

Course Title

Mass Communications- Level 1- Beginner



INNOVATIVE
ARTS ACADEMY

Course Overview

This course introduces students to the principles and practices of media creation and analysis, with a focus on the evolution of media, film production, animation, and portfolio development. Through hands-on projects and reflective analysis, students will explore storytelling, media technology, design thinking, and creative expression in the 21st-century communication landscape.

Unit 5: Basics of Editing in Film

Unit 6: Creating an Animated Character

Unit 7: The Communication Process

Unit 8: Creating a Media Portfolio

Time Frame

4 Weeks

Time Frame

4 Weeks

Time Frame

4 Weeks

Time Frame

6 Weeks



Focus of the Unit

This unit introduces students to the fundamentals of film editing, exploring how cutting, sequencing, and refining footage shapes meaning and narrative in visual media. Students will gain hands-on experience with editing software, understand basic editing theory, and practice assembling raw footage into coherent scenes.

Focus of the Unit

This unit introduces students to the essential planning phase of filmmaking: pre-production. Students will learn the professional processes involved before filming begins—such as developing concepts, writing scripts, creating storyboards, casting, location scouting, budgeting, and scheduling. By the end of the unit, students will produce a complete pre-production package for an original short film.

Focus of the Unit

This unit introduces students to the foundational elements of communication—sender, message, medium, receiver, and feedback. Students will explore how effective communication works, the barriers that can disrupt it, and how media uses the communication process to reach mass audiences.

Focus of the Unit

This unit prepares students to curate, refine, and present a professional portfolio showcasing their work in Mass Communications. Students will reflect on past projects, revise selected pieces, and learn how to format and publish a portfolio suitable for academic or career purposes—both digitally and in print.

Unit Title

Unit 1: The Evolution of Media – From Print to Pixels

Time Frame

4 Weeks



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Essential Question(s)



- How has media evolved from print to digital formats?
- What major inventions and technologies have changed the way people communicate?
- How has the evolution of media impacted the way we think, learn, and connect with others?
- What are the differences between traditional media (like newspapers or radio) and new media (like social media or podcasts)?
- How does each form of media influence its audience differently?

Focus of the Unit



This unit explores how mass media has evolved over time—from early print journalism and radio to television, digital news, and social platforms. Students will investigate how technology, culture, and audience expectations have influenced the ways we create and consume media. The unit emphasizes media literacy, historical context, and critical thinking about how media continues to shape public understanding and opinion.

Standards

- 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12.H: Incorporate media arts as a form of communication.

Learning Targets

I can explain how each new medium changed the way people communicate.

Learning Targets

I can describe how news and storytelling have evolved over time.

Learning Targets

I can compare old and new media formats using examples (e.g., newspapers vs. blogs).

Learning Targets

I can identify major historical developments in mass media (print, radio, TV, internet, social media).



Resources

CrashCourse Media Literacy – "History of Media" episode YouTube: "History of Communication in 4 Minutes" – Fast-paced visual timeline The Kids Should See This – Videos about old tech (printing presses, radios, early computers)

Unit Title	Unit 2: Pre-Production in Film- BEGINNER
Time Frame	4 weeks



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Essential Question(s)

- What is pre-production, and why is it important in the filmmaking process?
- How do writers, directors, and producers collaborate during pre-production?
- What tools (e.g., scripts, storyboards, shot lists) help plan a film before filming begins?
- How do creative and logistical decisions made in pre-production impact the final product?
- How can careful planning help avoid common production challenges or delays?

Focus of the Unit

This unit introduces students to the essential planning phase of filmmaking: **pre-production**. Students will learn the professional processes involved before filming begins—such as developing concepts, writing scripts, creating storyboards, casting, location scouting, budgeting, and scheduling. By the end of the unit, students will produce a complete **pre-production package** for an original short film.

Standards

- 9.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.12.C: Integrate and apply advanced vocabulary to the arts forms.
- 9.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes.
- 9.12.H: Incorporate media arts as a form of communication.

Learning Targets

- I can define what pre-production is and explain why it is important in filmmaking.

Learning Targets

I can identify the basic roles in a production team

Learning Targets

I can brainstorm and pitch a basic story idea for a short film.

Learning Targets

I can write a short film synopsis and character descriptions.



