



REQUEST FOR INSTRUCTIONAL MATERIAL ADOPTION AND EVALUATION REPORT
High School

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Andrew Goff	Scott Marsden	
Napa HS	Kate Gauger	Ron Solomon	Per Phil Jenschke
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Susan Miller	na	
Valley Oak HS	Maria Cisneros	NA	
Vintage HS	Katelyn Estudillo	John Paul Castillo	

Request submitted by:	Gillie Miller	School Site:	NCOE CTE Office
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Executive Director, Secondary Education: _____ 

Please review below submission and sign above if you approve or write reason in comment area if you do not.

NOTE:

- Approved core materials must be agreed on and used by all high school campuses as the main resource. Approved non-core and supplemental materials must be agreed on by all high schools, but may be used by individual sites to supplement and not "supplant" the core. (core = English, health, mathematics, physical education, sciences, social sciences, and world languages)
- Since NVUSD has moved toward digital usage, we strongly encourage the review and recommendation of new instructional programs that offer online student textbooks and resources rather than printed materials.

[Instructional Material Information Cover Sheet](#)

COURSE NAME & NUMBER: P CTE Multimedia Productions 1 (CTE533) and
P CTE Advanced Multimedia Productions (CTE534)

DEPARTMENT: Career Technical Education

TITLE OF TEXT: **Digital Media Concepts and Applications**, 4th Edition

GRADE(S): 9-12

Check one: Basic: Supplementary: _____

Check one: Hardcover: Soft cover: _____ Paperback: _____

AUTHOR: Tena Crews /Karen May

PUBLISHER: Cengage Learning

COPYRIGHT DATE: 2016

ISBN-13: 978-1305661721 ISBN-10: 1305661729

COST: \$83.00

There are definite criteria to be considered when analyzing and evaluating a prospective text or supplemental instructional material. Give each of the following items listed a rating of 1 (poor) 2 (good) 3 (very good) 4 (the best we have seen).

___4___ 1. Are the objectives clearly stated?

___4___ 2. Do the assessments included, either at the end of a chapter or unit, exactly match the stated objectives?

___4___ 3. Do the objectives for student learning match the outcomes/objectives from the State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific). _____

___4___ 4. Do the teaching suggestions and resources suggested by the teacher's edition match the instructional suggestions of the California State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific). _____

___4___ 5. Are the teaching suggestions, supplementary materials, etc, valuable?

___4___ 6. In your opinion, will students be able to read this book? Yes No If no, what adjustments in teaching strategies are necessary to insure student success? _____

___4___ 7. Is the organization of the text suited to learning and teaching?

___4___ 8. Are the narrative quality and teaching aids provided interesting enough to engage students?

___3___ 9. Are the illustrations in keeping with the times?

___4___ 10. Does the content of this text allow compliance with [NVUSD Board of Education Policy 6144](#) regarding controversial issues and prohibited instruction.

Use this space to compare the development of one important concept in this textbook with the development of the same concept in current textbook:

<u>Concept</u>	<u>Development in Current Text</u>	<u>Development in Recommended Text (including alignment to Common Core standards)</u>

ADDITIONAL COMMENTS: Only a portion of this book is used, it is nearly impossible to have a textbook about digital media be 100% up to date since technology and tools are constantly changing.

COMPUTER TITLE:

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COURSE TITLE: P CTE Multimedia Productions 1
COURSE TITLE (Aeries): P CTE Multimedia Productions 1
COURSE NUMBER: CTExxx [Formerly CTE533]
GRADE LEVEL: 9 – 12
LENGTH OF COURSE: 1 Year
GRAD REQUIREMENT: Visual Performing Arts (V)
CSU/UC REQUIREMENT: “F” (Fine Arts)
VOCATIONAL ED: Concentrator
CBEDS NUMBER: 7220
PATHWAY CODE: DVMA 111
NCLB: No
APPROVAL DATE: August 2017
REVISED DATE: June 2019 – pending board approval

COURSE OVERVIEW

This year-long course is a beginning study in contemporary media and is a prerequisite for the Advanced Multimedia Productions course. This course provides a foundation of visual design concepts and contemporary professional practices in graphic art, photography, and videography using industry-standard software including Adobe Photoshop, Illustrator, InDesign and Premiere. The class is structured around projects emphasizing the art elements of line, shape, form, color, space, and texture. It will introduce students to the principles of design as well as typography, perspective, color theory, layout and composition. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of digital media as a verbal and visual means of communication in today’s society. After an introduction to the hardware and software used in the industry, students work together to design, create, critique, and present digital and multimedia art projects.

