Crawford Central School District

Course – Multimedia II

Grades: 11-12

Course Description: This year-long course continues where Multimedia I left off by challenging students with real-world, professional-caliber multimedia projects.

We will begin the year with a review of photography and videography principals and techniques. Students will then use their photography skills while learning to create professional document spreads using Adobe InDesign and vector-based graphics using Adobe Illustrator.

In the second semester, students will devise a real-world multimedia campaign that supports or promotes something in our school, our district, or our community. To wrap up the year, students will choose to work independently or with a small group to create a multimedia passion project.

Note: Throughout the year, as needed, Multimedia students will also receive different school-related assignments (sports videos, highlight reels, posters, photo/video jobs, drone filming, etc).

Unit Title: Advanced Photography & Videography Techniques

Time: 9 Weeks

Essential Questions: How do professional photographers/videographers view and capture the world around them?

Resources: Cameras (phones or DSLRs), Adobe Photoshop, Final Cut Pro

Standards: Benchmark A: 1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.

Benchmark B: 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas .

3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines

Content	Skills	Vocabulary	Assessment
What students must know Components of a camera, camera settings (exposure, ISO, aperture, white balance, resolution), types of shots	What student must do Conceive, execute, and publish photography/videography in different settings, using appropriate lighting and techniques	Line, shape, form, color, texture, size, depth, shutter, lens, aperture, focus, ISO, sensor, rule of thirds, RAW, exposure, bokeh, camera shotlist, fill lights, key lights, color theory	Online photography/ videography blog (portfolio)

Unit Title: Advanced Document Publishing and Layouts

Time: 9 Weeks

Essential Questions: How do graphic designers use Adobe InDesign to create appealing document layouts that attract an intended audience or meet an intended purpose?

Resources: Wacom Tablets, Adobe InDesign, Adobe Illustrator

Standards: 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

5.4.12.G. Create an advanced digital project using sophisticated design and appropriate software/applications.

15.4.12.K. Evaluate advanced multimedia work products and make recommendations based on the evaluation.

Content	Skills	Vocabulary	Assessments
What students must know Create a document spread (including bleeds, margins, and overall size), placing items, making frames, page numbering, creating vectors from rasters	What student must do Imitate professional document layouts using Adobe InDesign, convert raster graphics into vector graphics for large-scale printing and publishing	Raster, vector, frames, importing, filetypes, spreads, resolution, tools (brush, eraser, crop, gradient, text, etc.)	Custom professional layout with company/product of choice, custom logo iterations

Unit Title: School / District / Community Social Media Campaign

Time: 9 Weeks

Essential Questions: How are marketing campaigns devised and implemented in today's ever-shifting digital landscape?

Resources: Adobe Photoshop, Illustrator, InDesign; Final Cut Pro X; Garage Band; Google Sites

Standards: 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

5.4.12.G. Create an advanced digital project using sophisticated design and appropriate software/applications.

15.4.12.K. Evaluate advanced multimedia work products and make recommendations based on the evaluation.

Content	Skills	Vocabulary	Assessment
What students must know How to produce multimedia materials for an intended audience and purpose;	What student must do Brainstorm ideas, coordinate all phases of a public information campaign, produce professional caliber document layouts, photographs, and videos; use social media applications to publish material	Audience, market, purpose, layout, spread, bleed, margins, raster, vector, logo, branding	Social media profiles and posts, documents, photographs, vidoes

Unit Title: Passion Project

Time: 9 Weeks

Essential Questions: How can I use creative tools to make art that reflects or represents my true passion(s) to others?

Resources: Adobe Photoshop, Illustrator, InDesign; Final Cut Pro X; Garage Band; Rode recording equipment

Standards: 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Content	Skills	Vocabulary	Assessment
What students must know How to effectively use cameras, capture photographs and videos, edit images, edit videos, create original graphics, record audio, etc.	What student must do Brainstorm potential topics; plan a presentation utilizing multiple genres; revise/improve project ideas, create visuals, videos, and/or audio pieces to support topic; publish finished product	Multi-genre, audience and intended purpose, copyright	Brainstorming, planning, revising from feedback, producing, editing, and publishing passion project