



Digital Production 120

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Table of Contents

Acknowledgments.....	i
Introduction.....	1
Background.....	1
Purpose.....	1
Approaches to Teaching.....	1
Universal Design for Learning.....	2
Assistive Technology.....	2
Assessment and Evaluation.....	3
Media Studies 120 and Production Technologies 120 Correlations and Variations.....	3
Curriculum Outcomes.....	4
Suggested Units of Study in <i>Production Technologies 120</i>	6
Unit of Study: Digital Imaging.....	6
Unit of Study: Web Design.....	8
Rubric – Website Design Project Marking Checklist.....	10
Website Marking Rubric.....	11
Unit of Study: Digital Audio.....	12
Unit of Study: Digital Video Production.....	14
Sample Assignment: The Greatest Album/Artist of all Time.....	16
Sample Assignment: Public Service Announcement.....	17
Generic Rubric.....	19
Appendices.....	21
Principles of Design.....	22
Photography Composition Assignment.....	24
Magazine Cover Assignment.....	25
Web Design Evidence of Planning.....	27
Digital Audio Evidence of Planning.....	31
Soundscape Assignment.....	32
Soundscape Rubric.....	33
Peer Evaluation Checklist.....	36
New Brunswick 21 st Century Competencies.....	37

Introduction

Background

Production Technologies 120 is a performance-based course that focuses on the applied use of digital media and explores the appropriate legal and ethical dealings. It is intended to develop digital literacy through a skills-based approach, challenging in terms of its requirements but flexible enough to accommodate students with a wide range of interests and abilities.

Purpose

Production Technologies 120 offers students opportunities to produce different forms of media.

It explores the areas of ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials, creation and manipulation of digital imaging, effective web design and application of web tools, examination of audio production and creation of audio projects, examination of video production and creation of video projects.

Production Technologies focuses on producing content for an audience. In each unit of study, students consider the needs of the audience through the exploration of real world examples, and apply those multimedia skills to projects throughout the course. This course prepares students well for post-secondary opportunities in the fields of graphic design, animation, and both video and audio recording/production.

Literacy is an important component of this course. To cultivate literacy skills, students of *Production Technologies* will demonstrate proper evidence of planning through the use of graphic organizers, planning sheets, peer editing and brainstorming sessions. Students will also be involved in creating scripts for both Audio and Visual units. Teachers will provide students an opportunity to write periodic reflection on the process of a project as well as the goals and outcomes.

Students will practice reading and viewing strategies when reviewing materials to assist in the creation of products and when appraising technology media. Writing and representing will be enhanced through the creation of written and visual products such as storyboards, business cards, scripts for short films and other technology platforms. Students will be expected to apply their oral language skills through classroom interactions and presentations to peers and other groups. Tools such as graphic organizers and cross-curricular literacy strategies (see the Cross Curricular Reading Tools

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Cross-Curricular%20Reading%20Tools.pdf>

And

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/CCLF%20Portal%20Version%20Links.pdf>) will provide additional support for further development of literacy skills.

Approaches to Teaching

New Brunswick is committed to the implementation of inclusionary practices in all courses. *Production Technologies 120* allows students to assume responsibility for their own learning by using real world applications in a variety of learning methods including but not limited to: problem based learning, scaffolding, step by step tutorials/mini assignments and inquiry-based learning. Inquiry-based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community.

Since this strategy may be new to many students, teachers should take time at the beginning of each unit to discuss methods of organizing and brainstorming the big questions for inquiry, and directing students toward resources that support their pursuit of knowledge.

One challenge of inquiry-based learning is that students may have difficulty making concrete connections between the project and the learning outcomes. Therefore, it is suggested teachers highlight the connections that took place through the projects.

Every unit in this course features examination and analysis of the processes used to create a multimedia product. This is accomplished through a project in each unit that starts with an idea, and has students move through the following steps: planning, gathering and creating assets, importing, editing, exporting, and presenting the final product. At the conclusion of the project students reflect on the goals and outcomes completed.

The teacher of *Production Technology 120* is expected to access a wide variety of resources. Software and hardware are constantly changing so the teacher must be aware of what resources are available and incorporate these resources into the course. This may include open source or proprietary software programs.

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. *Appendix K: Proposed New Brunswick 21st Century Competencies*

Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that ... his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

Multiple means of representation: provide diverse learners options for acquiring information and knowledge

Multiple means of action and expression: provide learners options for demonstrating what they know

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at <http://www.cast.org/> and in the appendices section of this document.

Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It does not replace instruction in academic or social skills and is specific to task rather than exceptionality.

There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section.

This curriculum assumes 90 hours of classroom instruction and learning experiences, a semester-long program. With anticipated interruptions to this time, it is essential that teachers consider equal distribution of time for the specific outcomes. An integrated approach through the suggested units will allow for flexible attention to a number of outcomes within individual learning experiences.

Assessment and Evaluation

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. *Production Technologies 120* is conducive to the principles of Universal Design for Learning. Teachers are encouraged to accept multiple means of representation of student learning. Students are also encouraged to monitor their own progress through self-assessment strategies using goal setting and rubrics.

It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and rubrics are recommended for this task. Teachers should use checklists and rubrics as a teaching strategy by developing each assessment tool collaboratively with the students. Sample rubrics are included in this document as a suggested guideline. These rubrics are intended as a starting point. Because student achievement level may vary from class to class this provides an application of **UDL** by heightening the engagement of the students by communicating the standards of major projects and assignments.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Technology Applications (e.g., wikis, blogs, discussion forums, virtual communication)
- Self- and peer-assessment
- Learning Logs
- Projects and Investigations
- Checklists
- Rubrics
- Reflective Journals
- Simulations
- Portfolios

Media Studies 120 and Production Technologies 120 *Corrolations and Variations*

Media Studies 120	Production Technologies 120
<ul style="list-style-type: none"> • Literacy based • Impact of media • Communication based • More of an analysis of media • Resemble an English class 	<ul style="list-style-type: none"> • Production based • Impact of effective design • Media creation based • Production of media and other technology products • Resemble a skills trade course.
<ul style="list-style-type: none"> • Study who the target audience is, and how the messages, created by media, could be received by them. Needs of the target audience is a major factor. 	<ul style="list-style-type: none"> • Effective design of media elements is used to communicate with an audience. Target audience is considered during production, and may be used as a guide to assess effective design, but is not, in itself, an assessment point.
<ul style="list-style-type: none"> • Production is used as a presentation/publishing medium. Students are assessed on the message conveyed, target audience, and other literacy outcomes etc. 	<ul style="list-style-type: none"> • Production is used as an assessment method. Student are assessed on the quality of artefact(s) created and elements of effective design.

Curriculum Outcomes

The learning benchmarks in this course are achieved through the successful understanding and creation of artefacts/products that require a mix of analytical and practical knowledge (know how). Exploring the principles of effective design, students create media products in a variety of formats, at the same time acquiring 21st century skills, including the technical and procedural skills required to position themselves to secure a job and sustain a career in media.

The specific curriculum outcomes (SCOs) listed under the General Curriculum Outcomes (GCOs) 1 and 2 are common to all four units of study and can be successfully met in all units of study. Teachers should target specific SCO's to be assessed in a given lesson or activity.

G.C.O. 1.0 Demonstrate an awareness of the ethical and copyright implications of media creation		
S.C.O.	Know	Do
1.1 Students understand the ethical implications and responsibilities of media creation.	<ul style="list-style-type: none"> • Potential consequences for copyright infringement <ul style="list-style-type: none"> ➢ Awareness of bias, libel, stereotypes and factual information ➢ The legal and moral issues surrounding misrepresentation using altered digital media ➢ Privacy implications in media production 	<ul style="list-style-type: none"> • Identify how digital media technologies can be used to misrepresent reality • Demonstrate ethical and responsible behaviour when producing digital media • Appraise the terms of service of media hosting sites such as YouTube and Facebook.
1.2 Students understand and comply with Canadian copyright law.	<ul style="list-style-type: none"> • Canadian Copyright Laws <ul style="list-style-type: none"> ○ Fair Dealing ○ Public Domain ○ Creative Commons ○ Accepted types of products under copyright rules 	<ul style="list-style-type: none"> • Apply copyright rules when producing media • Access and incorporate personal, public domain and creative commons material into products
G.C.O. 2.0 Explore principles of effective design and communication.		
S.C.O.	Know	Do
2.1. Students understand how media and media elements affect target audiences.	<ul style="list-style-type: none"> • The needs of an audience • The impact of media on an audience • The various ways in which information can be communicated • Consideration of technical capabilities of the target audience (screen size, band width, browser compatibility) 	<ul style="list-style-type: none"> • Define the purpose for the media they create • Communicate a message effectively to a target audience • Select appropriate media elements and methods of production required to convey a message
2.2 Students have an awareness of effective design elements, as it applies to the unit of study.	<ul style="list-style-type: none"> • The elements of good design, as they apply to the unit of study • How to provide and receive feedback 	<ul style="list-style-type: none"> • Evaluate and compare technical and design elements of various media products. • Reflect on constructive criticism to improve product and/or work piece
2.3. Students understand the importance of pre-production and attention to detail.	<ul style="list-style-type: none"> • The importance of using accurate and relevant information in media productions 	<ul style="list-style-type: none"> • Employ various research tools to aid in media production • Use documented teacher feedback to improve the

PRODUCTION TECHNOLOGIES 120 CURRICULUM OUTCOMES

	<ul style="list-style-type: none"> Understand the process of media creation and the purpose of the pre-production phase 	quality of productions
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G.C.O. 3 Design and create media products in a variety of formats.