Course Objectives

1. To provide students with foundational knowledge of multimedia design through hands-on project-based learning
2. To develop an awareness, interest, and curiosity in the media arts. This includes how media is used as a visual tool as well as a form of communication.
3. To introduce students to the computer tools used (Adobe Creative Suite and Microsoft Office), traditional media (sketching, drawing, painting), as well as prepare them to adapt to changing technologies.
4. To provide students with basic understanding of the principles of design, color theory, typography, layout, and composition.
5. To engage students in solving problems including identifying the problem, researching, analyzing, solution generating, prototyping, and reflecting.
6. To introduce students to digital storytelling and film.
7. To prepare students for Advanced Multimedia Productions, as well as for entry level employment in the field.

Student Outcomes

At the completion of the course, students will:

Utilize media to express ideas and communicate.

Create and critique visual works demonstrating an understanding of the elements of art and the principles of design, in addition to analyzing the aesthetic value of their own and professional works of art.

Critique artwork and express design concepts and intents in written and oral formats.

Utilize the basic tools and editing functions of Adobe Illustrator, Photoshop and InDesign to generate, edit, and refine introductory-level digital art and design projects.

Demonstrate an understanding of historical and cultural contexts relating to visual arts including the role and emphasis of technology, as well as how cultural contexts influence the interpretation of works.

Identify different career options available in the multimedia industry and demonstrate an understanding of the education, skills and abilities that are needed in those careers.

COURSE CONTENT

Unit 1: Introduction and Course Overview

Learning Objectives:

Designed communications

Graphic design overview

Digital art overview

Video and film overview

Game design overview

The design process from initial concept to resolution
Careers in multimedia
Organizing media
Copyrights and ethics
Vocabulary used in the multimedia industry

Sample Assignments

Given an image or video, students write what they think it is communicating and then share with a group and the class. Are there different interpretations?

Students compare and contrast the different careers in the multimedia industry and the skills and qualities needed for each. Students inventory their own interests related to the industry. Students discuss trends and possible advances in media. Students reflect on the pros and cons of different careers in media.

Given a group of random files, students demonstrate how to name and organize those files.

Working collaboratively students are given an ethical dilemma related to the media industry, ie: bias, patriotism, violence, nudity, graffiti, racism, religious and political statements, profanity, censorship, freedom of speech, privacy, laws, copyrights, etc. Students discuss the various complexities and points of view in dealing with such issues.

Anchor Standards 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 7.2, 7.3, 8.1, 9.1, 9.2, 10.1

Pathway Standards A1.1, A1.2, A3.1, A3.2, A5.1, A5.2, A8.1

Visual Arts Standards 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 5.3, 5.4

Unit 2: Visual Design Concepts and Practices

Learning Objectives:

Elements of Art: Line, Color, Shape, Form, Space, Texture

Principles of Design: Contrast, Repetition, Unity, Movement, Balance, Emphasis

Visual Communication: the message, the artist's intent, the audience

Process of a Critique: Describe, Analyze, Interpret, Judge

Vocabulary

Sample Assignments

The instructor shows sample works of art, students identify and discuss the elements of art and principles of design found in the works.

Students critique media utilizing the 4 steps: describe, analyze, interpret, judge.

Utilizing PBL, students collaborate to research and find examples of work that clearly illustrate the elements and principles of design expressed in visual mediums. Students create collages or pinterest boards to organize their display.

Students write a one page reflection and then present their collection utilizing the appropriate design terminology. Students analyze real-world designs and identify how the expressive qualities of the elements of art are used and how that affects the design. Students will write a two page paper and present a summary to the class.

Anchor Standards 2.1, 3.1,3.2, 4.1, 4.2, 5.1, 5.2, 7.2, 7.3, 8.1, 9.1, 9.2, 10.1

Pathway Standards A1.1, A1.2, A1.3, A1.4, A3.1, A3.2, A3.3, A3.6, A4.3, A4.5, A5.2

Visual Arts Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.2, 3.3, 3.4

Unit 3: Introduction to Adobe Illustrator

Learning Objectives:

Illustration:

Sketching, Drawing Tools, Colors, Shape & Forms, Depth & Illusion

Workspace: drawing, painting, selecting and arranging objects, reshaping objects, importing, exporting and saving, type, special effects, web graphics, and printing

Tools:

Geometric shapes, selection tools, stroke and fill, work paths, pen tool, brushes, managing color, type tool, transformation tools, palettes, patterns, styles, shape builder.

