DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: _____ APPROVED BY BOARD:_____
KHSD Career Technical Education Course of Study

Media Arts 2

DATE: **August 3rd, 2016**

INDUSTRY SECTOR: **Arts, Media, and Entertainment**
                            Manufacturing and Product Development
                            Information Communication Technologies

PATHWAY: **Design, Visual, and Media Arts**
                            Graphic Design Technology
                            Software Systems and Development

CBEDS TITLE: **Introduction to Media Arts**

CBEDS Code: **5729**

HOURS:

Total	Classroom	Laboratory/CC/CVE
180 hours	**180 hours**	**18** Required for Dual Enrollment Eligibility

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Graphic Designers	**27-1024.00**	**Multimedia Artists and Animators**	**27-1014.00**
Desktop Publishers	**43-9031.00**	**Film and Video Editors**	**27-4032.00**
Web Developers	**15-1134.00**		

COURSE DESCRIPTION:

This concentrator level career technical education course is designed to reinforce and expand upon skills learned in the introductory level Media Arts 1 course and provide exposure to a variety of advanced digital media development skills.

Emphasis in this course includes development of visual knowledge, creative expression, and ability to apprise and recognize aesthetic quality in graphic media. Students are required to use the critique process to assess and evaluate their own and their peer's designs.

The course design is partitioned into two distinct yet cohesive semesters with the first semester being offered for optional dual enrollment credit with Vector Art (art B20) at Bakersfield College. Students who option for dual enrollment credit are required to complete 20 additional lab hours outside of normal class hours. Regardless of Dual Enrollment Status the following Student Learning Objectives will be covered in Semester one concentrating on vector based drawing and illustration including the following:

1. Produce, print, and mount assignments within a set deadline, using digital hardware and software.
2. Evaluate and appraise other design projects and differentiate between effective and ineffective solutions during in-class critiques.
3. Demonstrate knowledge of drawing tools and effects in vector software.
4. Demonstrate understanding of design principles and elements.
5. Demonstrate an understanding of the language of two-dimensional design.
6. Demonstrate an understanding of the use of color, type, image.
7. Produce and discuss a portfolio of work.

Through a series of projects, students create original artwork and explore elements and principles of design. In the second semester, students will continue to apply what they have learned to a variety of projects, as well as learn new solutions for design problems. Students will design for company branding, learn how to use photography and motion for design.

Students are required to research careers using the occupational handbook, write an essay explaining their findings and give a verbal presentation. Students will also participate in a Meet and Greet activity aimed at assisting them in gaining employment.

Industry partners have regular input into the course curriculum to ensure relevance.

PREREQUISITES: Digital Art 1

High School Name:	Site Prerequisite:
Stockdale High	**Digital Art 1**
Centennial High	**Digital Art 1**

A – G APPROVAL: ☐ Yes ☒ No ☐ Desired **APPROVAL AREA:**_____

ARTICULATION OR DUAL ENROLLMENT:

High School Name:	College Name:	College Course Title:	Articulation or DE:
Stockdale High	Bakersfield College	Art B20-Digital Art 1	DE

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Centennial High	Bakersfield College	Art B20-Digital Art 1	DE

LEVEL: ☐ **Introductory**   ☒ **Concentrator**   ☐ **Capstone**

INDUSTRY RECOGNIZED CERTIFICATION:

High School Name:	Name of Certification	Description:
Stockdale High School	**NOCTI- Visual Communication and Multimedia Design**	**178 Question Written Assessment**
Centennial High School	**NOCTI- Visual Communication and Multimedia Design**	**178 Question Written Assessment**

METHOD OF STUDENT ASSESSMENT AND EVALUATION:
Both formative and summative assessments will be utilized in this course. Student progress is assessed through planned "spot checks" and includes a culminating assessment at the conclusion of each unit. These include a research paper and verbal class presentation that are assessed using a 5 point rubric. Assessment procedures also consist of class participation and feedback of class discussions and the critique process. Additional assessment procedures will be implemented as needed based on student achievement. Below is a list of assessments used in the course.

Sketch Books	Quizzes	Written Essay
Written reflections	Tests	Verbal Presentation
Polls and Response Sheets	Design Projects	Portfolios
Self, Peer, and Group Critique	Research Projects	End of Course Surveys
Self Reporting	Aptitude and personality assessments	Rubrics
Teacher Observation	Debriefing	Alternative Assessments

Grading

Your grade will be determined using three factors:

1. Class Participation and Critiques – 20% (through contribution of class discussion and critique)

2. Test and outside class assignment – 30% (Quizzes, homework, and reading)

3. Quality of finished work – 50% (demonstrated understanding of assignments)

The grade scale consists of solid grades & a 5 point rubric (i.e. A, B, C, D,F corresponding to 5,4,3,2,1)
A 100-90   B 89-80   C 79-70   D 69-60   F 59-0

A Excellent work, demonstrating an understanding of the problems assigned; all work completed and turned in on time; participation in critiques; one or no unexcused absences during assignment or project.