S.C.O.	Know	Do
3.1 Students design and create digital imaging products.	<ul style="list-style-type: none"> Image resolution, image sizing and image file formats Elements of an image editing software interface When and how to make image adjustments (e.g., brightness, contrast, hue and saturation) How to manage assets throughout digital image production workflow 	<ul style="list-style-type: none"> Use layers effectively Produce and reuse images Use various selection tools Transform images Retouch images Combine more than one image Add and manipulate text in a project Apply filters or effects
3.2 Students design and create websites.	<ul style="list-style-type: none"> The importance of managing assets and using file-naming conventions Principles of user interface design <ul style="list-style-type: none"> navigation menu Principles of information design <ul style="list-style-type: none"> appropriately organizing the content Principles of graphic design <ul style="list-style-type: none"> color scheme layout multimedia content Basic HTML 	<ul style="list-style-type: none"> Communicate plans with storyboard or wireframes Optimize JPEGs and GIFs Integrating images and text Design and create an aesthetically appropriate web pages Incorporate color and layout consistently Design for maximum usability and accessibility
3.3 Students design and create digital audio products.	<ul style="list-style-type: none"> Basic science of sound Common audio file formats Elements of a digital audio editing software interface How to organize and manage audio assets 	<ul style="list-style-type: none"> Create multi-track projects Import existing audio into a project Create sound effects. Record audio in software Perform basic audio editing tasks Apply effects Export final production into a common audio format
3.4 Students design and create digital video products.	<ul style="list-style-type: none"> Common video file formats Elements of a video editing software interface Basic principles of animation <ul style="list-style-type: none"> Frames per second Recognize different types of animation Videography techniques Organize and manage video, image and audio assets 	<ul style="list-style-type: none"> Use shot lists or storyboards to plan projects. Shoot a sequence Animate a sequence Incorporate music/audio into a product. Import video into a project Perform basic video editing tasks Export final production into a common video format

Suggested Units of Study in *Production Technologies 120*

Unit of Study: Digital Imaging

Digital Imaging: This unit will introduce students to the principles of effective design and help them develop some advanced image editing skills through a series of hands-on activities. Students will identify the target audience and create a graphic design which will effectively communicate a message.

Look fors:

Students can:

- Apply copyright rules for image use.
- Effectively communicate design plans and reasons for design choices.
- Demonstrate basic knowledge of design principles and image composition.
- Demonstrate knowledge of image resolution, image size and image file formats.
- Identify elements of an image editing software interface.
- Use layers effectively.
- Produce and reuse images.
- Use various selection tools.
- Transform images.
- Apply image adjustments such as brightness, contrast, hue and saturation.
- Retouch images.
- Combine more than one image.
- Add and manipulate text in a project.

Curriculum Outcomes	Suggestions for Teaching and Learning
<p>1.1 Students understand the ethical implications and responsibilities of media creation.</p> <p>1.2 Students understand and comply with Canadian copyright law.</p> <p>2.1. Students understand how media and media elements affect target audiences.</p> <p>2.2 Students have an awareness of effective design elements.</p> <p>2.3. Students understand the importance of pre-production and attention to detail.</p> <p>3.1 Students design and create digital imaging products.</p>	<p>Lesson Suggestions:</p> <ul style="list-style-type: none"> • Introduce Canadian Copyright, Creative Commons, Public Domain (Appendix A) • Provide students with resources for copyright clear images • Demonstrate to students editing techniques, such as cropping, masking, using transparency, creating shapes, adding text, and creating and working with layers (image editing software demonstrations) • Explain the basic principles of effective design such as balance, rhythm, emphasis and unity. Use several examples to reinforce these principles. (Appendix B) • Explain the basic principles of image composition, such as rule of thirds, leading lines, and framing (Appendix C) <p>Activity Suggestions:</p> <p>In the activities below, the teacher can allow students to find resources online or students may be provided with assets/templates that they can use to complete the activity.</p> <p>Image Library</p> <p>Contribute to a library of student-produced stock images to be used in <i>Production Technologies 120</i> projects.</p> <p>Image Collage</p> <p>Students take photos or gather images from various sources. They then retouch and manipulate these photos and images to build a collage.</p>

Logo

Ask students to view sample logos and discuss design principles used in the logos. Students then plan, create, and build a logo for use in other publications, such as business cards, menus, or advertisements. Students learn about file formats, resolution, and image size and select appropriate settings for a variety of final product scenarios.

Business Card

Students create a business card, and in the process, learn about layout design. Students can also discuss how audience and purpose impact design decisions, whether they're representing themselves or an organization.

CD Label and Cover

Students plan and create a CD Label and Cover. Provide students with artwork guidelines from a printing company that their graphics must adhere to.

Poster

Students analyze a variety of poster examples and list the design characteristics used within each, before planning their own posters. Students then plan their poster design and present the initial draft in groups or with the whole class for peer feedback. Students then apply this feedback in designing their final poster.

Magazine Cover (Assets are provided for this activity)

In this lesson students will create a magazine cover. The most important part of this activity is using and managing layers. Students create a new file and select the US Paper/Letter pre-set (making sure the resolution is set to 300 dpi). Use the cover model file that is attached as the main image. There is also a barcode image attached. **(Appendix D)**

Note: In some cases it may be easier due to time constraints, or for accommodation purposes, to have students use resources provided by the teacher.

Universal Design for Learning strategies

Provide generic pieces of the assignment and give students the option to use these pieces. (i.e. Provide all students with a collection of pictures to use for assignments, as taking pictures or researching pictures may not be the learning objective for specific assignments.)

Project Suggestions:**Produce Advertising Material for a Client**

Students are introduced to the process of working with a client through an advertisement project. They work with a client to identify the goals, audience, and purpose of an advertisement. Teachers may choose to limit the scope of these projects by being the client or by selecting a specific client in the school for each student group, or choosing to work with local businesses and organizations.

Working in small groups, students interview clients and then design and provide multiple drafts of their advertisement designs to the client. Students engage in a review and redesign cycle with their clients.

