Multimedia Applications

Department: CTE
Grade Level: 10-12
Length: Two semesters
Prerequisite: Computer Literacy or its equivalent.
Credit: 10 units

PHILOSOPHY

This course is designed for students interested in careers in the Media and Design Arts Pathway, in the Arts, Media and Entertainment industry sector. Students will be introduced to industry-standard tools, skills, and materials that they can manipulate as the primary means of creative expression. Students will explore basic applications of various multimedia tools to create visual, aural, and written projects in both digital and print format. Through field trips, guest speakers, and on-line career research, students will learn about local and regional opportunities in this career pathway.

II. Major Objectives

The student will develop skill and ability to properly operate computers, including proper use of file compression, CDs, flash drives, and network folders; initial connection and start-up; ports, how to check network connections and power connections.

The student will learn to properly format technical documents such as flyers, programs, brochures, newsletters and business cards.

The student will learn to operate digital cameras and video camcorders, sound and lighting equipment and to extract digital recordings (digital images, video footage, audio tracks, etc).

Provide students with knowledge of media literacy, including web ethics, copyright and fair use (creative commons), and Internet safety concepts.

Students will understand the functions of multimedia software applications and operate these programs on the computer (PC and Mac).

Students will review and update their personal life plans as appropriate, using online tools, guest speakers and field trips to investigate career opportunities in Media and Design Arts and the educational requirements necessary to achieve their goals.
Sequence of Units

Introduction
Computer operation and the classroom network
Properly operate peripheral equipment including but not limited to printers, scanners, digital cameras, microphones
Media storage and file compression

Desktop Publishing
History of desktop publishing; future developments.
Microsoft Publisher software.
Print design and layout considerations.
Business cards, programs, posters, tri-fold brochures

Sound Recording
History of sound recording; future developments
Audio scripts, soundtracks, and sound effects
Audacity software
Fruity Loops sound generator
Three, five, and fifteen minute podcasts, public service announcement

Digital Animation
History of animation; future developments
Storyboarding
Flash or Blender software
Rotoscoping
Basic and intermediate animation projects (30 second, 3 minute)
Rotoball project

Video Recording
History of videography
Video genres – documentary, drama, comedy/situation comedy, action/thriller/horror, marketing, instructional
Video kits – cameras, tripods, lighting, sound
Storyboards
Production planning
iMovie and/or Moviemaker software
Pinnacle Studio and Avid Express software (advanced students only)
Basic and intermediate video projects (1-3 minute personal video, 5minute public service announcement project)

Careers in Multimedia
Standards

Foundation Standards - Writing

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments such as storyboards and scripts.
(1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
(1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
(1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

(2.5) Write job applications and résumés.
(2.6) Deliver multimedia presentations.

B. Foundation Standards - Technology
4.1 Understand past, present, and future technological advances as they relate to the Media and Design Arts career pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand digital applications appropriate to specific media and projects.
4.5 Know the key technological skills appropriate for occupations in the Arts, Media and Entertainment industry.
4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
4.7 Understand how technology can reinforce, enhance, or alter products and performances.

C. Pathway Standards – Media and Design Arts

**ELA Written and Oral English Language Conventions standards:**
(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
(1.3) Reflect appropriate manuscript requirements in writing.
(1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
(1.3) Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.
(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.
(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.
(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).
(5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
(5.3) Compare and contrast the ways in which different media (television,
newspapers, magazines) cover the same art exhibition.

Advanced

(5.1) Speculate on how advances in technology might change the definition and function of the visual arts.

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.

A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A2.5 Know the writing processes, formats, and conventions used for various media.

A2.6 Understand technical support related to various media and design arts.

D. National Education Technology Standards (NETS) for Students 2007

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

3. Students apply digital tools to gather, evaluate, and use information.
   Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. use technology that supports collaboration, learning, and productivity.

6. Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.

**Instructional Methods and Materials**

**Methods**
Lecture, demonstration and discussion

**Projects**

**Worksheets**

**Videos**

**Guest speakers**

**Field trips**
Daily assignments and integration of projects with other classes

Materials
Software: Microsoft Publisher, Adobe Flash, Blender, Audacity, Fruity Loops, GarageBand, iMovie, Moviemaker, Pinnacle Studio, Avid Express, Choices Planner.

Evaluation

Work habits.
Daily assignments and projects.
Quizzes and tests.
Self and peer assessment of skills and project work

Approved: