

DIGITAL ART 2

ARTS 4126/5126 | VAC 1B23

T/TH 1-3:30PM

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Office hours available by appointment

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✦✦ DIGITAL ART 2 - ARTS 4126/5126

Digital Art 2 is an intermediate Contemporary Art course focused on the student's use of digital technology as a medium to create art. This course will continue to develop the student's individual art practice while expanding their skillset to new tools, software and advanced digital art themes. The students will gain a knowledge of digital glitch aesthetic, live video mixing and projection mapping, 2D & 3D animation as well as explore significant and pertinent ideas in the discussion and production of digital art.

Using theoretical and practice-based techniques, students will evaluate the interconnectedness between traditional forms of artistic expression, modern day digital technology, and technologies that have yet to be discovered. Throughout the semester, the class will experiment with multiple analog and digital formats. The technology incorporated within the class is intended to influence, but not dictate, the type of work produced during the semester. In addition, students will engage in a critical and theoretical discourse about digital art practice. The curriculum will provide artists with a starting point for creating a substantial body of digital work. The course will prepare students for additional courses within the digital art area, namely Performance, New Directions, History and Theory of Digital Art and Remix. Prerequisites are ARTS 1010, 1020, 2126 and ARTH 1300 or 1400.



COURSE OBJECTIVES

- To be immersed within a digital art community and participate via making, listening, viewing, reading, writing and discussing topics related to digital art. To question, “what is digital art?”
- To become more proficient in practicing the elements and principles of design.
- To use digital technology as a tool for developing an idea and/or aesthetic and to engage in the practice of digital art. I will show you some specific tools, and you will do your own research to explore a wide range of possibilities with my support.
- To apply concepts and theories to a body of work and to produce concept driven works of digital art in preparation for a final professional exhibition!!!
- To explore new digital tools, and learn to use multiple research approaches to find solutions to creative problems and to participate in a broader DIY digital art community.
- To depart from traditional or comfortable ways of thinking, to explore, to wander, to get lost, to journey down unfamiliar channels and emerge with evolving perceptions.



COMMUNITY LEARNING GOALS

- Develop a community where students feel confident, valued and can contribute to the overall learning environment.
- Encourage appreciation for diversity. Share your unique skills with the group in a respectful manner. Be open to multiple points of view, use your own research and critical thinking to find your own conclusions.
- Learn to trust one another in discussion: Begin to value the verbal comments and opinions of other students; do away with the notion that what the instructor has to say is automatically more valuable or insightful than your peers. Share your unique expertise.
- By the time you leave this class you will have a close connection with your fellow classmates. You will have shared a personal and academic experience as well as one of your first professional exhibitions, you will become “Art Fam.”



MATERIALS

- ☐ **Adobe Creative Cloud (Photoshop, Illustrator, Audition, Premier, After Effects)**
(optional \$65)
 - ☐ [Adobe Creative Cloud for Students \(Boulder Campus Only\)](#)
- ☐ **Blender (FREE!)**
 - ☐ <https://www.blender.org/>
- ☐ **VJ & Mapping software (trial versions)**

- ☐ <https://vidvox.net/>
- ☐ <https://madmapper.com/>
- ☐ VR Headset (\$8-\$20+)
 - ☐ <https://arvr.google.com/cardboard/get-cardboard/>
- ☐ Other supplies and materials as needed on an individual basis

✦✦ ASSIGNMENTS

In addition to the criteria below, your grade is determined by the completion of your work, attendance, preparedness, respect of others, determination, work ethic, progress, and participation in discussions and critiques.

- ☐ Website - 100pts
 - ☐ Make a website with an about page and a blog. I will guide you through the process to get you started.
 - ☐ Write a 250 word artist statement to put on your about page and include 5 visual aids.
 - ☐ This is mandatory, as you will be turning all of your assignments in via your blog on your new website! :)

★ All assignments must be posted on your blog in order to receive credit!

