

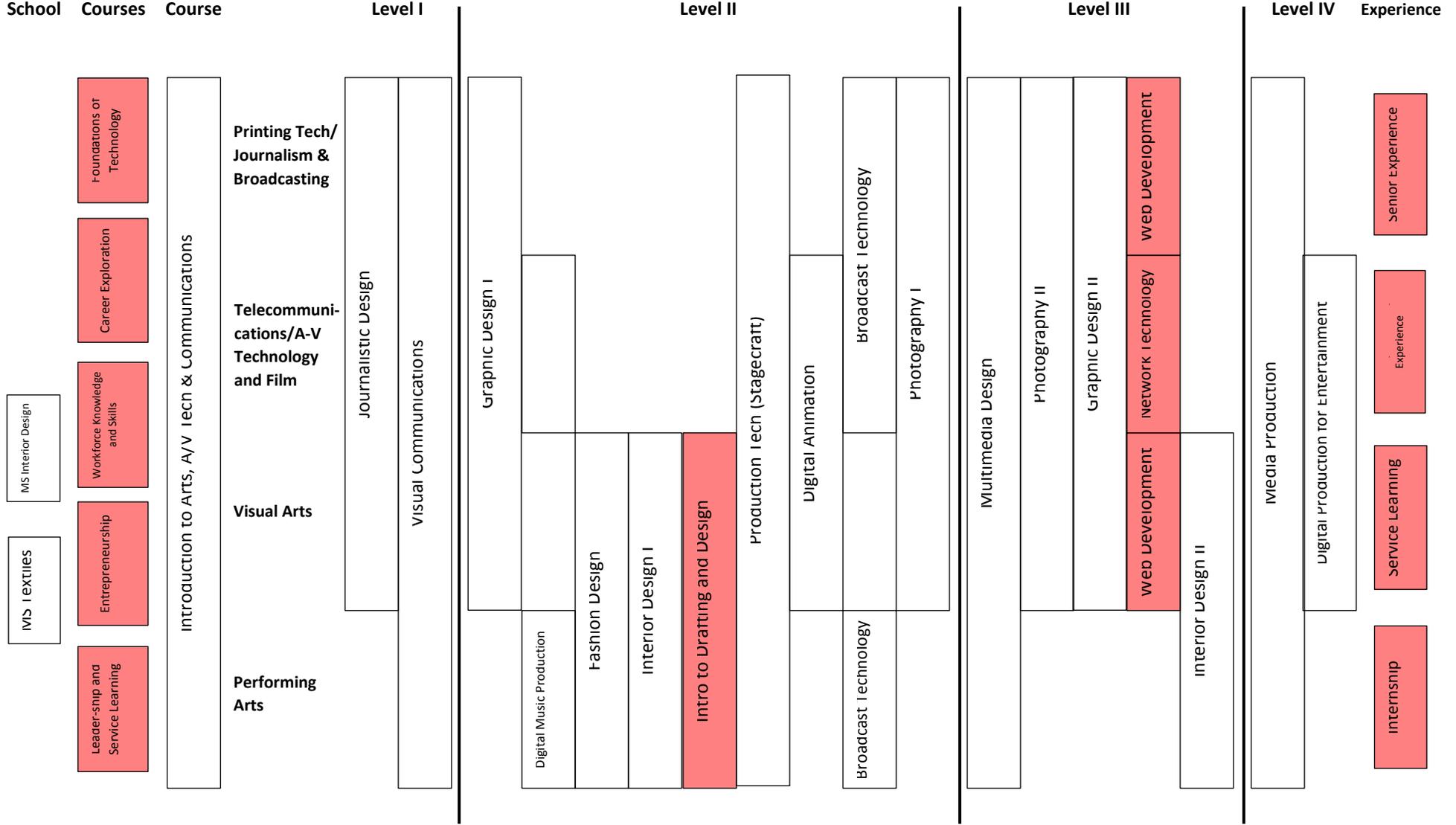
Arts, A/V Technology, Communications

Middle Foundation Cluster
School Courses Course

Pathways

Pathway Courses

Capstone
Experience





Middle School Interior Design

| | |
|----------------------------------|--------------------------------------|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 22200 |
| Prerequisite(s) | None |
| Credit | |
| Graduation Requirement | No |
| Program of Study and Sequence | Middle School Level |
| Student Organization | FCCLA |
| Coordinating Work-Based Learning | |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | |

Course Description:

Middle School Interior Design explores interior design in the Visual Arts Pathway in the Arts, Audio/Video, Technology, and Communication Career Cluster. Interior design influences all aspects of our lives in home, school, and work. Understanding the knowledge and skills used in interior design will assist students in learning about the elements and principles of design. Space planning is also a focus for the middle school program.

Program of Study Application

Middle School Interior Design is a middle school course that prepares students to participate in the Arts, Audio-Visual Technology and Communications career cluster, particular courses in that cluster with an emphasis on interior design or visual arts.

Course Standards

ID 1: Explore career opportunities in interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Level 1 Recall | <p>ID 1.1 Explain career options in interior design</p> <p>Examples:</p> <ul style="list-style-type: none"> • Interview an interior designer and discuss his/her job or career path. • Research to find a variety of jobs that are associated with the fashion industry and then create a web to illustrate this. Compare with other students. | |
| Level 2 Skill/Concept | <p>ID 1.2 Classify knowledge and skills associated with interior design.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research regional and virtual help wanted ads to list qualifications required. • Interview a person in interior design and share learned skills using an online brainstorming program. • Create a public service announcement (PSA) or other advertisement that markets the knowledge and skills associated with interior design. | |

Notes

ID 2: Demonstrate skills used in interior design.

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Level 2 Skill/Concept | ID 2.1 Describe the elements and principles of design used in an interior space. Examples: <ul style="list-style-type: none"> • Create a color wheel. • Find examples of illustrations for elements and principles of design. • Create floor plan using a computer graphic program. | |
| Level 2 Skill/Concept | ID 2.3 Use space planning guidelines. Examples: <ul style="list-style-type: none"> • Organize personal space at school or home. • Identify space for diverse living arrangements. | |

Notes

Middle School Textiles

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|----------------------------------|--------------------------------------|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 22200 |
| Prerequisite(s) | none |
| Credit | |
| Graduation Requirement | no |
| Program of Study and Sequence | Middle School |
| Student Organization | FCCLA |
| Coordinating Work-Based Learning | |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | |

Course Description:

Middle School Textiles explores the Visual Arts Pathway in the Arts, Audio/Video, Technology, and Communication Career Cluster with an emphasis on textiles and clothing. Students will research jobs associated with the textile and clothing industry. Students will learn textile production terminology, interpret technical instructions, and demonstrate production skills.

Program of Study Application

Middle School Textiles is a middle school course that prepares students to participate in the Arts, Audio-Visual Technology and Communications career cluster, particularly courses in that cluster with an emphasis on textiles or visual arts.

Course Standards

T1: Explore career opportunities in textiles and clothing industry

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 1 Recall | <p>T 1.1 Explain career options in textiles and clothing industry</p> <p>Examples:</p> <ul style="list-style-type: none"> • Interview a fashion designer and discuss his/her job or career path. • Research to find a variety of jobs that are associated with the fashion industry and then create a web to illustrate this. Compare with other students. | |
| Level 2 Skill/Concept | <p>T 1.2 Classify knowledge and skills associated with textiles and clothing careers.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research regional and virtual help wanted ads to list qualifications required. • Interview a person in Visual Arts pathway and share learned skills using an online brainstorming program. • Create a public service announcement (PSA) or other advertisement that markets the knowledge and skills associated with the Visual Arts Pathway. | |

Notes

T2: Demonstrate skills used in textile production.

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 1 Recall | T 2.1 Recognize textile production terminology. Examples: <ul style="list-style-type: none"> • Define sewing production terms using a pictorial dictionary. • Give students a completed sewing sample and ask them to identify the sewing elements. | |
| Level 2 Skill/Concept | T 2.2 Interpret technical instructions. Examples: <ul style="list-style-type: none"> • Identify various symbols found in textile production. • Read instructions for production processes. | |
| Level 2 Skill/Concept | T 2.3 Demonstrate textile production skills. Examples: <ul style="list-style-type: none"> • Implement production line for community project. • Explain one step of a production line in detail through development of a video tutorial. • Create an original label for finished product. | |

Notes



Intro to Arts, Audio-Visual Technology and Communications

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11000 |
| Prerequisite(s) | none |
| Credit | .5 or 1 credit |
| Graduation Requirement | |
| Program of Study and Sequence | Foundation Course – Introduction to Arts, Audio-Visual Technology and Communications – Level I Pathway Course |
| Student Organization | Skills USA, FBLA |
| Coordinating Work-Based Learning | Field trips, guest speakers, job shadowing |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | local postsecondary institutions, media outlets and online tools |

Course Description:

Introduction to Arts, A/V Technology & Communication course enables students to understand and critically evaluate the role of media in society. Course content includes: investigation of visual images, printed material and audio segments as tools of information, entertainment and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

This is a cluster-level course, preparing students to enter any of the following pathways: Printing Technology and Journalism, Telecommunication/AV Technology and Film, Visual Arts and Performing Arts.

Course Standards

IAC 1 Understand opportunities within Arts, A/V Technology and Communications

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|----------------------|--|--|
| One Recall | <p>IAC 1.1 Investigate career opportunities in Arts, A/V Technology and Communication occupations</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research career opportunities that best meet student interests by participating in career exploration activities • Interview a professional working in an occupation that is of interest • Explore the requirements, skills, wages, education and geographic opportunities in one career of each pathway (audio and video technology and film, printing technology, visual arts, performing arts, journalism and broadcasting, and telecommunications) in this career cluster • Prepare and present findings of selected career opportunity(-ies) | <p>Portfolio, SDMyLife.com, PBS News Hour: Student Reporting Labs, American Society of News Editors, Journalism Education Association, Poynter News University, Educational Theatre Association, SchoolJournalism.org, National Art Education Association, United States for Theatre Technology</p> |
| Two Skill/Concept | <p>IAC 1.2 Explore historically significant events in development of specified pathway(s)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research and present a related topic, e.g., yellow journalism, theatre history • Explore progression of video editing | <p>Portfolio, ASNE, JEA, EDTA, SchoolJournalism.org, NAEA, Poynter, PBS, Cyber College: Elements of Mass Communications</p> |

Notes

IAC 2 Demonstrate proper usage of tools in the Arts, A/V Technology, and Communication cluster

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|---|--|
| Three Strategic Thinking | <p>IAC 2.1 Use hardware associated with career cluster</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research hardware used in various A/V Technology jobs • Use a camera to shoot still images • Use a camera to take video footage • Use a recording device to capture sound • Create a podcast using appropriate hardware • Use various performance-related technology, such as sound and light boards • Discuss topologies of networking | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Two Skill/Concept | <p>IAC 2.2 Carry out the proper and safe use of equipment</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate proper use of selected equipment • Summarize safety procedures learned from industry standards • Discuss hazards related to working in the A/V, Communications and Visual Arts industries | Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Three Strategic Thinking | <p>IAC 2.3 Use software specific to career cluster pathways</p> <p>Examples:</p> <ul style="list-style-type: none"> • Edit a photograph using image-editing software • Create an advertisement using desktop publishing software • Create a one-page website using a web editing software program • Edit audio and/or video using editing software • Use computer-aided design software to create an illustration • Collaborate using document sharing software • Create a HelloWorld program application | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Two Skill/Concept | <p>IAC 2.4 Use appropriate terminology specific to career cluster pathway(s)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Explain software functions, e.g., cut-and-paste • Demonstrate use of correct structure, e.g., inverted pyramid, timelines, headlines, leads • Create a product using photography and videography principles, e.g., composition, rule of thirds, stages of production | Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |

IAC 3 Analyze various purposes and individuals' responsibilities within communication fields

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|--|---|
| Three Strategic Thinking | <p>IAC 3.1 Differentiate media messages</p> <p>Examples:</p> <ul style="list-style-type: none"> • Investigate consumer-specific advertising • Compare and contrast influences conveyed in media • Analyze media for manipulation • Differentiate between fact and opinion in media • Explore how various delivery methods change messages, e.g., broadcast versus print • Evaluate how delivery method can be modified for various audiences | Portfolio |
| Two Skill/Concept | <p>IAC 3.2 Relate laws and ethics in media</p> <p>Examples:</p> <ul style="list-style-type: none"> • Rewrite current copyright laws in language easy to understand • Discuss application of copyright laws to downloadable media • Analyze scenarios in relation to copyright laws • Debate ethics of altering graphics, images, written or website content • Review implications of using artists' written or visual material with or without consent | Portfolio, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS |
| Three Strategic Thinking | <p>IAC 3.3 Integrate personal responsibility into technological forms of communication</p> <p>Examples:</p> <ul style="list-style-type: none"> • Apply the First Amendment to modes of communication • Develop a list of guidelines for the proper use of email • Justify and build social media • Defend impact of sharing media over internet | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, ASNE , JEA , EDTA , SchoolJournalism.org , NAEA , Poynter , PBS , firstamendment.org , StaySafeOnline.org |

Notes

IAC 4 Explain color theory and design principles

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------|--|---|
| Two Skill/Concept | <p>IAC 4.1 Demonstrate understanding of color theory impact on art and/or media</p> <p>Examples:</p> <ul style="list-style-type: none"> • Justify color selection choices, e.g., costumes, set design, print • Explain emotional and symbolic impact of color selection • Examine current color trends | <p>Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, CTE Online, United States for Theatre Technology</p> |
| Two Skill/Concept | <p>IAC 4.2 Analyze and describe how composition of art and/or media is affected by use of design principles</p> <p>Examples:</p> <ul style="list-style-type: none"> • Analyze media for effects of the Rule of Thirds • Demonstrate correct use of composition guidelines • Create a costume reflecting a particular time period or era • Combine color and pattern to create a desired effect, e.g., clothing or interior design | <p>Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits</p> |

Notes

IAC 5 Demonstrate application of professional skills and knowledge

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|--|
| Four Extended Thinking | <p>IAC 5.1 Using an area of expertise, create a work of self-expression within selected pathway</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create a video • Perform a dance or dramatic scene • Design an advertisement for a school organization | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Three Strategic Thinking | <p>IAC 5.2 Apply course concepts in industry-based collaboration</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepare options for prospective client(s) • Provide audio/visual options • Create a written summary • Sketch a plan to address a client’s request • Demonstrate editing and revising skills | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |

Notes

Journalistic Design

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|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | |
| Prerequisite(s) | Recommended – Intro. to Art, A/V and Communications |
| Credit | .5 to 1 Credit |
| Graduation Requirement | |
| Program of Study and Sequence | Intro to Arts, Audio Visual Technology and Communications – Journalistic Design – Photography I – Multimedia Design – Media Production |
| Student Organization | Skills USA, FBLA |
| Coordinating Work-Based Learning | Field trips, guest speakers, advisory board, job shadowing |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | local postsecondary institutions, media outlets and online tools |

Course Description:

Journalistic Design provides students with opportunities to gain insight into technology tools, client expectations and publication procedures. Individuals will explore artistic techniques to effectively communicate ideas and information to selected audiences through digital and printed media. Students will learn fundamentals and tools used to create and manipulate digital graphics. Topics will emphasize career exploration, concept design, tools and various forms of publishing media. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

This course is a Level I pathway course that will prepare a student to successfully enter advanced work in any of the following pathways:

- Printing Technology and Journalism
- Telecommunication/AV Technology and Film
- Visual Arts

Course Standards

JD 1 Explore opportunities within journalism

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|--|
| Level 1 Recall | <p>JD 1.1 Investigate career opportunities</p> <p>Examples:</p> <ul style="list-style-type: none"> • Research opportunities for employment • Interview a publishing professional • Research position requirements, skills, wages, education and geographic opportunities • Job shadow an industry professional • Tour local media outlet | <p>Portfolio, SDMyLife.com, South Dakota High School Activities Association, PBS News Hour: Student Reporting Labs, American Society of News Editors, Journalism Education Association, Poynter News University, SchoolJournalism.org</p> |
| Level 2 Skill/Concept | <p>JD 1.2 Explain skills needed for journalism</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identify skills needed to communicate and create broadcast script • Construct ideas for a client’s request • Contrast magazines ads to find appealing designs | |

Notes

JD 2 Explore and practice skills of journalistic writing

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---|
| Level 2 Skill/Concept | <p>JD 2.1 Identify facets of journalistic writing</p> <p>Examples:</p> <ul style="list-style-type: none"> • View and critique a news broadcast for writing style, e.g., persuasive, informative, biased/unbiased • Compare and contrast traditional and contemporary writing forms, e.g., inverted pyramid, chronological order • Compose a story lead-in in three different formats • Construct captions/cutlines for selected graphics and photos • Create headlines and subheadlines in publication style format • Prepare an article for publication | <p>High School Broadcast Journalism, BBC School Report, PBS News Hour: Student Reporting Labs</p> |
| Level 2 Skill/Concept | <p>JD 2.2 Explore publishing writing styles</p> <p>Examples:</p> <ul style="list-style-type: none"> • Apply AP Style in editing and revising • Complete a video news script template, conversational style • Create a rubric clarifying writing style expectations • Discuss fact versus opinions versus informed opinions and their roles in journalism • Examine legal and ethical issues related to news gathering and writing | <p>PBS News Hour: Student Reporting Labs, Jim Lehrer’s Ten Rules of Journalism, Portfolio, Journalism and Broadcast Media</p> |
| Level 2 Skill/Concept | <p>JD 2.3 Demonstrate appropriate interview skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Actively listen to discussion and prepare related questions • Take accurate notes for review and story incorporation • Dress appropriately and be on time • Correctly attribute sources within story writing | |

Notes

JD 3 Apply design principles and fundamentals

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|--|
| Level 3 Strategic Thinking | <p>JD 3.1 Explain legal and ethical issues related to publication, design and broadcast</p> <p>Examples:</p> <ul style="list-style-type: none"> • Complete a web quest on legal issues related to publishing • Research instructions and forms for registration of publishing projects with copyright office • Obtain formal permission for use of an art form, design or photograph in a publication • Explore release forms necessary for photographing people and places • Identify copyright materials • Research how to implement a design as a trademark or a copyright • Investigate copyright laws and violation repercussions | Video: "Shattered Glass," Journalism and Broadcast Media |
| | <p>JD 3.2 Interpret design elements</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop a collection of examples from a variety of professionally designed publications • Consider video composition for broadcast • Identify negative space in various works of art • Research impact of brand marketing with computer graphics • Construct color palette for chosen publication • Explore the work of Josef Albers in regard to color • Demonstrate differences between 2D and 3D graphics | |
| | <p>JD 3.3 Implement design principles</p> <p>Examples:</p> <ul style="list-style-type: none"> • Evaluate appropriateness and usability of specific publishing program • Compare and contrast differences in page layout, graphic and word processing software • Create a presentation to illustrate or describe design principles • Identify various file types, such as bitmap, JPG, GIF, TIFF, MPG, WAV, etc. • Explore various color technologies, such as process, spot, Pantone, RGB and CMYK • Change a photo's hue and saturation in image editing software | |

JD 4 Analyze elements of design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|---|
| Level 1 Recall | <p>JD 4.1 Identify design elements</p> <p>Examples:</p> <ul style="list-style-type: none"> • Describe major design principles, e.g., line, color, typography, etc. • Create a presentation explaining one design element • Identify components of a published work, e.g., magazine spread • Dress set for proper broadcast tone | <p>Creative Market, Portfolio, Journalism and Broadcast Media</p> |
| Level 2 Skill/Concept | <p>JD 4.2 Analyze principles of typography used in design</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use appropriate graphics and type to inform rather than distract in broadcast medium • Create a chart identifying type fonts, styles, sizes and appropriate uses • Compare and contrast typography from at least two print sources for composition techniques, typestyle and type of justification • Prepare a layout using typography specifications • List rules for type in design layout • Create a design just using type | |
| Level 3 Strategic Thinking | <p>JD 4.3 Analyze design and layout</p> <p>Examples:</p> <ul style="list-style-type: none"> • Analyze a publication for readability and attractiveness (use of white space, column width and spacing, grids/guides, margins, and graphic/text placement) • Design a layout for a specific publication that incorporates use of white space, appropriate column width and spacing, use of grids and guides, appropriate margins and effective placement of graphic and text elements • Create a layout that successfully applies elements of line, shape, texture, and value to create form and space • Revise appearance of a current document by incorporating graphic boxes, lines, illustrations, color and/or images • Critique a layout for balance, dominance and harmony | |

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| <p>Level 3 Strategic Thinking</p> | <p>JD 4.4 Apply page layout techniques Examples:</p> <ul style="list-style-type: none">• Create a chart that describes each step in the design process• Draw a thumbnail sketch of a planned publication• Evaluate a publication for target audience and purpose of publication• Use the design process to plan a publication• Develop graphic design to meet three different needs, e.g., letterhead, return address and screen printing• Identify design based on client requirements• Create a thumbnail sketch for advertising layout• Design PSA poster for local event | |
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Notes

JD 5 Create computer-generated graphics

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 2 Skill/Concept | <p>JD 5.1 Investigate journalism and broadcast software and hardware</p> <p>Examples:</p> <ul style="list-style-type: none"> • Compare and contrast photo editing software • Scan or upload a photo to use on computer • Research various printers and printing mediums and sizes • Create organic shapes using a computer graphic software • Adjust brightness and contrast of a photograph • Design custom studio backgrounds and/or broadcast graphics • Emboss text used in logo | |
| Level 2 Skill/Concept | <p>JD 5.2 Modify images to meet publication broadcast needs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Adjust resolution to meet client needs • Add a filter to a photograph • Add a drop shadow to a graphic object • Adjust image parameters to specified needs | |

Notes

JD 6 Explore and apply photography and videography techniques

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|---------------------------|
| Level 3 Strategic Thinking | JD 6.1 Investigate characteristics of composition Examples: <ul style="list-style-type: none">• Critique photos for appropriate angle, action, reaction, emotion, etc.• Justify how photos represent different aspects of photo composition• Analyze video clips for accepted composition• Define characteristics of a quality composition within created rubric | |
| Level 3 Strategic Thinking | JD 6.2 Explore camera settings and equipment to obtain desired images Examples: <ul style="list-style-type: none">• Compare and contrast outcomes of manual versus automatic settings• Analyze impact of stabilized video on an image• Experiment with multiple camera angles to obtain visual image desired by client | |

Notes

JD 7 Produce pathway-specific media

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|---------------------------|
| Level 3 Strategic Thinking | <p>JD 7.1 Plan out design process in working with client</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepare a specific publication for printing • Classify target audiences for various businesses • Construct questions for a client interview • Outline ideas illustrating customer requirements • Set a timeline • Develop story ideas | |
| Level 2 Skill/Concept | <p>JD 7.2 Determine production roles</p> <p>Examples:</p> <ul style="list-style-type: none"> • Designate editors, videographers, journalists, on-air talent • Define duties and expectations | |
| Level 4 Extending Thinking | <p>JD 7.3 Create and critique production piece</p> <p>Examples:</p> <ul style="list-style-type: none"> • Generate brochures • Construct newsletters • Proof, edit and revise a peer’s work • Submit media to professional for critique | |

Notes



Visual Communications

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| Career Cluster | Arts, Audio-Visual Technology and Communications |
| Course Code | |
| Prerequisite(s) | Intro to Arts/AV |
| Credit | .5 |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology & Communications – Visual Communications – Level II pathway course |
| Student Organization | |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | |

Course Description:

Visual Communications examines the topics of theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration and interactive media. Introduction is presented regarding how and why professionals in the field of visual communication create meaning and context through their work. Students explore the language of visual communication, how communication is influenced by form, content and context.

Program of Study Application

Visual Communications is a Level I Pathway Course in the Arts, Audio-Visual Technology & Communications career cluster. Visual Communications will prepare a student to enter a Level II pathway course in any of the Arts, A/V Tech & Communications pathways.

Course Standards

VC 1 Explore careers in the Commercial Visual Arts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------|---|---------------------------|
| Level 2 Skill/Concept | <p>VC 1.1 Demonstrate knowledge of the jobs available in the visual communications industry</p> <p>Examples:</p> <ul style="list-style-type: none"> • Illustrator, Graphic Designer, Cartoonist, Photographer, Photo Journalist, Video Game Designer, Set Designer, Art Educator, etc. | SDMyLife |
| Level 2 Skills Concept | <p>VC 1.2 Examine and critique what makes a professional portfolio</p> <p>Examples:</p> <ul style="list-style-type: none"> • Digital Portfolio • Physical Portfolio • Resume Creation | |

Notes

VC 2 Apply Elements of Art and Principles of Design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Level 2 Skill/Concept | VC 2.1 Explore the Elements of Art and how they are applied in Visual Communications <ul style="list-style-type: none"> • Elements of Art: Line, Shape, Color, Form, Value, Texture, and Space | |
| Level 2 Skill/Concept | VC 2.2 Explore the Principles of Design and how they are applied in Visual Communications <ul style="list-style-type: none"> • Principles of Design: Balance, Contrast, Emphasis, Pattern, Unity, Movement, and Rhythm | |

Notes

VC 3 Effectively Use Typography

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
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| Level 2 Skill/Concept | VC 3.1 Understand the use and application of typography in visual communication Examples: <ul style="list-style-type: none"> • Use to provide information • Use to provide emphasis in design | International Typography Association (atypi.org) |
| Level 1 Recall | VC 3.2 Identify common terminology used in typography Examples: <ul style="list-style-type: none"> • Point Size, Font, Text, Type, Italic, Bold, Justification, Serif, Sans-Serif, etc. | International Typography Association (atypi.org) |

Notes

VC 4 Utilize Methods and Materials used in Visual Communications

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Level 2 Skill Concept | VC 4.1 Explore methods used in 2D/3D Visual Communications Examples: <ul style="list-style-type: none"> Drawing, painting, printmaking, photography, graphic design, photojournalism, desktop publishing, digital graphics and animation, sculpture, installations, 3D modeling, etc. | |
| Level 2 Skill Concept | VC 4.2 Explore materials used in 2D/3D Visual Communications Examples: <ul style="list-style-type: none"> Paint, graphite, pigment, watercolor, clay, found objects, digital graphics, film photography, digital photography, ink, paper, etc. | |
| Level 2 Skill Concept | VC 4.3 Explore emerging techniques and technology in Visual Communications Examples: <ul style="list-style-type: none"> Virtual Reality, drones, 3D printing, robotics, etc. | |

Notes

VC 5 Demonstrate Safe Practice and Ethics in Visual Communications

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---|
| Level 2 Skill/Concept | VC 5.1 Demonstrate safe practices in a work environment Examples: <ul style="list-style-type: none"> • Proper use of equipment • Identify hazardous materials • Demonstrate proper safety procedures | Office of Safety and Health Administration (OSHA) |
| Level 1 Recall | VC 5.2 Define copyright and how it impacts visual communications Examples: <ul style="list-style-type: none"> • Fair use • Public Domain • Copyright Laws | US Copyright Laws |
| Level 2 Skill/Concept | VC 5.3 Practice correct copyright usage Examples: <ul style="list-style-type: none"> • Practice of copyright laws • Students will not copy or plagiarize work which is not their own | US Copyright Laws |

Notes

Graphic Design I

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 10202 |
| Prerequisite(s) | Recommended: Introduction To Arts/AV Technology & Communications 11000 |
| Credit | |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Art/AV Technology & Communications – Level I Pathway Course – Graphic Design I - Level III Pathway Course |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips, Informational Interviews, Tours, |
| Industry Certifications | Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html) |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | K-12 Technology |
| Resources | Suggested Software: Photoshop, Illustrator, Flash, Pixlar, etc. |

Course Description:

Graphic Design I explores Legal and Ethical Issues, Career Opportunities, Fundamentals of Computer Graphics, Raster or Vector Graphics, Tools Used to Create Graphics, 2D & 3D Basic Animations.

Program of Study Application

Graphic Design I is a Level II pathway course in the Arts/AV Technology & Communications cluster: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts pathways.

Course Standards

GD 1 Develop an Awareness of Career Opportunities and Professionalism in Graphic Design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 2 Skill/Concept | GD 1.1 Identify personal interests and abilities related to graphic design careers. Examples: <ul style="list-style-type: none"> • identify personal creative talents • identify technical/design & animation talents | Portfolio, SD MyLife |
| Level 2 Skill/Concept | GD 1.2 Investigate career opportunities, trends, and requirements related to graphic design careers Examples <ul style="list-style-type: none"> • Research job opportunities • Investigate trends associated with graphic design • Discuss related career pathways | |
| Level 3 Strategic Thinking | GD 1.3 Demonstrate job skills for graphic design Industries. <ul style="list-style-type: none"> • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper social skills • Display ability to work as part of a team and take direction from others | |
| Level 3 Strategic Thinking | GD 1.4 Explore legal and ethical issues related to graphic design Examples <ul style="list-style-type: none"> • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an graphic design product with copyright office • Obtain formal permission for use of an art form, design, or photograph in an graphic design Publication | |

Notes

GD 2 Explore fundamentals related to graphic design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|--|---------------------------|
| Level 2 Skill/Concept | GD 2.1 Illustrate the use of computer graphics <ul style="list-style-type: none"> • List where graphics are found • Research impact of brand marketing with computer graphics • Discuss the use of graphics in various business scenarios • Compare uses of graphics in business products | |
| Level 4 Extended Thinking | GD 2.2 Identify graphic design concepts Examples: <ul style="list-style-type: none"> • Complete a vocabulary worksheet with various graphic design terms such as pixels per inch (PPI), dots per inch (DPI), dither, halftone, posterization etc. • Identify various file types e.g. Bitmaps, JPG, PNG, GIF, TIFF, etc. • Paint a picture made up of dots or draw a model based on measurements to demonstrate the difference of raster graphics vs vector graphics. | |
| Level 4 Extended Thinking | GD 2.3 Differentiate 2D and 3D graphic design concepts Examples <ul style="list-style-type: none"> • Research software used in various animation jobs • Demonstrate the differences between 2D and 3D graphics • Graph 2D and 3D Models | |

| | | |
|--|---|--|
| <p>Level 4 Extended Thinking</p> | <p>GD 2.4 Utilize color technologies Examples</p> <ul style="list-style-type: none"> • Research different color technologies such as process, spot or Pantone • Write Codes for specific colors in RGB, CMYK or Hexadecimal • Change the Hue and saturation of a photo in image editing software | |
|--|---|--|

Notes

GD 3 Create Graphic Designs

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--|--|---------------------------|
| <p>Level 3 Strategic Thinking</p> | <p>GD 3.1 Explore hardware and software utilized in graphic design Examples</p> <ul style="list-style-type: none"> • Scan a photo using a scanner to use on computer • Draw an object using a graphics tablet • Research various printers and printing mediums and sizes • Research monitors and graphic resolution quality | |
| <p>Level 4 Extended Thinking</p> | <p>GD 3.2 Implement graphic design software Example</p> <ul style="list-style-type: none"> • Create organic shapes using a computer graphic software • Break apart text to reshape it in a computer graphic software • Adjust brightness and contrast of a photograph • Emboss text used in logo • Add a filter to a photograph • Add a drop shadow to a computer graphic object | |

Notes:

Career Cluster: Arts, A/V Tech, Communications

Course: Graphic Design I

GD 4 Identify and Utilize a Graphic Design Environment

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|---|---------------------------|
| Level 4 Extended Thinking | GD 4.1 Construct transformation of graphics Examples <ul style="list-style-type: none"> • Graph a mirror image of an object • Rotate, skew, distort or scale an object in computer graphic software • Move the z-axis of a 3D model | |
| Level 4 Extended Thinking | GD 4.2 Construct animations of graphics Example <ul style="list-style-type: none"> • Create 2D flash animation using a shape tween • Create a flip book to illustrate a hand held animation • Create a photo animation in image editing software | |
| Level 4 Extended Thinking | GD 4.3 Create Graphic Design Products Example <ul style="list-style-type: none"> • Publishing computer graphics for sublimation • Determine different mediums to print photos • Render Text Animation for video • Embed Flash .swf in Web page | |

Notes:

Graphic Design II

| | |
|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11154 |
| Prerequisite(s) | Recommended: Introduction To Arts/AV Technology & Communications 11000, Graphic Design I 10202 |
| Credit | .5/unit |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Art/AV Technology & Communications – Level I Pathway Course – Level II Pathway Course – Graphic Design II – Level IV Pathway Course |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips, Informational Interviews, Tours, |
| Industry Certifications | Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html) |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | K-12 Technology |
| Resources | Suggested Software: Photoshop, Illustrator, In-Design, Pixlar, etc. |

Course Description:

Graphic Design II explores legal and ethical issues, career opportunities, graphic design methods, design elements, design principles, page layout, typography, color theory, creating media, and forms of published media.

Program of Study Application:

Graphic Design II is a Level III pathway course in the Arts, A/V Technology and Communications career cluster appropriate for three pathways: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts. Completion of Graphic Design II will prepare a student for a Level IV course or capstone experience.

Course Standards

GD 2-1 Develop an Awareness of Career Opportunities and Professionalism in Graphic Design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Two Skill/Concept | GD2 1.1 Identify personal interests and abilities related to graphic design careers. Examples: <ul style="list-style-type: none"> • identify personal creative talents • identify technical/graphic design talents | Portfolio, SD MyLife |
| Two Skill/Concept | GD2 1.2 Investigate career opportunities, trends, and requirements related to graphic design careers Examples: <ul style="list-style-type: none"> • Research job opportunities • Investigate trends associated with graphic design • Discuss related career pathways | |
| Three Strategic Thinking | GD2 1.3 Demonstrate job skills for graphic design Industries. <ul style="list-style-type: none"> • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper Social Skills • Display ability to work as part of a team and take direction from others | |
| Three Strategic Thinking | GD2 1.4 Explore legal and ethical issues related to graphic design Examples: <ul style="list-style-type: none"> • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an graphic design product with Copyright Office • Obtain formal permission for use of an art form, design, or photograph in an graphic design Publication | |

Notes

GD 2-2 Apply design fundamentals

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|---------------------------|
| Four Extended Thinking | GD2 2.1 Execute color theory Examples: <ul style="list-style-type: none">• Translate the colors on a color wheel• Construct Artwork – Using Pastels in analogous colors• Define the terms used in color theory | |
| Four Extended Thinking | GD2 2.2 Implement the principles of design Examples: <ul style="list-style-type: none">• Draw a still using graphite pencils illustrating organic shapes• Identify the negative space in various works of art• Select textures for a study in fashion or interior design• Paint a watercolor that illustrates movement• Draw linear perspective illustrations to depict proportion• Construct a Power-Point that Illustrates or describes the principles | |

Notes

GD 2-3 Apply techniques used in creating print media

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------|---|---------------------------|
| Three Strategic Thinking | GD2 3.1 Evaluate various printing methods Examples: <ul style="list-style-type: none">• Write a paper on selected printing processes• Print color separations for a poster• Create Sublimation transfer for products | |
| Three Strategic Thinking | GD2 3.2 Demonstrate typography techniques Examples: <ul style="list-style-type: none">• Identify various fonts to fit design types• List rules for type in design layout• Create a design just using type | |
| Four Extended Thinking | GD2 3.3 Apply page layout techniques Examples: <ul style="list-style-type: none">• Identify design based on client requirements• Create a thumbnail sketch for advertising layout• Design a PSA Poster for local | |

Notes:

GD 2-4 Design Graphic Media Project

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Three Strategic Thinking | GD2 4.1 Utilize design process Examples: <ul style="list-style-type: none">• Classify target audiences for various businesses• Construct questions for a client interview• Sketch design illustrating customer requirements | |
| Three Strategic Thinking | GD2 4.2 Implement use of tools used to create graphic media Example <ul style="list-style-type: none">• Tour a newspaper shop to see negatives being printed• Create a brochure using publishing software• Etch a rubber plate to use in ink transfer design | |

Notes:

GD 2-5 Create graphic Media Product

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Three Strategic Thinking | GD2 5.1 Evaluate types of materials for various graphic design products Examples: <ul style="list-style-type: none">• Calculate size of printed materials to print billboard• Research online photo lab and identify finishes and materials in which photos can be printed• Identify and describe the differences among watercolor, oil and acrylic | |
| Three Strategic Thinking | GD2 5.2 Publish printed or digital media Example <ul style="list-style-type: none">• Devise a chart of types of printers used for various jobs• Tour a newspaper to view plates used for negatives• Paint on canvas or print vinyl sign | |

Notes:

Fashion Design

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 22214 |
| Prerequisite(s) | none |
| Credit | .5 |
| Graduation Requirement | No |
| Program of Study and Sequence | Introduction to Arts/AV Technology and Communications – Level 1 pathway course – Fashion Design – Level 3 pathway course |
| Student Organization | FCCLA |
| Coordinating Work-Based Learning | Field trip, industry-personnel interviews |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | FCCLA Fashion Design STAR Event, FCCLA Fashion Sketch Skill Demonstration Event, FCCLA Recycle and Redesign STAR Event, Institute of Design and Technology of South Dakota |

Course Description:

Fashion Design is an applied knowledge course intended to help students explore different aspects of careers in the fashion design industry. Students will study the history of the fashion industry, elements and principles of design, textile composition, and fashion illustration. Students will explore trends in fashion design and engage with industry specific technology used to produce fabrics and create fashion lines.

