

Desert Sands Unified School District

SECONDARY COURSE PROPOSAL

Provisional Permanent

Course Title: Intermediate Digital Media Production

Pre-requisite(s): Contemporary Media/Media Literacy

Department: Visual and Performing Arts / CTE

Grade Level: 10-12 **Course Length:** 1 Year **Credit(s):** 10

Meets Graduation Requirement: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	if yes, which area: <u>Visual and Performing Arts</u>
Seeking UC/CSU Approval: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	if yes, date submitted to UC/CSU: <u>7/1/2017</u>
Date approved by UC/CSU: <u>9/15/2017</u>	

Course Description:

Intermediate Digital Media Production builds upon the concepts of video production and participation in the pre-production, production, and post-production processes of filmmaking and media learned in Contemporary Media. Film analyses will continue and students will learn additional techniques to advance graphic design and analyses in filmmaking. Students will complete service-learning projects with community/industry partners that will benefit and promote school and community events. Students will critique and analyze films of various genres and complete film projects that will educate, explore, and promote fine arts. Students will analyze films of various genres and the history of filmmaking. Students will complete projects based on the analysis of film types and styles, which will be shown and critiqued through class, school, and community film festivals. Students will evaluate their films and the films of others to further apply the art of filmmaking, including the creative process, drafts within the writing process, and individual and collaborative work. Students will further study the impact of media and film across cultures and in our society.

For District Office use only

Credential needed

CBEDS Course Code

School Submitting: _____ **Submitted by:** _____

Submission Date for Provisional: _____ **Submission Date for Permanent:** _____

Date: _____

Assistant Superintendent, Educational Services

ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:

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This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.

Visual Arts Standards

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.6 Create a two- or three-dimensional work of art that addresses a social issue.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

AME CTE Sector Standards:

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.2 Identify barriers to accurate and appropriate communication.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision

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making.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. **8.6** Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b) **9.2** Identify the

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characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Arts, Media, and Entertainment Pathway Standards

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. **A4.0** Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards

A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

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A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation. **A8.5** Differentiate writing processes, formats, and conventions used for various media.

A8.6 Analyze and assess technical support options related to various media and design arts.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

Common Core Standards for English

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Arts Science and Technical Subjects Standards

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

English Language Arts Writing Standards

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.WHST.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA Content Standards

R2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

R2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

W1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

W2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly

LS1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

LS2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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Overview of the Course:

I. First Semester

- A. Introduction and Review of Previous Course (Contemporary Media)
 - 1. Review preproduction practices (copyright, release forms, storyboarding, production schedules, treatments and scripts)
 - 2. Review various software programs (Final Cut Pro, Adobe Photoshop, Adobe Story, GarageBand, Adobe After Effects)
 - 3. Review use of hardware (cameras, computers, audio recorders, cables, external peripherals)
 - 4. Review techniques of production (camera angles and movements, lighting, audio, etc.)
 - 5. Review postproduction practices (importing footage, editing, exporting/rendering, etc.)
 - 6. Review technical vocabulary and key terms relating to lectures, workshops, and projects.
- B. Bridging the Visual Literacy Gap
 - 1. Lecture: Bridging the Visual Literacy Gap
 - 2. Film Analysis: Critiquing and Improving Student Work
 - a. Show excerpts of student films from various categories (PSA, documentary, narrative, commercial, etc.)
 - b. Discuss and evaluate use of setting, dialogue, and cinematography in relation to time, characters, and plot.
 - c. Key elements to be addressed include but are not limited to: audience, literary terms (personification, metaphor, tone, style, irony, conflict, etc.)
 - d. Discuss historical perspectives and cultural relevance of film and its societal impact.
 - e. Students write a critique on one of the films discussed, emphasizing the strengths and areas for improvement.
 - 3. Develop a digital portfolio of student work.
- C. Service Learning Projects
 - 1. Show clips from local broadcasting stations featuring community activities (school events, community events, new packages).
 - 2. Introduce ideas and topics that relate to school and community events that may be applicable to student interests (athletics, clubs, field trips, meetings, etc.)
 - 3. Students plan taping of school or community events to market to the public.
 - 4. Students use storyboarding techniques to produce and edit the service project.
 - 5. Students plan on integrating the production skills they have gained to service learning projects that can benefit the school and community.
 - 6. Students will add the project to their digital portfolio.
- D. News Broadcast
 - 1. Show footage of professional new broadcasts from a variety of sources/perspective featuring current events, health, and politics.
 - 2. Introduce use of new broadcasts to communicate current events as well as local and national news.
 - 3. Offer examples of previous scripts, storyboards, and student work.
 - 4. Review personnel positions and techniques for live and taped news broadcasts.

