



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 1: The Evolution of Media – From Print to Pixels

Unit 2: Pre-Production in Film

Unit 3: Film Production

Unit 4: Post-Production in Film

Time Frame

4 Weeks

Time Frame

4 Weeks

Time Frame

4 Weeks

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4 Weeks



Focus of the Unit

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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.

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.

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.

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.



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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.

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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



INNOVATIVE
ARTS ACADEMY

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 analyze the influence of technology and culture on the evolution of media.

Learning Targets

I can create a visual or digital timeline showing the transformation of a media type.

Learning Targets

I can critique the role of media consolidation, bias, and algorithms in today’s media environment.

Learning Targets

I can evaluate how media shapes public opinion and social behavior across time



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
Time Frame	4 weeks



INNOVATIVE
ARTS ACADEMY

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 develop a complete pre-production plan including script, storyboard, schedule, and budget.

Learning Targets

I can analyze and critique the effectiveness of pre-production elements

Learning Targets

I can lead a creative team through the pre-production planning process.

Learning Targets

I can evaluate how pre-production decisions affect the final film’s success.



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



INNOVATIVE
ARTS ACADEMY

Essential Question(s)

- 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

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.

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.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.

Learning Targets

I can direct a scene using effective communication with cast and crew.

Learning Targets

I can troubleshoot technical problems during filming.

Learning Targets

I can assess and revise filmed footage based on narrative or visual goals.

Learning Targets

- I can manage a film shoot from setup to wrap using a production schedule.
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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

Unit Title	Unit 4: Post-Production in Film
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

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 edit for continuity and narrative pacing using professional techniques.

Learning Targets

I can mix dialogue, music, and sound effects for clear, balanced audio

Learning Targets

I can refine a scene's emotional impact through editing choices.

Learning Targets

- I can export a final project in a standard format suitable for distribution.



Resources

iMovie /CapCut/ Youtube

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



INNOVATIVE
ARTS ACADEMY

	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 edit for continuity and emotional pacing.

Learning Targets	
	I can apply professional export settings for different platforms.

Learning Targets	
	I can explain how editing choices affect mood and message.

Learning Targets	
	<ul style="list-style-type: none"> • I can use advanced tools like keyframes, filters, and audio layering.



Resources	iMovie /CapCut/ Youtube
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Unit Title	Unit 6: Creating an Animated Character
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	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 design a character that visually expresses emotion and story role.

Learning Targets
I can refine my animation based on timing, spacing, and motion arcs.

Learning Targets
I can present a character animation that conveys personality without words.

Learning Targets
<ul style="list-style-type: none"> • I can apply the 12 principles of animation to bring a character to life.



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



INNOVATIVE
ARTS ACADEMY

	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	<p>9.1.8/9.1.12.A: Know and use appropriate vocabulary related to media communication and production.</p> <p>9.1.8/9.1.12.B: Demonstrate knowledge of communication tools, technologies, and processes in media creation.</p> <p>9.1.8/9.1.12.C: Create media messages that reflect understanding of communication goals and audience.</p> <p>9.1.8/9.1.12.E: Communicate effectively in a variety of contexts and formats (visual, verbal, audio).</p>
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Learning Targets
I can analyze how the communication process is used in professional media settings

Learning Targets
I can analyze how the communication process is used in professional media settings

Learning Targets
I can create a media message that considers audience, purpose, and delivery method

Learning Targets
<ul style="list-style-type: none"> • I can apply feedback to improve my own communication.



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



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<p>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?</p>

	Focus of the Unit
	<p>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.</p>

Standards	<ul style="list-style-type: none"> • 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.
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Learning Targets
I can critically evaluate and improve my work for a professional audience.

Learning Targets
I can design and publish a media-rich portfolio using a web platform.

Learning Targets
I can evaluate the effectiveness of my creative and technical decisions.

Learning Targets
I can analyze my collaboration and leadership during the video project.



Resources	Google sites, Adobe Portfolio, Canva
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