- ☐ Project 1 - 200+pts
 - ☐ Brainstorm Blog #1 - 25pts
 - ☐ 1 final project - 100pts
 - ☐ Artist Statement #1 - 25pts
 - ☐ Critique #1- 25pts
 - ☐ Pop Quizzes 25pts each
- ☐ Project 2 - 200+pts
 - ☐ Brainstorm Blog #2 - 25pts
 - ☐ 1 final project - 100pts
 - ☐ Artist Statement #2 - 25pts
 - ☐ Critique #2 - 25pts
 - ☐ Pop Quizzes 25pts each
- ☐ Project 3 - 200+pts
 - ☐ Brainstorm Blog #3 - 25pts
 - ☐ 1 final project - 100pts
 - ☐ Artist Statement #3 - 25pts
 - ☐ Critique #3 - 25pts
 - ☐ Pop Quizzes 25pts each
- ☐ Project 4 - 200+pts

- ☐ Brainstorm Blog #4 - 25pts
- ☐ 1 final project - 100pts
- ☐ Artist Statement #4 - 25pts
- ☐ Critique #4 - 25pts
- ☐ Pop Quizzes 25pts each
- ☐ 3 reading blogs - 150pts
 - ☐ [The most expensive GIF of all time.](https://www.theatlantic.com/technology/archive/2014/09/here-is-the-most-expensive-gif-of-all-time/379556/) As you read the article I want you to consider the question, what is digital art? When was this article written? How does this relate to the recent surge in NFT sales? You must respond to the reading in a blog post. 250 words minimum. 5 images minimum. - 50pts
 - ☐ You must research any digital art topic you wish and respond to an essay, book, article or other publication of your choosing. 250 words minimum. 5 visual aids minimum. - 50pts
 - ☐ You must research any digital art topic you wish and respond to an essay, book, article or other publication of your choosing. 250 words minimum. 5 visual aids minimum. - 50pts



ASSIGNMENT DETAILS

- **Website and Artist Statement**
 - Website must have a minimum of 2 pages: About & Blog
 - The about page should have an artist statement with at least 250 well thought out words and 5 visual aids. Spread your images throughout the text, consider your overall blog aesthetic.

This statement is about you and your art practice in general. It should include a brief background on you, and your overall interest, approach and/or perspective on art making. When did your interest in digital art begin? What have you made/experienced in art? What influences your art? What is your education or experience in art? What is your philosophy in art and/or life? Why do you make art? What's your predominant medium? How do you approach artmaking? What does your art say? How does it say it? What is your art about? What would you like to make/say/do in the future? What is your drive/passion? Etc. Include examples of previous work, exhibitions, explorations and influences, inspirations. (This is your first assignment). Here are useful links for writing your artist statement.
- **4 Major Projects**
 - **Project 1** - *This Dystopia Sucks!* Using real world societal problems (something that is broken) as your inspiration, create a person, group, or political machine to address the issue. Make a series of glitch art to visually communicate criticisms, celebrations, questions or suggestions around your cohesive theme. Make a series of 16 stills, 5 gifs, and 1 short (datamosh) video (1 min or less). The final

step will be to give this an actual voice in the real world by making a twitter account to post the images on and a twitter bot so it can continue to tweet on the topic long after you move on. I will show you a variety of glitch techniques and you come up with the concept. Make something that is smart, clever and aesthetically glitchy!

- **Project 2 - *A Living Soul*** - Use Blender to sculpt, build, create a small series (1-5) of mythical beings. Make their body, head, wings, tail, feet, claws, paws, or whatever appendages you like. Explore different textures and shading techniques, rig your new creature, make a 1.5 minute animation of your new little buddy living in the moment. Use at least 1 tutorial that you find online to further your own research. Give your living thing a voice using audio, play with lighting, export as a video and post to your blog with a National Geographic like description.
 - **Project 3 *Alternate Realities*** - Using A-Frame and Glitch to code your creature(s) into a new living environment. Build their ideal habitat, include some new props or things that you make in Blender, they can be as simple or complex as you like. Set your creations loose into their new world, you can view your new Alternate Reality using Google Cardboard or simply navigate it on the web. **Or** create a series of stickers/flyers with QR codes and markers to set your creatures free in the real world using AR javascript on Github. You must set at least 3 things that you have made in Blender loose somewhere on campus where people might scan your codes and see them.
 - **Project 4 *Light Pollution*** - Guerrilla style BYOB (bring your own beamer), projection mapping! We will learn some VJ and projection mapping software, test smaller objects in the classroom and then hit the streets to splice up the campus scenery with colored lights & moving images culminating in a final performance using props and/or a specified location. Tell me a **visual story**. We will be remixing found content live, I want you to consider your concept carefully and how you will deliver your ideas clearly in this format. (If we get an exhibition, which I am diligently working on, this will be the project we exhibit).
 - **All projects must be fully resolved and thoughtfully created, they should demonstrate intention, visual literacy, attention to detail, have a superior level of craft and be consistent with your unique and ever developing body of work.**
- **4 Brainstorm blogs**
 - **Must contain at least 5 visual aids.**
Post sketches, drawings, plans, handwritten notes, brainstorms, inspiration, examples, etc.

