SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL
SECTION A. COVER PAGE

1. **Course Title: Advanced Multimedia: SLAM Capstone**	7. **Action** X New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted: 2-8-17	8. **Grade Level**(s) ▢ 6 ▢9 ▢11 ▢ 7 ▢10 X 12 ▢ 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** Required: Multimedia 1, Video Production, and concurrent enrolment in SLAM English and Social Science courses Or permission.
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) X NO ▢Honors ▢ AP ▢Other
5. Subject Area Multimedia	11. **Is this a CTE course?** X YES ▢ NO **If YES, complete Section C**
6. **Department** Technical	12. **Previously approved by UC?** ▢ YES X NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢**YES** **X NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th **X YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ g **X** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other

15. School Contact:
Name: Anthony Farley
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16. Signatures: Department Chair 2/8/17 Principal: 2/9/17	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 4/3/17 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

This is the capstone media course for SLAM Seniors. Students will develop a portfolio of media projects that will serve them in the field they choose to move into. Students can concentrate on video, broadcasting, animation, 3D graphics, 3D printing, digital photography, digital painting, 2D graphics, Virtual Reality, web design, or game production.

18. Course Goals and/or Major Student Outcomes

Students will demonstrate their growth and progress in the first two years of their multimedia studies. This is a project based course where students complete projects on a certain theme by different means (video, graphics, animation, photography). Students will complete a portfolio of work representing their best work in SLAM demonstrating the skills learned in their time in the program. Work based learning opportunities will be embedded in the course.

19. Course Objectives (standards)

Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the

meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

California Career Technical Model Curricular Standards for the Design, Visual, and Media Arts Pathway:

A: 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.

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.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

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.

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.

A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

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.

A5.5 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 artwork and new technologies to design an artistic product to be used by a specific industry.

A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

A6.2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

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.

A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

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.

A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

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.

A8.5 Differentiate writing processes, formats, and conventions used for various media.

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.

College and Career Readiness Standards:

- Reading

<u>Key Ideas and details</u>

1.Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3.Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

<u>Craft and Structure</u>

4.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6.Assess how point of view or purpose shapes the content and style of a text.

<u>Integration of Knowledge and Ideas</u>

7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<u>Range of reading and Level of text Complexity</u>

10.Read and comprehend complex literary and informational texts independently and proficiently

- Writing

Text types and Purposes

1.Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2.Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7.Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience

20. Course Outline

Unit 1: Publication and Production

Students will create a production company complete with a website, a logo, and a social media presence. These assets will be continually updated and become the basis for their final online portfolio assignment. Posts, reflection, achievement badges earned, and standards met in the creation of each project and assignment throughout the year will be linked. This web presence is meant to establish the student into the digital media world with a portfolio of exemplary work. This portfolio can be used for both employment and/or college admissions.

Unit 2: Long Term Choice Project

Students will complete a project in their choice of video, animation, digital photography, 3D modeling, game creation, or music. This project will form the beginnings of a long term project weaving work done throughout the year and culminating in the Final Capstone Project (Unit 6).

Unit 3: Fast for Nonviolence

Students will carry out a media campaign on a non-violence theme of their choice. Students will create a social media account, a website, a documentary or PSA, and a

presentation. Students will present their campaign to their classes and the community to bring awareness and to educate about the issue.

Unit 4: Season of Service Documentary
Students collaborate to produce a 3-5-minute video documentary on a Season of Service project. Utilizing already working Season of Service projects, students will film the planning of the project, interview organizers, film the event, interview attendees, and interview organizers after the event about the success/issues with the project. Students will then create a documentary about the project.

Unit 5: Narrative
Students will write a script for a short fictional story. Script will study and write a script with an archetypal motif, strong character development, a story arc, story beats, and a three act structure, protagonist, an antagonist, a mentor character, and a keeper of the gate. Students will then hold auditions for the piece, create a budget, plan their shoot, plan their costumes and makeup, hire a crew, and produce and film their story. Students will then create a media campaign to publicise their project including a website, a social media campaign, and a presentation. Students will present their video to a industry expert, screen their film at a local theater, and submit their film to film festivals.

Unit 6: Capstone Project
Students will complete a project of their choice meeting the criteria for any category in our end of the year SLAMMYs, an award ceremony where we awards exemplary projects in narrative, documentary, digital photography, graphics, website, comedy, and others.

21. Instructional Materials:
Instructor created lessons.

Supplementary materials

Software:
Adobe Creative Cloud Software, Final Cut Pro.

22. Instructional Methods and/or Strategies: Instruction will be differentiated to support a diverse learning needs. Projects will reflect the student's media of choice (animation, video, photography, graphics). Course will support 21st century competencies of critical thinking, collaboration, creativity and communication.

Assignment Outline

Unit 1: Publication and Production
1. **Website Development:** students will create or update their website portfolio using an online web platform such as Wordpress, Google Sites, etc.
2. **Blogging:** Students will set up their blogs for all their coursework in English, Social Studies, and Media.

