

# *Course of Study*

## *Introduction to Digital Media Arts Academy (Foundation)*

**Warren County Career Center**

**3525 North State Route 48  
Lebanon, Ohio 45036**

**Adopted 08-17-06**

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# *Acknowledgements*

## **Introduction to Digital Media Arts Academy Warren County Career Center**

We would like to take this opportunity to express our gratitude to the following people for their guidance and support in the preparation of this course of study:

Warren County Career Center Administrative Team  
Warren County Educational Service Center  
Mr. Frank Wright  
Mrs. Tina Blair  
Mr. Richard Bell

***Warren County Career Center  
Resolution Of School Board Approval***

WHEREAS, representatives of the Digital Media Arts Academy Program of the Warren County Career Center have reviewed the Course of Study; and

WHEREAS, this Course of Study is based upon competencies adopted by the State of Ohio for the Introduction to Digital Media Arts Academy Program; and

WHEREAS, the Digital Media Arts Academy Program has reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the Introduction to Digital Media Arts Course of Study.

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District Superintendent

Date

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President, Board of Education

Date

## *Statement of Recommendation*

The Digital Media Arts Academy Program at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Introduction to Digital Media Arts Academy class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 08-17-06

## ***Warren County Career Center Vision Statement***

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

## ***Warren County Career Center Mission Statement***

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

## ***Warren County Career Values***

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

## ***Course Design***

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

## ***Course Philosophy***

We believe the purpose of this curriculum guide is to provide the instructor with curriculum objectives for the Introduction to Digital Media Arts semester course. The Introduction to Digital Media Arts is a semester course for students in grades nine and ten.

The Introduction to Digital Media Arts Academy Curriculum Guide is organized into separate units of instruction. Each unit contains essential skills and knowledge that students should acquire to prepare for entry into the Digital Media Arts Academy. Although the guide is divided into separate units, benchmarks, and indicators, the units are not intended to be taught in isolation. The teacher should design lessons so that units blend together into cohesive instructional objectives focusing on broader learning objectives.

## ***Course Goals***

The course goals for Introduction to Digital Media Arts are to:

The goal for Introduction to Digital Media Arts is to provide introductory knowledge and skills for students who are considering pursuing the Digital Media Arts Academy. This semester course focuses primarily on Art and Technology skills considered “foundational” for students entering the academy.

## ***Course Description***

This elective provides exploration into the Digital Media Arts field in a laboratory environment. Freshman and sophomores successfully completing this course will have the basic elements to enter the Digital Media Arts Academy I course. This course will include an introduction to Video/Audio Production, and Elements of Visual Arts/Design.

### **Typical Class**

- 45 minutes – 1 hour      Students will research the topic in the classroom with teacher instruction or assistance.
- 10- 40 minutes            Students will be able to apply skills learned in the Digital Media Arts Academy Program.

Internships will be available to students at local businesses.

## *Academic and Technical Integration*

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

## *Technology*

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21<sup>st</sup> century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

## ***Job Shadowing/Internships/Career Placement***

The Warren County Career Center Internship/Placement/Job Shadowing Program involves placing students in meaningful career-based learning experiences to complement their classroom learning. The experiences relate to student interests within their chosen career-technical program and may include job shadowing, group and individual internships, or career placement. This process is coordinated by the Educational Services/Career Pathways Department and supervised by the career-technical instructor.

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved Internship Learning Plan that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to "real world" business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the Internship Learning Plan.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained by the instructor from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Students that meet the requirements set forth by the Early Placement Committee are eligible to work with local businesses during the second semester of their senior year. This allows the student to work during designated lab time with the approval of the Instructor. The Instructor will monitor academic eligibility along with the status of their field progress using contractor evaluations. In addition, parent approval and a written contract with the student for certain goals to be achieved will be required.

## *Students Served*

The population served by this program is freshmen and sophomores.

# *Scope and Sequence*

**Unit Title:** *Digital Art Skills Development*

Students will demonstrate understanding of materials, processes, tools, media, techniques and available technology. Students understand how to use art elements, principles and images to communicate their ideas in a variety of visual/digital forms.

**Benchmark A:** Students use the elements and principles of art demonstrating an understanding of the relationship among form, materials, techniques and subject matter.

**Indicators:**

- Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas.
- Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.
- Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.
- Trace the origins of symbolism imagery and metaphor in art and demonstrate the use of these visual devices in artworks.

**Benchmark B:** Students will understand the elements of design and their artistic impact on digital media knowledge and skills.

**Indicators:**

- Understand that artists and designers work with various elements to create a design or composition. Elements of design include:
  - **Line** ... The Graphic Unifier, Curved, Straight. Directional Thrust: Horizontal, Vertical, and Diagonal.
  - **Shape** ... Naturalistic, Geometric
  - **Space / Size** ... Large, Medium, Small. Proportion or Scale. (The Golden Mean) (Perspective)
  - **Value** ... Light, Dark (Value Patterns and Aerial Perspective)
  - **Color** ... Hue, Chroma, and Value. ([The Color Wheel](#))
  - **Texture** ... Rough, Smooth, Soft, Hard.