Program of Study Application

Fashion Design is a Level 2 pathway course in the Arts, A/V Technology and Communication cluster, visual arts and performing arts pathways.

Course Standards

FD 1 Explore opportunities in the fashion industry.

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 2 Skill/Concept | FD 1.1 Classify career opportunities in fashion design <ul style="list-style-type: none"> • Research the role of a fashion designer in the fashion production process. • Research a current fashion designer, including the market segment for which he/she designs, and his/her career track • Research the effect of world design centers on career opportunities in fashion design • Interview a fashion designer about his/her job | |
| Level 1 Recall | FD 1.2 Identify basic resources commonly used in the fashion design industry | |

Notes

FD2: Exhibit ethical and legal conduct in the fashion industry

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---|
| Level 3 Strategic Thinking | FD 2.1 Differentiate legal and copyright issues related to the fashion design industry <ul style="list-style-type: none"> • Research laws that affect the fashion design industry | Innovation Design Protection Act International Textile and Apparel Association |
| Level 1 Recall | FD 2.2 Identify professional codes of ethics | International Textile and Apparel Association |

Notes

FD3: Analyze the relationship between history and fashion.

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 3 Strategic Thinking | FD 3.1 Interpret the influences of art and media on fashion <ul style="list-style-type: none"> • Research how celebrities, movies, and television inspire current fashions • Watch a media presentation and write an essay detailing how the media influences today's fashion | |
| Level 3 Strategic Thinking | FD 3.2 Differentiate how politics, society, economics, culture, and aesthetics influence fashion <ul style="list-style-type: none"> • Research textile crafts and designs in other parts of the world to explain economics, politics, and social conditions that affect textile design • Using old yearbooks, catalogs or magazines, compare past styles for the decade influencing present styles • Research changes in clothing for the past 50 years and construct a clothing history timeline with illustrated fashions and important events • Work with a local museum to prepare a display on the history of fashion | |

Notes

FD4: Evaluate performance characteristics of textiles and textile products

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 2 Skill/Concept | FD 4.1 Classify clothing details used to recognize, understand, and interpret fashion <ul style="list-style-type: none"> • Select a garment and write a narration that could be used to describe garment style • Choose collar and sleeve styles and creatively combine the styles into shirt designs | |
| Level 3 Strategic Thinking | FD 4.2 Evaluate fibers, yarns, fabrics and finishes for end use <ul style="list-style-type: none"> • Create a commercial, poster, or presentation on a selected fiber • Conduct fiber tests and develop a resource manual of fiber characteristics • Research methods of fabric construction • Participate in a field trip to a clothing store to examine fiber content and fabric type of current fashion | |

Notes

FD5: Design fashion products.

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 3 Strategic Thinking | FD 5.1 Critique fashion for application of the elements and principles of design <ul style="list-style-type: none"> • Create a portfolio that illustrates use of elements and principles of design in fashion • Evaluate current fashion garments for elements and principles of design | |
| Level 3 Strategic Thinking | FD 5.2 Critique how color theory and color forecasting impact fashion design <ul style="list-style-type: none"> • Interview a person in the fashion industry about resources available to designers for information on fashion trends and color forecasting • Using fashion resources, research the current fashion and color trends and write an industry fashion report on your findings | |
| Level 4 Extended Thinking | FD 5.3 Create a fashion line <ul style="list-style-type: none"> • Draw an illustration of one item of fashion line • Research the procedures for developing a line of clothing (researching trends and preparing sketches, color plates, and presentation boards) • Draw and color illustrations for a fashion line | |

Notes

Interior Design I

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|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 19205 |
| Prerequisite(s) | None |
| Credit | .5 |
| Graduation Requirement | No |
| Program of Study and Sequence | Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Interior Design I – Level 3 pathway course |
| Student Organization | FCCLA |
| Coordinating Work-Based Learning | Professional interviews, tours of homes |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | International Interior Design Association (IIDA); American Society of Interior Designers (ASID); FCCLA Illustrated Talk STAR Event |

Course Description:

Interior Design I helps students prepare for careers in interior design. Students will explore the history and current trends in interior design, career options within the interior design industry, the elements and principles of design, design and function of interior spaces, items used in interior environments, and interior design project and presentation skills.

Program of Study Application

Interior Design I is a Level 2 pathway course in the Arts, A/V Technology and Communication career cluster, Visual Arts and Performing Arts pathways.

Course Standards

FID 1 Summarize the history and current trends in interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 2 Skill/Concept | FID 1.1 Explain the influence of past and present interior designers on the profession | |
| Level 2 Skill/Concept | FID 1.2 Describe current trends in the interior design profession | |

Notes

FID 2 Explore career opportunities and professional practices in interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 2 Skill/Concept | FID 2.1 Summarize career opportunities in the interior design profession | |
| Level 2 Skill/Concept | FID 2.2 Evaluate relationship between designer and client | |

Notes

FID 3 Evaluate use of design elements and principles in interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|----------------------------------|---|---------------------------|
| Level 3 Strategic Thinking | FID 3.1 Analyze the effect and application of elements of design in interior design Examples: <ul style="list-style-type: none"> Investigate the psychological characteristics of color in relation to interior space | |
| Level 2 Skill/Concept | FID 3.2 Describe the use of principles of design in interior design Examples: <ul style="list-style-type: none"> Describe how color creates unity in interior environments | |

Notes

FID 4 Investigate design and function of interior spaces

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|--|---------------------------|
| Level 2 Skill/Concept | FID 4.1 Explain the components of floor plans, such as living zones, circulation patterns, open and closed plans | |
| Level 2 Skill/Concept | FID 4.2 Apply guidelines for space planning and traffic patterns in interior spaces | |
| Level 2 Skill/Concept | FID 4.3 Interpret blueprints and elevation drawings, including legends, keys, and architectural symbols | |
| Level 2 Skill/Concept | FID 4.4 Demonstrate proficiency in basic concepts of scale drawings for interior space | |

Notes

FID 5 Critique items used in creating interior environments

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 2 Skill/Concept | FID 5.1 Compare characteristics of different components of the interior environment, such as types of flooring, lighting, wall and surface finishes, and accessories | |
| Level 2 Skill/Concept | FID 5.2 Distinguish key features of architectural structural elements, such as windows, doors, cabinetry, and fixtures. | |
| Level 2 Skill/Concept | FID 5.3 Compare different types of window treatments | |
| Level 3 Strategic Thinking | FID 5.4 Formulate guidelines for selection of furniture | |

Notes

FID 6 Analyze interior design project and presentation skills

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|---|---------------------------|
| Level 2 Skill/Concept | FID 6.1 Describe the basic components of project budgets used in interior design proposals | |
| Level 1 Recall | FID 6.2 Identify characteristics of effective visual presentations tools used for interior design proposals | |
| Level 2 Skill/Concept | FID 6.4 Explain the components of verbal presentation of interior design proposals | |
| Level 4 Extended Thinking | FID 6.3 Apply concepts of proposal development to meet client’s needs Examples: <ul style="list-style-type: none"> • Create written, oral, or visual proposal | |

Notes



Interior Design II

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 19206 |
| Prerequisite(s) | Interior Design I |
| Credit | .5 |
| Graduation Requirement | No |
| Program of Study and Sequence | Introduction to Arts, A/V Technology and Communication – Level I pathway course – Interior Design I – Interior Design II – Level IV pathway course or capstone experience |
| Student Organization | FCCLA |
| Coordinating Work-Based Learning | |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | International Interior Design Association (IIDA); American Society of Interior Designers (ASID); FCCLA Interior Design STAR Event |

Course Description:

Interior Design II is an applied-knowledge course intended to prepare students for careers in the interior design industry. Students in Interior Design II will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses using industry-specific technologies.

Program of Study Application

Interior Design II is a level three course in the Arts, A/V Technology, Communications career cluster, Visual Arts and Performing Arts pathways. Interior Design I is a prerequisite for this course. Participation in Interior Design II would prepare a student to participate in a level IV pathway course or capstone experience.

Course Standards

ID2-1: Analyze opportunities and professional practices in interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------------|---|---|
| Level Three Strategic Thinking | ID2 1.1 Investigate employment and entrepreneurial endeavors in interior design | |
| Level Two Skill/Concept | ID2 1.2 Describe credentials and licensing requirements for interior designers | American Society of Interior Designers (ASID) International Interior Design Association (IIDA) |
| Level Three Strategic Thinking | ID2 1.3 Critique professional codes of ethics | |
| Level Two Skill/Concept | ID2 1.4 Demonstrate effective communication skills within the industry | Communication with clients and contractors |
| Level Two Skill/Concept | ID2 1.5 Demonstrate evaluation techniques for professional portfolios | |

Notes

ID2-2: Investigate safety practices in the interior design profession

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------|--|---------------------------|
| Level Two Skill/Concept | ID2 2.1 Demonstrate personal and environmental safety practices | |
| Level Two Skill/Concept | ID2 2.2 Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession | |

Notes

ID2-3: Assess policies and regulations related to the interior design profession

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------|---|--|
| Level Two Skill/Concept | ID2 3.1 Explain legislation, regulations, and public policy that affect interior design | Universal/Barrier Free design principles |
| Level Two Skill/Concept | ID2 3.2 Describe applicable building codes, universal design guidelines, and regulations in architectural designs | |
| Level Three Strategic Thinking | ID2 3.3 Investigate community zoning regulations and other community regulations | |

Notes

ID2- 4: Analyze design and development of architecture, interiors and furnishings through the ages

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------------|--|---------------------------|
| Level Two Skill/Concept | ID2 4.1 Describe features of furnishing characteristics of various historical periods | |
| Level Two Skill/Concept | ID2 4.2 Illustrate the development of architectural styles throughout history | |
| Level Three Strategic Thinking | ID2 4.3 Compare historical architectural details to current housing and interior design trends | |
| Level Three Strategic Thinking | ID2 4.4 Predict future design and development trends in architecture, interiors, and furnishings | |

Notes

ID2- 5: Differentiate residential interior design and commercial interior design

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------------|---|---------------------------|
| Level Three Strategic Thinking | ID2 5.1 Compare and contrast the fields of residential interior design and commercial interior design | |
| Level Three Strategic Thinking | ID2 5.2 Compare space planning techniques for commercial interior design and residential interior design | |
| Level Three Strategic Thinking | ID2 5.3 Investigate space requirements, traffic flow, and design features for commercial and residential spaces | |

Notes

ID2-6: Investigate design processes and project management

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------------|--|---------------------------|
| Level 1 Recall | ID2 6.1 Identify components of design process used in meeting interior design problems | |
| Level 1 Recall | ID2 6.2 Identify common principles of successful project management | |
| Level Three Strategic Thinking | ID2 6.3 Analyze potential design obstacles to create possible design solutions | |
| Level Four Extended Thinking | ID2 6.4 Create a plan to meet proposal requirements | |

Notes



Photography I

| | |
|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11054 |
| Prerequisite(s) | None |
| Credit | .5 |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Photography I – Photography II |
| Student Organization | Skills USA |
| Coordinating Work-Based Learning | |
| Industry Certifications | Working toward ACA certification in Adobe Photoshop |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | |

Course Description:

In Photography I, students will be able to apply principles of visual literacy to produce visual content. This gives students an advantage in today’s global, multimedia society. Students will be taught industry-relevant technical skills and have the opportunity to work with a variety of technology, including digital cameras, design software, and editing tools to stage, shoot, process, print, and present professional-grade images. Students will evaluate and critique photographic work and investigate the history of photography.