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5. Students work individually or in small groups to complete a news broadcasts, including research of current events that emphasize cultural and significant relevance to the school and/or community.
6. Add project to digital portfolio
- E. Analysis of Student Films (process to be used on future projects)
 1. Student films are shown to class and evaluated by peers according to designated rubrics and guided discussion.
 2. Students are encouraged to offer positive support and feedback, as well as suggestions for improvements.
 3. Students complete production journals critiquing their own projects and reflecting on the production experience.
 4. Students revise films based on feedback received during critique.
- F. Film Analysis: Influence of Culture and Society in Film
 1. Students will view excerpts from appropriate foreign/international films.
 2. Discuss the importance of culture and tradition outside Western tradition.
 3. Discuss the film techniques to convey story in films of a foreign language.
 4. Discuss film techniques that can be utilized to enhance foreign films (subtitles, story elements, sound, etc.)
- G. Foreign Film
 1. View clips of foreign/international films.
 2. Compare and contrast differences with Western traditions.
 3. Discuss translations of language in subtitles.
 4. Pitch a story idea that will become a “foreign” short film.
 5. Lessons on screenwriting
 6. Complete the preproduction process for film development.
 7. Translate script accurately into a foreign language.
 8. Produce foreign short film.
 9. Analysis of students films (class critique, production journals, revisions)
 10. Add project to digital portfolio.

II. Second Semester

- A. Literary Work as Film
 1. Show various clips from films that were originally literary works.
 2. Students research, read, and analyze various pieces of literature that align with English curriculum and standards.
 3. Students propose, develop, and outline projects based on literary works.
 4. Students create a script and produce an interpretation from a literary selection.
 5. Analysis of students films (class critique, production journals, revisions)
 6. Add project to digital portfolio.

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C. Current Events Documentary

1. Preview trailers or selected excerpts of documentaries, showcasing a variety of examples.
2. Show clips from documentaries following the production of popular films.
3. Demonstrate the process of selecting a current event issue in order to produce and

informative documentary.

4. Brainstorm topics in class to create an acceptable/appropriate list.
5. Students research the topics discussed to focus on a specific theme or idea.
6. Students propose/pitch their concepts and determine if appropriate source documents are

available.

7. Students research their approved documentary topic using acceptable research methods (interviews, journals, periodicals, books, Internet, etc.)

8. Using this research, students will compose a 2-3 page expository essay.

9. Students produce a documentary based on their essay using relevant interviews, images, music, narration, etc.

10. Analysis of students films (class critique, production journals, revisions)

11. Add project to digital portfolio.

D. Film Analysis: Classics to Contemporary

1. In class discussions examine films that fall into the categories of classic and contemporary.

2. View various film clips in the classic category (*Citizen Kane*, *Casablanca*, *Gone with the Wind*, etc.)

3. View various film clips from contemporary films (*Apollo 13*, *Lincoln*, *The Truman Show*, *Raiders of the Lost Ark*, etc.)

4. Develop a short screenplay that would model the “classics” and then revise to be seen as “contemporary”.

5. Discuss and evaluate the use of settings, dialogue, and cinematography to compare and contrast time, characters, and plot.

6. Lecture: Sound in Film- A Look Through History

7. Advanced visual effects (digital vs. practical effects, green screen, layering, filters, Adobe After Effects, etc.)

E. Classic vs. Contemporary Film Interpretation

1. Produce the films following the classic and contemporary screenplays developed previously.

2. Analysis of students films (class critique, production journals, revisions)

3. Add project to digital portfolio.

F. 2-D Animation

1. Lecture: Introduction and History of 2-D Animation

2. In small groups, students will produce a short (30 second - 1 minute) 2-D animated film.

3. Analyze clips of animated films and documentary clips on creating animated films.

4. Students outline the ideas behind their proposed films and complete the preproduction process.

5. Following instructor approval, students will prepare 2-D artwork on drawing paper.

6. Using tracing boards, students will adapt each succeeding drawing slightly to allow for the illusion of movement in their film (50 drawings minimum).

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7. Students will scan completed drawings into computer for colorization/stylization using Adobe Photoshop.
8. Students will compile the drawings together in a single timeline with Final Cut Pro.
9. Students will produce their animated films (adjust timings, add voice, music, foley, etc).
10. Analysis of students films (class critique, production journals, revisions)
11. Add project to digital portfolio.

G. Film Festivals and Competitions

1. Selected students films produced throughout the year will be screened for the school and community at a student-produced film festival event.
2. Students will select various festivals and competitions for submission of works created throughout the year (California Student Media Festival, All American High School Film Festival, White House Student Film Festival, etc.)

