

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: **Digital Arts III**

GRADES: **10 - 12**

ADOPTED DATE: **JUNE 2015**

UPDATED: **DECEMBER 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation**

Course Description

Digital Arts 3 is a full year (2 semester) course. It is divided into two areas, each with its own emphasis. The first semester is focused on the area of digital filmmaking. Students will be afforded the opportunity to write storyboards, take on the role of director, cinematographer and editor. Students will use state of the art software, such as Final Cut Pro or Express, a non-linear editing application that is quickly becoming the standard for small production editing. The students will plan and shoot short documentaries, silent films, and dramas. Students will view classic short films and exercise the art of criticism. The second semester concentrates on multimedia production.

Presentation software, such as Apple Keynote will be used to prepare presentations of selected subjects. They will repurpose these presentations as web sites, using Adobe Dreamweaver

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in

ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Textbook

Adobe Photoshop 7.0, *Classroom in a Book*, Adobe Press, 2002

Arnheim, Rudolf, *Visual Thinking*, University of California Press, 1969
McClelland, Deke, *Adobe Cameron, Carolee, Web Design- Concepts and Best Practices*, EMC Paradigm Publishing

Child, John, *Photographic Lighting*, Focal Press, 2001

Cross, Dave, *Photoshop Finishing Touches*, Peachpit Press, 2007

Photoshop CS3 One-on-One, dekePRESS, 2007

Galer, Mark, *Digital Imaging*, Focal Press, 2001

Haynes, Barry, *Photoshop 7 Artistry*, New Riders, 2003

Herko, Robert, *Composing Photographs*, Longmeadow Press, 1990

Course Proficiencies

Students will be able to...

1. Students will demonstrate their planning, organizational skills and the use of the creative process toward the development of their projects.
2. Students will be able to complete projects/assignments in full, and submit them by a given deadline.
3. Students will be able to critique artwork both in oral and written form.
4. The students will demonstrate their understanding of the evolution of their artwork and how it develops in complexity by building on prior experience.
5. The students will understand and be able to employ the basic editing tools in Apple Final Cut Express
6. The students will be able to follow a prepared story board.
7. The students will understand the basic language of filmmaking.

8. The students will be able to create an original storyboard both on their own and working in a group environment.
9. The students will be able to create a 5 minute silent film.
The students will be able to complete a short documentary film.

Curriculum Units

Unit 1: Review of iMovie Fundamentals

Final Cut Pro or Express: Basics

Unit 2: Short Movie: Stills and music

Unit 3: Storyboarding

Unit 4: Group Project: Movie From Chosen Screenplay

Unit 5: Short Documentary Film

Unit 6: Critique of Films

Pacing Guide- Course

Content

Number of Weeks

Unit 1: Review of iMovie Fundamentals

Final Cut Pro or Express: Basics

6 Weeks

Unit 2: Short Movie: Stills and music

4 Weeks

Unit 3: Storyboarding

6-8 Weeks

Unit 4: Group Project: Movie From Chosen Screenplay

8 Weeks

Unit 5: Short Documentary Film

5 Weeks

Unit 6: Critique of Films

6-8 Weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
What are the fundamentals of	NJSLS#1.1,1.2,1.3,1.4, CRP6 Students will be able to succeed at reviewing and working	Through hand outs and class demonstrations students will both review and expand	Quiz on the computer arts programs. Rubic

<p>iMovie?</p> <p>What are the techniques to use Final Cut Pro?</p>	<p>with the suite of programs listed.</p> <p>Students will be able to understand and employ basic editing tools.</p>	<p>their knowledge of the programs for iMovie and Final Cut.</p>	
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Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How does one create a short movie?</p> <p>How would one incorporate music into</p>	<p>NJSLS#1.1,1.2,1.3,1.4, CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will understand the basic</p>	<p>Students will work in groups and individually to brainstorm and come up with ideas to use in</p>	<p>Students will present to the class their short movie.</p> <p>Class critique and</p>

<p>the movie?</p> <p>How can one create a movie with both videos and stills?</p>	<p>language of filmmaking.</p> <p>Students will be able to create a 5 minute silent movie.</p>	<p>the creation of a silent movie.</p> <p>They will select both still images and also use the movie camera to create their final project.</p>	<p>teacher critique.</p>
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What is</p>	<p>NJSLS#1.1,1.2,1.3,1.4, CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will be able</p>	<p>Students will work within a group and brainstorm ideas for a</p>	<p>Rubric</p> <p>Class critique</p>

<p>storyboarding?</p> <p>How does one create a storyboard?</p> <p>How does one create a group or individual storyboard?</p>	<p>to create an original storyboard both on their own and working in a group environment.</p> <p>Students will understand how to follow and work within the storyboard layout.</p>	<p>storyboard.</p> <p>Students will take the necessary steps to complete a storyboard.</p> <p>Students will give an oral presentation to the class.</p>	
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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is a screenplay?</p>	<p>NJSLs#1.1,1.2,1.3,1.4 CRP4, CRP5, CRP6, CRP7, CRP8, CRP12</p> <p>Students will be able</p>	<p>Students will work with a group and individually on creating a storyboard.</p>	<p>A 5 paragraph essay will be required whereby students will explain their</p>

<p>How does a creative group work together on a movie?</p>	<p>to understand the basic language of filmmaking.</p> <p>Students will be able to create an original storyboard both on their own and working in a group environment.</p>	<p>Students will use the tools and programs that they have previously used to create a 5 minute silent film.</p>	<p>Ideas and their final movie project.</p>
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What is a short</p>	<p>NJSLS#1.1,1.2,1.3,1.4, CRP4, CRP5, CRP6, CRP7, CRP8</p>	<p>Students will work individually on their original ideas and begin to make a storyboard for their</p>	<p>Students will write a 5 paragraph reflective paper on the experience of creating a short documentary</p>

<p>documentary film?</p> <p>How does one come up with ideas about film content?</p> <p>What programs does one need to know how to operate to create a short</p>	<p>Students will be able to successfully create a short documentary film.</p> <p>Students will be able to create a film from their written ideas.</p>	<p>film.</p> <p>Students will shoot their short film and learn editing.</p> <p>Students will present their final film to the class for discussion.</p>	<p>film.</p>
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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
	<p>NJSLs#1.1,1.2,1.3,1.4,</p> <p>Students will</p>	<p>Students will present their film to the class.</p>	<p>Rubric</p>

<p>What can we learn from a critique?</p> <p>What tools are used for a critique?</p> <p>What is the difference between self-critique and group critique?</p>	<p>participate in both an oral and written critique and be able to evaluate their films.</p>	<p>Each student will explain their process and challenges.</p> <p>The class will participate in a verbal critique of each film.</p> <p>Each student will also hand in a written critique on their own film.</p>	<p>Class critique</p>
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New Jersey Student Learning Standards
Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art.

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

Benchmarks for students to reach during the course of the year.

Written essays on their work and what they are trying to achieve.

Grading of photographic work in progress as it relates to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.