Tools and elements of composition to combine vector art images with type.

Students learn the technical vocabulary

Sample Assignments

To get comfortable with the basic tools in Illustrator, students perform various tasks following instructions given to them. Tasks include arranging numbered dots to create an object utilizing move tools to which they will use the pen tool to "connect the dots" thus getting familiar with the pen tool while utilizing the fill tool and stroke tool to add color.

Given guidelines, students create their own digital image using Adobe Illustrator, students present their work to the class, explaining the design process including the tools and techniques used. Students write a one page reflection on their learning.

Anchor Standards 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 10.1, 10.3, 11.1

Pathway Standards A2.1, A2.2, A8.1, A8.2

Visual Arts Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.2, 3.3, 3.4

Unit 4: Introduction to Adobe Photoshop

Learning Objectives:

Color Theory:

- Qualities of Color

- Additive and Subtractive Color

- Color Harmonies

- Color Contrasts

Drawing and Painting Techniques

Document setup, file formats, work views.

Workspace and workflow, image and color basics, layers, selecting, image adjustments, repair and restoration, reshaping and transforming, drawing and painting, text, filters and effects, saving and exporting, and printing.

Tools: selections, duplicating a selection, paint bucket, art history brush, transform commands, history palette, eraser tools, extract command, working with channels, using filter effects.

Layers: layer masks, layer effects, photo collage techniques, blending modes.

Students use technical vocabulary

Sample Assignments

Hope Poster: Students create their own Hope poster made famous by Shepard Fairey. Students use their own image and chose a one word text description. Students write a short reflection on their poster and present their finished image to the class. Students give and receive constructive criticism utilizing the elements of art and principles of design and artistic terminology. Students refine their posters based on input.

Anchor Standards 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 10.1, 10.3, 11.1

Pathway Standards A1.3, A1.5, A2.1, A2.2, A2.3, A2.4, A2.6, A3.1, A3.3, A3.6, A4.2, A4.3, A4.4, A7.1, A7.2, A8.1, A8.2

Visual Arts Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2

Unit 5: Introduction to Adobe InDesign

Learning Objectives:

Composition and Layout

- Hierarchy

- Leading the Viewer's Eye

- Elements of Design

- Composition and Layout Principles

- Formal Composition System

Typography

- Type Anatomy

- Type Classifications

- Type Families

- Type Measurements

Workspace and workflow, layout and design, text, styles, typography, tables, interactivity, drawing, painting, color, transparency, exporting and publishing, printing and digital publications.

Tools: text frame options specifying character attributes for type, tagged text for importation, place image command, copy and paste, drop and drag, text frames, threading text manually as well as automatically, breaking and rerouting text threads.

Creation and management of multi-page documents.

Vocabulary

Sample Assignments or Projects

Kerning Assignment: Students use various character and type tools with both Illustrator and Photoshop. Students perform various exercises to give meaning to words such as "outgoing" and "down". Use of kerning, tracking and leading will be used to add personality to these words. Students write a short reflection on their image describing

the design process and the tools used. Students present their finished image to the class. Students give and receive constructive criticism utilizing the elements of art and principles of design. Students refine their work based on input.

Anchor Standards 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 10.1, 10.3, 11.1

Pathway Standards A1.1, A1.2, A1.7, A1.8, A2.1, A2.2, A2.3, A2.4, A2.6, A2.7, A2.8, A4.3, A4.4, A4.5, A4.6, A5.2, A5.5, A6.1, A7.5, A8.3, A8.5

Visual Arts Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2

Unit 6: Cross-program Interface between Adobe Illustrator, Photoshop and InDesign.

Learning Objectives:

Scanning

Digital Photography

Types of cameras

Photo Manipulation

Vocabulary

Sample Assignments or Projects

Students have hands on time with the camera equipment to take pictures and then apply the techniques and concepts they have learned in previous units to their digital photos. Students present three of their best images; students give and receive constructive criticism utilizing the elements of art and principles of design. Students vote on the best images which are then displayed to a larger audience.