Unit of Study: Web Design

Web Design: The aim of this unit of study is to introduce students to the world of website design. It is not intended to make them prolific programmers, but to give them the basic understanding of how to plan, design and program a simple website. The majority of lessons in this unit focus on helping students understand the design process related to creating a website.

Look Fors:

Students will:

- Communicate web design plans effectively for the specified audience.
- Effectively manage assets for web design assignments.
- Be able to discuss the principles of user interface design.
- Be able to discuss the principles of information design and organization.
- Be able to discuss the principles of graphic design.
- Create Basic HTML and organize it effectively.
- Integrate images and text.
- Change the properties of a webpage (color, layout, font styles and sizes).
- Be able to link multiple webpages to a single site.

Curriculum Outcomes	Suggestions for Teaching and Learning
<p>1.1 Students understand the ethical implications and responsibilities of media creation.</p> <p>1.2 Students understand and comply with Canadian copyright law.</p> <p>2.1. Students understand how media and media elements affect target audiences.</p> <p>2.2 Students have an awareness of effective design elements.</p> <p>2.3. Students understand the importance of pre-production and attention to detail.</p> <p>3.2 Students design and create a web-based product (e.g., website, blog, wiki).</p>	<p>Lesson Suggestions:</p> <p>Develop a copyright lesson related to website design (focusing on images and media content). Provide students with sources to find copyright free and creative commons resources for their web design projects.</p> <p>Introduce students to the following web design principles:</p> <ul style="list-style-type: none"> • Graphic Design - The aesthetic principles related to colour, layout, typography and website graphics • Interface Design - Principles related to how the user interacts with the site, primarily related to the navigation menu • Information Design - Ideas and examples of how content can be organized logically throughout the site and on each page (Appendix E) <p>Create a lesson on the internet and the world wide web explaining their relation to each other and how they are related.</p> <p>Explore the anatomy of a website - URL, source files, graphics, asset management, and file naming conventions.</p> <p>Review the Basics of HTML (and languages of the Web, CSS, Java, PHP etc.)</p> <p>Present the Design process (planning, designing, developing, evaluating); the planning document may be taught at this point with connected literary elements.</p> <p>Activity Suggestions:</p> <p>Copyright Activity Ask students to search for copyright free or creative commons images, of a theme of their choosing from sites such as http://Flicker.com and http://morguefile.com/.</p> <p>Set up a simple site Ask students to set up a simple blog/website using an online web design program such as <i>Blogger</i>, <i>Wordpress</i> or <i>Weebly</i>. Use this assignment to teach about the anatomy of a website.</p>

Simple HTML editing activity

Using notepad, ask the students to set up a basic html document. Walk them through managing assets for the page (source file - index.html), 1-2 images (inside sub folder titled images), making some changes and then require them to add/change 3-4 different tags and/or attributes. (UDL strategy - to modify this activity provide a basic html document already created as well as the assets for the site to the students).

Simple web design program tutorials

Ask students to complete several tutorials for the software they will be using to design a website.

The pre-production planning document

Before students begin building their website, require them to complete a pre-production planning document to assess their planning and literacy skills. **(Appendix F)**

Project Suggestions:**Students plan and build a website.**

Students design a digital portfolio in web form for all the projects completed in this course.

Website Design Project Marking Checklist/Rubric

Homepage		
Attractive, has strong eye appeal and has a clear title.	Y	N
Index, table of contents or some other clear indicator of the contents of the site.	Y	N
Site creator is clearly identified and information for contacting is available.	Y	N
Copyright date or date the site was created is easy to determine.	Y	N
Layout and Design		
DIV tags or tables are used for layout purposes.	Y	N
Each section of the page is clearly labeled with headings.	Y	N
Consistent format is evident from page to page.	Y	N
Text and background are complimentary and do not clash.	Y	N
Text is legible.	Y	N
Color and fonts (face, style) are effective and support both design and content.	Y	N
Colors are consistent within site.	Y	N
Pages are not long with a lot of vertical scrolling.	Y	N
Navigation		
Consistent navigation menu exists on all pages.	Y	N
Location of navigation menu is consistent on all pages.	Y	N
Content		
Rich content and information are present to make the site worth visiting or re-visiting.	Y	N
Information is clearly labeled and organized.	Y	N
Information is easy to find (not more than 3 clicks away).	Y	N
Some links to external sites are evident.	Y	N
Graphics are of appropriate quality.	Y	N
Graphics illustrate content effectively and appropriately.	Y	N
Bullets, spacing and indents effectively and attractively contribute to the overall design.	Y	N
Technical Elements		
Home page is named "index.html".	Y	N
All internal and external links work and are clearly labeled.	Y	N
Size of graphics is appropriate.	Y	N
All pages have a title.	Y	N
Audio files, video files and animations serve a clear purpose.	Y	N
Total number of Y, N		
Rating	__ Very well designed and easy to use __ Design needs to be improved but site is usable __ Poorly designed, difficult to use	

