

# SECONDARY COURSE DESCRIPTION

ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students

## SECTION A: COURSE CLASSIFICATION

1. Course Title: Advanced Projects - Multimedia	6. Prerequisite(s): Multimedia Art 1 Advanced Multimedia Art
2. Action: <input type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Title Change Only <i>Redesignation</i>	7. Grade Level: 11, 12
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required: Elective (CTE)
4. Transcript Course Code/Course Number:  (For Educational Services) <i>VUAM</i>	9. Subject Area: CTE/ <i>VAPA</i>
5. CBEDS Code: (For Educational Services) <i>01000</i>	10. Department: CTE/ <i>VAPA</i>
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "_____" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Andrea Szeto</u> Title/Position: <u>Teacher</u> Phone: <u>510-888-1718</u> Fax: _____ E-Mail: <u>aszeto@alameadaunified.org</u>	
16. Signatures: Department Chair: <u><i>Mead</i></u> Principal: _____ Acknowledged by Other Principals: <u><i>Robert F. [Signature]</i></u> <u><i>Daniel [Signature]</i></u> Educational Services: <u><i>[Signature]</i></u>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	



## SECTION B. COURSE CONTENT

### 17. Course Description:

Students who are fluent in Photoshop and Illustrator will use their digital art skills to create significant projects in various formats and platforms. For example they will design and prototype Apps in Adobe XD and overlay animation onto video in After Effects. Additionally, they will build skills in the industry such as client-based production and perform research and marketing for more effective design. During the second semester students will design and plan projects based upon their own interest. Options include: print production, 3D design, App/Website creation and studio photography. Opportunities Include: industry speakers, job shadowing and internships.

### 18. Course Goals and/or Major Student Outcomes:

Students enrolled in this course will master the following skills:

- Team work
- Leadership
- Public Speaking
- Marketing/Research
- Client Communication
- Intro to 3D modeling
- Intro to Animation

Evidence: App Development, Marketing Campaign and Final Project based on student career interest

Course Objectives (standards):

**Common Core Standards**

**Speaking and Listening 9-12th grade**

#### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

#### CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

#### CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to



deepen the investigation or complete the task.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4,CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5,CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6, CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

Visual Arts - Grades 9-12

## **1.0 ARTISTIC PERCEPTION**

**Processing, Analyzing, and Responding to Sensory Information**

**Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment.

They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

*Analyze Art Elements and Principles of Design*

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

*Impact of Media Choice*

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

## **2.0 CREATIVE EXPRESSION**

***Creating, Performing, and Participating in the Visual Arts***

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

*Skills, Processes, Materials, and Tools*

2.2 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.3 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.4 Develop and refine skill in the manipulation of digital imagery (either still or video).



### *Communication and Expression Through Original Works of Art*

2.6 Create a two or three dimensional work of art that addresses a social issue.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

**Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.** Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

### *Role and Development of the Visual Arts*

3.2 Identify similarities and differences in the purposes of art created in selected cultures.

3.3 Identify and describe the role and influence of new technologies on contemporary works of art.

### *Diversity of the Visual Arts*

3.4 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.5 Discuss the purposes of art in selected contemporary cultures.

## **4.0 AESTHETIC VALUING**

**Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.** Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### *Derive Meaning*

4.2 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art

4.3 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

### *Make Informed Judgements*

4.4 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.5 Articulate the process and rationale for refining and reworking one of their own works of art.

4.6 Employ the conventions of art criticism in writing and speaking about works of art.

## **5.1 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

**Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### *Connections and Applications*

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

### *Visual Literacy*

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

### *Career and Career-Related Skills*

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).





## CTE - Design, Visual and Media Arts Pathway

Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

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

- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
- A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

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

- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.4 Use visual metaphors in creating an artistic product.
- A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
- A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

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

- A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.



- 
- A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
- A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

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

- A4.1 Develop written consumer assessment rubrics for separate, industry-specific art products.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.
- A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
- 
- A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

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

- A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- A5.2 Explore the role of art and design across various industry sectors and content areas.
- 
- A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
- 
- A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
- 
- A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
- 
- A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
- A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.

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

- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.



- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
- A8.6 Analyze and assess technical support options related to various media and design arts.
- A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

## 20. Course Outline:

### 1st Quarter

- Industry Research into Area of Interest
- Determine Skill Needs for Project
- Writing Proposals, Establishing Goals and Assessing Outcome
- Communicating with Clients
- Working in Teams

**Goals:** By the end of this quarter, students will have an approved project proposal. They will also have chosen an area of interest and familiarize themselves with capabilities of their focus program/programs.

### 2nd Quarter

- Adobe Creative Cloud Program Integration
- Adobe Creative Cloud Collaboration
- Design Principles
- Typography
- User Interface Theory
- Creating a Learning Plan and Goals

**Goals:** Students will formulate and execute a concrete, skills-based work plan, appropriate to their project goal. Possible Student Emphasis: Photography (Lightroom and Lighting Studio) , Animation (Animate), Video Editing/Animation (Premiere and After Effect), App Design (Experience Design and X-Code), Print (InDesign)

### 3rd Quarter

- Time Management and Documentation
- Refining Skills

**Goals:** By the end of third quarter, students will have a rough/prototype of their project for review by peers, instructor and/or industry expert.



#### 4th Quarter

- Reviewing, Assessing (Ex: Usability Study for Website or App) and Researching (Ex: Market Viability for product) impact of work.
- Revisions
- "Go Live"
- If appropriate, manufacture, market and sell.

**Goals:** Completion of a Final Project (Design to Market Loop) w/ specific skills achieved. Find appropriate platform to publish project or portfolio.

**Goals:** Completion of a *Final Project* with specific skills achieved. Find appropriate platform to publish project or portfolio.

#### 21. Instructional Materials:

Board approved required text: N/A

Supplementary materials:

Most resources and materials already in use in Multimedia Art and Advanced Multimedia Art

#### 22. Instructional Methods and/or Strategies

This course uses a variety of instructional methods and strategies such as lectures, videos, tutorials, project based learning and team projects. In addition, industry appropriate guest lecturers will provide real-world connection to course content. Teams are structured to emulate the work environment. Team members have a role and are given the opportunity to provide feedback to one another. Assignments, discussions, feedback, projects and assessments will be submitted through Google Classroom.

#### 23. Assessment and Evaluation

Students are evaluated via multiple measures. Since this class is heavily project-oriented, students are graded on the quality of the products they produce. Further, student learning is measured by written analysis to determine subject mastery and finally, students create portfolios to demonstrate a metacognitive relationship with the subject matter.

#### 24. Grading Policy

80% of course grade will be based upon quality of projects and completion of exercises.





#### 24. Grading Policy

80% of course grade will be based upon quality of projects and completion of exercises.

20% of course grade will be based upon the student's focus and ability to manage individual and group learning.

Projects will be grade in two ways:

**Conceptual Standard:** This is the quality, originality and creativity applied to each project.

**Technical Standard:** This is the ability to use the programs and techniques taught in class.

Sample expectations and rubrics will be provided for all major assignments.

### SECTION C. OPTIONAL INFORMATION

#### 25. Context for offering the course:

This course will be a "capstone" course for students enrolled in the CTE Multimedia pathway. The course is designed to enable students to experience doing the work of professional graphic designers. The course is also designed to meet the needs of students seeking fine arts course credits.

#### 26. History of Course Description:

Andrea Szeto is getting her CTE credential to be able to offer this capstone course for CTE credit. She has wanted to offer this type of course for her most advanced students so she designed it to serve her art-focused and CTE-focused students.