Working collaboratively, students take individual photographs of their teammates and create superhero themed posters utilizing the tools and techniques learned in Photoshop and Illustrator. Students present their finished posters to the class utilizing appropriate technical vocabulary. Students give and receive constructive criticism utilizing the elements of art and principles of design.

Anchor Standards 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 10.1, 10.3, 11.1

Pathway Standards A1.1, A1.4, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A3.5, A3.6, A4.2, A4.3, A4.4, A4.5, A4.6, A5.3, A5.5, A5.6, A5.7, A6.1, A7.1, A7.2, A7.5, A8.4, A8.7

Visual Arts Standards 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4

Unit 7: Digital Storytelling and Filmmaking

Learning Objectives:

Digital Storytelling Process

Storyboarding

Shooting footage

Editing

Video Composition

Rule of Thirds

Sound

Lighting

Camera angles

Vocabulary

Sample Assignments or Projects

Students work collaboratively through PBL to create a 60 second video that demonstrates the learning objectives. Students determine roles and responsibilities to accomplish the task. Students individually reflect on the filmmaking process and the finished result. Groups present their films to the class. Students give and receive constructive criticism utilizing the elements of art and principles of design and appropriate technical vocabulary. Students vote on finalists which are then viewed by a larger audience.

Anchor Standards 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 6.3, 6.6, 10.1, 10.3, 11.1

Pathway Standards A2.6, A2.7, A2.9, A4.3, A4.5, A5.1, A5.5, A7.1, A7.2, A7.3, A8.1, A8.2, A8.3, A8.4, A8.6, A8.7

Visual Arts Standards 2.1, 2.2, 2.3, 2.6, 4.3, 4.4, 4.5, 5.4

Unit 8: Professionalism, Exploration and Preparation for Careers in Digital Media Arts

Learning Objectives:

Personal skill development: positive attitude, honesty, self-confidence, time management, and other positive traits.

Assessment & critique of projects: giving and receiving constructive criticism in group, individual and written contexts using relevant critique formats, concepts and terminology.

The Professional Portfolio

Terminology and Techniques
Design and Presentation
Critique and Evaluation
Educational and Career Opportunities and Preparation

Sample Assignments or Projects

A variety of guest speakers from the multimedia industry share their career journeys and the skills and qualities needed to be successful in their career.

Students inventory their own interests through online resources. Students chose, research, and present their findings on a related career.

Students begin the development of a professional portfolio/website that includes a resume and examples of their original digital media. Students present their portfolio/website to the class.

Students participate in mock job interviews.

Anchor Standards 3.1, 3.3, 3.4, 7.5

Pathway Standards A2.5, A5.6

Visual Arts Standards 2.2, 5.4

INSTRUCTIONAL STRATEGIES

Lecture and Demonstrations

Multimedia Sources

Project-Based Learning

Work-Based Learning

INSTRUCTIONAL MATERIALS / TEXTBOOKS

TEXTBOOK:

Title: **Digital Media Concepts and Applications**

Edition: 4th Edition

Date: 2016

Publisher: Cengage Learning

Author(s): Tena Crews /Karen May

Note: Only a portion of this book is used, it is nearly impossible to have a textbook about digital media be 100% up to date since technology and tools are constantly changing.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Software Applications:

Adobe CC 2015 Photoshop, Illustrator, Premiere, After Effects, InDesign

Hitfilm

Autodesk Maya, 3DCoat, Pixologic ZBrush.

Unity 5, Unreal 4

Online Art & Design Resources, and Tutorials:

<https://helpx.adobe.com/photoshop/tutorials.html>

<https://helpx.adobe.com/illustrator/tutorials.html>

<https://helpx.adobe.com/indesign/tutorials.html>

<https://helpx.adobe.com/premiere-pro/tutorials.html>

<https://helpx.adobe.com/after-effects/tutorials.html>

<https://hitfilm.com/video-tutorials#/>

<https://docs.unrealengine.com/latest/INT/Videos/>

<https://unity3d.com/learn/tutorials>

STANDARDS SUMMARY

Arts, Media, and Entertainment Knowledge and Performance Anchor Standards All anchor standards 1-11 addressed

Design, Visual, and Media Arts Pathway Standards A1.1-1.8, A2.1-2.9, A3.1-3.3, A3.5-3.6, A4.2-4.6, A5.1-5.3, A5.5-5.7, A6.1, A7.1-7.3, A7.5, A8.1-8.7

Common Core and Academic Standards

LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, RSL 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10, SIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, RHSS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, RLST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-

12.7, 11-12.8, 11-12.9, 11-12.10, WS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10, WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10, A-CED 2, 3, 4, F-IF 1,2,3,4,5,6, F-LE 1,2,3 G-CO 1,2,4, G-MGD 4,5, G-MG 1,2,3, S-MD 5, SEP 1,2,3,4,5,6,8, PS 1.A, 2.C, 4.C, LS 1, LS2, LS4, ETS 1,2, AD12.8, 12.10, PE 12.1, 12.2, 12.3, 12.4, 12.6, US 11.5, 11.8, 11.11, WH 10.3, 10.6, 10.8, 10.11

Visual Arts Standards all of 1.0, all of 2.0 (except 2.5), all of 3.0, all of 4.0, all of 5.0 (except 5.1)

VHS Visual and Performing Arts Department-Wide Expected Learning Outcomes 1.0, 2.0, 3.0, 4.0 (all outcomes met)

COMPUTER TITLE: P C T E A D V P R O D

COURSE TITLE: P CTE Advanced Multimedia Productions
COURSE TITLE (Aeries): P CTE Advd Multimedia Productions
COURSE NUMBER: CTExxx [CTE534 – elective credit]
GRADE LEVEL: 10 – 12
LENGTH OF COURSE: 1 Year
GRAD REQUIREMENT: Visual Performing Arts (V)
CSU/UC REQUIREMENT: “F” (Fine Arts)
VOCATIONAL ED: Capstone
CBEDS NUMBER: 7221
PATHWAY CODE: 111 (Sub-pathway 111D)
NCLB: No
APPROVAL DATE: August 2017
REVISED DATE: June 2019 – pending board approval

COURSE OVERVIEW

This year-long course is a continuation of the Multimedia Productions 1 course and will take students deeper into projects related to contemporary media. This course builds upon visual design concepts and explores contemporary professional practices in photography, animation, video and audio editing, film, broadcasting, game design and other forms of media using industry-standard tools and software. The class is structured around projects; students will work together to design, create, critique, and present digital and multimedia projects. Students will develop an understanding of the role of media as a verbal and visual means of communication in today’s society.

Course Objectives:

To provide students a platform for advancing their skills in multimedia design and production through hands-on project- based learning.

Design, edit and produce multimedia works of art.

Explore and analyze the use of different types of media in education, industrial, entertainment, and events production.

Communicate and critique using the appropriate professional and technical terminology

Create functional and engaging creative interactive experiences from various points of view: design, usability, technique, and engagement.

Experiment with a variety of media while creating a personal and professional portfolio

Prepare students for postsecondary education and employment in the Media Industry.

COURSE CONTENT

Unit 1: Overview of Multimedia Productions

Learning Objectives:

Types of media

Historical development of media

Impact of media

Trends

Careers related to media

Giving and receiving constructive criticism

Vocabulary

Sample Assignments or Projects

Students choose a video game/film/TV show/music video/other media that has had a significant impact in their life. Students reflect in a written format the reasons behind the impact; sharing with the class is optional. Students discuss how culture and media interact.

Students discuss the various ways and formats in which media has changed over the years and the impact on and from advances in technology.

Working collaboratively, students chose a type of media and research the origins and development of that media citing examples and major contributors to the art form. Students create a presentation to share with the class using industry vocabulary.

A variety of guest speakers and worksite tours gives students a first hand account of the multimedia industry.

Anchor Standards 2.3, 2.4, 2.5, 2.6, 3.5, 3.6, 3.8, 4.1, 5.1, 6.4, 6.5, 6.6, 8.4

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 1.3, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.4

Unit 2: Digital Video and Audio Formats

Learning Objectives:

Video formats

Audio formats

Modifications

Editing

Aspect ratios

Mixing and synchronization of elements

Transitions

Designing titles

Filters

Special effects and visual effects

Vocabulary

Sample Assignments

Working collaboratively through PBL, students chose a product and then create a 30 second commercial to sell the product demonstrating the learning objectives. Students present their commercials to the class explaining the design process and utilizing the appropriate technical vocabulary. Students give and receive constructive criticism using the 4 steps: describe, analyze, interpret, judge. Students vote on finalists which are then viewed by a larger audience. Students create and edit a music video.