Website Marking Rubric

Area/Value	4	3	2	1	Mark
Planning	Planning for website was detailed. It is obvious a lot of thought has gone into the project.	An adequate amount of planning has been done. Student clearly has an idea of what he/she is designing.	Very little evidence of planning.	No real planning completed.	
Work Ethic	Student always uses classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student uses classroom project time well most of the time. The majority of conversations are focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well, but occasionally distracts others from their work.	Student does not use classroom project time well, and/or is disruptive to the work of others.	
Graphic Design	The web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.	
Information Design	The site has a well-stated, clear purpose and theme that are evident throughout the site. Information on each page and throughout the entire site is organized logically.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it. Some issues are evident with the organization of information on pages or throughout the site.	The purpose and theme of the site are somewhat vague. Information is poorly organized.	The site lacks a purpose and theme. There is no real evidence of organization.	
Interface Design	Links for navigation are clearly labeled and consistently placed to allow the reader to move easily from a page to related pages (forward and back), and internal links take the reader where he/she expects to go. A user does not become lost.	Links for navigation are clearly labeled and allow the reader to move easily from a page to related pages (forward and back), and internal links take the reader where he/she expects to go. A user rarely becomes lost.	Links for navigation take the reader where he/she expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	
Technical Aspects	All links work. All images load properly. All assets are organized properly in folders.	Most links work. Most images load properly. Some of the assets are disorganized in folders.	Many technical problems exist with the site (e.g., bad links, images, file organization).	Site really does not work.	
Required Elements	All criteria on the main instruction sheet have been met.	Most of the criteria on the main instruction sheet have been met.	Some of the criteria on the main instruction sheet have been met.	Almost none of the criteria on the assignment have been met.	
Comments:					/ 70

Unit of Study: Digital Audio

Digital Audio: This unit of study will introduce students to the processes and equipment used to create and edit digital audio. Knowledge and skills are developed in this unit through a series of introductory assignments and lessons finishing with and a final audio project. This unit of study will compound with the digital video production unit.

Looks Fors:

Students can:

- Apply copyright rules for audio (music, sound fx) used.
- Clearly communicate with others audio production plans.
- Demonstrate knowledge of different audio file formats.
- Identify elements of a digital audio editing interface.
- Record high quality audio tracks.
- Create multi-track projects using both imported audio as well as self-recorded tracks.
- Demonstrate knowledge of basic audio editing tasks in order to remove unwanted pieces of audio, adjust the volume within tracks.
- Demonstrate knowledge of effects.
- Organize and manage audio assets.
- Export final production into a common audio format.

Curriculum Outcomes	Suggestions for Teaching and Learning
<p>1.1 Students understand the ethical implications and responsibilities of media creation.</p> <p>1.2 Students understand and comply with Canadian copyright law.</p> <p>2.1. Students understand how media and media elements affect target audiences.</p> <p>2.2 Students have an awareness of effective design elements.</p> <p>2.3. Students understand the importance of pre-production and attention to detail.</p> <p>3.3 Students design and create digital audio products.</p>	<p>Lesson Suggestions:</p> <p>Teach students the basic science of sound and sound recording, including parts of a sound wave and their relationship to pitch and volume, analog vs. digital audio recording and common file formats. (Appendix G)</p> <p>Teach planning process for audio production, brainstorming and organization of the production (sound effects, multiple tracks). (Appendix H)</p> <p>Demonstrate the digital audio-editing software that will be used. Walk students through the drop-down menus. Illustrate how to record and add additional tracks.</p> <p>Discuss the usage of copyright clear music with examples of places where students can find copyright clear images; explain the process of obtaining permission from Copyright holders.</p> <p>Explain the art of creating sound effects (Foley Sound) through the use of common tools and objects, emphasizing the purpose and benefit of creating sound effects, and the use of Foley sound stages.</p> <p>Explain to students the basic audio-editing process by demonstrating how to: clip audio tracks, change the volume of a portion and the whole track, and polish vocal tracks. The mixing process should be covered in this section so students are aware of balance between tracks in a multi-track recording.</p> <p>Explain basic audio effects that are available in the editing software: the effect they can create, common effects used in audio production, and how to import additional VST (Virtual Studio Technology) plugin effects.</p> <p>Introduce students to the concept of telling stories with sound.</p>

Activity Suggestions:

In these activities, the teacher can allow students to find resources online or students can be provided with assets/templates that they can use to complete the activity.

Simple track editing

Ask students to locate a piece of copyright free, or creative commons, music and import the track into the audio editing software. Require students to alter the software using fade ins and outs, cut tools, and built-in effects.

Create Your Own Sound FX

Ask students to research how sound FX is made and create a list of materials that they need to create a set of sounds. Once students acquire these materials, they need to record their sound FX. These sound effects will be added to a stock audio library used for *Digital Technology 120* projects.

Soundscapes

Discuss the role of a sound designer and ask students to imagine they are at a specific place, sitting and listening to natural and real sounds created. Ask students to identify the different noises they hear. Provide students with a variety of pictures of areas where one would hear a variety of sounds (e.g., park, mall, city street). Ask students to select one sound, and with the use of both imported and Foley sound effects, to recreate the scene/picture. (Universal Design for Learning – a possible SEP modification would be to provide the students with the main sounds...)

Radio Commercial. Ask students to research a non-profit organization in their area and to create a multi-track radio ad to promote the cause and at the same time engaging students in becoming active citizens in their community.

Radio Play

Require students to create an audio-production of the script, including vocal tracks, soundtrack and music.

Universal Design for Learning strategies

Due to the fact that we are not assessing the retrieval or researching of sound tracks, teachers can provide several tracks for a soundscape to all students. Students will import the tracks into an audio editor and focus on practicing the skills involved with editing of the tracks. (mix tracks, clip, mute) **(Appendix I)**

Provide all students with the script of an old radio play which students would create an audio-production of the script, including vocal tracks, soundtrack and music.

