OnRamps ARTS + ENTERTAINMENT TECHNOLOGIES
Course Syllabus 2010-2020
Alyssa Vallecorsa ● Studio 115 ● avallecorsa.com

COURSE DESCRIPTION

This course provides first-hand experiences with digital media technology, software, and applications for use in entertainment and artistic endeavors. You will study an assortment of entertainment concepts and experiences, discover the underlying technology involved, and apply methods of design thinking to create products, applications, and experiences for specific audiences. You will also consider the cultural, philosophical, ethical, and practical aspects of entertainment technology. This course fulfills a Visual and Performing Arts core credit in Texas (Texas Core Code 050).

Course Pedagogy Overview: This course uses Project-Based Learning (PBL), a pedagogy designed to engage you in the educational process. PBL frames learning in the context of real-world problems, and there is evidence that PBL improves retention while also developing problem solving, critical thinking, and group collaboration skills.

Instruction & Assessment Types: Throughout the course, you will create projects, complete unit and cumulative exams, and engage in weekly quizzes, among other in-class learning activities, to demonstrate mastery of course concepts.

PREREQUISITES

There is not a prerequisite for OnRamps Arts + Entertainment, however it is highly recommended that students complete at least one year of a Visual Art Studio or Design class prior. Specifically, experience in design courses such as Art I, Graphic Design, Photography, and Audio Visual. Independence and a strong work ethic are essential to be successful in OnRamps Arts + Entertainment.

COURSE LEARNING OUTCOMES, UNIT TOPICS + BIG IDEAS

By the end of this course, you will:
* Understand the past, present, and future of arts and entertainment technologies.
* Consider the historical landmarks of entertainment technologies and their continuing impact on popular culture and aesthetics of the past, present, and future.
* Experience and investigate a range of arts and entertainment technologies.
* Create projects that utilize arts and entertainment technologies to demonstrate integration of design process and technology skills.
* Gain introductory-level experience with photo- and audio- editing software.
* Explore the range, reach, and combinatorial possibilities of arts and entertainment technologies.
* Consider and discuss cultural, political, and economic issues related to arts and entertainment technologies.
* Think critically about how, why, and where arts and entertainment technologies are deployed.

This course is divided into six different units, each covering a different strand of the Arts and Entertainment pathways available to students within the AET Program at UT Austin. Each unit will have a variety of readings and activities that you will complete both individually and with partners. There will be one major project in each unit that will be based around a Project-Based Learning model which you will be expected to submit at the end of the unit.

In regards to the course projects, teamwork and collaboration are important within the framework of Project-Based Learning. Your high school instructor will be conferencing with you at least once a week to chart your progress, help to assess your work, and to give you suggestions and guidance for how to continue onwards towards a final product. Additionally, your high school instructor will be running a series of workshops that highlight important skills that you will need to master in order to be successful with your project.

COURSE OUTLINE

Unit 1 – Foundations of Arts & Entertainment Technologies: A focus on how design process and thinking creates user engagement through the lenses of interactive storytelling, and how perceptions can be altered through the use of visualization software to enable animation and immersive experience.

Unit 2 – Digital & Video Game Development: A look at the evolution, history, and trends in video gaming; the fundamentals of game design and theory; the sociology of gaming; and the psychology of user interactions to evaluate and redefine what it means to "play."

Unit 3 - Interactive Experience: The way individuals perceive and connect with interfaces, spaces, and immersive experiences is always changing. Through the merging of technology, creativity, and data, users can be better understood, and mobile apps can be created to solve problems.

Unit 4 - Sound and Music Design: The future of sound design has been charted by the evolution of various music and sound editors. These advances allow sound and music to be used in the creation of meaningful and immersive experiences— designed and developed through the use of digital tools and technology.

Unit 5 - Democratization of Technology: Makerspaces, social media, and podcasts are just a few DIY (do-it-yourself) innovations that have profoundly altered the way that artists and industries operate. Disruptive technology and subversive art will be explored through cultural, creative, and critical lenses.