3. **Graphics for website and blog:** Students will learn to create appealing graphics for their websites and future assignments using programs such as Photoshop.
4. **Social Media Presence**: Students will create or update their production company's social media presence and continually post updates, progress, reflections, and finished work.

Unit 2: Long Term Choice Project

1. **Idea Brainstorm, sharing, and critique.** Students will brainstorm ideas for their project, share their ideas with other students, narrow down their ideas to one, and present their idea for critique to the class and the instructor. Student will then refine or rework their idea based on critique.
2. **Script writing or reference gathering.** Students will write, revise, and critique their script until the best story possible is created and approved by the class and the instructor. Once script has been signed off the production can begin.
3. **Storyboarding.** A graphical representation of shots along with camera moves and lines will be created using a drawing program like Photoshop or Animator to plan all shots in the film.
4. **Holding auditions.** Students will hold open auditions for actors in their film. Crew will also be hired.
5. **Film production.** The film will be shot using a trained crew and well rehearsed actors and actresses.
6. **Film editing and coloring.** The film will be edited using a non-linear editing suite such as Final Cut Pro or Adobe Premiere. Color and effects will be done using programs such as After Effects, Color, or Speed Grade.
7. **Create film poster and marketing materials.** Students will use assets from their film to produce an industry standard film poster and marketing materials to publicise their film.
8. **Film publication and publicity.** Film will be released at a local theater, film competition, or at our end of the year SLAMMYS.

Unit 3: Fast for Nonviolence

1. **Cause Idea Brainstorm:** Students will brainstorm possible ideas for Fast campaigns based on causes they support and are passionate about. Students will share their ideas with other students, narrow down their ideas to one, and present their idea for critique to the class and the instructor. Students will then refine or rework their idea based on critique.
2. **Form groups and begin campaign websites, social media accounts, and presentation:** Students will form into cause groups that will carry out a Fast for Nonviolence campaign. Students will also begin their website, social media account, and video plan.
3. **Script and plan video or PSA:** Students will write a script and storyboard for a video or PSA for their Fast campaign.
4. **Film and edit video or PSA.** The film will be edited using a non-linear editing suite such as Final Cut Pro or Adobe Premiere. Color and effects will be done using programs such as After Effects, Color, or Speed Grade.
5. **Finish and practice presentation.** The presentation will be practiced and critiqued so that it is ready for performance in front of an audience.

6. **Present project to Non-SLAM classes or groups.** The project will be presented and evaluated by audiences.

Unit 4: Season of Service Documentary

1. **Choose Season of Service project to cover.** Students will sign up to cover one Season of Service project to create a documentary about.
2. **Film project planning and interview planners.** Students will film the project from the planning stages to the implementation stages. Students will also interview key students and instructors on their hopes for the project and what they plan to do.
3. **Film Season of Service event and interview attendees.** Students will film the Season of Service event and interview attendees about the event and how it affected them.
4. **Interview event planner's reflections on the project.** Students will film a reflection on the event by planners. Did the project go as they wished, could they have done something better? Also, what was their experience in holding the event?
5. **Edit and publish documentary.** Students will write and record a documentary style voiceover and edit their interviews and shots into a short documentary to be shown at the annual Season of Service assembly.

Unit 5: Narrative

1. **Idea Brainstorm, sharing, and critique.** Students will brainstorm ideas for their project, share their ideas with other students, narrow down their ideas to one, and present their idea for critique to the class and the instructor. Student will then refine or rework their idea based on critique.
2. **Script writing or reference gathering.** Students will write, revise, and critique their script until the best story possible is created and approved by the class and the instructor. Once script has been signed off the production can begin.
3. **Storyboarding.** A graphical representation of shots along with camera moves and lines will be created using a drawing program like Photoshop or Animator to plan all shots in the film.
4. **Holding auditions.** Students will hold open auditions for actors in their film. Crew will also be hired.
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8. **Film publication and publicity.** Film will be released at a local theater or film competition.
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10. **Film publication and publicity.** Film will be released at a local theater or film competition.

Unit 6: Capstone Project

1. **The project started in Unit 2 will be completed throughout the year and will be shown at our end of the year SLAMMYS award show.**

Students will complete a project of their choice meeting the criteria for any category in our end of the year SLAMMYs, an award ceremony where we award exemplary projects in narrative, documentary, digital photography, graphics, website, comedy, and others.

23. Assessment Methods and/or Tools

Unit projects will be assessed and will be graded on a rubric. Assessment will be rubric based with digital badges awarded for mastery. Digital badges are earned by demonstration of mastery of content and are linked to evidence of that mastery.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.

SECTION C

25. Context for Course

This is the third course in the digital media career pathway for the San Leandro Academy for Multimedia (SLAM).