Art and Multimedia

Introduction

I believe that when students create with multimedia they are creating with art. I see the elements and principles of design as a starting point for students to analyze good and bad design with multimedia. Students today are involved with interpreting and creating with multimedia more than ever. McNabb (2005-6) says the multimedia features of online text illustrate meaning through audio, video, graphic, and kinetic text expressions as well as the printed word. To understand and create with multimedia students must understand some basic art elements and principles. This project will introduce students to the elements and principles of design, show their relationship to multimedia design, and end with an exercise to evaluate understanding.

The Presentation

PowerPoint was used to create the presentation. The elements and principles of design are presented with examples from student work, fine art, graphic and multimedia design. Though not comprehensive, I feel the introductions provided will give students a basic framework to use as a starting point in both analyzing and creating multimedia.

The Standards

Ohio Academic Content Standards, Fine Art

Creative Expression and Communication

Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.

Kindergarten 3. Explore art elements to express ideas in a variety of visual forms.

Grade One 2. Identify visual art elements and principles using art vocabulary.

3. Use selected art elements and principles to express a personal response to the world.

Grade Two, 3. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects.

Grade Three, 3. Create two-and three-dimensional works that demonstrate awareness of space and composition (e.g., relate art elements to one another and to the space as a whole).

Grade Three 4. Identify relationships between selected art elements and principles (e.g., color and rhythm).
Grade Four 2. Discuss their artwork in terms of line, shape, color, texture and composition.

**Connections, Relationships and Applications**

Grade 7 Benchmark B, Indicator 2: Apply computer skills to explore and create a range of visual effects to enhance projects and presentations.

Benchmark C, Indicator 3: Demonstrate understanding of the relationship between words and images by applying text to images and images to text.

**Ohio Academic Content Standards, Technology**

Standard 3, Benchmark B

Grade six, Communication Tools: Present independent research findings in a multimedia format.

Standard 4, Benchmark A.

Grade Six, Principles of Design: Define principles of design used to create print, multimedia and Web communications or products (e.g., color, contrast, repetition, alignment, proximity).

Grade Seven, Principles of Design: Integrate advanced design features into communication products (e.g., background selection, framing, set design).

Grade Eight, Principles of Design: Identify and practice the following Universal Design principles that ensure accessibility for all users of communication projects or products:

a. Image Size

b. Alt attributes/tags

c. Use of tables and frames

d. Use of style sheets

e. Formatting

f. Use of color text legibility and readability

g. Fonts, formatting and captioning

**Summary**
Students are being asked to be literate with multimedia at a very young age. The “Principles of Design” are labeled as such and used in the Ohio Technology Standards as an organizer in grades six through eight. The elements and principle of design are used in the Ohio Art Content Standards indicators from kindergarten through grades four. The seventh grade indicators in Fine Art under the Connections, Relationships and Applications calls for computers to be used to create multimedia as well as in the sixth grade Technology Standard Communication Tool. There are many overlaps in the technology and art standards. There is a need to create a curriculum that will tie these areas together. It is my opinion that to create aesthetically pleasing multimedia works one must have a grasp of the elements and principles of design. I agree with Greh, D. (2002) who states “I think the teaching of multimedia falls in the domain of art education, not only as an art form in its own right, but also as a new way of presenting information.” I feel this presentation combines some of the content of the Technology Standards with some of the content of the Art Standards as an introduction to how they can work together.

This project is an introduction to some very advanced design ideas. Most art schools would cover these in two separate classes. I am attempting to present the content of those same classes in a context so it can be understood and employed by non-art majors as they create with multimedia.

The Project

Students will view the presentation “Art and Multimedia”, copy the last slide to a new PowerPoint and use the ideas presented in the PowerPoint to redesign the slide. Students will then evaluate their work with a rubric, redo if desired and submit the slide and evaluation form to the instructor.
Resources


Office of Curriculum and Instruction (Ed.). (2004). *Ohio K-12 technology academic content standards*. (Available from the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215)

Office of Curriculum and Instruction (Ed.). (2004). *Ohio K-12 fine arts academic content standards*. (Available from the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215)
# Self-Evaluation Multimedia Design

Rate your design with the following scale for each question

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>Barely</td>
<td>A Little</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Balance

Is the composition balanced?……………………………………………………………..

Does your use of balance help communicate your idea?……………………………………

## Fonts

Did you use no more than 2?……………………………………………………………..

Did you use easily read fonts?……………………………………………………………..

Did you use size change of the fonts to help organize your page?…………………………

## Unity, Repetition, Rhythm

Does your use of color help to create unity (limited with different values of the same color)?

Did you repeat elements to create rhythm?……………………………………………………

## Whitespace

Did you use whitespace to help organize your design?……………………………………

## Alignment

Did you use alignment creatively to add interest?…………………………………………

## Contrast

Did you use contrast of sizes?……………………………………………………………..

Did you use contrast of elements to create interest?………………………………………

Your score/44 = _______ X 100 = _______%