Program of Study Application

Photography I is a Level 2 pathway course in the Arts, A/V Technology and Communications cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Visual Arts pathways. Photography I would be preceded by a level I course. Completion of Photography I would prepare a student to successfully participate in Photography II.

Course Standards

P1-1: Explore opportunities in photographic arts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---------------------------|
| Level 2 Skill/Concept | P1-1.1 Summarize career opportunities in the area of photography and photojournalism Examples: <ul style="list-style-type: none"> • Research opportunities for employment in photography • Interview a professional working in the area of photography • Research the requirements, skills, wages, education, and geographic opportunities in the area of photography | |

Notes

P1-2: Examine fundamentals related to photographic arts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|---------------------------|
| Level 2 Skill/Concept | P1-2.1 Classify digital cameras and accessories for intended use Examples: <ul style="list-style-type: none"> • Identify the advantages and disadvantages of different types of digital cameras (cell phone, point and shoot, mirrorless, DSLR) • Compare digital camera features for personal use vs. professional use • Analyze the appropriateness and usability of a specific digital camera and accessories for a given situation | |
| Level 4 Extended Thinking | P1-2.2 Implement digital darkroom management Examples: <ul style="list-style-type: none"> • Research types of storage devices for digital images • Compare different types of image file formats • Explain the transfer of images from one device (digital camera) to another device (computer) • Research the use of color management systems for color consistency and predictability | |
| Level 2 Skill/Concept | P1-2.3 Differentiate legal and copyright issues related to photography and photojournalism Examples: <ul style="list-style-type: none"> • Complete a web quest on legal issues related to photographic arts • Research instructions and forms for registration of photographic arts with copyright office • Explore release forms necessary for commercial photography | |

Notes

P1-3: Analyze camera operations

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|---|---------------------------|
| Level 2 Skill/Concept | <p>P1-3.1 Implement appropriate care, maintenance, and safety related to the operation of a digital camera</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate appropriate care instructions when cleaning a digital camera • Demonstrate proper storage and care for digital camera • Demonstrate appropriate maintenance of digital camera | |
| Level 4 Extended Thinking | <p>P1-3.2 Analyze the effect of exposure on the quality of photographs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Differentiate the effect of different shutter speeds on the quality of a photograph by taking photographs using different shutter speeds • Differentiate the effect of different aperture settings on the quality of a photograph by taking photographs using different aperture settings • Demonstrate the concept of bracketing for determining the best exposure for photographs by taking three photographs using different exposure settings. | |
| Level 4 Extended Thinking | <p>P1-3.3 Analyze how techniques impact the quality of photographs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Illustrate shallow depth of field and maximum depth of field by taking photographs to illustrate each • Compare the effect of different camera settings on photographing subject movement • Differentiate between the use of normal, long, and short focal length on the quality of photographs by taking a photograph of the same subject using each focal length • Compare the effect of using flash vs. not using flash for photographing subjects in different lighting situations | |

Notes

P1-4: Evaluate photographs for effective composition

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|----------------------------|---|---------------------------|
| Level 4 Extended Thinking | <p>P1-4.1 Critique photographs for effective use of the elements of composition</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop a checklist for assessing the elements of composition in a photograph • Create a portfolio of photographs that illustrates each of the elements of composition • Analyze peer photographs for the use of the elements of composition | |
| Level 3 Strategic Thinking | <p>P1-4.2 Check light and color to produce effective photographs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Illustrate the effect of the time of day on the lighting in your photograph • Compare the effect of different types of directional lighting when taking a photograph • Illustrate the effect of different types of directional lighting on a subject | |

Notes

P1-5: Create artistic photographs

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------------|---|---------------------------|
| <p>Level 2 Skills/Concept</p> | <p>P1-5.1 Implement the use of image editing software for manipulation of photographs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate the use of basic image editing tools (select, cut, copy, paste, crop) • Compare and contrast the use of the Variations, Levels, and Curves tools for color adjustment of an image • Compare and contrast the use of the Hue/Saturation and Brightness/Contrast tools for color adjustment of an image • Select the appropriate color adjustment tools to improve image quality of specific images • Differentiate between the use of the Brush tool and History Brush tool for artistic expression in the enhancement of images • Demonstrate the use of the eraser tools in artistic enhancement of images • Select appropriate image editing tools for the artistic enhancement of specific images | |
| <p>Level 4 Extended Thinking</p> | <p>P1-5.2 Produce photographs for visual display</p> <p>Examples:</p> <ul style="list-style-type: none"> • Compare the effect of resolution on the quality of photographs by taking photographs at different resolution settings • Calculate the appropriate size of image for a specific use • Demonstrate mounting photographic images • Create a showcase of photographic arts work • Create a portfolio of photographs that illustrates each of the elements of composition | |

Notes

Photography II

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11052 |
| Prerequisite(s) | Photography I |
| Credit | .5 |
| Graduation Requirement | No |
| Program of Study and Sequence | Introduction to Arts, A/V Technology and Communication – Level 1 pathway course – Photography I – Photography II – Level IV pathway course or capstone experience |
| Student Organization | Skills USA |
| Coordinating Work-Based Learning | |
| Industry Certifications | Work toward ACA certification in Adobe Photoshop |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | Skills USA Photography PDT Program, Professional Photographers of America, National Press Photographers Association |

Course Description:

Photography II provides the advanced photography student with practical knowledge and highly advanced skills for a comprehensive career in photography. Students will explore advanced lighting and editing techniques and the commercial distribution of photographic works.

Program of Study Application

Photography II is a Level III course in the Arts, A/V Technology, Communications career cluster, Printing Technology, Journalism & Broadcasting; Telecommunications/A-V Technology and Film; or Visual Arts pathways. Photography I is a prerequisite for this course. Completion of Photography II would prepare a student to successfully participate in a level IV course or capstone experience.

Course Standard

P2-1 Explore opportunities in commercial photography

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------------|---|---------------------------|
| Level Four Extended Thinking | <p>P2 1.1 Plan for employment and entrepreneurial endeavors in commercial photography</p> <p>Examples:</p> <ul style="list-style-type: none"> • Explore professional organizations and create a chart of the roles, benefits and resources available • Create an employment portfolio for use in applying for internships and work-based learning opportunities | |
| Level Two Skill/Concept | <p>P2 1.2 Demonstrate interpersonal skills essential to workplace success</p> <p>Examples:</p> <ul style="list-style-type: none"> • An ability to work with people, with an emphasis on wedding, portraiture, fashion and editorial photography | |
| Level One Recall | P2 1.3 Identify basic resources commonly used in the photography industry | |

Notes

P2-2 Exhibit legal and ethical conduct

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------------|---|---|
| Level Three Strategic Thinking | P2 2.1 Evaluate professional codes of conduct | NPPA Code of Ethics PPA Code of Ethics |
| Level Two Skill/Concept | P2 2.2 Demonstrate personal professionalism related to commercial photography | |

Notes

P2-3 Evaluate photographic techniques

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------------|---|---|
| Level Four Extended Thinking | P2 3.1 Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph | P2 3.1 Analyze how the combination of camera settings and desired aesthetics influence the creation of a photograph |
| Level Three Strategic Thinking | P2 3.2 Evaluate how camera accessories are used to produce commercial photography | P2 3.2 Evaluate how camera accessories are used to produce commercial photography |
| Level Two Skill/Concept | P2 3.3 Demonstrate proficiency in using advanced lighting techniques | |

Notes

P2-4 Evaluate photographs for effective composition

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------------|---|--|
| Level Four Extended Thinking | P2 4.1 Apply professional aesthetics to compositional elements in photographs Examples: <ul style="list-style-type: none"> • Develop checklists for assessing the elements of composition in people, place and nature photography | |
| Level Four Extended Thinking | P2 4.2 Critique photographs to a professional standard | 12 Elements of a Merit Image – Professional Photographers of America National Press Photographers Association |

Notes

P2-5 Create commercial photographic products

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------------|---|---------------------------|
| Level Three Strategic Thinking | P2 5.1 Demonstrate advanced proficiency in digital darkroom software | |
| Level Three Strategic Thinking | P2 5.2 Demonstrate use of evaluation techniques for professional portfolios <ul style="list-style-type: none"> • Produce artistic photographic products for visual display | |

Notes

Multimedia Design

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|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 10203 |
| Prerequisite(s) | |
| Credit | .5 to 1 Credit |
| Graduation Requirement | |
| Program of Study and Sequence | Intro to Arts, A/V Technology & Communications – Visual Communications or Journalistic Design – Photography I – Multimedia Design – Media Production |
| Student Organization | Skills USA, FBLA |
| Coordinating Work-Based Learning | Field trips, guest speakers, advisory board, job shadowing |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | local postsecondary institutions, media outlets and online tools |

Course Description:

Multimedia Design gives students experience and knowledge in all forms of mixed media and content. Multimedia presentations combine text, graphics, animation, images and sound from a wide range of media, such as films, newspapers, magazines, online information, television, videos, streaming and electronic media-generated images. Students will learn how to select the appropriate medium for each element of the presentation and gauge the needs of clients and the intended audience. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. The course may concentrate on a particular medium within the selected pathway(s).

Program of Study Application

Multimedia Design is a level III pathway course in the Arts, A/V Technology and Communications career cluster in any of the four pathways: Printing Technology, Journalism & Broadcasting; Telecommunications/AV Technology and Film; Visual Arts; and Performing Arts

Course Standards**MD 1 Explain career opportunities in multimedia**

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|---|--|
| One Recall | MD 1.1 Summarize multimedia career opportunities Examples: <ul style="list-style-type: none"> • Define various types of media that make up a multimedia project • Research careers in multimedia • Recognize components of multimedia • Describe necessary skills for multimedia creation | Portfolio, SDMyLife.com , US Dept. of Labor , American Institute of Graphic Arts , International Council on Communication Design |
| Two Skill/Concept | MD 1.2 Explain professional behaviors, skills and abilities needed for multimedia careers Examples: <ul style="list-style-type: none"> • Understand copyright laws concerning multimedia • Differentiate between educational and commercial guidelines for copyright • Compare multimedia tools used by professionals • Research skills needed in multimedia professions • Identify and describe the roles of communication, such as informing, persuading and educating • Conduct guest interviews | |
| Three Strategic Thinking | MD 1.3 Recognize levels of quality in multimedia based on industry standards Examples: <ul style="list-style-type: none"> • Compare and contrast various project examples • Define criteria needed to create quality multimedia projects • Recommend how quality of a product can be improved • Illustrate client factors that affect quality of products | |

Notes

MD 2 Explore fundamentals within multimedia collaboration

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|----------------------|---|---|
| Two Skill/Concept | MD 2.1 Interpret use of multimedia in everyday life Examples: <ul style="list-style-type: none"> • Recognize audio, visual and interactive components of multimedia • Gather examples of multimedia embedded in websites. • Explore the many uses of multimedia in advertising • Explain how multimedia can enhance visual and performing arts | YouTube |
| Two Skill/Concept | MD 2.2 Interpret design layout to reflect client expectations Examples: <ul style="list-style-type: none"> • Use graphics, design and multimedia terminology to present proposal to client • Compare multimedia to meet specific needs • Analyze and critique various examples of multimedia projects; develop a rubric identifying exemplary components of multimedia | Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Two Skill/Concept | MD 2.3 Demonstrate appropriate use of multimedia tools Examples: <ul style="list-style-type: none"> • Identify multimedia creation tools • Practice recording sound and voice • Locate recorded audio file in computer storage • Manipulate an image or sound • Use graphics, transitions and titles | Adweek.com , Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Two Skill/Concept | MD 2.4 Apply proper maintenance procedures for equipment Examples: <ul style="list-style-type: none"> • Handle and store tools, equipment and materials properly • Locate and perform manufacturers' maintenance procedures on selected tools, equipment and machines • Follow safety manuals, instructions and requirements | Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits, Equipment Manuals |

