



High School Course of Study Approval Request Form

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	Ean Ainsworth	NA	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johnson	Lisa Gottfried	
Valley Oak HS	Maria Cisneros	NA	
Vintage HS	Katelyn Estudillo	John Paul Castillo	

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

Review resources:

[Rubric for Evaluating Digital Content & Technology Tools in Relation to CCSS for ELA \(Grades 6-12\)](#)

[State Math criteria](#)

[Technology in Teaching Math](#)

[Other criteria and decision making tools](#)

Please review following high school course outline and sign above if you approve or write reason in comment area if you do not.

☐ New ☒ **Revised outline - new course number to be issued due to change in course titles, graduation requirement, and vocation ed level**

COMPUTER (Short) TITLE: P CTE Mlti Prod [New: P CTE Mlti Prod 1]
 COURSE (Long) TITLE: P CTE Multimedia Productions [New: P CTE Multimedia Productions 1]
 COURSE NUMBER: CTE533
 GRADE LEVEL: 9 - 12
 LENGTH OF COURSE: 1 year/10 credits (5 credits/semester)
 GRAD REQUIREMENT: Elective (Z) [New: Visual Performing Arts (V)]
 CSU/UC REQUIREMENT: "f" (Visual and Performing Arts)
 COLLEGE PREP: Yes
 VOCATIONAL ED: Introductory [New: Concentrator]
 CALPADS CODE: 7220
 PATHWAY CODE: DVMA 111
 NCLB : No

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 1:

Title: Digital Media Concepts and Applications

Edition: 4th Edition

Date: 2016

Publisher: Cengage Learning

Author(s): Tena Crews /Karen May

[new - request for adoption approval submitted at this Board Meeting]

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/>

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)