Resources

- **Pixar in a Box – Khan Academy Canva – Design pitch decks, mood boards, or production visuals**
- **Google Docs/Slides – For scriptwriting and visual pre-production collaboration**

Unit Title	Unit 3: Film Production
Time Frame	4 weeks



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	Essential Question(s)
	<ul style="list-style-type: none"> • How can camera angles, composition, and lighting influence the viewer's experience? • What are the essential elements of good sound and visual quality in a film? • How do you plan and execute a successful film shoot?

	Focus of the Unit
	<p>This unit develops student understanding of production, the hands-on stage of filmmaking where the planned story is brought to life through directing, cinematography, performance, sound, and teamwork. Students will use camera equipment, lighting, and audio tools to capture footage based on pre-production plans. Emphasis is placed on real-world problem-solving, creative direction, and collaboration on set.</p>

Standards	<ul style="list-style-type: none"> • 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities. • 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works. • 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms. • 9.1.12.D: Demonstrate specific styles in combination through the production of works in the arts • 9.1.12.F: Analyze works of arts influenced by experiences or history. • 9.1.12.H: Incorporate media arts as a form of communication.
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Learning Targets
I can operate basic film equipment including cameras, tripods, and microphones.

Learning Targets
I can follow a script and storyboard to film scenes in sequence.

Learning Targets
I can frame simple shots using basic composition techniques

Learning Targets
I can follow safety procedures on set.



Resources	WeVideo / iMovie / CapCut / Adobe Premiere Rush / The Bare Bones Camera Course for Film and Video by Tom Schroepel – Simple, effective guide to camera work
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Unit Title	Unit 4: Post-Production in Film
Time Frame	4 Weeks



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Essential Question(s)

- What is post-production, and why is it a critical part of the filmmaking process?
- How do editing techniques influence a film's pacing, emotion, and clarity?
- In what ways do sound, music, and voiceovers enhance a viewer's experience?
- What tools and software are commonly used in post-production, and how do editors use them effectively?
- How do color correction, visual effects, and transitions contribute to a film's tone or style?
- What are the ethical considerations and responsibilities of editors in representing truth or fiction?
- How can feedback and revision improve the final cut of a film?

Focus of the Unit

This unit introduces students to the final stage of the filmmaking process—**post-production**—where footage is edited, sound is enhanced, visual effects are added, and the final product is polished for distribution. Students will learn how editing choices affect pacing, tone, and storytelling, and they will complete a finished short film scene using editing software.

Standards

- 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works.
- 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12.H: Incorporate media arts as a form of communication.

Learning Targets

- I can import and organize raw footage in editing software.

Learning Targets

I can match audio to video and make basic sound adjustments

Learning Targets

I can trim and arrange clips to match a storyboard or script

Learning Targets

I can add simple transitions, titles, and background music.



Resources

iMovie /CapCut /Youtube

Unit Title	Unit 5: Basics of Editing in Film
Time Frame	4 Weeks



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	Essential Question(s)
	<ul style="list-style-type: none"> • How does editing shape the story in a film or video? • What role does pacing play in audience engagement? • How do editors influence a viewer's emotions or understanding of a scene?

	Focus of the Unit
	<p>This unit introduces students to the fundamentals of film editing, exploring how cutting, sequencing, and refining footage shapes meaning and narrative in visual media. Students will gain hands-on experience with editing software, understand basic editing theory, and practice assembling raw footage into coherent scenes.</p>

Standards	<p>9.1.12.MA – Production, Performance and Exhibition of Media Arts 9.4.12.MA – Aesthetic Response</p>
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Learning Targets	I can define what editing is and explain its purpose in storytelling.
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Learning Targets	I can perform basic edits like cuts, trims, and rearranging clips.
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Learning Targets	I can import and organize media files in editing software.
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Learning Targets	<ul style="list-style-type: none"> • I can add simple transitions, titles, and background music.
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Resources	iMovie /CapCut/ Youtube
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Unit Title	Unit 6: Creating an Animated Character
Time Frame	4 Weeks



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	Essential Question(s)
	<ul style="list-style-type: none"> • What makes an animated character visually engaging and emotionally relatable? • How do artists use shape, color, and proportion to communicate a character's personality? • In what ways can animated characters reflect cultural, social, or emotional themes?