**Benchmark C:** Students will understand the Principles of Design are achieved through the use of Elements of Design. Each principle applies to each element and to the composition as a whole.

**Indicators:**

- Understand and apply principles of design including:
  - **Unity** ... Echoes of all elements relating.
  - **Harmony** ... Within each element and as a whole.
  - **Balance** ... With the "weights" of the segments of each element.
  - **Rhythm** ... Variety and Repetition.
  - **Contrast** ... Alternation.

- **Dominance** ... Within each element. (Center of Interest, Focal Point)
- **Gradation** ... Modeling, (3-D effect), Transitions.

**Benchmark D:** Students will apply knowledge and skills of the Principles of Design through authentic learning activities.

**Indicators:**

- Understand that a composition is an arrangement of all elements, which achieves a unified whole.
- Understand that content relates to human emotion and intellect. Design is a means to that end.
- Types of composition include:
  - Attributes: Qualities that the art or design conveys to the observer.
  - Emotional: Active, passive
  - Esthetic: Realistic, Impressionistic, Abstract, Decorative
  - Spatial: Depth, Flat

**Unit Vocabulary:**

**Elements of Design**

**Line** is a mark with greater length than width. Lines can be horizontal, vertical or diagonal, straight or curved, thick or thin.

**Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free formed shapes or natural shapes. Shapes are flat and can express length and width.

**Forms** are three-dimensional shapes, expressing length, width, and depth. Balls, cylinders, boxes and triangles are forms.

**Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art when we can create the feeling or illusion of depth we call it space.

**Color** is light reflected off objects. Color has three main characteristics: hue or its name (red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).

**Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

**Principles of Design**

**Balance** is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

**Emphasis** is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area will be different in size, color, texture, shape, etc.

**Movement** is the path the viewer's eye takes through the artwork, often to focal areas. Such movement can be directed along lines edges, shape and color within the artwork.

**Pattern** is the repeating of an object or symbol all over the artwork.

**Repetition** works with pattern to make the artwork seem active. The repetition of elements of design creates unity within the artwork.

**Proportion** is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

**Rhythm** is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Variety is essential to keep rhythm exciting and active, and moving the viewer around the artwork. Rhythm creates a mood like music or dancing.

**Variety** is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through the artwork.

**Unity** is the feeling of harmony between all parts of the artwork creating a sense of completeness.

**Unit Title:** *Digital Video Editing*

This unit will address the basics of editing techniques and aesthetics. Students will develop their ability to analyze, cut and reassemble scenes based on camera angle, sound and flow.

Using software, students explore each step of the non-linear editing process, including logging and organizing footage, basic editing techniques, trimming, title keying, motion effects, audio mixing, media file management and exporting digital file formats.

**Benchmark A:** Students will demonstrate and perform editing operations.

**Indicators:**

- Identify operational components of video editing systems.
  - Compare/contrast linear and nonlinear editing systems.
  - Edit digital video, including transitions (e.g., dissolves, wipes, cuts), special effects, and computerized backgrounds.
  - Employ the batch capture process.
  - Add sound track.
  - Add narration and/or voiceover.
  - Interpret edit decision lists.
  - Employ edit decision lists.
  - Perform edits using timelines.
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**Benchmark B:** Students will be able to identify video formats.

**Indicators:**

- Compare/contrast consumer, industrial, and broadcast-grade video cameras.
  - Identify the characteristics of various camera formats (e.g., Beta cam, VHS, 8mm, super VHS, and DV-Cam)
  - Identify image characteristics affected by camera choice.
  - Compare/contrast technical aspects of NTSC, PAL, SECAM, HDTV video signals (scanning, frame rate, frame size, et.)
  - Describe form synchronization and time-based correction.
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**Benchmark C:** Students will import and export digital video.

**Indicators:**

- Describe the characteristics and uses of digitized video.
- Identify digital video bandwidths and their implications.
- Digitize analog video.
- Compress video files using various codes.

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**Benchmark D:** Students will demonstrate how to add audio and video to a Web page.

**Indicators:**

- Define the process of delivering audio and video signals in real time (streaming).
- Assess audio sweetening techniques for the Web.
- Define appropriate CODECS used for Web design.
- Embed audio and video to a Web page.
- Establish network administration procedures for audio and video.

# *Technology Standards*

## **Standard 1: Nature of Technology**

**Students develop an understanding of technology, its characteristics, scope, core concepts\* and relationships between technologies and other fields.**

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

## **Standard 2: Technology and Society Interaction**

**Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.**

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

## **Standard 3: Technology for Productivity Applications**

**Students learn the operations of technology through the usage of technology and productivity tools.**

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

#### **Standard 4: Technology and Communication Applications**

**Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.**

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

#### **Standard 5: Technology and Information Literacy**

**Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.**

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

#### **Standard 6: Design**

**Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.**

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

## **Standard 7: Designed World**

**Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.**

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

# *Performance Measures/Student Assessment/Instructional Strategies*

## **Assessments/Evaluations**

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

## **Instructional Strategies**

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

## **Content Specific Strategies**