DATE:	May 20, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Locally Developed Courses – District Developed and Acquired Elementary, Junior High and Senior High
ORIGINATOR:	Mark Liguori, Assistant Superintendent
RESOURCE STAFF:	Diane Brunton, Sandy Forster
REFERENCE:	Alberta Education - Guide to Education Locally Developed Courses: Report and Strategic Directions 2013

ISSUE

Courses developed within Edmonton Public Schools require review and approval from Alberta Education followed by approval of the Board of Trustees prior to being available to schools to offer as part of their curriculum. This report is being brought forward at this time as the course had not received prior approval from Alberta Education before the May 6, 2014 Board meeting.

RECOMMENDATION

That the following locally developed course and resources be approved for use in Edmonton Public Schools:

a. New courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Digital Character Illustration and Modelling	35 (5 credit)	September 2014 – August 2018

BACKGROUND

Locally developed courses (LDCs) are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, and address local, community or parental interests. Districts may develop their own courses, or they may seek permission to acquire courses developed by other districts.

Locally developed courses and resources must be approved and renewed every four years by the developing board. In the case of high school courses, the courses also must be assessed and approved by Alberta Education. The process is governed by Alberta Education policies. All courses developed align to policy guidelines including:

- courses are to be completed within the year they are started;
- a certificated teacher is required for instruction;
- unique hours of instruction are required for each course; and
- the waiver of prerequisites provision cannot apply to locally developed courses.

Locally developed courses are created to meet specific identified schools' needs. The costs of developing a course varies greatly with differing topics, external requirements, number of courses in sequence, established frameworks, and complexity of stakeholders. Courses are written and prepared through collaboration with classroom teachers and school administrations.

RELATED FACTS
Courses acquired from other school jurisdictions commence after March 31st to permit the authoring district to complete the approval process with Alberta Education prior to the acquiring process.

CONSIDERATIONS & ANALYSIS
Locally developed courses are submitted for approval for a maximum of four years. Courses acquired from other jurisdictions are subject to an approval period based on the original cycle for the authoring jurisdiction.
Elementary and junior high locally developed courses are approved by the Board of Trustees for use in the District.

NEXT STEPS
Upon approval of this recommendation, the Administration will complete the process to validate this course and have it accessible to students in 2014-2015. Valid course codes will be available in PowerSchool by June 30, 2014, and course outline documents will be posted in Staffroom by August 15, 2014.

ATTACHMENTS I   Locally Developed Course Outline – Digital Character Illustration & Modelling 35-5

DB:db

Digital Character Illustration & Modelling 35-5

Submitted By:
Edmonton School District No. 7

Submitted On:
Feb. 28, 2014

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Digital Character Illustration & Modelling 35
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2014 - 8/31/2018
Proposal Type	New
Development Type	Developed
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	The components of Digital Character Illustration & Modelling focus the student on mastering artistic skills associated with Digital Character Illustration and Digital Modelling. This requires the development of a repertoire of drawing, illustration and digital modelling techniques as well as a strong knowledge of anatomy, the figure and communication through body language and facial expressions.
Course Prerequisite	10 level Art (ex. Art 10, Graphic Art 15)

Philosophy

Digital Character Illustration & Modelling provides the 21st century learner the opportunity to build on knowledge learned in the traditional Art studio and further develop his/her artistic and communication skills using modern technology and techniques used in Illustration and 3D digital modelling today. These skills can be seen extensively in fields such as film, animation, game design, comic book art and graphic novels, etc.

The purpose is to provide needed accessibility and relevance, and expand on available art programs offered at the high school level, allowing students to specialize in their area of interest. Students develop valuable transferable skills as they learn to think critically, creatively, problem solve and communicate effectively.

Rationale

Digital Character Illustration & Modelling allows students to specialize and develop skills required for further study in the field. It is intended to expose students to tools and processes used in the industry, to think critically about the industry's impact on society and the ethics involved in character design; and introduce them to possible career choices in the Visual Arts, such as illustration, film, animation and game design, etc. Throughout the course, students will create and tailor a quality portfolio required for entry into post secondary programs.

