagement. This type of course directly relates to college courses necessary for many careers in arts and entertainment.