

Course Title: Multimedia Design II

Department: Business/ Visual Media Arts

Course #: 7751

Grade/s: 10 - 12

Length of Course: Year

Prerequisite: Grade of C or better in Multimedia Design I
or Graphic Design I

Brief Course Description: This course is an overview of the computer-based design industry, applying advanced digital image creation methods and output options. It builds upon the skills acquired from *Multimedia Design I* or *Graphic Design I*, and also provides an overview of careers in the field. Media output topics include designing for print and web content. Interactive media projects created will consider optimum audience interaction. Photographic skills, including camera function and aesthetics, will be used to create meaningful digital images for use in multimedia. Software titles include, but are not limited to: After Effects, Flash, Illustrator, Photoshop, Garageband/Audacity, Movie Maker/iMovie. Students will have the opportunity to further develop their skills with Adobe Creative Suite applications and receive training for success in post-secondary education institution/s and/or in an entry-level position in the field of media arts.

I. GOALS

The student will:

- A. Learn basic understanding of photographic skills including camera function and aesthetics to create meaningful digital images
- B. Develop the ability to create projects utilizing multimedia design and authoring software
- C. Develop technical skills through the use of audio and video recording equipment
- D. Develop production skills by planning and creating multifaceted projects
- E. Understand web design principles and constraints
- F. Create advanced web graphics
- G. Create basic to advanced animation projects

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- H. Incorporate sound to multimedia projects and webpages
- I. Create and publish podcasts on the web
- J. Develop the evaluative and analytical skills necessary to make appropriate changes and modifications to a project
- K. Demonstrate the ability to evaluate, refine and offer insight into the value of a project

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

- A. Digital Photography
 - 1. History of photography, major figures, impact of traditional film to digital
 - 2. Photo composition rules and design elements
 - 3. Image acquisition resources
 - 4. Camera basics: SLR, point and shoot, mobile devices
 - 5. Cropping, resizing, color enhancement, filters
 - 6. Storing, manipulating and publishing photos
 - 7. Review professionally published photography products and careers
- B. Multimedia Presentations
 - 1. Explore a variety of online and offline presentation mediums
 - 2. Study principles of design
 - 3. Master the art of presenting through media arts
- C. Animation
 - 1. Use basic action script
 - 2. Incorporate sounds
 - 3. Work with symbols and interactivity
 - 4. Build simple to complex animations
 - 5. Create special effects
 - 6. Import and modify graphics
 - 7. Prepare and publish movies
- D. Audio
 - 1. Manipulate and edit audio files
 - 2. Create, manipulate and edit music
 - 3. Export audio and music tracks to be used in podcasts, web pages and movies
- E. Podcasting
 - 1. Create and maintain podcasts for the web
 - 2. Develop broadcasting skills
- F. Video
 - 1. Introduction to recording video
 - 2. Downloading and rendering video

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3. Movie Maker/iMovie
 - a. Edit and produce video
 - b. Slide shows and effects
 - c. Sound

G. Web Design

1. Create and maintain a digital portfolio
2. Understand the purpose of website platforms
3. Understand HTML code for visual enhancement and embedding

H. Foundation Standards

1. Academics 1.0
 - a. Students understand the academic content required for entry into postsecondary education and employment in the Arts, Media, and Entertainment sector
2. Mathematics 1.1
 - a. 1.1 Compare weights, capacities, geometric measures, times and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters, percentages, pixels, cm, in)
3. History–Social Science 1.3
Specific applications of Chronological and Spatial Thinking standards (grades 9-12):
 - a. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs
4. Career Planning and Management 3.0
 - a. Students understand how to make effective decisions, use career information and manage personal career plans:
 - b. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure
5. Technology 4.0
 - a. Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments:
 - b. 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services
 - c. 4.5 Know the key technological skills appropriate for occupations in the arts industry
 - d. 4.7 Understand how technology can reinforce, enhance, or alter products and performances
6. Responsibility and Flexibility 7.0
 - a. Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings:
 - b. 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor
 - c. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community and workplace roles
7. Ethics and Legal Responsibilities 8.0
 - a. Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms

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- b. 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately
 - c. 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals
- 8. Technical Knowledge and Skills 10.0
 - a. Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:
 - b. 10.10 Use technical applications in the creative process, where appropriate
 - c. 10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate and appreciate source and technical documents and materials
- I. Pathway Standards
 - 1. A 1.0 Students master appropriate visual and performing arts (VPA) and English–language arts (ELA) content standards in relation to visual, aural, written and electronic media projects and products
 - a. Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades 9-12):
 - i. (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content and real vs virtual in works of art
 - ii. (1.3) Analyze their works of art as to personal direction and style
 - iii. (1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media
 - 2. A 1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades 9-12):
 - a. (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion
 - b. (2.5) Use innovative visual metaphors in creating works of art
 - c. (2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills
 - 3. A 1.3 Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades 9-12):
 - a. (3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures
 - 4. A 1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades 9-12):
 - a. (4.1) Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer
 - b. (4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements
 - 5. A 1.5 Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades 9-12):
 - a. (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection)
 - 6. A 1.7 Specific applications of ELA Writing Strategies and Applications standards (grades 11-12):

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- a. (1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre
- 7. 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion) Specific applications of ELA Written and Oral English Language Conventions standards (grades 11-12):
 - b. (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage
 - c. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization
- 8. A 2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:
 - a. A 2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation
 - b. A 2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation
 - c. A 2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations
 - d. A2.5 Know the writing processes, formats, and conventions used for various media
 - e. A 2.6 Understand technical support related to various media and design arts
 - f. A 2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions
 - g. A 2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options

III. ACCOUNTABILITY DETERMINANTS

- A. Assessment Methods
 - 1. Teacher observations of day-to-day classroom participation, effort and achievement
 - 2. Individual performance tests
 - 3. Projects
 - 4. Website production

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

- A. Required Text

None. The primary method of instruction is through lectures and projects designed to reinforce curricular concepts. Lectures, exercises and resources for the course can be accessed online and reviewed anytime by the students on the course website.
- B. Supplementary Materials

The following software will be utilized:

 - 1. Adobe Creative Suite: Photoshop, Illustrator, After Effects, Flash, Bridge

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2. Internet Browsers: Chrome, Explorer, Firefox, Safari
3. Movie Maker/iMovie
4. Audacity/Garageband
5. Presentation Software: PowerPoint, Keynote, Prezi, Haiku Deck
6. Freeware