Project Suggestions:

Produce a collection of audio recordings for a client.
Produce a PSA for a local organization.

Unit of Study: Digital Video Production

Digital Video Production: This unit of study will introduce students to the processes used to create multimedia video projects that include animations, audio, video, text and images. Knowledge and skills are developed in this unit through a series of introductory assignments and a final multimedia project. It is recommended that this unit be taught after the audio and imaging units so students can use, and further enhance, these skills.

Look Fors:

Students can:

- Clearly identify the purpose and audience for the video they produce.
- Apply copyright rules when producing video.
- Communicate with others video production plans.
- Identify elements of a video editing software interface.
- Use storyboards to clearly plan video productions.
- Import video into a project.
- Demonstrate knowledge of basic video editing tasks such as splitting a video, clipping a video, adding audio into a video production.
- Use of videography techniques and shots.
- Organize and manage assets.
- Export final production into a common video format.

Curriculum Outcomes	Suggestions for Teaching and Learning
<p>1.1 Students understand the ethical implications and responsibilities of media creation.</p> <p>1.2 Students understand and comply with Canadian copyright law.</p> <p>2.1. Students understand how media and media elements affect target audiences.</p> <p>2.2 Students have an awareness of effective design elements.</p> <p>2.3. Students understand the importance of pre-production and attention to detail.</p> <p>3.4 Students design and create digital video products.</p>	<p>Lesson Suggestions:</p> <p>Teach students about the three stages of video production: pre-production, production and post-production. During this lesson, the roles of those involved in the production process should be introduced. (Appendix J)</p> <p>Ensure through a series of demonstrations and activities that students learn basic video editing, file management and animation techniques. These techniques include importing video, trimming video, adding transitions, effects and titles, as well as working with audio.</p> <p>Review copyright principles related to video production and animation. Provide students with sources of copyright free and creative commons resources for their videos and animations.</p> <p>Introduce and teach students basic videography techniques including, shot composition, the rule of thirds, lighting, panning, and zooming. (Appendix K)</p> <p>Introduce students to the various types of animation, including Cel Animation, Stop Animation, Computer Animation (2D & 3D)</p> <p>Activity Suggestions: <i>In these activities, the teacher can allow students to find resources online or students can be provided with assets/templates that they can use to complete the activity.</i></p> <p>Editing Existing Video Provide students with raw video footage and a completed storyboard. Ask students to use the storyboard as a road map to edit footage into a final project.</p> <p>Stop Motion Animation Give students existing photos and ask them to import the images into their favorite video-editing software to create a stop-motion video. Require students to add sound fx and music to the video.</p>

Shot Composition Activity

After teaching about concepts such as shot composition and lighting, give students a list of shots to take with a digital camera or cell phone, which they will edit together into a labelled video.

One-Minute Video Project

Ask students to work in small groups to plan, shoot, edit, and export a video less than one minute in length.

PSA/Commercial

Require students to produce a 30-second public service announcement on a social issue or a commercial, for a fictional product.

Remix Project

Ask students to download a video (or collection of videos) that is in the Public Domain, reedit the video, and add voiceovers to tell a new story.

Project Suggestions:**Two-Minute Film**

In groups, students go through each step of the production process. Assign each student a specific role to play. The goal is to produce a two-minute, professional quality video in the form of a public service announcement specifically aimed at teens.

Animation Option

Students plan, execute and export a finished animation project using the animation style of their choice.

Sample Assignment: The Greatest Album/Artist of all Time

Title

The Greatest Album/Artist of all Time

Timing

5-8 Class Periods

Overview

Music is a complex universal language. It is very subjective. It can spark debate, contain strong messages, and manipulate human emotion. Students formulate an argument for The Greatest Album or Artist of All Time and present this argument as a video blog. (Students can work individually or in groups)

Objectives

Students will:

- Practise critical listening and thinking skills as they analyze and evaluate music
- Research the historical and social context of a song, album, artist and/or genre
- Practise basic digital video production
- Practice using video and audio recording equipment
- Gain experience using video-editing software

Activities

1. Introduce students to the goals and objectives of this activity.
2. Discuss with students the Copyright implications of this activity (paying particular attention to Fair Dealing).
3. Introduce tips and techniques for shooting video and capturing audio.
4. Use samples from the web and lead the class in a discussion of the evolution of video blogs (Discussion may include techniques, platforms, equipment, and influence on media.).
5. Ask students to choose an album or artist that they think is the greatest of all time and to begin related research.
6. Require students to write the script.
7. Ask students to plan, shoot and edit video (optional: publish video).
8. Request students to present completed videos to the class.

Suggestions

The videos should be around 3 minutes long and should convince the class that the album or artist chosen is without a doubt the greatest of all time. Students should use different camera shots/angles to make the video interesting and use a microphone to capture high quality audio. Encourage students to select an album that is suitable for discussion and presentation in school.

Evaluation

The following rubric can be used to evaluate this activity. The rubric also has a column for students to self-assess their work.

