

Desert Sands Unified School District

SECONDARY COURSE PROPOSAL

Provisional **Permanent**

Course Title: Advanced Digital Media Production
Pre-requisite(s): Intermediate Digital Media Production **Department:** CTE

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

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

Course Description:

This is the capstone course for the Institute of Media Production Arts and Creative Technology (IMPACT), an Arts, Media, Entertainment Pathway that resides in the Visual and Performing Arts Department. Prerequisite skills in video production, photography, art, video, screenwriting, and design will be further developed to meet the high demands of an ever-changing digital world. Through work-based learning experiences with professionals in class and outside of school, students will gain a solid understanding of local and regional commercial and artistic possibilities for careers and post-secondary education in arts, media, and entertainment.

Students will be active participants in the learning process as they exercise critical thinking, problem-solving, and creativity while working individually and in teams. Projects may be developed collaboratively by the instructor, students, and/or community partners to focus on student driven solutions to real-world challenges, various state or national competitions, or film/video projects that meet industry standards and needs.

This Advanced Digital Media Production course and career pathway both meet the community needs on several levels. Students gain an advanced understanding of digital storytelling through a variety of learning experiences, as well as the option to build a rich portfolio for college and employment. The Coachella Valley Economic Partnership, in its Economic Blueprint Strategy, has identified creative arts and design as part of the three target industry sectors for regional job growth and investment. Community partnerships with individuals, organizations, and businesses are also strengthening in support and collaboration efforts.

Additionally, with the increased accessibility to progressive web-based technologies, students in the IMPACT pathway interact with each other, professionals, educators, and the community through the use of effective web and social media, including electronic online portfolios, blogs, pathway YouTube/Vimeo channels, and local media.

For District Office use only

Credential needed	CBEDS Course Code
School Submitting: _____	Submitted by: _____
Submission Date for Provisional: _____	Submission Date for Permanent: _____

Date: _____

Assistant Superintendent, Educational Services

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ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:

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

Visual Arts Standards

2.0 CREATIVE EXPRESSION

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

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

4.0 AESTHETIC VALUING

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

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

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

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

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

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

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

AME CTE Sector Standards:

2.0 Communications

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

2.2 Identify barriers to accurate and appropriate communication.

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

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

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

3.0 Career Planning and Management

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

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

4.0 Technology

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

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

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

5.0 Problem Solving and Critical Thinking

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

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

6.0 Health and Safety

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

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

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

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

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

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

7.4 Practice time management and efficiency to fulfill responsibilities.

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

8.0 Ethics and Legal Responsibilities

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

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

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

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

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the

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SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b) 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. diversity in the workplace.

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

10.0 Technical Knowledge and Skills

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

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

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

11.0 Demonstration and Application

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

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

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

Arts, Media, and Entertainment Pathway Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Common Core Standards for English

CCSS.ELA-LITERACY.RL.9-10.2

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

CCSS.ELA-LITERACY.RL.9-10.3

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

CCSS.ELA-LITERACY.RL.9-10.5

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

CCSS.ELA-LITERACY.RL.9-10.7

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

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

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

CCSS.ELA-LITERACY.SL.9-10.2

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

CCSS.ELA-LITERACY.L.9-10.6

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

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CCSS.ELA-LITERACY.W.9-10.6

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

CCSS.ELA-LITERACY.W.9-10.7

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

English Language Arts Science and Technical Subjects Standards

CCSS.ELA-LITERACY.RST.9-10.2

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

CCSS.ELA-LITERACY.RST.9-10.4

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

English Language Arts Writing Standards

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

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

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

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

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

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

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

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

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

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

CCSS.ELA-LITERACY.WHST.9-10.4

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

CCSS.ELA-LITERACY.WHST.9-10.5

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

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CCSS.ELA-LITERACY.WHST.9-10.6

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

CCSS.ELA-LITERACY.WHST.9-10.10

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

ELA Content Standards

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

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

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

W2.6 Deliver multimedia presentations:

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

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

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

LS2.4 Deliver multimedia presentations:

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

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Overview of the Course:

First Semester

The first semester is dedicated to reviewing prior knowledge, researching independent film production, and producing a marketable short film.