HOMEWORK

Students enrolled in university level art classes are expected to spend considerable amounts of time working on art outside of the classroom/studio. Because of the nature of a project based course, I expect that you will be working on one project in class and at home in order to complete the required amount of work. Therefore, depending on how fast you work, you may have homework every night.

How to Succeed in This Course
Being successful in a college course requires that you learn and master the basic college readiness skills that contribute to post-secondary success. In this course, we focus on five skills: intellectual curiosity, problem-solving, grit and tenacity, collaboration, and time management. To master these skills, review the following list of recommendations adapted from the Sanger Learning Center on the UT Austin's residential campus:

- Attend class and do your assigned readings and out-of-class activities.
- When you miss class, make time to make up your work.
- Advocate for yourself if you know you will be absent by planning ahead and determining upcoming assignments that you will miss.
- Take time at the beginning of each week to assess your weekly commitments and goals. Allocate time to achieving your goals on a daily basis.
- Engage yourself in the learning process. Accomplish this by asking questions if you do not understand a concept, trying to solve a problem again in a different way if you get stuck, or collaborating alongside your project team.

RESPECT AGREEMENT

Your desire to help me and fellow students, and your respect for our precious (and expensive) equipment and resources are important for the success of the class. We will work together as a class to develop our own respect agreement for classroom expectations. We must be prepared to learn from each other in order to put forth our best efforts for a successful class.

GRADING

Even though student art is individual and experimental there are still standards of quality in student work. Expectations are based on a range of accomplishments and evidence is expected that shows thought, care, complexity, execution and effort demonstrated in the quality of the work. All of these elements are discussed with students both individually and in discussions with their peers.

35% of your grade will come from "Practice Work". Practice work is all the work that you will do in class and at home to gain inspiration, do research, brainstorm ideas, practice techniques, explore concepts and ideas, and write about your art-making process. Some practice work will also be small assignments that have a due date, and some will be ongoing work. This will also include the mid-project critiques.

50% of your grade will come from "Presentation Work". Presentation work is all the "major" projects that you create. There is always a self-evaluation component to every presentation-level project. And in addition to receiving a grade for the actual work, you will also be graded on your presentation and your ability to talk intelligently about your own and other's work during critique.

15% of your grade will be determined by your "Studio Performance.". Each day you earn studio points by coming prepared with prework, displaying professional behavior, the desire and effort to learn and improve, a commitment working during studio time, respect for our equipment and resources, and for leaving the space and materials neat and organized at the end of the class.

All high school students are required to take a semester examination and/or complete a culminating activity in each course. The grade on the semester exam or culminating activity is worth 1/7 of the semester grade.
A senior student may be granted an exemption from taking the semester exam during the second semester (spring semester) if the student:

- Has maintained a grade of 85 or higher in the course for the spring semester
- Does not have more than one unexcused absence; and
- Has not been suspended or assigned to an alternative program during the school year; and
- Submits a form, signed by the parent, requesting the exemption.

A student can elect to take the semester exam even if the student qualifies for the exemption.
A student will not be exempt from completing a culminating activity.
Excused absences or absences for school or District-sanctioned events will not be counted against a student.

LATE WORK AND REGRADES

Because you will be presenting your work to the class during critiques, it is vital that you turn in your completed project at the beginning of class on the day that it is due.

Art is a process that can often take many revisions to perfect. You may redo an assignment/project or retake a test according to the following parameters:

- Students/parents may request to redo/retake an assignment/project within **five** days that the assignment/project was returned to the student.
- The student is provided an opportunity for tutoring or re-teaching prior to retesting/redoing:
  - This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.
  - A teacher may require the student to complete missed homework, test corrections, or other items as part of re-teaching.

- A student must redo the assignment or retake the test within **five** school days from the date the assignment or test was returned to the student. (May be longer if the teacher deems it necessary.)
- Any retests will be administered on the campus
- The grade the student receives on the redone assignments or retaken tests will be no higher than a 70
- Semester exams/projects that received a failing grade may not be retaken.

TARDY POLICY

During online learning, the attendance policy for the FWISD digital learning will be in effect.

It is important to arrive at class on time each day. The classroom tardy log must be signed when entering the classroom after the tardy bell has sounded - for any reason.

1-2 Tardies = warning and communication to parent/guardian

3-5 Tardies = Lunch meeting in Art Room 115 (11:45AM), referral and communication to parent/guardian

6+ Tardies = Administrative referral

COPYRIGHT

Work that makes use of photographs, published images, and or other artists/ works, must show creative development beyond duplication. This may be demonstrated through manipulation of formal qualities, design, and/or concept of the original work. It is unethical, constitutes plagiarism, and often violates copyright law to simply copy an image (even in another medium) that was created by someone else. Any work created through collaborating when not approved or to be in violation of this policy will not receive credit for the assignment.

TECHNOLOGY AND NETWORK ACCESS

FWISD provides students with access to computer equipment, software, and network services. These tools support learning, collaboration, and educational research related to the curriculum. All technology and network usage must be consistent with these purposes, the Acceptable Use Policy, and all provisions of law governing the actions of the user. Students are expected to use any technology equipment, software, and network services only for assignments/projects that are assigned by their classroom teachers. Some examples of inappropriate use include playing games or streaming video; installing, downloading, copying, or deleting files; and attempting to access or use anyone else's account or password. Consequences for violating the Acceptable Use Policy vary depending on the nature and seriousness of the violation.

FIGURE STUDIES

Often during the course sequence of all the design and visual art courses, the student will be working with visual materials such as famous artworks, films of famous artists, charts and diagrams, slides, DVDs, the Internet, and computer programs. This material may contain complete anatomical references, nude model poses and views of artists working from the nude in their studios, as well as scenes from modern films. The material may also mention and discuss the alternative lifestyles sometimes lived by famous artists, and may be expressed in language that might be considered offensive to some people. Current issues, as they relate to art and free expression, are also discussed in the art classes. If you have questions, please contact me at alyssa.vallecorsa@fwisd.org.

MATERIALS

- We will be using a Windows laptop for this course, and you must bring it charged to class EVERY day. It is possible to use a Chromebook for this course and successfully complete all projects and requirements.
- We will be using cloud storage for our digital portfolio files.
- Board Policy permits replacement charges for materials that are lost or destroyed by a student. Please treat materials that are provided with respect and utilize materials for their intended purpose.

STUDIO HOURS

Studio hours are available after school in Art Room 115 periodically. Feel free to join me in the art room for extra studio time, assistance on your work, and/or late work or regrades.

I am looking forward to our time in this course this year! You are going to learn to use tools and develop skills that will prepare you for academic and professional excellence moving forward, as well as enable you to make incredible, imaginative, fun, and useful things that will most certainly impress! It is going to be a great experience for all of us, so let's get started!

Alyssa Vallecorsa

Visual Arts Instructor

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Parents/Guardians,

A copy of the OnRamps Arts + Entertainment course syllabus is available to you on our course website at **avallecorsa.com** **> AET**
Please feel free to take a look at the site for class announcements, as well as updates on our class progress and work throughout the year, I can be contacted best through email at **alyssa.vallecorsa@fwisd.org**. Please provide your email or phone number below, whichever is your preferred mode of contact.

Thank you!

Both student and parent(s), please read over and review the course syllabus.
Please return to Ms. Vallecorsa by <u>next class.</u>

"I have read and understand the OnRamps Arts + Entertainment Course Syllabus document and policies and the FWISD Expectations for Advanced Level Courses."