Students create a promotional video for the CTE Pathways or a club/event at their school.

Anchor Standards 2.1, 2.5, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.5, 10.3, 11.1

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 2.1, 2.3, 2.6, 4.4, 4.5, 5.1, 5.3, 5.4

Unit 3: Broadcasting

Learning Objectives:

Students will learn about how broadcasting has changed over years and its impact on technology.

TV newscast vs. podcast

Technology and trends in live streaming.

Equipment

Environment

Techniques

Meeting deadlines

Vocabulary

Sample Assignments or Projects

Students produce the school's announcements as if a TV news station. Students assign and rotate roles: director, producer, anchor, writer, editor, camera operator, etc. Students work under deadlines to produce media and broadcast to the school audience under supervision. Students critique their work and demonstrate improvement over time. Students enter a Skills USA or other type of competition.

Anchor Standards 2.1, 2.5, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.2, 7.5, 9.1, 9.2, 9.7, 10.3, 11.1

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 4.1, 4.2, 4.4, 4.5, 5.3, 5.4

Unit 4: 3D Modeling and Texturing

Learning Objectives:

Students learn the basics of navigating 3D space:

XYZ coordinates

Camera tools within 3D programs

Units of measurement

Anatomy of a Polygon - faces, edges, vertices, UVs
Understanding UV space
Creating textures for models and manipulating UVs
Translation, rotation and scaling tools
Vocabulary

Sample Assignments

Students 3D model a simple dog house and tree; students present their projects to the class explaining the design process and utilizing the appropriate technical vocabulary. Students give and receive constructive criticism using the 4 steps: describe, analyze, interpret, judge.

Anchor Standards 2.1, 2.5, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.5, 10.3, 11.1

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 1.5, 1.6, 2.2, 2.5, 5.4

Unit 5: Advanced Digital Storytelling and Filmmaking

Learning Objectives:

Digital Storytelling Process

Using Storyboarding to create an animatic.

Advanced Editing techniques

Compositing

Rotoscoping

Adding lighting effects to a scene.

Vocabulary

Sample Assignments

Working collaboratively through PBL students will write a story and then bring it to life on the screen. Students create a 2 minute video or film that compellingly tells a story and demonstrates the learning objectives combining audio and visual formats.

Students add a "laser sword" or similar special effect to a scene.

Students produce a public service announcement.

Students present their works to the class explaining the design process and utilizing the appropriate technical vocabulary. Students give and receive constructive criticism using the 4 steps: describe, analyze, interpret, judge.

Students vote on finalists which are then viewed by a larger audience including industry experts. Students enter a Skills USA or other type of competition.

Anchor Standards 2.1, 2.5, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.5, 10.3, 11.1

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

Unit 6: Animation

Learning Objectives:

History of animation

Principles of animation

Motion Capture Vs. Hand Animation

Vocabulary

Sample Assignments or Projects

Students view a variety of animated works from different time periods and cultures. Students critique: describe, analyze, interpret, judge.

Students create a short animation of a bouncing ball in various environments from strong gravity to light gravity.

Students present their projects to the class explaining the design process, utilizing the appropriate technical vocabulary.

Anchor Standards 2.1, 2.5, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.5, 10.3, 11.1

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards

Unit 7: Video Game Design

Learning Objectives:

History of video games

Identify the goal of a game

Game genres

Target market, player motivation and demographics

Compare and contrast game rules, player's roles, and challenges players face.

Type of user interface

Ease of navigation

Performance and gameplay

Artistry

Longevity

Interactions between players

Plot and backstory

Agile game development

Commercial game engines vs writing code.

Game addiction and health concerns

Vocabulary

Sample Assignments or Projects

Students compare and contrast a variety of video games from the beginning to current games, demonstrating knowledge of the learning objectives.

Students discuss and propose future trends in the gaming industry.

Working collaboratively through PBL, students create a basic platform within the UNITY game engine. Students present their works to the class explaining the design process and utilizing the appropriate technical vocabulary.

Students give and receive constructive criticism using the 4 steps: describe, analyze, interpret, judge.