☐ **200 words**

Document your thought process, talk about your idea(s), describe what your plans are. Use details. You may choose to go in a different direction, that's fine. This is an informal blog, but it is helpful for you to see how your ideas begin, and how they develop into fully developed projects.

● **4 Critiques**

- Projects will be evaluated in a group critique. This is a critical time to receive feedback on your work and give feedback to your fellow students. You will be graded on how well you participate in group critiques. Participation in critiques is mandatory! You must attend all critiques on time and MAY NOT leave early. **Think of critiques as “tests.”** If you do not show up for a critique, even if it is not your day to present your work, your project grade will be lowered one full letter grade.

● **4 Project Artist Statement Blogs**

- **Must contain at least 5 visual aids.**

- For projects made out of multiple images the images meet the 5 visual aids requirement. For all other projects (2,3 &4) your post must include a minimum of 5 visual aids with your statement. These can be work in progress screen shots, images of you working, images that inspired your artwork, etc.

☐ **Must have 200 word minimum Artist Statement**

These artist statements are specific to the individual project. This is a more formal writing. Write the statement for the way you think would be most successful in the contemporary art world on exhibition applications, etc. You should address what you are trying to communicate with your project. You should be able to sum up your idea in 5 words or less, then expand on that in 250 words. You may want to talk about how your idea evolved, your process, inspiration, things that were difficult, things that went well, things that you learned, what you would do differently, what you would like to make next, etc. Here are some useful links for writing your artist statement:

<https://www.youtube.com/watch?v=3v8DbLWAXvU>

<https://www.youtube.com/watch?v=k8a0sXFIIJY>

<https://www.theartleague.org/blog/2015/08/24/artist-statements-we-love/>

☐ **3 reading blogs**

- ☐ You will be given 1 assigned reading and will respond to it on your blog.
<https://www.theatlantic.com/technology/archive/2014/09/here-is-the-most-expensive-gif-of-all-time/379556/>
- ☐ You will research any digital art topic you wish and respond to 2 essays, books, articles or other publications of your choosing. Each reading blog should be written from the perspective of defining “digital art.” As you read the articles, ask yourself how they contribute to this conversation. What are the bounds of digital art, are there any? How does it fit in a historical context, what does it suggest

about the future of digital art? Does this article change your perspective of what it means to be a digital artist? Does the reading broaden/narrow the scope of what we think of as digital art? Does it blur any lines?

- ☐ Post a link to the article, along with **250 words (minimum)** and **5 visual aids** - (images, gifs or vids).

☐ **8-10 Pop Quizzes**

Pop quizzes take place in class directly following the introduction of a new technical skill, or software (eg. GIF making, photoshop, etc.). You will have a checklist of tasks to complete in order to receive points. The Pop quizzes are designed to get you ***practicing your new skill right away*** and should be a super easy way to earn points. I will help you if you get stuck. Don't worry! You got this! * Learning in practice is better than learning in theory only.

EVALUATION

In addition to the criteria above, your grade is determined by the completion of your work, attendance, preparedness, respect of others, determination, work ethic, progress, and participation in discussions and critiques.

To earn an 'A' 90%-100%

'A' work has exceeded my expectations. Demonstrates above average craftsmanship for the class level and is meaningful. Assignment demonstrates hard work and growth as an artist's ability to think critically and intuitively. 3 absences or less.

To earn a 'B' 80%-89%

'B' work has met all of my expectations. Work is technically proficient, occasionally thoughtful, but not as consistently or clearly as "A" work. Hard work and growth as an artist is apparent. 3 absences or less.

To earn a 'C' 70%-79%

'C' work has met most of my expectations. They show technical competence in most areas. However, growth as an artist is shallow. 4 absences or less.

