



DIGITAL MEDIA COURSE (2023-24)

***Teacher: Ms. Earle
Audio Visual and Filmmaking
Career Technical Education
Orange High School***

Course Information:

Credits: 2.5

Marking Period: Half Year Course

Class Location: 115c

Teacher Information

Name: Ms. D. Earle

Phone: 973 - 677 - 4570

Ms. Earle's Teaching Background:

I am very excited to be starting the 2022-2023 school year and can not wait to get to know my students and their families. This is going to be my 13th year in this career and my 4th year at Orange High School. I hold a BFA in Animation and Visual Effects at the Academy of Art University. I've also studied for my MFA at the City College of New York, studying Documentary Films, as well as my MAT at NJCU in Special Education. I'm also a Writers Guild of America East Union Member and have worked in various film productions as a Producer/Director/Writer in N.Y., and L.A.

Course Description:

This course is intended to engage student learning in the field of Digital Media and the post-production stage of filmmaking. This course will cover the creative process and appreciation of artistic expression through video editing, sound editing, animation,

Course Objectives:

- Understand the core concepts of digital media.
- Understand the relationship between digital media and society.
- Understand concepts used to create digital graphics, visual effects, animation, audio, and video production.

1. Visual Effects
2. Audio Production
3. Video production
4. Editing Techniques

Upon completion of this course students will be able to:

- Understand digital media and the relationship for society.
- Understand business, safety, and legal issues in digital media
- Understand the concepts and apply production methods to create digital graphics
- Understand concepts and apply production methods to create digital animations
- Understand concepts and apply production methods to create digital audio
- Understand concepts and apply production methods to create digital video
- Understand concepts and apply production methods to create web based digital media

Class Codes:

- Filmmaking Per 2: 6qnugbn
- Intro to Digital Media Per 3: 4sc4oct
- Filmmaking Per 4: 6cegkc
- Filmmaking Per 5: u7czyk
- Intro to Digital Media Per 6: gajgt2
- Intro to Digital Media Per 8: v54gc5a

Remind Codes:

- Filmmaking Per 2: 2c8haf
- Intro to Digital Media Per 3: 9eghb9
- Filmmaking Per 4: 6cegkc
- Filmmaking Per 5: 89k698
- Intro to Digital Media Per 6: 8hgh4b
- Intro to Digital Media Per 8: 4db6gb9

Required Materials for In-Person Learning:

Editing Programs / Video Recording Software/ Scriptwriting Software

- 1.) Adobe Premiere
- 2.) Final Cut Pro
- 3.) Adobe Illustrator
- 4.) Adobe After Effects
- 5.) Adobe Character Animator
- 6.) Adobe Photoshop
- 7.) Master Class
- 8.) Stop Motion Movie App
- 9.) iMovie App

Instruction:

- 1.) In-Person Learning
- 2.) Google Meet
- 3.) Zoom (used only for Cinema Ed, Industry Professionals, Q&A's)
- 3.) Field Trips

Structure of the Course:

- Quizzes: Quizzes will be given over the period of the course to prepare weekly for weekly tests
- Tests: Tests will be given over the period of the course to prepare for Post - Assessments and Final Exam.
- Exam: A Post-Assessment Exam will be given by the end of the semester. This is a required exam, for which there are NO exemptions.
- Projects & Activities: Weekly projects will be assigned to develop the five specific competencies or skills areas of the course. All projects and activities will follow strict deadlines that must be met.

Grade Criteria:

The grading criteria is broken into classroom quizzes, tests, projects and the final assessment. The Final exam is 20% of the overall final grade, while quizzes, tests, and project work of the overall final grade.

Authentic Assessments:	25%
Tests:	25%
Quizzes:	20%
Classwork Projects, Activities, and Participation:	20%
Homework:	10%

TOTAL: 100%

Expectations and Policies:

All students should be mature, motivated, and willing to broaden their understanding of the course material, and be ready, willing and able to work hard everyday. This course is demanding and successful completion requires full determination and dedication from beginning to end.

- Log onto the computer and begin the daily assignment upon entering the classroom - Respect your teacher, your classmates, and the equipment - Be quiet and respectful when the teacher is talking or when a student is asking/answering a question.
- Food and drink are **not** allowed
- Projects and Assignments will have specific deadlines that must be met

All school policies and classroom rules will be rigidly enforced - no exceptions! Students must be familiar with and abide by the guidelines in the student handbook pertaining to such areas as discipline, attendance, electronics policy, academic honesty, etc.