Anchor Standards 2.1, 2.5, 3.1, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 7.5, 10.3, 11.1

Pathway Standards D1.1-D1.3, D2.1-D2.3, D2.5, D2.7, D3.1-D3.5, D4.1-D4.10, D5.1-D5.6, D6.1-D6.3, D6.7, D7.1, D7.5, D7.6, D9.1, D9.6, D10.1-D10.8

Visual Arts Standards 2.1, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5

Unit 8: Professionalism and Preparation for Careers in Multimedia Productions

Learning Objectives:

How to find employment

Portfolio

Resume

Interview and professional communication skills

Professional networking

Sample Assignments or Projects

Students develop a career/education plan based on their interests and postsecondary options

Students revise and refine their professional resume and portfolio.

Create a linkedin account or other professional networking strategy.

Participate in work-based learning through a job shadow, internship or employment.

Demonstrate job seeking skills: resume, application, cover letter, interview skills.

Demonstrate job keeping skills: punctuality, professionalism, work ethic.

Anchor Standards 1.0, 2.4, 2.6, 3.1, 3.3, 3.5, 3.6, 3.8, 4.1, 4.6, 6.4, 6.5, 6.6, 7.2, 7.3, 7.5, 7.7, 8.1, 8.4, 9.1, 9.2, 9.7

Pathway Standards A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Visual Arts Standards 1.1, 2.2, 4.3, 4.4, 4.5, 5.4

INSTRUCTIONAL STRATEGIES

Lecture and Demonstrations

Multimedia Sources

Project-Based Learning

Work-Based Learning

INSTRUCTIONAL MATERIALS / TEXTBOOKS

Title: **Digital Media Concepts and Applications**

Edition: 4th Edition

Date: 2016

Publisher: Cengage Learning

Author(s): Tena Crews /Karen May

Note: Only a portion of this book is used, it is nearly impossible to have a textbook about digital media be 100% up to date since technology and tools are constantly changing.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Software Applications:

Adobe CC 2015 Photoshop, Illustrator, Premiere, After Effects, InDesign

Hitfilm

Autodesk Maya, 3DCoat, Pixologic ZBrush.

Unity 5, Unreal 4

Online Art & Design Resources, and Tutorials:

<https://helpx.adobe.com/photoshop/tutorials.html>

<https://helpx.adobe.com/illustrator/tutorials.html>

<https://helpx.adobe.com/indesign/tutorials.html>

<https://helpx.adobe.com/premiere-pro/tutorials.html>

<https://helpx.adobe.com/after-effects/tutorials.html>

<https://hitfilm.com/video-tutorials#/>

<https://docs.unrealengine.com/latest/INT/Videos/>

<https://unity3d.com/learn/tutorials>

STANDARDS SUMMARY

Arts, Media, and Entertainment Knowledge and Performance Anchor Standards

2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.5, 3.6, 3.8, 4.1, 4.3, 4.5, 4.6, 5.1, 5.4, 6.4, 6.5, 6.6, 7.2, 7.3, 7.5, 7.7, 8.1, 8.4, 9.1, 9.2, 9.7, 10.3, 11.1

Design, Visual, and Media Arts Pathway Standards

A1.2-A1.5, A1.7, A2.1-A2.3, A2.7, A2.9, A3.1, A3.4, A5.2, A5.4, A5.6, A7.2, A7.4, A8.1, A8.2, A8.4

Game Design and Integration Pathway Standards

D1.1-D1.3, D2.1-D2.3, D2.5, D2.7, D3.1-D3.5, D4.1-D4.10, D5.1-D5.6, D6.1-D6.3, D6.7, D7.1, D7.5, D7.6, D9.1, D9.6, D10.1-D10.8

Common Core and Academic Standards

LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSL 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10 RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8.

RHSS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9,

RLST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

WS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

A-SSE 1-3 A-CED 1-4 F-IF 1, 4, 5 F-LE 1-3 G-CO 1, 4 G-GMD 4, 5 G-MG 1-3 G-SRT 5, 10, 11 S-ID 1-6, S-MD 1, 2, 5

SEP 1-8, PS PS1-PS4, LS LS1, LS2, LS4, ETS ETS1, ETS2 AD 12.8, 12.10

PE 12.1, 12.2, 12.3, 11-12.4, 12.5, 12.6 US 11.5, 11.8, 11.11 WH 10.3, 10.6, 10.8, 10.11

Visual Arts Standards all standards (1-5) met by the completion of the pathway

VHS Visual and Performing Arts Department-Wide Expected Learning Outcomes all learning outcomes (1-4) met by the completion of the pathway