Notes

MD 3 Organize multimedia projects

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------|---|---|
| Two Skill/Concept | <p>MD 3.1 Outline customer requirements</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyze customer needs Research ways businesses use multimedia in marketing Brainstorm new ideas for a multimedia advertisement Identify a product for a target audience, target audience needs and how to meet those needs Observe and critique an existing multimedia presentation Prepare a storyboard to meet expectations | Maslow’s Law, Storyboard That , Utah Education Network , Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Four Extended Thinking | <p>MD 3.2 Construct a multimedia plan</p> <p>Examples:</p> <ul style="list-style-type: none"> Create a basic script and storyboard with an effective message Develop three or more ideas for multimedia projects Evaluate/revise scripts and storyboards Proofread content in a multimedia project Present script/storyboard to the class for feedback Analyze edited projects for quality Develop timeline for completion Apply a budget for pre- and post-production Determine the most effective strategies to minimize costs Create a yearbook ladder or newspaper dummy sheet | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Two Skill/Concept | <p>MD 3.3 Categorize project tasks into tools, techniques and personnel</p> <p>Examples:</p> <ul style="list-style-type: none"> Examine production roles to be filled Collaborate with design layout team Develop cast, props, locations and sets Explore role of the project leader Explore software selections and equipment needs | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |

Notes

MD 4 Create a multimedia project based on current industry standards

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|---|--|
| Four Extended Thinking | <p>MD 4.1 Construct multimedia projects based on developed plans</p> <p>Examples:</p> <ul style="list-style-type: none"> • Produce a multimedia web advertisement for a client • Produce an informational tutorial • Create an interactive newsletter • Publish a multimedia project | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |
| Four Extended Thinking | <p>MD 4.2 Analyze multimedia presentation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critique multimedia presentations • Present final multimedia in class for peer review • Screen multimedia with customer for review and feedback | Portfolio, Journalism and Broadcast Media, Performance Productions, Audio/Visual Productions, Student Exhibits |

Notes



Digital Music Production

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11056 |
| Prerequisite(s) | Recommendation only: Introduction to Arts, A/V Technology, and Communications Cluster class and basic music appreciation or musical experience |
| Credit | ½ or 1 credit |
| Graduation Requirement | |
| Program of Study and Sequence | Cluster Course – Digital Music Production – Level 2 pathway course – Any Level 3 pathway course, Level 4 pathway course, or Capstone Experience |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Field trips, guest speakers, Internships, Job Shadows, Conference calls with Industry leaders, Industry Leader critiques |
| Industry Certifications | Student can work towards a GarageBand Certificate |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |

Course Description:

The Digital Music Production course provides students with the basic knowledge and technical skills needed to prepare them for postsecondary study or entry-level employment in the Digital Music Production industry. Students will develop knowledge of the business of music, music copyright laws and ethics, studio recording, basic music theory needed to create music, and the creation and performance of electronic music.

Program of Study Application

This is a secondary level pathway class in the Arts, A/V Technology and Communications Career Cluster, Telecommunications/A-V Technology and Film or Performing Arts pathway. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

Course Standards

DMP 1: Discuss careers in digital music and audio production

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|---|
| Level 1 Recall | DMP 1.1 Identify opportunities and occupations in the field of digital music Examples: <ul style="list-style-type: none"> • Research audio and music production companies that supply music to the entertainment industry • Interview professional musicians who create music for broadcast • Explore the requirements, skills, wages, education, and geographic opportunities in audio and music technology • Evaluate the importance of music and audio in entertainment | SDMyLife |
| Level 3 Strategic Thinking | DMP 1.2 Demonstrate personal musical knowledge and interests Examples: <ul style="list-style-type: none"> • Assess computer games for effectiveness of music and sound effects • Rate movies, television and films according to audio production • Identify music technology in pre-recorded music beds and sound effects • Illustrate the affect of music production in movies • Write a music review for a popular music band • Generate a presentation of favorite genres with examples | Music Genre Lists - http://www.musicgenreslist.com/ |
| Level 3 Strategic Thinking | DMP 1.3 Examine music copyright laws and ethics Examples: <ul style="list-style-type: none"> • Distinguish basic copyright laws and ethics as they relate to music technology applications • Examine ethical and legal issues relating to digital music recording • Compare copywriting procedures for original compositions or productions | Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf Teaching Copyright – https://www.teachingcopyright.org/ |

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|---------------------------|--|---|
| <p>Level 1 Recall</p> | <p>DMP 1.4 Identify safety concerns and soft skills in the field of digital music</p> <p>Examples:</p> <ul style="list-style-type: none">• Proper handling of equipment and instruments• Standard practice of situational awareness on stage or at a music venue (cord layout, where instruments are, edge of stage, other people)• Time management• Effective communication (written and verbal)• Read and understand contracts• Effective and appropriate interactions with employers and audience• Discuss proper use of social media in this area (SoundCloud)• Have the students create and properly utilize a SoundCloud account to share their music | <p>Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis Soundcloud.com</p> |
|---------------------------|--|---|

Notes

DMP 2: Analyze digital audio production equipment & software

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|---|--|
| Level 4 Extended Thinking | <p>DMP 2.1 Examine the process of basic sound recording and capturing</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identify major types of recording media and advantages and disadvantages of each • Record and listen to sounds (Foley - recorded sound effects for movies) using available recording devices – for example - cell phones, audio recorders, mp3 players, video camcorders, GoPros, computer/microphones • Write a reflection on historical development of sound recording devices, methods, or usage • Draw examples of sound frequencies • Compare recording equipment for sound quality | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum • Foley – www.Marblehead.net/foley/jack.html |
| Level 4 Extended Thinking | <p>DMP 2.2 Analyze recorded, live music, and computer generated music for technical and aesthetic quality</p> <p>Examples:</p> <ul style="list-style-type: none"> • Listen to and discuss "live" audio and compare it to studio recordings • Research digital studios based on acoustics, microphone placement, and ceiling height • Explore live concert venues and discuss speaker placement, microphone amounts, placement, and area capacity • Compare real guitar or piano sound with a digitally created guitar or piano piece • Differentiate analog and digital sound quality | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |

Notes

DMP 3: Create digital music

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|--|--|
| Level 4 Extended Thinking | DMP 3.1 Integrate basic music structure Examples: <ul style="list-style-type: none"> • Explore basic music structure (form - AB/ABA; Intro/Verse/Chorus/Bridge/Outro) • Practice writing music down using basic music notation (staff, clef, ledger lines, measures, time signature, notes, rests, key signature) • Identify tempo/beat, meter, dynamics, melody, harmony, rhythm of music, chords, scales • Discuss general music rules (most commonly used techniques, what you should/should not consider doing when creating music) | <ul style="list-style-type: none"> • MuseScore – www.musescore.org • Music Theory - http://tobyflush.com/theorypages/ • Noteflight – www.noteflight.com |
| Level 2 Skill/ Concept | DMP 3.2 Distinguish appropriate audio production software, equipment, and techniques Examples: <ul style="list-style-type: none"> • Use basic audio and editing industry terminology in context • Transfer recorded sounds from recording device into appropriate audio production software (Free shareware or Licensed software) • Change volume levels for multiple audio tracks • Use meters to identify overloading or clipping in playback of recorded material • Apply audio effects to audio samples (panning, equalization, compression) | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhsmusictechnology/music-curriculum |
| Level 4 Extended Thinking | DMP 3.3 Generate audio (music, sound effects, vocal work) separately for use in musical piece Examples: <ul style="list-style-type: none"> • Produce drum beats using music production software • Create strings and horn tracks to design layered music bed • Compose guitar track to blend with digitally created musical instruments • Record audio to blend with digitally created musical instruments • Record live drum beats to blend with digitally created musical instruments, recorded audio or guitar tracks • Construct track by "cutting and pasting" sections of recorded material | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhsmusictechnology/music-curriculum |

| | | |
|---------------------------------|---|---|
| Level 4 Extended Thinking | DMP 3.4 Construct layered digital music for publication or performance Examples: <ul style="list-style-type: none">• Create music soundtracks for movie scenes• Create music to express a specific mood of a visual art piece• Compose music influenced by the genre and time periods of other artistic mediums• Apply electronic equalization effects to enhance individual music layers | <ul style="list-style-type: none">• John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html• Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
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DMP 4: Perform Digital Music

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------------|--|--|
| Level 3 Strategic/ Thinking | DMP 4.1 - Perform or demonstrate personally created music in front of a live audience Examples: <ul style="list-style-type: none"> • Compose various musical pieces to present to audience • GarageBand has an option to join a band and the band leader can record the session for playback • Create a "band" project to collaborate and create a song as a small group and present the song for critique | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
| Level 4 Extended/ Thinking | DMP 4.2 - Analyze and evaluate personally created music performances Examples: <ul style="list-style-type: none"> • Listen, analyze, and critique student created music • Write critiques about what the student "liked" and "suggestions to make it better" | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |
| Level 4 Extended/ thinking | DMP 4.3 - Analyze the venue and audience for appropriate presentation of performance Examples: <ul style="list-style-type: none"> • Assess and discuss the layout of different venues • Create a visual layout of a music venue, include stage, audience, equipment placement • Create a visual layout of the cabling needed to connect all of the equipment | <ul style="list-style-type: none"> • John Muir Middle School Digital Music Program - http://www.sjUSD.org/schools/john_muir/Pages/music/digital_music_program.html • Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum |

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|-----------|---|
| Resources | <p>Websites include:</p> <ul style="list-style-type: none">• Bassgorilla (tutorials) - https://bassgorilla.com/• Digital Harbor High School Music Technology - https://sites.google.com/site/dhhsmusictechnology/music-curriculum• Digital Music Association - http://www.digmedia.org/issues-and-policy/copyright-and-royalties/139-copyright-in-music• Foley – www.Marblehead.net/foley/jack.html• Health/Safety - http://www.airsworld.com/blog/posts/2014/november/health-and-safety-in-the-music-events-industry/#.V2vjpVexqYU• John Muir Middle School Digital Music Program - http://www.sjusd.org/schools/john_muir/Pages/music/digital_music_program.html• Music Genre Lists - http://www.musicgenreslist.com/• Music Theory - http://tobyrush.com/theorypages/• Music.tutsplus.com• Social Media for Teachers - http://www.edutopia.org/blog/social-media-resources-educators-matt-davis• Soundcloud.com• Teaching Copyright – https://www.teachingcopyright.org/• US Copyright Office - http://copyright.gov/policy/musiclicensingstudy/copyright-and-the-music-marketplace.pdf <p>Online publications:</p> <ul style="list-style-type: none">• DigitalMusicNews.com• Pcmag.com <p>When looking for a Digital Audio Workstation (DAW), look for guides such as "The Ultimate Guide to DAW Software for 2015" (www.ehomerecordingstudio.com/best-daw-software/).</p> <p>Youtube is an excellent resource for all different types of tutorials.</p> |
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Digital Animation

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|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 10205 |
| Prerequisite(s) | Recommended: Introduction To Arts/AV Technology & Communications 11000 |
| Credit | |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Art/AV Technology & Communications – Level I Pathway Course – Digital Animation – Level III Pathway Course |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips, Informational Interviews, Tours, |
| Industry Certifications | Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html) |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | K-12 Technology |
| Resources | Suggested Software: Adobe Flash, Fireworks, After Effects, vtc.com, youtube.com |

Course Description:

Digital Animation explores Legal and Ethical Issues, Career Opportunities, Use of Animations, Animation Software Tools, Basic Animation Techniques, Interactivity in Animation, and how to Publish Animated Movies.

Program of Study Application

Digital Animation is a Level II pathway course in the Arts, A/V Technology & Communications career cluster that is appropriate for both the Visual Arts and Telecommunications/AV Technology and Film pathways.