Attendance Policy:

Purpose of the Student Attendance Policy

The purpose of the Orange High School Attendance Policy is to have each student attend all classes, arriving on time and participating fully. Students and parents should familiarize themselves with the provision and procedures of the policy. It is expected that parents will support the intent of the policy and encourage their children to maintain good attendance. Official school attendance is taken during the attendance period daily. Classroom attendance is taken every period.

Students are expected to attend every class, study hall, independent study and homeroom period. Board Policy requires each student to be present for at least 90% of class meetings in order to be eligible to receive credit. The number of absences in each class **MAY NOT EXCEED:**

18 Cumulative Absences Full Year Course
9 Cumulative Absences Semester Course
5 Cumulative Absences Quarter Course (Health)
14 Cumulative Absences Physical Education

Class Requirements:

Students will be required to complete and pass film projects, written assignments, research projects, tests/exams, and homework. Students will also be required to complete projects outside of class, participate meaningfully and respectfully in classroom discussions, maintain good attendance, have a respectful and positive attitude, and come to class prepared and ready to learn!

Academic Dishonesty:

Pupils are expected to be honest in all of their academic work. To ensure the integrity of Orange High School's educational program, a strict adherence to our district policy of academic dishonesty will be enforced. Students are expected to be honest in order to learn and grow as responsible and ethical citizens. Any breach of this standard endangers the learning process and impugns the integrity of the entire school community. The purpose of education is to prepare students to become lifelong learners, and dishonesty undermines and inhibits that process. No forms of personal and/or academic misrepresentation are permitted. A student, whether cheating alone or helping another person to cheat, will be subject to the disciplinary procedure.

Students will be expected to:

1. Complete his/her own academic work;
2. Refrain from sharing assignments unless authorized to do so;
3. Refrain from engaging in plagiarism when doing research; and
4. Adhere to classroom academic standards when testing.

The District subscribes to Turnitin.com, an electronic resource for helping to detect and prevent plagiarism. If required to do so by their teachers, students must submit their work to the website before presenting the work to their teacher.

Definition:

Cheating: is defined as any misrepresentation of one's academic work.

Personal Misrepresentation: includes attendance records; presenting falsified notes, passes or names; and any other deliberate misrepresentation to school authorities, other than academic work.

Academic Misrepresentation: includes but is not limited to, stealing, copying or providing answers on any homework, quiz, test, exam, report, essay or other school assignments, and using sources without proper documentation (plagiarism) as well as changing grades.

Course Calendar:

<u>Unit 1:</u>	<u>Course Activities</u>	<u>Standards</u>
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<ul style="list-style-type: none"> • <i>Careers in Animation</i> • <i>Job Roles and Responsibilities in the field of Animation and Visual Effects</i> • <i>Animation Terms</i> • <i>Visual Effects /Special Effects in Animation</i> • <i>Composition Design II</i> • <i>2D Animation terms</i> • <i>3D Animation terms</i> • <i>Creating a 2D/3D Environment in Animation</i> • <i>Anime Animation</i> 	<p><u><i>Black History Month Video Project 1:</i></u></p> <p><i>This will be an individual assignment. Students will write a 1 page biography on an important figure in the Black History. They will create a 3D Animated Video, designing a 3D Character and record voice-over. They will also import stock footage and photographs of the Black History Leader.</i></p> <p><i>Phase 1: Students will research and write a 1 page biography on an influential Black Historical Figure in History.</i></p> <p><i>Phase 2: Students will begin production, and design a 3D Character of themselves, and record voice over.</i></p> <p><i>Phase 3: Students will add photos, and music to the video.</i></p> <p><i>Phase 4: Once students are done with editing their video in Adobe Premiere, they will upload the video in Google Classroom.</i></p> <p><u><i>Demo Reel -Project 1:</i></u></p> <p><i>Students will create a Demo Reel of all of their projects from Marking Period 1 and 2.</i></p> <ul style="list-style-type: none"> • <i><u>Phase 1</u> - Opening Title Card, and Ending Title Card, with logo.</i> • <i>Phase 2 - Students will upload at least 3 - 4 projects, to create a Demo Reel.</i> 	<ul style="list-style-type: none"> • <i>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</i> • <i>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</i> • <i>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</i> • <i>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</i> • <i>9.3.12.AR.5 Describe the career opportunities and means to achieve</i>
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	<ul style="list-style-type: none"> ● <u>Phase 3</u> - Students will import music using the Soundstripe website (free royalty music) . ● Students will update their portfolio website and Demo Reel based on their assignments from Marking Period 1 - 4. ● Students will design a Digital Poster using Adobe Photoshop based on their favorite film, and redesign the poster ● Students will write a 1 page research paper on their favorite Animator or Director of an Animated Series. <p><u>Short Film (Sci-Fi Theme)</u> <u>Project 3:</u></p> <p>Students will produce a short film (Sci-Fi Theme) incorporating 2D/3D Visual Effects.</p> <ul style="list-style-type: none"> ● <u>Phase 1</u> - Students will begin the pre-production process of their Sci-Fi- Genre Short Film) Students will brainstorm on an idea using a story starter or AI Appl. Each team will create a google slide presentation (title, synopsis, cast list, crew list, and locations). ● <u>Phase 2</u> - Students will begin production for their short film. ● <u>Phase 3</u> - Students will 	<p>those opportunities in each of the Arts, A/V Technology & Communications Career Pathways</p> <ul style="list-style-type: none"> ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. ● • 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
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	<p><i>edit their short film in Adobe Premiere and Final Cut Pro.</i></p>	<ul style="list-style-type: none"> ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. ● • 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
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<u>Unit 2:</u>	<u>Course Activities</u>	<u>Standards</u>
<ul style="list-style-type: none"> • <i>Careers in Stop Motion and Clay Animation</i> • <i>Clay Animation Terms</i> • <i>Stop Motion Animation Terms</i> • <i>Designing Props for Stop Motion</i> • <i>Creating Characters for Clay Animation</i> • <i>Creating a 3D Environment in Stop Motion</i> • <i>NOTCI Test Review</i> 	<p><u><i>Stop Motion Animation Project 1:</i></u></p> <p><i>Students will use objects to design a Stop Motion Animation.</i></p> <ul style="list-style-type: none"> • <u><i>Phase 1:</i></u> <i>Students will begin brainstorming the story for their Stop Motion Animated Film. They will create Google Slide (Title, Synopsis, Cast, Crew, and Location).</i> • <u><i>Phase 2</i></u> - <i>Students will begin production, taking photos for their Stop Motion Animation, capturing the figures in motion to create an Animated Sequence.</i> • <u><i>Phase 3</i></u> - <i>Students will begin editing their Stop Motion Video in Adobe Premiere.</i> <p><u><i>Stop Motion Animation - Project 2:</i></u></p> <p><i>Students will design characters using armature wire and aluminum foil.</i></p> <ul style="list-style-type: none"> • <u><i>Phase 1:</i></u> <i>Students will begin brainstorming the story for their Stop Motion Animated Film.</i> 	<ul style="list-style-type: none"> • <i>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</i> • <i>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</i> • <i>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</i> • <i>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual</i>

	<p><i>They will create Google Slide (Title, Synopsis, Cast, Crew, and Location).</i></p> <ul style="list-style-type: none"> • <i><u>Phase 2</u> - Students will begin production, taking photos for their Stop Motion Animation, capturing the figures in motion to create an Animated Sequence.</i> • <i><u>Phase 3</u> - Students will begin editing their Stop Motion Video in Adobe Premiere.</i> • <p><i><u>Demo Reel Update -Project 3:</u></i></p> <p><i>Students will create a Demo Reel of all of their projects from Marking Period 1 and 2.</i></p> <ul style="list-style-type: none"> • <i><u>Phase 1</u> - Opening Title Card, and Ending Title Card, with logo.</i> • <i>Phase 2 - Students will upload at least 2-3 new projects, to create an updated Demo Reel.</i> • <i><u>Phase 3</u> - Students will import music using the Soundstripe website (free royalty music) .</i> • <i>Students will update their portfolio website and Demo Reel based on their assignments from Marking Period 3 and 4.</i> 	<p><i>technology and communications workplace.</i></p> <ul style="list-style-type: none"> • <i>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways</i> • <i>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</i> • <i>• 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</i> • <i>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</i> • <i>9.3.12.AR.2 Analyze the importance of health, safety and environmental management</i>
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		<p><i>systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</i></p> <ul style="list-style-type: none"> ● <i>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</i> ● <i>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</i> ● <i>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways</i> ● <i>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &</i>
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		<p><i>Communications Career Cluster.</i></p> <ul style="list-style-type: none">● <i>• 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments</i>
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Digital Media Contract

I, _____ acknowledge that:
(Printed Name)

- i. *I am aware of the policies and procedures as instructed by my teacher; it is my responsibility to familiarize myself with the class expectations.*
- ii. *In addition, I confirm that I have received, read, and understood the syllabus.*
- iii. *I agree to conduct myself in a professional, respectful, and knowledgeable manner.*

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____