STUDENT

✎ Student name (print)	Class + Period
✐ Student signature	

PARENT/GUARDIAN

✎ Parent/Guardian name (print)	✉ Parent/Guardian email
✐ Parent/Guardian signature	☎ Parent/Guardian phone

Your preferred contact method: ☐ **Email**   ☐ **Phone**

OnRamps ARTS + ENTERTAINMENT TECHNOLOGIES
Programa del curso 2020-2021
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Padre/Guardián,
Una copia del programa de estudios OnRamps Arts + Entertainment está disponible para usted en nuestro sitio web del curso en **avallecorsa.com > AET.** Siéntase libre de visitar el sitio para ver los anuncios de la clase, así como las actualizaciones sobre el progreso de nuestra clase y el trabajo durante todo el año. Me pueden contactar mejor por correo electrónico a **alyssa.vallecorsa@fwisd.org**. Proporcione su correo electrónico o número de teléfono a continuación, el que sea su modo de contacto preferido.

¡Gracias!

Tanto el estudiante como sus padres, lea y revise el programa del curso.
Por favor regrese a la Ms. Vallecorsa para la próxima clase.

"He leído y entiendo el documento y las políticas del programa de cursos de OnRamps Arts + Entertainment y las expectativas del FWISD para los cursos de nivel avanzado".

STUDENT

_____   _____
✎ Nombre del estudiante   Clase + Período

_____
✍ Firma del alumno

PADRE/GUARDIÁN

_____   _____
✎ Nombre del padre/guardián   ✉ Email

_____   _____
✍ Firma de los padres/guardián   ☎ Teléfono

Contacto preferido: ☐ **Email**   ☐ **Teléfono**

High School Statement of Expectations for Advanced Level Courses

Fort Worth ISD is committed to providing the best educational opportunities possible for all students. Advanced level Pre-AP, Pre-IB, Advanced Placement and International Baccalaureate courses prepare students for future academic and professional success.

Please read and sign the following statement of expectations:

I understand that I am a student of great potential with the ability to be successful in Pre-AP, Pre-IB, Advanced Placement or International Baccalaureate or Dual Credit courses. With this understanding, I am willing to make the commitment of time and effort required by these classes. I understand the following about this trajectory:

- Advanced level courses prepare students for success in future college level advanced placement coursework, college courses, and future related jobs.
- These courses will follow a more rigorous level of curriculum (as outlined by the College Board, International Baccalaureate or state and district curriculum) and will require increased commitment of the student's time and effort. Courses include AP, Pre-AP, Honors, IB and Dual Credit as defined in Bulletin 100.
- Students enrolled in these classes should expect frequency of homework, completion of independent projects, individual performances or presentations.
- Advanced Placement classes are college-level courses that require critical reading, writing, application of cross-curricular knowledge and constant analysis.
- Students enrolled in Advanced Placement or International Baccalaureate courses are required to take the appropriate Advanced Placement or International Baccalaureate exam(s) (administered by the campus AP/IB Coordinator).
- Students enrolled in advanced level courses leading to licensure or certification are expected to complete required coursework which leads to attainment of this professional qualification.
- Students will participate in campus or district tutorials and review sessions as needed.

Fort Worth ISD adheres to the College Board's equity policy statement accessible below-
http://apcentral.collegeboard.com/apc/members/repository/ap03_ap_equity_policy_22057.pdf.

Withdrawal from an advanced level course must be approved by the teacher, parent, Programs of Choice Coordinator, Counselor and Principal. A student may not be withdrawn without following protocol.

I, _____, (insert printed student name) am willing to make the commitment of time and effort required by advanced level coursework in Pre-AP, Pre-IB, Advanced Placement, or International Baccalaureate classes. **For School Year 2020-2021.**

_____   _____
              Student's Signature   **Parent's Signature**

_____   _____
              Counselor's Signature   **Coordinator's Signature**

Schedule of Advanced Level Courses

_____   _____   _____