Major goals of the class:

Students will:

1. Develop a strong understanding of the history of film, trends in filmmaking, and film analysis.
2. Develop and demonstrate a strong understanding of the role audio plays in filmmaking and demonstrate proficiency with intermediate audio techniques.
3. Demonstrate their ability to research contemporary topics and turn that research into documentary films including the necessary skills to write, script, plan, film, edit and produce based on their own original research.
4. Enhance and refine their ability to brainstorm, draft, write, revise, and finalize scripts in proper format following appropriate guidelines regarding context, policy, and copyright with suitable content to meet the objectives for the assignments.
5. Enhance and refine their knowledge of specialized vocabulary in the pre-production, production, and post-production process, not limited to the use of specialized hardware and software, digital technologies, filmmaking as an art form, the writing process, and comparison of film genres.
6. Enhance and refine their ability to complete detailed storyboards, including the analysis of music and lyrics, the use of visual effects and transitions, and story elements.
7. Demonstrate understanding of historical and cultural issues impacting films.
8. Develop understanding of broadcast media's influence on community, including the impact the broadcast media has on education, social, and community organizations and causes.
9. Demonstrate their knowledge of specialized vocabulary in the pre-production, production, and post-production process, not limited to the use of specialized hardware and software, digital technologies, broadcast media as an art form (distinct from filmmaking), the broadcast writing process, and comparison of broadcast media types.
10. Develop an understanding of and proficiency in the development of 2D animation. Students will explore and master basic concepts required for the production of 2D animation.

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Performance objectives of the class:

1. Students will create and maintain a portfolio in which they will:
 - A. Preserve works of art demonstrating a progressive development of skills and abilities created through various electronic media.
 - B. Keep written descriptions of processes used in their original work.
 - C. Write analysis of projects completed .
2. Students will present assigned projects using content specific language and industry standard terminology, appropriate to the media format of available technology.
3. Students will assess their own and other students works critically and constructively to develop an understanding of the application of industry standards. Critique feedback will be used to revise work.
4. Students will develop and demonstrate knowledge of content specific, academically-based, and cross-curricular vocabulary related to the Arts, Media, and Entertainment Industry.
5. Students will research style, role and influences on various artists currently working in contemporary media.
6. Students will create and synthesize artwork using computers, software, and other supporting peripherals related to the industry sector.
7. Students will identify occupational safety hazards, and know/apply industry standards as related to copyright laws, computer ethics, internet usage, and the proper care and maintenance of equipment (hardware and software).

Activities:

1. Bridging the Visual Literacy Gap
2. Produce an original Service Learning Film Project
3. Research and Produce a Broadcast News Package on a current event
4. Film Analysis: Influence of Society and Culture in Film
5. Plan, develop, and produce a Genre-Study Film
6. Research, plan, interpret, and produce a film based on a literary work.
7. Develop and produce an educational/instructional film for a specific audience.
8. Film Analysis: Classic to Contemporary Films
9. Plan and produce a script that demonstrates an understanding of classic films. Revise the same script to contemporary format, then film and produce each version.
10. Create a 2D animated short
11. Analysis of student-created films at the end of each project/grading period.
12. Written reflections of student work through Production Journals for each project.

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Student assignments will involve:

- A variety of instructional methods based on multiple learning intelligences (visual/spatial, logical/mathematical, verbal/linguistic, interpersonal/social, etc) along with direct and guided instruction, including lectures, active learning, discussions, modeling, reflections, and self assessments.
- Individual and small group work offering each student the opportunity to vary their roles and responsibilities within the creative process.
- Students will play the roles of learners and teachers (experts) to their peers.
- Research of past and current events and perspectives in relation to film, the influence of media on society and culture, literature and film, and other relevant topics through resources available via the school and public libraries, journals, periodicals, books, and the Internet. Primary sources and secondary sources will be used for research with respect to authentic research and quality research as well as analysis of credible sources.
- Readings and notes from supplemental texts, journals, and electronic resources.
- Experiential activities involving hardware and software use in creating assignments and projects that will be further analyzed through self-reflection and peer review.
- Communication skills with their peers, faculty and staff, community members, and outside/industry resources to achieve the goals of their assignments and projects, including but not limited to interviews, demonstrations, and discussions.

Resources:

1. Apple Pro Training Series: Final Cut Pro X
2. Adobe Photoshop Classroom in a Book
3. Adobe After Effects Classroom in a Book
4. AFI Screen Education
5. www.apple.com
6. www.adobe.com
7. www.afi.edu
8. www.videocopilot.net

Students will create original work using the following industry-standard software:

Final Cut Pro X, Adobe Photoshop, Adobe After Effects, Adobe InDesign, Adobe Illustrator, Adobe Story, Adobe Lightroom, GarageBand

Evaluation (Including measurable data):

1. Ongoing formative assessments, including quizzes, will be given following the introduction of new information to expand the understanding of the key terms related to the process of filmmaking. Students will be required to complete assignments and projects relevant to instruction and will be evaluated using designated rubrics.
2. Students will complete self-reflections on their work and the work of their peers in verbal and written form.
3. Students will maintain a digital portfolio in which they will analyze their growth throughout the course of the instructional year.

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4. Cumulative assessments and projects will be given at the end of each semester, including content from lectures, workshops, activities, historical perspectives, the relationship of film/media and society, interpretation of film, and the mechanics of filmmaking.

Grades will be earned depending on student dedication and work to the course. The following scale will be utilized in assigning a letter grade:

- 100% - 90% of points earned = A
- 89% - 80 % of points earned = B
- 79% - 70% of points earned = C 6
- 9% - 60% of points earned = D 6
- 0% or below total points earned = F