Rubric: Greatest Album Rubric

<http://dt16community.nbed.nb.ca/blogs/digitaltech/files/2012/02/greatest-album-rubric.pdf>

Sample Assignment: Public Service Announcement

Title

Public Service Announcement

Timing

8-10 Class Periods

Overview

Public service announcements (PSAs) inform or caution the public about the consequences and implications of particular issues. Through the activities in this lesson, students will gain experience producing digital video as they go through the process of creating PSAs. They will become aware of public service announcements and will produce their own messages on social issues that are important to them.

Objectives

Students will:

- Define the term public-service announcement
- Analyze the format and structure of public service announcements
- Research topics for PSAs
- Identify target audiences, purpose and goals
- Develop ideas for a public service announcement
- Demonstrate creative thinking and writing skills
- Work in a group to create a 30 – 60 second public service announcement
- Develop a storyboard/shot list
- Practise using video equipment
- Learn video shooting techniques
- Import, edit and export footage

Activities

1. Introduce students to the goals and objectives of this activity.
2. Introduce the concept of a public service announcement (PSA).
3. Share samples of PSAs. Discuss the differences between delivering information and delivering a message. Discuss how messages in the sample PSAs cause one to take action or make changes in one's life. Explain to students that when they create their PSAs they will be trying to get people to take action. It is fairly easy to let people know about an important issue; it is harder to get them to become involved or act on the issue.
4. Ask students to go to the web and find a sample of a PSA. Require students to analyze the PSA for message, call to action, and target audience. Also, ask students to analyze the PSA for video techniques, camera angles, types of shots, and use of audio.
5. Discuss how different shot types and camera angles might be used in a PSA to: convey emotion, create excitement, and cause motivation.
6. Ask students, using a storyboard sheet, to storyboard a sample PSA that they have chosen. Explain to them that they are going to be working backwards. They will draw sketches of what is occurring in each 'shot' and make note of camera angle, camera movement, types of shots, titles, audio, etc. (This activity can be limited to the first 10 'shots' of the PSA).
7. Explain to students that most PSAs have a tag line. The tag line is a powerful, concise sentence or phrase that sums up the message in your PSA. Share examples, such as: Friends don't let friends drive drunk and Give a hoot, don't pollute.
8. Require students, in groups, to plan a PSA. Students should choose a topic with which they are familiar and have a clear opinion about or one that has impacted their school or community. A target audience should be defined. Students will plan how they will use lighting, shot selection, images, text, and shot sequence to impact the mood and intention of their PSA. Allow students time to research the topic and write their script. Remind students to include a powerful tag line. Students can also produce a shot list or storyboard.
9. Ask students to shoot, edit and export their PSA.

10. Ask each group to present its PSA to the class and to lead a discussion about the pre-production, production and post-production process.

Suggestions

During these activities, the teacher may need to take time to demo the video-editing software being used. Project management is important in this project and should be part of the assessment. Teachers may also choose to assess leadership, collaboration, creativity, and teamwork skills. Students are encouraged to use voiceovers in this project. These voiceovers can be recorded directly into the video-editing software or recorded on a audio recording device.

Evaluation

Video Project Rubric

CATEGORY	20 points	15 points	10 points	5 points	Mark
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Cooperative Group Work	Worked well with others. Assumed a clear role and related responsibilities. Motivated others to do their best.	Worked well with others. Took part in most decisions and contributes fair share to group.	Worked with others, but had difficulty sharing decisions and responsibilities	Cannot work with others in most situations. Cannot share decisions or responsibilities.	
Message Communicated	The message communicated through the video was encouraging in nature. All music and pictures support the message being communicated.	The message communicated through the video was encouraging in nature. Most music and pictures support the message being communicated.	The message communicated through the video was neither encouraging or discouraging. Some music and pictures support the message being communicated.	The message communicated through the video was discouraging in nature. Only a small amount of the music and pictures supported the message being communicated.	
Technical	The final product was aesthetically pleasing with backgrounds, titles, etc, that enhanced the communication.	The final product was aesthetically pleasing with appropriate backgrounds, titles, etc.	The final product was aesthetically unattractive. The product contained appropriate backgrounds, titles, etc.	The final product was aesthetically unattractive and utilized backgrounds, title, etc., that detracted from the communication.	
Editing	The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot.	The tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and	The tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not	The tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.	

	A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.	timing.	always appropriate for the scene. There are many unnatural breaks and/or early cuts.		
Total	Comments				/140

Appendices

Appendix A: Copyright Lesson

Canadian Copyright

As stated in the Copyright Act, copyright is:
“the sole right to produce or reproduce the work or any substantial part thereof in any material form whatever, to perform the work or any substantial part thereof in public or, if the work is unpublished, to publish the work or any substantial part thereof.”

Copyright Act, R.S. 1985, c. C-42, s. 3(1)



Appendix B: The Principles of Design

The principles of design help to determine how to use the design elements. There are four principles of design: **contrast**, **repetition**, **alignment** and **proximity**. These principles of design help you to combine the various design elements into a good layout.

Balance/Contrast

Balance/contrast is an equal distribution of weight. In terms of graphics, this applies to visual weight. Different types of balance include **symmetrical** [elements are evenly distributed to the left and to the right of center], **asymmetrical** [one large item on one side, several smaller on the other], and **radial** [a center point]

To create balance:

- Repeat a specific shape at regular intervals, either horizontally or vertically.
- Center elements on a page.
- Put several small visuals in one area to balance a single large image or block of text.
- Use one or two odd shapes and make the rest regular shapes.
- Offset a large, dark photograph or illustration with several small pieces of text, each surrounded by a lot of white space.

