FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Exploratory Media Production

Board Approval Date:	**Course Length: 2 Semesters**
Grading: A-F	**Credits: N/A**
Proposed Grade Level(s): 6, 7, 8	**Subject Area: Elective** **Elective Area (if applicable):** **Career Technical Education**
Prerequisite(s): **N/A**	**Corequisite(s):** **N/A**
CTE Sector/Pathway: Arts, Media, and Entertainment / Design, Visual and Media Arts	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: No	
Course Intent: **Program (if applicable): N/A**	

COURSE DESCRIPTION:

The Exploratory Media Production course will introduce students to building global creative, conceptual and technical competencies while gaining experience in production and design that has real world applications. The course will provide students with an introduction to the media arts by creating, producing, responding, and connecting through the use of a variety of emerging technologies. Students will learn techniques for connecting, responding, creating, and producing via the use of multimedia tools for promoting communication, creativity, collaboration, and critical thinking in virtual environments.

Students in this course will take a problem-based approach to production iterations, prototypes, and models and will build media and digital literacy skills. Students will gain experience in production and design that has real world relevance and applications. Through the use of photography, imaging, sound, animation, video, web design, graphic design, virtual design, and interactive design projects, students will understand and apply various components of media arts including multimedia communication, interdisciplinary integration, design thinking, and media and digital literacies.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Safety	How should all multimedia equipment be properly inventoried, handled, and supervised for appropriate use?	* Demonstration of proper equipment use * Assignments of identification of equipment and the purpose * Checks for understanding * Observations * Peer/self-assessments	*Safety test of equipment (prior to using the equipment students will need to demonstrate competency in the use of all equipment)
2. Evolution and History of Media in America	How did the various modes of media begin and change through the course of American history up to the present time? What are the various forms of multimedia production and how does an artist identify the most appropriate form based upon purpose, intention, and audience?	* Checks for understanding * PBL assignments/oral presentation, PowerPoint, and/or essay on historical process of chosen media * Think pair share dialogue * Group collaborative project * Quizzes	* Media timeline project * Summative exam
3. Video and Sound Production	How are creativity and innovation developed within and through media arts production with an emphasis on video and audio recordings? What is required to produce a media art form that conveys purpose, meaning, and artistic quality?	*Jaguar News broadcast *Simulations *PBL assignments and mastery checks *Learning response logs	*Cumulative group project demonstrating video and sound production competency
4. Media Storyboards, Prototyping, and Models	How are complex media arts experiences constructed? How do people relate to and interpret media artworks?	*Learning response logs *Kinesthetic assignments *Visual representations *Continual check for understandings	*Cumulative storyboard, prototype, model creation project *Summative exam
5. Web Design	What skills are required in creating effective web page	*HTML commands *Design a web page using	*Final creation of web page (individual project)

	designs? How are creativity and innovation developed within and through media arts production with an emphasis on web design? How are HTML and Java used in web design? What are the advantages of using a drag and drop website builder.	HTML and notepad *Explain steps of process for web creation	
6. Graphic Design and Visual Communication	What is required to produce a media art form that conveys purpose, meaning, and artistic quality through graphic design? What steps should be taken to improve quality in the areas of graphic design and visual communication?	* Peer and self-assessment * Rubric scoring of process * Quizzes * Graphic organizers * Storyboards * Collaborative assignments (projects) for creating a visual communication concept with graphic artwork	*Summative exam to effectively measure understanding of graphic design techniques, tools, and principles to clearly communicate information and concepts
7. Virtual Design: Animation and Game Design	How does virtual media design relate to the context, purpose and values of the intended audience? How do media artists judge, evaluate, and improve media artworks for production?	*Graphic organizers *Checking for understanding strategies *Think-Pair-Share *Discussion/questioning *Coding exercises and monitoring group project of creating an animation and game design	*Final portfolio of work from Unit 5/6/7 to demonstrate learning growth and competency of web/graphic/and virtual design
8. The use of Multimedia in the 21st Century	How does media artworks and ideas relate to various contexts, purposes, and values such as community, democracy, environment, and cultural identity and how has social media impacted current global content?	*Check for understanding strategies *Academic language *Quizzes *Discussion *Fishbowl activity	* Summative test * Final essay on multimedia instrument of choice (historical to present)

ESSENTIAL STANDARDS:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf

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.
https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

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.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf

Link to Program Content Area Standards (if applicable):
Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.
https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

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

Other Resource Materials

Online resources:
SEVA Curriculum Kite (https://www.secctv.org/seva/resources)
Media Education Lab (https://mediaeducationlab.com/curriculum/materials)
Educational Video editing programs and teacher recommended resource materials
Google (Tools such as: Drive, Drawings, Sites and Blogger)
Microsoft Office Suites
W3Schools.com
Adobe Creative Suites (Photoshop and Premier Elements 2018)
Pivot Animator (https://pivotanimator.net/)

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**