Course Standards:

DA 1 Develop an Awareness of Career Opportunities and Professionalism in Digital Animation

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|---|---------------------------|
| Two Skill/Concept | DA 1.1 Identify personal interests and abilities related to digital animation careers. Examples <ul style="list-style-type: none"> • Identify personal creative talents • Identify technical/animation talents | Portfolio, SD MyLife |
| Two Skill/Concept | DA 1.2 Investigate career opportunities, trends, and requirements related to digital animation careers. Examples <ul style="list-style-type: none"> • Research job opportunities • Investigate trends associated with digital animation • Discuss related career pathways | |
| Three Strategic Thinking | DA 1.3 Demonstrate job skills for digital animation Industries. <ul style="list-style-type: none"> • Attendance and punctuality • Positive attitude • Positive work ethic • Use of proper Social Skills • Display ability to work as part of a team and take direction from others | |
| Three Strategic Thinking | DA 1.4 Explore legal and ethical issues related to digital animation Examples <ul style="list-style-type: none"> • Complete a web quest on legal issues related to digital animation • Research instruction and forms for registration of an animation product with Copyright Office • Obtain formal permission for use of an art form, design, or photograph in an animation Publication | |

Notes

DA2 Demonstrate Basic Digital Animation Skills

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|---|---------------------------|
| Three Strategic Thinking | DA 2.1 Understand Animation Development Process Examples <ul style="list-style-type: none"> • Develop a chart that explains each step of the animation development process • Determine the number of drawings needed to animate a given situation • Create drawings to illustrate the animation of a given situation such as picking up a pencil, taking a drink of water, lifting a weight | |
| Four Extended Thinking | DA 2.2 Create clips using animation software tools Examples <ul style="list-style-type: none"> • Identify the tools available in animation software (e.g. Adobe Flash, Fireworks, Photoshop, and AfterEffects) • Create and Modify Objects • Change the color, size and shape of objects • Use the Pen Tool to draw an object | |
| Four Extended Thinking | DA 2.3 Implement a preproduction plan Examples <ul style="list-style-type: none"> • Plan a theme premise and timeline • Create Objects • Creating scenes • Create a skeletal structure • Select Textures | |
| Four Extended Thinking | DA 2.4 Analyze and Critique Animation Production Examples <ul style="list-style-type: none"> • Select at least three websites that integrate animation and evaluate the effectiveness of the animation • Develop a collection of examples for a variety of professionally designed animations • Differentiate between 2D and 3D • Explore animation styles in film | |

Notes

DA 3 Employ Standard Convention for the Creation and Design of Animation Concepts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|---------------------------|
| Four Extended Thinking | <p>DA 3.1 Produce Basic Animation</p> <p>Examples</p> <ul style="list-style-type: none"> • Use objects in animations • Compare and Contrast Frame-By-Frame Animation vs a Tweened Animation • Compare Shape Tweening vs Motion Tweening • Create a Motion Guide • Create a Movie | |
| Four Extended Thinking | <p>DA 3.2 Generate Audio in Animation</p> <p>Example</p> <ul style="list-style-type: none"> • Select at least two animated movies and analyze the effectiveness of the use of sound in the movies • Add a sound to a symbol and/or movie that you created • Create an animated greeting card that includes instances of a symbol Tweening, a Motion Guide, and Sound | |
| Four Extended Thinking | <p>DA 3.3 Design User Interface/Interactivity in Animations</p> <p>Examples</p> <ul style="list-style-type: none"> • Compare the use of rollover and invisible buttons in animations • Create a button symbol that can be used in an animated movie • Use scripting to stop a movie from continuous looping • Create a movie that incorporates action scripting to encourage viewer interactivity • Use complex light and camera controls | |
| Four Extended Thinking | <p>DA 3.4 Evaluate and analyze animations for publication</p> <p>Examples</p> <ul style="list-style-type: none"> • Research the publishing formats available for your animated movie • Evaluate the publish format for a specified end use of an animated movie • Publish animation external sources | |

Notes:



Digital Production for Entertainment

| | |
|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 10156 |
| Prerequisite(s) | Algebra I or Programming I |
| Credit | .5/unit |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology & Communications – Level I pathway course – Level II pathway course – Level III pathway course – Digital Production for Entertainment – capstone experience |
| Student Organization | SkillsUSA, Local University Program Development Competitions (PDC) |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips, Informational Interviews, Tours, |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | K-12 Educational Technology |
| Resources | Examples of Software Environments and Languages: Visual Studio/Basic, C++, Java, Alice, etc. |

Course Description:

Digital Production for Entertainment prepares students to extend their knowledge of computer programming and design. Students will be given opportunities to design, implement, and present meaningful entertainment through a variety of media.

Program of Study Application

Digital Production for Entertainment is a Level IV pathway course appropriate for two pathways in the Arts/AV Technology & Communications cluster: Telecommunications/A-V Technology & Film and Visual Arts.

Course Standards

DPE 1 Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|--|---------------------------|
| Two Skill/Concept | DPE 1.1 Identify personal interests and abilities related to careers in digital entertainment Examples: <ul style="list-style-type: none"> • Identify personal creative talents • Identify technical/developer talents | Portfolio, SD MyLife |
| Two Skill/Concept | DPE 1.2 Investigate opportunities, trends, and requirements related to careers in digital entertainment Examples <ul style="list-style-type: none"> • Research job opportunities • Investigate trends associated with digital entertainment • Discuss related career pathways | |
| Three Strategic Thinking | DPE 1.3 Demonstrate job skills for digital entertainment Industries. <ul style="list-style-type: none"> • Attendance and punctuality • Positive attitude • Positive work ethic • Use of Proper Social Skills • Ability to work as part of a team and take direction from others | |
| Three Strategic Thinking | DPE 1.4 Explore legal and ethical issues related to digital entertainment Examples <ul style="list-style-type: none"> • Complete a web quest on legal issues related to Digital Production for Entertainment • Research instruction and forms for registration of digital entertainment products | |

Notes

DPE 2 Identify and Analyze Basic Entertainment Design Elements

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|----------------------|--|---------------------------|
| Two Skill/Concept | <p>DPE 2.1 Explore basic entertainment design elements.</p> <p>Examples:</p> <ul style="list-style-type: none"> • conceptual ideas • storyline • visualization • sound elements • Game play | |
| Two Skill/Concept | <p>DPE 2.2 Explore the fundamentals of entertainment art.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Look & feel • Shading • Basics of Color & Color Palettes | |

Notes

DPE 3 Create and Design Entertainment Projects

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------------|--|---------------------------|
| Three Strategic Thinking | <p>DPE 3.1 Design and implement procedures and timelines.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Evaluate a video game project • Create a Table of Object and Events (TOE) • Write Pseudo Code (Sentence Format) | |
| Four Extended Thinking | <p>DPE 3.2 Develop Digital Production Components and Resources</p> <p>Examples:</p> <ul style="list-style-type: none"> • Create Appropriate Data Size Graphics (Low Data Volume) • Import Resources into Root Folders | |

Notes

DPE 4 Demonstrate Knowledge of Software Development processes

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|--|---------------------------|
| Three Strategic Thinking | <p>DPE 4.1 Identify and Utilize software development methodology</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of system analysis issues related to design, testing, implementation, and maintenance. • Identify roles of team members/customers in the software development process. • Identify constraints of the current project. • Demonstrate knowledge of modeling and analyzing functional requirements (e.g., dataflow diagrams, process specifications, and a data dictionary). | |
| Two Skill/Concept | <p>DPE 4.2 Utilize tools for developing software applications.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of software development environment. • Use prototyping techniques. • Use desk checking • Analyze the applicability of structured, object oriented, event-driven logical design methods. • Design system input, output, processing, and interfaces. | |
| Three Strategic Thinking | <p>DPE 4.3 Apply language specific programming tools/techniques.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop programs using appropriate environment and language. • Demonstrate knowledge of the basics of structured, object-oriented, and event-driven programming • Demonstrate knowledge of concepts of data and procedural representation | |

Notes

DPE 5 Identify and Utilize a Programming Environment

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|---|---------------------------|
| Four Extended Thinking | <p>DPE 5.1 Develop an application using selected programming language or software.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Translate logical design into code in an appropriate language argument. • Demonstrate knowledge of specific language syntax • Design and Create a video game, robotic simulation, or drone activity | |
| Four Extended Thinking | <p>DPE 5.2 Evaluate and Troubleshoot an application for distribution.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Compile and debug code. • Prepare code documentation. • Conduct code walkthrough and/or inspection. • Troubleshoot unexpected results. • Access needed information using company and manufacturers' references | |

Notes



Broadcast Technology

| | |
|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | 11103 |
| Prerequisite(s) | None |
| Credit | .5 to 1 Credit |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology & Communications – Level I pathway course – Broadcast Technology – Level III pathway course |
| Student Organization | Skills USA |
| Coordinating Work-Based Learning | Guest speakers, project-based learning, community outreach, internships, field trips, and industry partnerships |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | None |
| Teacher Certification | |
| Resources | |

Course Description:

Broadcast Technology explores the ever-changing world of television, radio, entertainment, and commercial video performance. Students gain valuable insight into the careers of broadcast journalism in news, sports, and entertainment. Students will gain industry experience by writing scripts, filming, editing, and producing original performances. Students will work in collaborative teams to produce video projects using relevant A/V equipment and editing software. Special emphasis is placed on creativity, writing, and the editing process.

Program of Study Application

This is a second level pathway course in the Arts, A/V Technology and Communications Career Cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Performing Arts pathways. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

Course Standards

BT 1 Explore career opportunities, copyright laws, ethics, and safety in the broadcast field

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|--|
| Level 3 Strategic Thinking | BT 1.1 Analyze and evaluate various careers in the broadcast field Examples: <ul style="list-style-type: none"> • Television • Radio • Media | <ul style="list-style-type: none"> • SD MY LIFE (www.sdmylife.com) • National Association of Broadcasters (www.nab.org) • SD Broadcasters Association (www.sdba.org) |
| Level 2 Skill/Concept | BT 1.2 Distinguish broadcast journalism copyright laws and ethics Examples: <ul style="list-style-type: none"> • Distinguish basic copyright laws and ethics as they relate to broadcast technology productions • Examine ethical and legal issues relating to broadcast journalism • Compare copywriting procedures for production | <ul style="list-style-type: none"> • Broadcast Legal and Ethics (http://cybercollege.com/tvp067.htm) • Copyright laws (http://www.copyright.gov/title17/) • Teaching Copyright (https://www.teachingcopyright.org/curriculum/hs) |
| Level 1 Recall | BT 1.3 Identify safety concerns and soft skills in the field of broadcast journalism Examples: <ul style="list-style-type: none"> • Proper handling of broadcast equipment • Time management • Effective communication (written and verbal) • Read and understand contracts • Effective and appropriate interactions with employers and audience | <ul style="list-style-type: none"> • TV Studio Safety Procedures (http://class.csueastbay.edu/tvstudio/safety_guide.pdf) • Reading Guide for Contracts (http://cashmoneylife.com/read-sign-understand-contract/) |

Notes

BT 2 Demonstrate proper use and terminology of broadcast equipment

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------|---|---|
| Level 2 Skill/Concept | BT 2.1 Summarize broadcast equipment and terminology <ul style="list-style-type: none"> • Video Camera • Audio Equipment • Lighting • Green Screen • Computer equipment • Editing Software • A/V Accessories | <ul style="list-style-type: none"> • Video Production 101 Course http://video101course.com/ • JEA Digital Media Guide to Broadcast/Video http://www.jeadigitalmedia.org/guide-to-broadcast-video/ |
| Level 2: Skill/Concept | BT 2.2 Execute proper use of broadcast equipment <ul style="list-style-type: none"> • Set-up equipment correctly • Maintain equipment • Troubleshoot technical issues • Properly take down and store equipment | <ul style="list-style-type: none"> • How to set up equipment and studio https://www.youtube.com/watch?v=Gx4NT5PrZj8 |

Notes

BT 3 Create original broadcast performances

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|---------------------------------|---|---|
| Level 4 Extended Thinking | BT 3.1 Produce media project using broadcasting tools and terminology <ul style="list-style-type: none"> • Sports Broadcast • News Segment • Public Service Announcement • Commercial • Radio Broadcast • Game Show | <ul style="list-style-type: none"> • 10 Ideas for Classroom Video Projects http://educationaltechnology.ca/courses/2127 • 20 Video Project Ideas http://ditchthattextbook.com/2014/02/06/20-video-project-ideas-to-engage-students/ • Media Resources http://www.mediacollege.com |
| Level 4 Extended Thinking | BT 3.2 Analyze and evaluate students' broadcasts <ul style="list-style-type: none"> • Self-evaluation of media project • Group evaluation of media project | <ul style="list-style-type: none"> • Radio Broadcast Rubric http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc |

Notes

BT 4 Compare and contrast professional broadcasts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|--|
| Level 3 Strategic Thinking | BT 4.1 Evaluate professional broadcasts | <ul style="list-style-type: none">• Radio Broadcast Rubric http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc |

Notes

Production Technology

| | |
|----------------------------------|--|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | |
| Prerequisite(s) | Recommended prerequisite courses: Intro to Arts, AV Tech & Communication |
| Credit | .5 or 1 credit |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology & Communications – Level I pathway course – Production Technology – Level III pathway course |
| Student Organization | International Thespian Association, United States Institute for Theatre Technology, Educational Theatre Association |
| Coordinating Work-Based Learning | |
| Industry Certifications | |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | |
| Resources | Local postsecondary institutions, Standard Hyperlinks |

Course Description: Production Technology introduces the student to the fundamental elements and principles of technical productions through applied learning that makes use of production facilities, operations, methods, and technologies used in professional, amateur, and educational theaters and production studios. The course includes a brief history of technical theatre and broadcast media. Students will learn the functions of the creative team, production staff, technicians and stage crew. Basic elements of scenic construction, design concepts, theatrical lighting, sound technologies, and production management will be introduced and assessed through practical application.