60%-69% D - Work is sloppily made, and signifies little. It is apparent that this work was made at the last minute. No growth as an artist is apparent. Missing/incomplete blogs. 5 or more absences. Missing/incomplete blogs.

0-59%. F - No work or plagiarized work.

I reserve the right to drop, or raise, your grade based upon your work and what is expected of a University student at an institution of this caliber, including having 5 or more absences.

Please note that plagiarism of work will result in automatic failure for the entire semester. Also note that turning in work that you did in another class will result in failure for the

assignment. If you find yourself overwhelmed to the point of deciding to plagiarize, please contact me to discuss the situation. If I find you being unethical I will have to report you, and you will likely be placed on academic probation or even expelled. For more information: <http://www.colorado.edu/policies/academic-integrity-policy>

++ ATTENDANCE

Attendance for the class is mandatory and will be of primary importance. Please see the grades portion for amount of absences allowed per grade. These absences can be excused or unexcused. Students with more than 6 absences will automatically receive a failing grade. Students are responsible for keeping track of their own absences. Late arrivals of more than 20 minutes will be counted as an absence.

**Because of the pandemic, there may be a situation where you cannot attend class. If you are sick, DO NOT COME TO CAMPUS! Try to make it to all of the zoom classes. If you absolutely have to miss more than a couple of times (online or in person) please let me know ASAP so that I can work out a plan with you. Attendance is still mandatory, though there will be some exceptions due to COVID-19. You will receive an attendance grade.

++ DUE DATES

All work must be submitted on or before class on the day of critique, including the blog posts. Late work will receive an automatic 5% deduction for each class day of lateness. For example, a project submitted at 12pm on the due date will incur a 5% deduction. Projects will be accepted (with deductions) up to 2 weeks after the original due date. After 14 days, projects will not be accepted.

++ OFFICE HOURS + COMMUNICATION

Communication between the student and the instructor is vital for both parties' success in this class. **Email is the best way to contact me and ensures that I have a hard record of our conversation. Please refer to the class blog first and only then clarify issues with me in person or through email later.** I will generally be around before and after class, but if you need my full attention, schedule a time to meet with me either in person or via zoom.

*It is your responsibility to keep up with due dates and absences. It is also your responsibility to follow-up through the class blog with what you may have missed during class. If you cannot find any information, ask a friend or email me. If at any time you feel you are falling behind, or not understanding certain concepts or software, please either visit office hours or email me for an appointment. I am here to help, and am actively rooting for your success!

++ CLASS/LAB SAFETY, ENVIRONMENTAL CONCERNS AND ETIQUETTE

I expect you to act like responsible adults and respect each other, each other's work, and school property. This includes:

- (1) Alcohol and/or other illegal substances are forbidden in the classroom or the lab at any time of the day or night. Violators are subject to expulsion from the class or worse.
- (2) Discriminatory or derogatory jokes or remarks towards any person or persons based on race, religion, gender, sexual orientation, nationality, region of the country people live in, color of their hair, socioeconomic status or culture will not be tolerated. Intolerance will not be tolerated.
- (3) No food or drink is allowed around computers or equipment. Gum is ok, if you can chew it quietly and can throw it in the trash can when done. When working in the computer lab, please leave food or drinks in the classroom or a table without equipment.
- (4) I don't mind if you check your phone or social media during class, as long as you do so discreetly. That being said, please do not do so during critique, lectures or other student presentations. If someone is talking, give them your attention please.
- (5) Pets are (very unfortunately) not allowed in the Fine Arts building. Violators are subject to a fine.
- (6) In a group setting, such as a lecture, when one person is talking everyone else listens. One person speaks at a time. No side conversations, please. And, of course, no reading, sleeping, listening to music (especially with your earbuds in --yes that has happened), or any other activity that pulls your focus away from the speaker. This is especially true when other students or guest speakers are present.
- (7) You are required to clean up after yourselves, both in the classroom and the lab.
- (8) Treat each other's work with respect. Be careful not to have bad habits or sloppy lab practices that could potentially damage another person's work.

UNIVERSITY OF COLORADO POLICIES

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious

disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please let me know you will be absent as soon as possible so that we can try to work out a fair solution.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat,

unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please just let me know as soon as possible so that we can work out a fair arrangement.

See the [campus policy regarding religious observances](#) for full details.