Digital Character Illustration & Modelling is a program for the serious art student, one who has visual talent that he/she wishes to further develop, in a manner that cannot be accommodated through CTS or any existing program. Digital Character Illustration and Modelling is a rigorous and complete program for students deeply interested in the application of artistic skills.

Learner Outcomes

Digital Character Illustration & Modelling allows students to specialize and develop skills required for further study in the field. Students turn hand drawn characters into digital illustrations and 3D Models while learning techniques that can be applied to any of the industry-standard illustration programs. The course focuses on teaching character design rather than the fundamentals of drawing through visual design theory and anatomy of the figure, the history of illustration, processes in conceptual problem solving and critique, including analysis of ethical aspects of the industry. It provides a great foundation for students who are interested in creating their own comic books, graphic novels, digital artworks or animations. Students build confidence by developing original sketches into digital form, and create and tailor a quality portfolio required for entry into post secondary programs.

General Outcomes

1 Visual Design Theory: The student will explore elements of visual expression in various cultures and explore and utilize the organization of visual elements to convey meaning

2 Drawing and Modelling: Students will use drawing and modelling techniques to translate ideas to visual imagery

3 History & Culture: Students will understand the use of form and function in character illustration and modelling from various cultural and historical perspectives

4 Conceptual Problem Solving: Students will explore, understand and employ various processes to generate ideas and imagery and solve visual problems to communicate their ideas in character design development

5 Critique: Students will learn to critically analyze visual solutions from multiple perspectives (cultural, historical, student, ethical)

6 Career & Life Skills: Students will select, assemble and defend a personal portfolio as preparation for a future in animation, cartooning, etc.

Specific Learner Outcomes

1 Visual Design Theory: The student will explore elements of visual expression in various cultures and explore and utilize the organization of visual elements to convey meaning	35-5
1.1 Use effects and style to enhance character persona (character of line, graphic elements, etc.)	X
1.2 Experiment with one or more elements (e.g. colour, line, shape) and/or principles (e.g. rhythm, balance) to achieve desired results (joints, musculature, proportions, etc.)	X
1.3 Explore how the manipulation of elements can influence meaning and our understanding of the self and society (i.e. how elements are used to influence people, portrayal of women, etc.)	X

2 Drawing and Modelling: Students will use drawing and modelling techniques to translate ideas to visual imagery	35-5
2.1 Complete one or more illustrations that demonstrate an understanding of all the components that go into character development (i.e. body proportions, facial expression, clothing, textures, styles, lighting, colour, environment)	X
2.2 Complete one or more illustrations that demonstrate an understanding of basic anatomy (joints, musculature, proportions, etc.)	X
2.3 Learn techniques to create the illusion of depth (shading, light,shadow, atmospheric perspective, etc.)	X
2.4 Use body and facial expressions in character designs to communicate effectively	X
2.5 Use tools and processes associated with 2D character illustration (traditional-drawing, etc. and digital-Adobe Photoshop, Illustrator, Blender, etc.) to communicate effectively	X
2.6 Use shading, light,shadow, atmospheric perspective in compositions to communicate effectively	X

3 History & Culture: Students will understand the use of form and function in character illustration and modelling from various cultural and historical perspectives	35-5
3.1 Explore trends, techniques and styles from various cultural and historical perspectives	X
3.2 Explore the impact of form and function used in character illustration on society in various cultures and throughout time (i.e. highly sexualized characters, inaccurate representations of cultural groups, anatomically modified characters, promotes stereotyping)	X

4 Conceptual Problem Solving: Students will explore, understand and employ various processes to generate ideas and imagery and solve visual problems to communicate their ideas in character design development	35-5
4.1 Identify and solve complex problems in character development (i.e. elements of design, communicating meaning through form, etc.)	X
4.2 Solve teacher and student directed problems in digital character illustration and modelling	X
4.3 Plan and produce solutions to 2D and 3D design briefs using visual design theory, drawing, cultural and historical references as needed	X
4.4 Select and use appropriate tools, techniques and materials as outlined in design briefs	X
4.5 Students will employ various processes to generate ideas and imagery in solving visual problems	X
4.6 Apply the design process to solve character design problems (i.e. body proportions, facial expression, clothing, textures, styles, lighting, colour, environment)	X

5 Critique: Students will learn to critically analyze visual solutions from multiple perspectives (cultural, historical, student, ethical)	35-5
5.1 Participate in interim critiques; e.g. self, peer,	X
5.2 Discuss intentions and decision making related to the application of the elements and principles of design	X

5.3 Students will critically analyze 2D character illustration and modelling from a variety of cultural	X
5.4 Students will critically analyze their own work and that of their peers.	X
5.5 Students will facilitate and participate in group discussion of their own work and that of their peers.	X

6 Career & Life Skills: Students will select, assemble and defend a personal portfolio as preparation for a future in animation, cartooning, etc.	35-5
6.1 Produce and present a portfolio ready drawing, image or rendering	X
6.2 Maintain a design folder, sketchbook or journal as part of a portfolio of ongoing drawing activities	X
6.3 Present 2D illustrations and 3D digital models for assessment	X
6.4 Assemble a portfolio which demonstrates a broad range of interests, skills and solutions.	X
6.5 Artist Statement: Students will write a personal reflection about how the artwork reveals the student's interests and intentions.	X

Facilities or Equipment

Facility

- Safe and adequate space for drawing

- Computer Lab

- Display Space

- Areas for viewing and discussing artwork

- Storage space for general materials and student work

- Colour Printer

The curriculum has left the means for achieving the goals open to accommodate each teacher's 2D Character Illustration and 3D Digital Modelling knowledge and strengths, therefore the tools and facilities should also reflect those strengths.

Equipment

- Digital Illustration & 3D modelling software will vary (Photoshop, Illustrator, Blender, etc.)

- Digital Drawing tablets (optional)

- Flat surfaces to sketch

- Traditional Drawing tools & media (pen, pencil, paper, etc.)

Learning Resources

Software options:
There are many software programs that could be used. Here are some examples.

- Adobe Photoshop (2D Character Illustration)

- Adobe Illustrator (2D Character Illustration)

- Blender (3D Modelling)

- Rhino (3D Modelling)

- Maya (3D Modelling)

Tutorials

- Lynda.com

- Digital Arts Magazine

- http://design.tutsplus.com/tutorials/character-design-boomrock-saints--psd-13441

- Feng Zhu http://www.fengzhudesign.com/   (You Tube tutorial series on rendering sketches in Photoshop)

Books

- ALEXANDER, ROB. Drawing and Painting Fantasy Landscapes and Cityscapes. Barron's Educational Series. 2006

- BANCROFT, TOM. Creating Characters with Personality: For Film, TV, Animation, Video Games & Graphic Novels. Ten Speed Press, 2006

- BANCROFT, TOM. Character Mentor: Learn by Example to Use Expressions, Poses, and Staging to Bring Your Characters to Life. Focal Press, 2012

- CHELSEA, DAVID. Perspective for Comic Book Artists, New York: Watson-Guptill, 1980

- DANNER, ALEXANDER. Character Design for Graphic Novels. Focal Press., 2007

- SIMMONS, SEYMOUR and MARC S.A. WINER. Drawing: The Creative Process, New Jersey. Prentice-Hall, 1977

- ORDONEZ-ARIAS, GONZALO. D'Artiste Character Design: Digital Artists Master Class. Ballistic Publishing. 2011

- RICKITT, RICHARD, Designing Movie Creatures and Characters: Behind the Scenes with the Movie Masters, Focal Press, 2006.SOLARSKI, CHRIS. Drawing Basics and Video Game Art: Classic to Cutting-Edge Art Techniques for Winning Video Game Design, Ten Speed Press, 2012

- STONEHAM, BILL. How to Create Fantasy Art for Video Games: A Complete Guide to Creating Concepts, Characters, and Worlds. Barron's Educational Series. 2010

- TILLMAN, BRYAN. Creative Character Design. Focal Press. 2011

• WONG, CHEE MING. <u>Digital Painting Techniques: Volume 3: Practical Techniques of Digital Masters</u>. 3D Total Publishing, 2011

Others

Identification of Controversial or Sensitive Course

Sensitive or Controversial issues may arise in student expression through art. Teachers will deal with these on a case by case basis, exactly as they would in any other arts course.
For all courses - In keeping with HI.AR - Teaching and Learning Resources, resources should be chosen and/or updated to promote critical thinking and should include age-appropriate materials that reflect inclusive environments which acknowledge and promote understanding, respect and the recognition of the diversity of students and families within the school and greater community. (From Edmonton Public Schools Administrative Regulation IF.AR - Safe, Caring and Respectful Learning Environments)

Identification of Safety Components

Teachers are to follow safety guidelines given for Provincial Art Courses and CTS computer labs.