Program of Study Application: Production Technology (Stagecraft) is a level II course in the Arts, A/V Technology & Communications career cluster. Production Technology (Stagecraft) pertains to all four career pathways: Printing Technology/Journalism and Broadcasting; Telecommunications/A-V Technology and Film; Visual Arts; and Performance Arts.

PT 1 Identify the components of the performance space and potential safety hazards

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------|--|---|
| Level 1 Recall | PT 1.1 Explore, label, and define usage of all areas adjacent to the stage and within the performance space. <ul style="list-style-type: none"> • Recognize and explain terminology to define the space. • Create a scale model of the space and label it | EdTA, Theatre Projects, Portfolio |
| Level 1 Recall | PT 1.2 Identify all areas and equipment in a performance area that have potential to cause harm. <ul style="list-style-type: none"> • Identify safety precautions present in the theatre • Research history of famous theatre fires • Research present day fire codes • Demonstrate how to properly secure lighting fixtures • Demonstrate proper coiling and storage of cables | Fire codes |

Notes

PT 2 Examine applications of past and present forms of technology in performing arts

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---------------------------|
| Level 3 Strategic Thinking | PT 2.1 Compare and contrast historical and contemporary performance spaces <ul style="list-style-type: none"> • Evaluate the impact of historical cultural and societal trends on performance venues of different time periods. • Create a PowerPoint or other visual presentation comparing performance spaces | Portfolio |
| Level 2 Skill/Concept | PT 2.2 Identify and define the properties of different performance spaces <ul style="list-style-type: none"> • Explain the desired intent of Amphitheatre, thrust stage, arena stage, and black box spaces. • Survey local performance venues and explain design function • Analyze YouTube or other online videos which show technical performance spaces. | Portfolio |

Notes

PT 3 Describe career possibilities in technical production

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|--------------------------|---|---|
| Level 2 Skill/Concept | PT 3.1 Research job titles and duties for technical personnel. <ul style="list-style-type: none"> • Define areas of responsibility and job skills of technical positions • Identify various duties of broadcast studio technical crews • Explain protocols for responding to other leaders on the technical team • Shadow a working production technical crew | SDMyLife , Jobs , EdTA , Sneak on the Lot , Theatre People |
| Level 2 Skill/Concept | PT 3.2 Demonstrate and practice basic crew functions <ul style="list-style-type: none"> • Practice follow spot operation • Demonstrate proper handling of stage lighting and electrical cables • Create hypothetical performance conditions and how to respond properly | YouTube |

Notes

PT 4 Analyze scripts collaboratively with production crew for understanding of performance design and technical needs

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|--|---|
| Level 2 Skill/Concept | PT 4.1 Identify specific cues for sound, lighting, and set derived from action or dialogue in the text <ul style="list-style-type: none"> • Highlight existing cues within stage directions • Analyze writing for perceived changes in mood | Portfolio, local postsecondary institutions |
| Level 3 Strategic Thinking | PT 4.2 Determine choices of production color and style which reflect intended mood, environment, and era <ul style="list-style-type: none"> • Research suggested era for correct color and construction design • Explain symbolism of color and the impact it has on mood and tone | Stage Color |

Notes

PT 5 Plan scenic elements and set construction

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|--|
| Level 1 Recall | PT 5.1 Identify industry terminology for scene design and construction <ul style="list-style-type: none"> Classify basic terminology (e.g. unit set, box set, flat, platform, props) | CTE Online Video Production Model |
| Level 3 Strategic Thinking | PT 5.2 Design and create a floor plan for a specific production <ul style="list-style-type: none"> Analyze and interpret floor plans, elevations and renderings of sample set designs Prepare a sketch of a floor plan with given requirements Create an original floor plan and translate it to the stage/studio floor (spike the plan) | Stage Plans |
| Level 2 Skill/Concept | PT 5.3 Demonstrate safety procedures for operation, maintenance, and storage of set construction items and tools <ul style="list-style-type: none"> Justify reasoning behind safety procedures Safely operate power tools | Tool Safety |

Notes

PT 6 Construct various elements of set according to industry standards

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|--|
| Level 3 Strategic Thinking | PT 6.1: Evaluate the function and application of framed scenery and build suitable set pieces <ul style="list-style-type: none"> • Build a scale model muslin flat • Design and construct studio flats, door and window flats, hard-covered flats • Create 3-dimensional pieces and props (e.g. doors, windows, rocks, columns, trees) | Set Construction , Theatre Sets |
| Level 3 Strategic Thinking | PT 6.2: Design and construct weight-bearing scenic units <ul style="list-style-type: none"> • Design platform suitable for elevated stage. • Compute the rise and run for stair stringers to be used onstage | |
| Level 2 Skill/Concept | PT 6.3 Apply knowledge of installation and rigging techniques to securely join set pieces <ul style="list-style-type: none"> • Demonstrate joining techniques for traditional flats (e.g. stiffening, bracing, rope rigging) • Demonstrate scene shifting techniques (e.g. shifting on the deck and rigging to fly) | Hanging and Attaching Hardware , ControlBooth |
| Level 2 Skill/concept | PT 6.4 Demonstrate various elements of scenic art <ul style="list-style-type: none"> • Present scene-painting techniques (e.g. dry-brushing, splattering, distressing, sponge) • Research and exhibit period-specific set dressing methods | What do scenic artists do? , Theatrical Scenery |

Notes

PT 7 Design practical applications for lighting and sound

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-------------------------------|---|--|
| Level 1 Recall | PT 7.1 Identify and recall names of common lighting instruments <ul style="list-style-type: none"> Recognize types and functions of lights used in school's performance area | Stage Lighting Handbook |
| Level 3 Strategic Thinking | PT 7.2 Design lighting plot for screenplay or script <ul style="list-style-type: none"> Observe and discuss recorded interview with professional lighting designer Create and execute original lighting look based on previously analyzed script | Stage Lighting Primer |
| Level 2 Skill/concept | PT 7.3 Demonstrate proper procedure for hanging and focusing lighting instruments <ul style="list-style-type: none"> Using proper safety techniques, hang lights according to plot Experiment with lighting gels to create intended mood for scene | Stage Lighting Primer |
| Level 3 Strategic Thinking | PT 7.4 Develop sound design for production <ul style="list-style-type: none"> Observe and discuss recorded interview with professional sound designer Create a narrative using music excerpts and sound effects Recall types of microphones and uses: dynamic/cardiod, wired and wireless, condense/cardiod, boundary, lavalier. | Sound Design |
| Level 2 Skill/concept | PT 7.5 Observe and apply knowledge of sound and light board operation <ul style="list-style-type: none"> Demonstrate sound board on/off, channel, sub, and component functions Program multi-scene light plot | Sound Board Basics Light Board Basics |

Notes

Media Production

| | |
|----------------------------------|---|
| Career Cluster | Arts, A/V Technology, Communications |
| Course Code | |
| Prerequisite(s) | Recommend: Multi-Media Design |
| Credit | |
| Graduation Requirement | |
| Program of Study and Sequence | Introduction to Arts, A/V Technology & Communications – Level I pathway course – Level II pathway course – Multimedia Design – Media Production – capstone experience |
| Student Organization | SkillsUSA |
| Coordinating Work-Based Learning | Guest Speakers, Field Trips, Informational Interviews, Tours, |
| Industry Certifications | Student can work toward Adobe Certified Associate(ACA) Certification in Adobe Products (http://www.adobe.com/education/certification-programs.html) |
| Dual Credit or Dual Enrollment | |
| Teacher Certification | K-12 Educational Technology |
| Resources | ISMFilms.com, vtc.com, youtube.com |

Course Description:

Media Production focuses on technical skills and knowledge in all phases of Media Production. Students will also explore equipment operation, software applications, careers, social networking, and media law.

Program of Study Application:

Media Production is a Level IV pathway course appropriate for all four pathways in the Arts, A/V Technology & Communications cluster: Printing Technology/Journalism & Broadcasting, Telecommunications/A-V Technology & Film, Visual Arts, and Performing Arts. It is recommended that Media Production would be preceded by Multimedia Design. Completion of Media Production would prepare a student for a capstone experience.

Course Standards

MP 1 Develop an Awareness of Career Opportunities and Professionalism in Media Production

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|---|---------------------------|
| Two Skill/Concept | MP 1.1 Identify personal interests and abilities related to media production careers. Examples: <ul style="list-style-type: none"> • identify personal creative talents • identify technical/production talents | |
| Two Skill/Concept | MP 1.2 Investigate career opportunities, trends, and requirements related to media production careers Examples: <ul style="list-style-type: none"> • Research job opportunities • Investigate trends associated with media production • Discuss related career pathways | |
| Three Strategic Thinking | MP 1.3 Demonstrate Employability Skills required by business and industry Examples: <ul style="list-style-type: none"> • Attendance and punctuality • Positive attitude • Positive work ethic • Use of Proper Social Skills • Display ability to work as part of a team and take direction from others | |
| Three Strategic Thinking | MP 1.4 Describe and Apply Principles of Media Law Examples: <ul style="list-style-type: none"> • Identify and apply principles of copyright • Explore the Federal Communications Commission’s (FCC) role in mass media • Predict consequences of media misuse • Role-play filmmaker explaining “informed consent” to subject | |

Notes

MP 2 Evaluate Information in Media

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|---------------------------|
| Four Extended Thinking | MP 2.1 Evaluate Web-Based Social Networks Examples: <ul style="list-style-type: none"> • Distinguish differences in media delivery • Differentiate among fact finding sites • Critique numerous social media sites | |
| Two Skill/Concept | MP 2.2 Categorize Digital Media Communication Examples: <ul style="list-style-type: none"> • Compare differences in media • Explain media biases | |
| Three Strategic Thinking | MP 2.3 Evaluate information in the media Examples: <ul style="list-style-type: none"> • Distinguish role of society in media • Determine source credibility • Analyze the impact of print and television commercials | |

Notes

MP 3 Exhibit basic skills in operating production equipment

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|-----------------------------|--|---------------------------|
| Three Strategic Thinking | MP 3.1 Demonstrate skills and safety procedures used in video production Examples: <ul style="list-style-type: none"> • Select equipment based on a specific project • Demonstrate skills with specific pieces of equipment • Discuss basic equipment care, how to maintain batteries, use of auxiliary power • Discuss problems that occur in different production scenarios • Demonstrate safety practices for both operator and equipment | |

Notes

MP 4 Produce Media for Distribution using Phases of Production

| <i>Webb Level</i> | <i>Sub-indicator</i> | <i>Integrated Content</i> |
|------------------------------|--|---------------------------|
| Four Extended Thinking | <p>MP 4.1 Design and connect production plans, techniques, and roles</p> <p>Examples:</p> <ul style="list-style-type: none"> • Brainstorm new ideas for a media project • Create a Script and Storyboard with a coherent theme • Evaluate/Revise Scripts and Storyboards • Analyze edited projects for shot composition and/or sound quality • Develop cast, director, props, locations, and sets | |
| Three Strategic Thinking | <p>MP 4.2 Utilize Production Plan to Capture raw Media Footage</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepare set (site location), cast, and equipment • Ensure proper lighting and sound • Record from multiple angles and takes | |
| Four Extended Thinking | <p>MP 4.3 Produce a Final Media Project Using an Editing Software</p> <p>Examples:</p> <ul style="list-style-type: none"> • Combine all raw media footage • Insert Special Effects, Animation, Layer Audio, Visual Effects, Transition, Title Pages, Credit, • Review and Edit for Corrections | |
| Three Strategic Thinking | <p>MP 4.4 Prepare finished production for distribution via desired delivery format</p> <p>Examples:</p> <ul style="list-style-type: none"> • Render Final Media Production • Research the publishing formats available for your media • Evaluate the publish format for a specified end use of media. • Publish media to external sources | |

Notes