

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Media Arts 2

Board Approval Date: January 20, 2022	Course Length: 2 Semesters
Grading: A-F	Credits: 10 Credits
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: GE Elective Elective Area (if applicable): VAPA
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: GE Elective	
Graduation Requirement: No	
Course Intent: District Elective Program (if applicable):	
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COURSE DESCRIPTION:

The course builds upon the foundational knowledge and skills acquired in Media Arts 1, the pre-requisite course. Students will continue to expand their learning and build upon the skills learned in the previous course. Students will work with advanced broadcasting and apply Adobe editing software at an advanced level. Industry specific equipment including; professional grade camera lenses, DSLR cameras and audio programs. Projects will include commercials; documentaries integrating special effects and stop motion.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Advanced Broadcasting	How do you make a script come alive and become an interactive production with your audience? How do you use two cameras and a Tricaster to make the broadcasts more engaging and entertaining?	*Plan a broadcast using two cameras with two different virtual backgrounds and switch the video between the two using the Tricaster	*Create a multi-camera broadcast
2. Integrating Adobe Editing Software Programs	What are the editing functions in Adobe's After Effects and Photoshop with Premiere Pro? How can Photoshop and After Effects be used with Premiere Pro to make better videos?	*Research, compare and contrast how the Adobe video editing programs interact with each other and apply to a template	*Create videos with photos and logos made with Photoshop and animated titles with After Effects
3. Learning After Effects	What is After Effects used for in video production? What type of media can After Effects create and how can it be used?	*Find and experiment with After Effect templates	*Create a News Intro/Outro Bumper with After Effects
4. Learning how to use a DSLR (Digital Single-Lens Reflex) Camera	What is a DSLR camera and what are the functions of one? What is the exposure triangle (ISO/f-Stop/Shutter Speed)? How is the Exposure Triangle used in the creation of s shot?	*Take photos using various settings and learn to balance the exposure triangle	*Create a News Story using a DSLR Camera in the manual setting
5. Learning Different Lenses	What different camera lenses are involved in video production? What camera lens is appropriate to use in what situation?	*Explore the different camera lenses and learn how they work and in what situations	*Create a news story using the different types of camera lenses

6. Commercials	How are commercials used in today's advertising and what impact do they have on society? What are the elements of a good commercial?	*Research commercials and find one to analyze *Explain how that commercial was effective and the reasons for its success	*Create a commercial for something on campus
7. Special Effects in Adobe Products	What are some special effects that can be created and manipulated using Adobe products? How can special effects be used to enhance videos?	*Research a fun video "special effect" in Adobe that you will implement in your commercial	*Create a video using a special effect created using Adobe products
8. Stop Motion	What is a stop motion video? What are the elements to a stop motion project? What are different types of media that can be used to create a stop motion video? How can you use Premiere Pro to create your stop motion video?	*Research stop motion projects and how they are created *Explore different types of media that are used to create stop motion projects	*Create a Stop Motion Project
9. Documentary	What is a documentary and what are the elements that make up a documentary? How do you record a documentary?	*Research and analyze a documentary	*Create a documentary
10. Audio Mixing	How can we use Adobe Audition to mix songs and sound effects into multitracks? What type of special effects can be applied to audio tracks? What is BPM (Beats per Minute)?	*Research DJ's, Mix Tapes, and Mash Ups. Analyze what tracks are used, BPMs and how they are layered	*Make a Multi Tracked Song Mixtape
11. Personal Project	What have you learned this year and how will you incorporate it into a final project?	*Collection of content from prior projects; including large and small pieces	*Create a final Personal Project.

ESSENTIAL STANDARDS:

The CA Arts Standards for Media Arts includes 11 Anchor Standards and High School specific Performance Standards (Begins on page 57).

Eleven Anchor Standards:

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Producing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity,

such as transmedia productions. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.

Producing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation.

- a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.
b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
- c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Producing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work

- a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.
- b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.
b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

Responding—Anchor Standard 7: Perceive and Analyze Artistic Work

- a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact the audience. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artwork.
- b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work

Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.nationalartsstandards.org/sites/default/files/Media%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

Technology: smartphone, digital cameras, audio mixer, Adobe Software CC creative suite, Tricaster Mini HD4, video mixer, and other video/audio equipment and software, DSLR Cameras and various lenses

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):