Significant Overlap with Provincial Curriculum

Digital Character Illustration and Modelling should not be confused with CTS. CTS courses are designed to acquaint the student with a specific skill, but never causes the student to utilize that skill in an artistic expression applied to solve a problem. Digital Character Illustration and Modelling develops these skills within an artistic framework. Practice, growth and depth are all in excess of the rather superficial treatment CTS provides. While technologies of various kinds may be employed, it is not a course in technology, but rather an artistic application of the same.

CTS deals with a skill or competency unique to a given module or course. Upon completion the student may choose to move to a new module which may or may not contain outcomes that utilize and apply those learned in the former. Digital Character Illustration and Digital Modelling achieves a continuity from outcome to outcome that is not possible to achieve in CTS.

Digital Character Illustration and Modelling should not be confused with CTS courses in Animation. Students taking CTS courses in animation do not need to have any drawing ability. Students learn about how to animate objects that may or may not be drawn or modelled entirely by the student and may or may not include the use of characters. Animation involves creating short movies where objects move on a screen. This may include characters, text and abstract forms. The purpose of the animation course is not to teach the student how to draw, model or illustrate, but how to animate what they are capable of drawing or modelling. Digital Character Illustration and Modelling builds a fantastic foundation for students wishing to pursue animation courses and create impressive animated movies using their own characters. It is important to discern the difference between the two in that Animation is a course where students learn to animate (make move) their creations, whereas Digital Character Illustration and Modelling is a course where students learn how to illustrate and model convincing looking characters.

Digital Character Illustration and Modelling should not be confused with Applied Graphic Arts. Applied Graphic Arts deals with the study of visual design theory, typography, and the history of graphic design where the artist learns to communicate through the arrangement of graphics, imagery and typography combined. Digital Character Illustration & Modelling deals specifically with the design and creation of characters, which requires a deep understanding of anatomy, figure drawing, modelling techniques and critical thinking about how choices made in character design can affect society in the form of stereotyping, highly sexualizing female characters and misrepresentation of cultural groups for example. Rather than creating posters, book covers or advertisements where the goal is to communicate a certain message for an intended audience, Character Illustration and Modelling focuses on designing and creating characters, whether human or other worldly for various story lines and genres.
Digital Character Illustration and Modelling is for the serious student, one who has visual talent that he/she wishes to further develop, in a manner that cannot be accommodated through CTS or any existing program.

Assessment

Criteria for Assessment (adapted from: the Art Teacher's Handbook)

1. Applied Knowledge
Does the student demonstrate understanding and is able to articulate the objectives of the assignment

1. Skills
Describing and executing the visual concept
Appropriateness, control and suitability of materials
Problem Solving Strategies
Sense of Planning necessary for effective creative performance

1. Expressive and Creative Abilities
Elements of Communication
Personal Involvement and/or feeling
Originality (newness for the person doing it)
Inventiveness and Enterprise
Assessment Strategies should:

- Support what goes on in the classroom rather than interfere

- Be multi-layered

- Be continuous

- Be contextual & authentic

- Represent an appropriate balance of formal and informal strategies

- Focus on both products and processes

- Be equal for all

- Be objective and defensible

- Promote student growth

- Include process and product

- Represent a balance of informal and formal strategies, i.e. 70% Studio Work and 30% Articulation
  Studio Work

- Idea/Development

- Composition

- Skill/Technique

Articulation

- Reflection

- Vocabulary

- Research & history

- Criticism

Course Evaluation and Monitoring

The school's department head and curriculum coordinator will ensure that the course objectives are being met. The teachers within the department will use self-evaluation to ensure that they are meeting the guidelines under which the course was created. This course, as well as other courses, is subject to monitoring from Central Services according to current board policy.

Appendix I

Appendix II

Table of Contents