	Focus of the Unit
	<p>This unit introduces students to the principles of character design and animation within media production. Students will conceptualize, illustrate, and animate an original character using both traditional and digital methods. The emphasis is on visual storytelling, personality development, and communication through movement and design.</p>

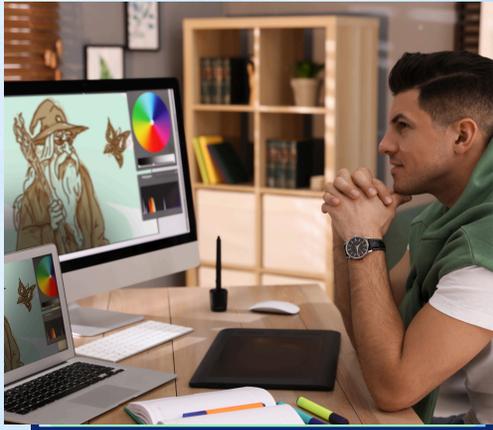
Standards	<p>9.1.12.A – Apply elements and principles of design in creation of original works.</p> <p>9.1.12.E – Communicate a unifying theme or point of view through artwork.</p> <p>9.3.12.A – Explain how art elements and principles contribute to a work's effectiveness.</p>
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Learning Targets
I can brainstorm and sketch ideas for an original animated character.

Learning Targets
I can describe a character's personality, traits, and purpose.

Learning Targets
I can animate simple movements

Learning Targets
<ul style="list-style-type: none"> • I can animate simple movements (e.g., blinking, bouncing).



Resources	<p>Lightboards, Adobe Animation, Pixar in a Box: Character Development (Khan Academy)</p> <p><u>Pixar in a Box</u></p>
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Unit Title	Unit 7: The Communication Process
Time Frame	4 Weeks



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	Essential Question(s)
	<ul style="list-style-type: none"> • What are the key components of the communication process, and how do they work together? • Why is effective communication more than just exchanging information? • How do noise and feedback influence the success of a message? • How does the method or medium of communication affect how a message is received? • How do different audiences interpret the same message in different ways? • What role does technology play in shaping modern communication? •

	Focus of the Unit
	<p>This unit introduces students to the foundational elements of communication—sender, message, medium, receiver, and feedback. Students will explore how effective communication works, the barriers that can disrupt it, and how media uses the communication process to reach mass audiences.</p>

Standards	<ul style="list-style-type: none"> • 9.1.8/9.1.12.A: Know and use appropriate vocabulary related to media communication and production. • 9.1.8/9.1.12.B: Demonstrate knowledge of communication tools, technologies, and processes in media creation. • 9.1.8/9.1.12.C: Create media messages that reflect understanding of communication goals and audience. • 9.1.8/9.1.12.E: Communicate effectively in a variety of contexts and formats (visual, verbal, audio).
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Learning Targets
I can identify and explain the five key parts of the communication process

Learning Targets
I can give examples of how communication is used in daily life and media.

Learning Targets
I can describe different types of communication (verbal, nonverbal, written, digital).

Learning Targets
<ul style="list-style-type: none"> • I can recognize common communication barriers and how to avoid them.



Resources	YouTube – "The Communication Process" Explained in 5 Minutes, Worksheets/Class Discussions
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Unit Title	Unit 8: Creating a Media Portfolio
Time Frame	6 Weeks



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Essential Question(s)

- What is the purpose of a media portfolio in creative fields?
- How can I curate my best work to tell a story about my learning or creative journey?
- How do organization, layout, and visual consistency influence the effectiveness of a portfolio?
- What skills and qualities do I want my portfolio to highlight?
- How can I use reflection to assess my growth as a media creator or communicator?
- What makes a portfolio professional, compelling, and ready for presentation to an audience or evaluator?

Focus of the Unit

This unit prepares students to curate, refine, and present a professional portfolio showcasing their work in Mass Communications. Students will reflect on past projects, revise selected pieces, and learn how to format and publish a portfolio suitable for academic or career purposes—both digitally and in print.

Standards

9.1.8/12.A: Know and use art/media vocabulary and tools in portfolio development.
 9.1.8/12.B: Demonstrate understanding of media arts production processes in portfolio curation.
 9.1.8/12.E: Present and exhibit original media works in a clear, professional format.
 9.1.8/12.F: Explain choices made in creating a unified presentation or body of work.

Learning Targets

I can write short reflections explaining my work and choices.

Learning Targets

I can use a template or guide to build a digital or physical portfolio.

Learning Targets

I can revise previous projects to improve quality.

Learning Targets

I can present my portfolio to an audience using basic speaking skills.



Resources

Google sites, Adobe Portfolio, Canva