

DIGITAL ART 2

ARTS 4126/5126 | VAC 1B23

T/TH 6:00-8:20PM

Instructor: Corrina Espinosa

Office hours available by appointment

(Best time is T/TH 5:30-6PM)

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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 physical computing, interactivity, live video mixing and projection mapping 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 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.”



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.

- ☐ **1 introductory (artist bio) blog/ 50 pts.**
- ☐ **4 Major Projects / 100 pts. each/ 400 pts. total**
- ☐ **4 Critiques / 25 pts. each/ 100 pts. Total**

- ❑ 4 Project Blog Posts (4 final) / 25 pts. each / 100 pts. total
 - ❑ 2 research blog /50 pts. each/ 100 pts.
 - ❑ Final Exhibition!!! / 100 pts.
 - ❑ Pop Quizzes / 25 pts. each / up to 250 pts. possible
- *11 BLOG POSTS TOTAL**



ASSIGNMENT DETAILS

- ❑ **1 Introductory Blog Artist Bio - 50 pts.**
 - ❑ Join a blog!
 - ❑ Write your first blog, your profile page! Digital Artist Bio (250 word minimum, 5 image minimum. Use gifs or vids for a more dynamic aesthetic!)
 - ❑ 25 points for writing at least 250 well thought out words and 5 points for each image. Spread your images throughout the text, 5 points for overall blog aesthetic (don't just lump all of your images at the bottom).

This blog is about your digital art practice in general, not any one specific piece. It should be about your overall approach/perspective on digital art making. 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, due Thursday 1/22/19). Here are some useful links for writing your artist bio. (*Humor is great, but it has to be informative, creative and clever.)

https://www.youtube.com/watch?v=UtlDZg_1aag
- ❑ **4 Major Projects/400pts - 100pts each**
 - ❑ **Project 1 Deception Aesthetic, lies vs. truth** - All Art is illusion-- lies, deception, trickery... Consider the much-discussed painting, *The Treachery of Images* ("Ceci n'est pas une pipe"; "This is not a pipe"), by the French surrealist painter, René Magritte (1898-1967). Using digital tools, for instance the adobe suite (illustrator, photoshop, after effects etc.), you will create a series of 10 images (5 still images (jpg), 5 moving images (gifs, mov, etc.)), 8 of which are blatant lies, and 2 which attempt to capture "truth." Lies are easy, the truth may prove to be more slippery.
 - ❑ **Project 2 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.
 - ❑ **Project 3 Digi-log Collision!** - What happens when digital crashes into the analog world? Use digital tools/concepts to create physical objects/experiences.

Eg. 3D print, laser cut, physical computing, processing, physical pixel, or other “in and out of the computer” processes. Mid-term exhibition on campus!

- ❑ **Project 4 WOW/Wide Open Whatever** - The final project will be included in a professional, off campus exhibition. It is conceptually open-ended and can be created with any “digital media” you choose. By now we will have discussed a variety of conceptual possibilities and I will have shown you a variety of digital tools and resources. You have officially earned the responsibility/authority of “creative freedom.” Fly, digital birds... FLY!
- ❑ 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 Critiques/100pts - 25pts each**

- ❑ 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.

❑ **8 Project Blog Posts/200pts - 25pts each**

- ❑ **4 WIPs/Work in Progress blogs (150 word, 5 image minimum gifs and vids bonus!)**

Document progress on each of your projects in a blog post and write about any of the following:

inspiration, process, concept, history, research, progress, problems, successes, future ideas, aesthetics, theories, elements and principles of design.

- ❑ **4 Final Project documentation blogs (150 word, 5 image minimum gifs and vids bonus!)**

Document each of your final projects in a blog post with an official artist statement. Write the statement for the way you think would be most successful on exhibition application, etc. in the contemporary art world. Here are some useful links for writing your artist statement. (*Humor is ok, but it has to be informative, creative and clever.) 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/>

- ❑ **2 research blogs (250 word, 5 image minimum. Use gifs and vids for a more dynamic aesthetic!)**

Create 2 individual blog posts that do one of the following:

1. Respond to a digital art related article or publication of your choice.
2. Share or respond to any form of digital art research you are doing in your studio practice (art exhibition, digital experimentation, exciting new media, etc.)
3. Make a technical DIY contribution post: answer a technical question, explain a process, troubleshoot a technical problem, make a tutorial etc.

❑ **Final Exhibition!!/100pts**

As a class we will throw a professional digital art exhibition at a (TBD) venue outside of CU campus. This is our Final Exam. You will work with fellow students on one of the following committees: PR, curation, reception (more details to come). You will be graded on your participation in producing the exhibition, and a review by your peers.

❑ **Pop Quizzes / 25pts each - up to 10, up to 250 pts possible**

These will generally take place on Tuesdays, and will follow the introduction of a new technical skill, or software (eg. projection mapping). You will have a checklist of tasks to complete in order to receive full credit. 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!

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 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. 4 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.

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.

*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 or other student presentations.
- (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

You are all adults and adult behavior is what I expect from you. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at:

<http://www.colorado.edu/policies/classbehavior.html>

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

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](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.



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



Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).



Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).



Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will

be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).