1. Introduction and Review of Previous Course, Intermediate Digital Media Production

- a. Review preproduction procedures: copyright, release forms, storyboarding, call sheets
- b. Review various software programs (Final Cut Pro X, Adobe After Effects, Adobe Creative Suite, GarageBand, Logic)
- c. Review use of hardware (cameras, computers, cables, and external peripherals)
- d. Review techniques of production (camera movement, camera angles, lighting, sound, etc.)
- e. Review postproduction procedures (importing, logging, editing, saving, rendering, exporting, etc.)
- f. Review use of practical and digital special effects
- g. Review of vocabulary and key terms from readings and lectures.

2. The Importance of Research in Producing Films

- a. Lecture: Advanced Techniques in Film Research
- b. View film clips from various genres of feature films and television
- c. Discuss use of research in film
- d. Brainstorm topics that can lead to an independent film
- e. Select a topic and conduct research to better understand the topic
- f. Begin an electronic portfolio of student work.

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3. Film Management: From Pitch to Marketing

- a. Lecture and Discussion: Developing and Refining your Pitch, Vision, Budget, Screenwriting, Cast and Crew, Media Plan, Advertising, Distribution, Film Festivals
- b. Students will seek film festivals outside of the school to enter their work (DigiCom, San Bernardino Valley College Student Film Festival, CA Student Media Festival, PS Short Fest, etc.)
- c. Students will develop production, marketing, and distribution plans for their work

4. Produce a Short Documentary

- a. Brainstorm topics that can inform, educate, and serve the school or community
- b. Complete the proper preproduction, production, and post-production procedures for completing an informative short documentary.
- c. Students plan on integrating the skills they have gained from video production to apply to service learning projects that can benefit the school and community.
- d. Students will add project to their electronic portfolio.

5. Creating an Independent Film (capstone assignment)

- a. Introduce screenwriting of independent films.
- b. Show various clips of films that have won awards in independent film festivals, including Sundance, PS International Film Festival, PS Short Fest, etc.
- c. Research and discuss how these films were produced and marketed.
- d. Develop a screenplay to create an independent film.
- e. Research and discuss how to create an independent film with a low or no budget
- f. Complete the preproduction, production, and postproduction process
- g. Enter independent film in local or national film festivals, remaining aware of festival submission requirements, deadlines, and application procedures.

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Second Semester

The second semester focuses on building an understanding of television series production and how it relates to the emergence of independent web series production. Students will gain an understanding of television history and develop an original web series.

1. Analysis of television/web series

- a. Review critically acclaimed and culturally significant television/web series (I Love Lucy, This American Life, The Big Bang Theory, Modern Family)
- b. Discuss the various genres applicable to television/web
- c. Research the lifespan/story arcs of television/web series and the reasons behind their survival/failure.
- d. Choose a critically acclaimed (appropriate) series to analyze.
- e. Complete a written critique of the series (1500 words)

2. Develop and Produce an Original Web Series (capstone assignment)

- a. In production teams, brainstorm ideas for a new web series (each episode 1-3 minutes in length)
- b. Pitch the story idea (for the pilot and the series as a whole) to the class for feedback and review.
- c. Complete the preproduction, production, and postproduction process.
- d. Add pilot to electronic portfolio
- e. Distribute web series online (either through program-sponsored or independent online channels), and to appropriate festivals/competitions (Digicom, Palm Springs Short Fest, California Student Media Festival, etc).

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3. Web Series Marketing Campaign

- a. Develop a marketing plan to sell the pilot/series (using prior knowledge from previous short film production). The plan must include a variety of media (print, audio, video, online, etc).
- b. Present the marketing plan and pilot to the class as a whole.
- c. Complete a written critique of the plan's strengths/weaknesses.
- d. Execute the marketing plan leading up to the series' online release (this includes printing posters, completing audio/video promo spots, developing materials for online marketing).

4. Analysis of Student Web Series

- a. Student series are shown to the class and evaluated by peers according to designated rubrics. Presenting students also provide actual data and viewing statistics/demographics for the pilot.
- b. Students are encouraged to offer positive support and feedback as well as constructive criticism as it relates to the technical/formal fluency of the piece.

Major goals of the class:

Students will:

1. Develop a strong understanding of the history of film/media, trends in filmmaking/media production, and film/media analysis.
2. Develop and demonstrate a strong understanding of the role audio plays in filmmaking and demonstrate proficiency with intermediate audio techniques.
3. Demonstrate their ability to research contemporary topics and turn that research into documentary films including the necessary skills to write, script, plan, film, edit and produce based on their own original research.
4. Enhance and refine their ability to brainstorm, draft, write, revise, and finalize scripts in proper format following appropriate guidelines regarding context, policy, and copyright with suitable content to meet the objectives for the assignments.
5. Enhance and refine their knowledge of specialized vocabulary in the pre-production, production, and post-production process, not limited to the use of specialized hardware and software, digital technologies, filmmaking as an art form, the writing process, and comparison of film genres.
6. Enhance and refine their ability to complete detailed storyboards, including the analysis of music and lyrics, the use of visual effects and transitions, and story elements.
7. Demonstrate understanding of historical and cultural issues impacting films.

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8. Develop understanding of broadcast media's influence on community, including the impact the broadcast media has on education, social, and community organizations and causes.
9. Demonstrate their knowledge of specialized vocabulary in the pre-production, production, and post-production process, not limited to the use of specialized hardware and software, digital technologies, broadcast media as an art form (distinct from filmmaking), the broadcast writing process, and comparison of broadcast media types.
10. Develop an understanding of how the course content relates to careers in the arts, media, and entertainment industry as well as postsecondary education as they craft a plan for success after graduation.

Performance objectives of the class:

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

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Activities:

Personal Production Portfolio (both semesters) Students will create an industry-standard demo reel/portfolio throughout the year to potential schools and/or places of employment. The project will require the development of resumes created in the previous course, an online portfolio, and a breakdown sheet describing what the student's involvement was on each piece that is in the demo reel.

Production Teams (both semesters) Students will work together to develop working production teams, including a clear brand identity, designated roles (director, editor, cinematographer, producer, etc), a logo/ motion graphic, and a specific mission statement. Production teams will create a 60 second promotional piece introducing the logo/ brand identity, team members, and mission statement. The mission statement should inform the style of projects produced, and may be modified throughout the course with group consent/ discussion.

Deconstruction Project and Commentary (first semester) Students will deconstruct a piece of existing work, selecting a 2-3 minute abstract from an appropriate film to study and replicate as accurately as possible. In the replication, students are required to create everything themselves, including score and sound effects (or they may use a royalty-free source). Nothing may be recorded from the original, and no copyrighted music or effects may be used. In preparation, students will write the script in standard format and develop a storyboard.

Students will also submit a written production journal commentary/evaluation of the scene. The commentary should give a concise, reflective account of all stages of the production process, and should also include an evaluation of the completed project as a whole. Any special circumstances surrounding the production process should be mentioned, and any outside help received (for example, technical support) must be acknowledged. Where appropriate, students must incorporate sample production materials (frames from storyboards, schedules, floor plans) into their commentary. The commentary as a whole must reflect a clear understanding of how meaning is constructed through the appropriate use of film language. (1000 words)

Documentary Script and Production (first semester) This project will provide students with an opportunity to not only take a peek into international film history by examining genres and film movements from all over the world, but also to practice writing a creative documentary script that focuses on an event, person, or issue. Students will be required to conduct library and online research to learn about an assigned/chosen topic, and will turn in an 800-1000 word treatment/overview of the topic. Once a basic understanding of the topic has been reached, students will then relay this information to an audience in the form of a documentary film. To avoid excessive narration or on-screen text, students will develop a script that will assist in refining content and timings. Student groups will be required to capture footage, record voiceovers, create titles/graphics, and conduct studio and "on-the-street" interviews.

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Short Film Production (first semester capstone project) Students will combine all of their previous knowledge to complete an independent short film, from pitch to marketing. The final project will include the following elements:

- Project pitch (students will present ideas/concepts to the class)
- Properly formatted script
- Completed, detailed storyboard
- Completed short film (3-10 minutes in length)
- Marketing campaign (posters, trailers, online distribution, film festivals/competitions)

This long-term project will require several rounds of critique and revision, resulting a polished, professional quality final product. Students will also submit a written production journal commentary/evaluation of the scene. The commentary should give a concise, reflective account of all stages of the production process, and should also include an evaluation of the completed project as a whole. Any special circumstances surrounding the production process should be mentioned, and any outside help received (for example, technical support) must be acknowledged. Where appropriate, students must incorporate sample production materials (frames from storyboards, schedules, floor plans) into their commentary. The commentary as a whole must reflect a clear understanding of how meaning is constructed through the appropriate use of film language. (1000 words)

Series Analysis Essay (second semester) Students will complete a 5-6 page series analysis that examines the implicit meaning of an appropriate television or web series and the formal/stylistic components that contribute to the shaping of that meaning. Students will analyze general patterns and motifs throughout the series, citing specific episodes or scenes that serve as important examples. Students will also describe deviations from the series' typical patterns/motifs and analyze the meaning behind them.

Web Series Development (second semester capstone project) Students will use prior knowledge of film development, production, and marketing to create a pilot and story arc for a new web series. Students will develop a concept for a new series and pitch it to the class as a whole. Groups will then produce a web series pilot followed by two additional episodes, prepare for online distribution, and develop a thorough and innovative marketing strategy to attract a real-world audience. The final product will include:

- Project pitch (students will present ideas/concepts to the class)
- Properly formatted scripts and storyboard
- Completed pilot and 2 episodes (1-3 minutes each)
- Marketing campaign (posters, trailers, online distribution, film festivals/competitions)

Each student will also complete a written commentary that gives a concise, reflective account of all stages of the production process as well as an evaluation of the web series project as a whole. Any special circumstances surrounding the production process should be mentioned, and any outside help received must be acknowledged. Where appropriate, students must incorporate sample production materials (frames from storyboards, schedules, floor plans, etc) into their commentary. The commentary as a whole must reflect a clear understanding of the entire development process. (1500 words)

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Student assignments will involve:

A variety of instructional methods geared towards multiple intelligences (visual/spatial, logical/ mathematical, verbal/linguistic, interpersonal/social, etc). Direct and guided instruction including lectures, active learning, discussions, modeling, reflection, self-assessments, and performance.

Individual and small group work offering each student the opportunity to vary their roles and responsibilities within the creative process. Students will play the roles of learners and teachers to their peers.

Research of past and current events and perspectives in relation to film, television, and the influence of media on culture and society using available resources, including school and public libraries, journals, periodicals, books, and the Internet. Primary sources and secondary sources will be used for research with respect to authentic research and quality research as well as analysis of credible sources.

Readings and notes from supplemental texts, journals, and electronic resources.

Experiential activities involving hardware and software used in creating assignments and projects. These assignments and projects will be further analyzed through self-reflection and peer review.

Communication skills with their peers, faculty/staff, community members, and outside resources to achieve the goals of assignments and projects.

Students, individually and in small work groups, will study the business aspects of media production. Students will research the ways in which media is financed, organized, marketing, distributed, and budgeted. Students will attend screenings, film festivals, and other marketing events to facilitate experiential learning. Students will then apply these skills to their own digital media projects.

Students, individually and in small work groups, will study the influence of the independent film movement using critical film analysis skills to evaluate selected independent films for content, artistic trends, filming techniques. This knowledge will then be applied to students' own independent film style project.

Students will study selected television shows and web series to determine success factors, artistic influences, production techniques, marketing, distribution, and other elements of production. Students will then apply that knowledge to their own web series pilot.

Analysis of sound. Students will develop an understanding of the creative and technical aspects of sound in relation to media production.

Desert Sands Unified School District

SECONDARY COURSE PROPOSAL

Resources:

As this curriculum is diverse and constantly changing, there is no single textbook to solely support this course. Curricular resources may be developed and compiled collaboratively between students and teacher and/or assembled from various online sources.

Adobe After Effects Classroom in a Book
Adobe Photoshop Classroom in a Book
Apple Pro Training Series: Final Cut Pro
AFI Screen Education

The Adobe Education Exchange (<http://edexchange.adobe.com>)
A collaborative learning community sharing Adobe curricular resources

Filmmaker IQ (<http://www.filmmakeriq.com>)
A site dedicated to film education in relation to emerging technology and techniques.

Philip Bloom (<http://www.philipbloom.net>)
A learning site created by leading documentary filmmaker

Film Riot (<http://revision3.com/filmriot>)
A how-to web series that explores the art of filmmaking with low or no budget

Video Copilot (<http://www.videocopilot.net>)
Filmmaking, media, and effects tutorials and resources

Evaluation (Including measurable data):

Ongoing quizzes will be given following the introduction of new information to expand the understanding of the key terms related to the process of media, video, and filmmaking.

Students will be required to complete assignments and projects relevant to the instruction and will be evaluated using designated rubrics.

Students will complete self-reflections on their work and the work of their peers in verbal and written form.

Students will maintain an electronic portfolio in which they will analyze their growth throughout the course of the year.

Cumulative exams will be given at the end of each semester, including content from lectures, activities, historical perspectives, the relationships of film/media and society, interpretation of film, and the mechanics of video production.