B Very good work, demonstrating an understanding of most of the problems assigned; participation in critiques; most work completed and turned in on time; no more than 2 unexcused absences.

C Average work, exhibits some lack of understanding of the problems assigned; some participation in critiques; no more than 2 missing assignments; no more than 3 unexcused absences.

D Poor work, exhibits little understanding of the problems assigned; lack of participation in critiques; 3 or more missing assignments; more that 4 unexcused absences.

F Very poor work, exhibits very little understanding of the problems assigned;

METHOD OF INSTRUCTION:

Instructional Strategies:	
Formative and summative assessment	Critique
Direct instruction	Modeling
Anticipated Set	Note taking
Guide Practice	Digital/ online research
Compare and Contrast	Peer Teaching
Decision Making	Goal Setting
Group work	Self-assessment
Online assessments	Summarizing
Rubrics for evaluation	Information problem solving skills
Vocabulary	General Problem Solving Skills
Guest Speakers	Response Sheets

REQUIRED TEXT:
Visual Quickstart Guide, Illustrator CC for Windows and Macintosh
2014 Release
by Elaine Weinmann and Peter Lourekas
Peachpit Press; © 2015
ISBN 13: 978-0-13-398703-4 ISBN 10: 0-13-398703-5
$12.99 - $39.99, BC bookstore, Amazon.com, chegg.com, half.com

SUPPLIMENTAL MATERIALS:
Before and After Magazine
http://www.bamagazine.com

Future Shock
2013 Penguin Group
Dougls Rushkoff
ISBN-13: 978-1617230103
ISBN-10: 1617230103

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
California Department of Education CTE Standards website: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

Arts, Media, and Entertainment
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0 Academics
WHSST- Writing Standards for Literacy in History/ Social Science and Technical Subjects
F-LE- Linear, Quadratic and Exponential Models
S-IC – Making Inferences and Justifying Conclusions
S-ID- Interpreting Categorical and Quantitative Data
SEP- Scientific and Engineering Practices
CC- Cross Cutting Concept
ETS- Engineering, Technology and the Application of Science
AD- Principles of American Democracy

WHSST	F-LE	SEP	ETS1.A	AD
11-12.1	1	1, 3, 4, 7, 8	**ETS**1.B	12.2
11-12.2			**ETS**1.C	12.4
11-12.6	**S-IC**	**CC**		
11-12.7	1, 3,	3,		
11-12.8				
11-12.9	**S-ID**			
	1			

2.0 Communications
2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

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
3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

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

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. .

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

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

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

6.0 Health and Safety

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

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

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

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.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

8.0 Ethics and Legal Responsibilities

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector.

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.

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9.0 Leadership and Teamwork
9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
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.
9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.6 Respect individual and cultural differences and recognize the importance of 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
10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
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
11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
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.

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CR = Classroom   LAB/CC = Laboratory/Shop/Community Classroom

I.	Course Introduction and Career Overview	CR	LAB/CC	STANDARDS
	Orientation	**15**		**Academic:** WHSST 11-12.1 11-12.2 11-12.6 11-12.7 11-12.8 11-12.9 S-ID 1 SEP 1, 3, 4, 7, 8 AD 12.2 **CTE Anchor:** 3.1-3.9, 6.1, 6.4, 6.5, 6.6, 8.1-8.5,10.1-10.5,11.2 **CTE Pathway:** AME A1.1-1.3, A2.1, A3.1, A5.2, A5.4, A8.1 MPD A3.1-3.3, A14.1
	Application of Graphic Arts to industry			
	Attendance and work habits			
	Grading policies			
	Work atmosphere and class rules			
	Explanation of group and management leadership			
	Reading, writing, and other class assignments			
	Critical thinking and problem solving techniques- The Big 6			
	Identify career options in the visual communications and multimedia design field			
	Identify the educational requirements for various careers in the field			
	Identify ways in which this field can be used in business			

II.	Conceptual Design Process	CR	LAB/CC	STANDARDS
	Identify and apply elements and principles of design specifications for customers	**25**		**Academic:** F-LE 1 CC 3, ETS1.A ETS1.B ETS1.C **CTE Anchor:** 5.1,5.2, 10.1-10.3
	Explain the importance and use of brainstorming and research			
	Apply knowledge of thumbnails and storyboards			
	Contrast the elements of rough and final art			
	Proof documents and other projects			

				CTE Pathway: AME A1.1, A1.2, A2.2, A2.6, A31.-3.6, A4.3, A7.2 MPD A1.1-1.4, A3.5

III.	**Color Theory**	**CR**	**LAB/ CC**	**STANDARDS**
	Apply basic principles of color, including primary, secondary, and tertiary colors Explain and apply additive and subtractive color principles Apply correct usage of RGB, CMYK, and spot color Identify characteristics of color (tint, hue, saturation, shade, and value) Select appropriate color involving the psychology of color	**25**		**Academic:** **CTE Anchor:** 10.1-10.3 **CTE Pathway:** AME A1.6, A1.7, A5.3,A6.1, A8.4 MPD A2.1- 2.3, A3.3

IV.	**Typography**	**CR**	**LAB/ CC**	**STANDARDS**
	Demonstrate knowledge of typographic terminology Explain the anatomy of type Identify characteristics of type styles and families Explain and appropriately use various type measurements and tools Identify and use proofreader's marks Diagnose typography problems (kerning, tracking, leading) Identify and distinguish between special characters Choose and apply appropriate typeface per various jobs Differentiate between various type fonts (true type, open type, post script)	**20**		**Academic:** **CTE Anchor:** 10.1-10.3 **CTE Pathway:** AME A5.3 MPD A1.3, A1.4, A3.4

V.	Motion Graphics /Animation	CR	LAB/ CC	STANDARDS
	Use key-framing principles to animate objects or characters using a combination of straight-ahead and pose-to-pose animation. Apply the laws of motion to create the illusion of weight, inertia and force to objects and characters. Use slow-in and slow-out to create believable acceleration and deceleration. Apply arcs of action to create the appearance of natural movement. Create anticipation and follow-through to create a complete and realistic animation movement and guide the viewer's eye. Use exaggeration to enhance the behavior of objects and characters in order to add interest and caricature to their motion. Add overlapping actions to a character's movement. Use squash and stretch to emphasize the weight and motion of an object or character while maintaining the appearance of volume Use exaggeration to enhance or amplify size, shape and motion. Vary the timing of animation actions to adjust the illusions of weight, inertia and force, to create emotion and create realistic or caricatured actions and movements	20		**Academic:** **CTE Anchor:** 4.1- 4.6, 10.1-10.3 **CTE Pathway:** AME A5.7, A8.3, A8.3, A8.4, A8.8 MPD A11.1, A11.2, A13.1-A13.3

VI.	Video Editing	CR	LAB/ CC	STANDARDS
	Acquire and practice capture of digital video footage Use captured source material in a non-linear video editor Apply aesthetic principles of graphic communication as applied to video production. Deliver a finished video on the computer using transitions and special effects Demonstrate presentation skills in a critique setting	20		**Academic:** **CTE Anchor:** 4.1-4.6, 10.1-10.3 **CTE Pathway:** AME A5.7, A8.3, A8.5, A8.6 MPD A12.1-A12.3, A13.1-A13.3

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VII.	Photography	CR	LAB/CC	STANDARDS
	Demonstrate an understanding of the elements of photographic composition and development of a "photographic eye." Demonstrate competency using cameras and equipment (digital or darkroom). Demonstrate competency using basic studio lighting. Synthesize the technical and artistic aspects of the course. Show an appreciation and application of aesthetic factors in photography. Perceive and understand photography as an art form, using the vocabulary of design principles and visual art elements to describe and discuss their own and others' work. Understand the role photography plays in communications and its use as a visual language.	20		Academic: CTE Anchor: 4.1-4.6, 10.1-10.3 CTE Pathway: AME A8.4, A8.7 MPD A10.1-A10.4
VIII.	Web Development	CR	LAB/CC	STANDARDS
	Identify the basic design elements necessary to produce effective print, video, audio, and interactive media. Develop a presentation or other multimedia project: video, game, or interactive Web sites, from storyboard to production. Create an online project, Web-based business, and e-portfolio.	20		Academic: CTE Anchor: 4.1-4.6, 5.1-5.6 CTE Pathway: ICT C6.1, C6.4, C7.5
VIIII.	Employment Portfolio	CR	LAB/CC	STANDARDS
	Students will prepare a professional portfolio. Portfolio showcases best professional level work A. Artwork/Designs B. Job application C. Resume D. References	15		Academic: CTE Anchor: 4.1-4.6, 8.1-8.6,11.5 CTE Pathway: AME A1.1-A1.3, A2.1, A2.5, A2.7, A2.9, A4.1, A4.2, A4.3, A4.6, A5.2, A5.5, A5.6, A7.1, A8.1 MPD A4.1, A4.2, A5.1-A5.3,

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				A6.1, A6.2, A7.1-7.3, A8.1, A8.2, A14.5