Rhythm/Repetition

Rhythm/repetition is a pattern created by repeating elements that are varied. Repetition (repeating similar elements in a consistent manner) and variation (a change in the form, size, or position of the elements) are the keys to visual rhythm. Placing elements in a layout at regular intervals creates a smooth rhythm and a relaxing mood. Sudden changes in the size and spacing of elements creates a fast, lively rhythm and an exciting mood.

To create rhythm:

- Repeat a series of similarly shaped elements, with even white spaces between each, to create a regular rhythm.
- Repeat a series of progressively larger elements with larger white spaces between each for a progressive rhythm.

Emphasis/Alignment

Emphasis/alignment is what stands out or gets noticed first. Every layout needs a focal point to draw the reader's (viewer's) eye to the important part of the layout. Too many focal points defeat the purpose. Generally, a focal point is created when one element is different from the rest.

To create emphasis:

- Put an important piece of text on a curve or an angle while keeping all of the other type in straight columns.

- Use bold, black type for headings and subheads and much lighter text for all other text. Place a large picture next to a small bit of text.
- Reverse (use white type) a headline out of a black or colored box.
- Use colored type or an unusual font for the most important information.
- Put lists you want to highlight in a sidebar in a shaded box.

Unity/Proximity

Proximity/Unity helps all the elements look like they belong together.

Unify elements by grouping elements that are close together so that they look like they belong together. Repeat color, shape, and texture. Use a grid (the underlying structure of a page) to establish a framework for margins, columns, spacing, and proportions.

To create unity:

- Use only one or two fonts and vary size or weight for contrast throughout the design.
- Be consistent with the type font, sizes, and styles for headings,
- Stick to one color palette throughout.
- Repeat a color, shape, or texture in different areas throughout.
- Choose visuals that share a similar color, theme, or shape.
- Line up photographs and text with the same grid lines.

References:

Parker, R. (1998). *Looking Good in Print*. Scottsdale, AZ: Coriolis Creative Professionals Press.

Siebert, L. and Ballard, L. (1992). *Making a Good Layout*. Cincinnati, OH: North Light Books.

Tuscaloosa City Schools, “Online Technology Learning Center” Basics of Graphic Design, May 25th, 2012, <http://www.online.tusc.k12.al.us/tutorials/grdesign/grdesign.htm>.

Appendix C: Photography Composition

Photography Composition Principles and Assignment

Rule of Thirds,
Leading Lines,
Framing

Digital Imaging Camera Shots (Value 15)

- **With a partner work together to complete this assignment by taking photos with your own cameras**
- **What is the Rule of Thirds?**
 - Find 2 examples online showing it.
 - Take 3 of your own examples of the rule of thirds and explain how each picture uses this rule.
- **What are Leading Lines?**
 - Find 2 examples online showing it.
 - Take 3 pictures that identify the use of leading lines and explain how each of your pictures uses them.
- **What is Framing?**
 - Find 2 examples online showing it.
 - Take 3 pictures that identify the use of framing and explain how each of your pictures uses them.
- *Your Powerpoint should include 1 Title, 1 Slide each for What is the Rule of Thirds?, What is the Rule of Thirds?, What is Framing? 1 Slide for each of your pictures with explanation of how your picture adheres to the Rule and a link to where you found it online.*

10/4/2012

(2)

Appendix D: Magazine Cover Assignment

S.C.O - 3.1 Students design and create digital imaging products.

Students will:

- Identify the audience for digital images produced
- Apply copyright rules for image use
- Communicate design plans and reasons for design choices
- Demonstrate basic knowledge of design principles and image composition
- Identify elements of an image editing software interface
- Be able to use layers effectively
- Be able to produce and reuse images
- Be able to use various selection tools
- Be able to transform images
- Be able to retouch images
- Be able to combine more than one image
- Be able to add and manipulate text in a project
- Manage assets throughout digital image production workflow

Your Task:

- To plan and design a magazine cover for an area of interest. You must show evidence of planning and discuss how you have used the principles of design (Balance, Rhythm, Emphasis, and Unity)
- It will be important that you manage and name your layers.

Assignment requirements:

- Your magazine cover must have:
 - A title for your magazine
 - At least 4 different font styles
 - At least 10 layers total (including text layers)
 - A Barcode
 - Date and price

Note:

- Choose one of the provided images or choose your own copyright clear image as the starting point for your magazine cover. (In some circumstances your teacher may provide you some of the resources to use.)
- This assignment will be graded on:
 - Meeting the requirements
 - Creativity
 - Overall design

Appendix E: Web Development & Design

Website Design

What you will learn from this Unit

1	The Design Process
2	Graphic Design
3	Information Design
4	Interface Design
5	HTML and Graphics Production
6	Programming and Scripting
7	Multimedia



Web Design and Development

The good , the bad, and the waste of space



- The World Wide Web is always growing. People keep putting more stuff on the internet. This will not stop. Some of the Web are really well designed. Just as many are poorly designed!
- The goal of this course is to help you identify the poorly designed sites, so you do not make the same mistakes.

Appendix F: Web Design Evidence of Planning

Student Name: _____

Idea:

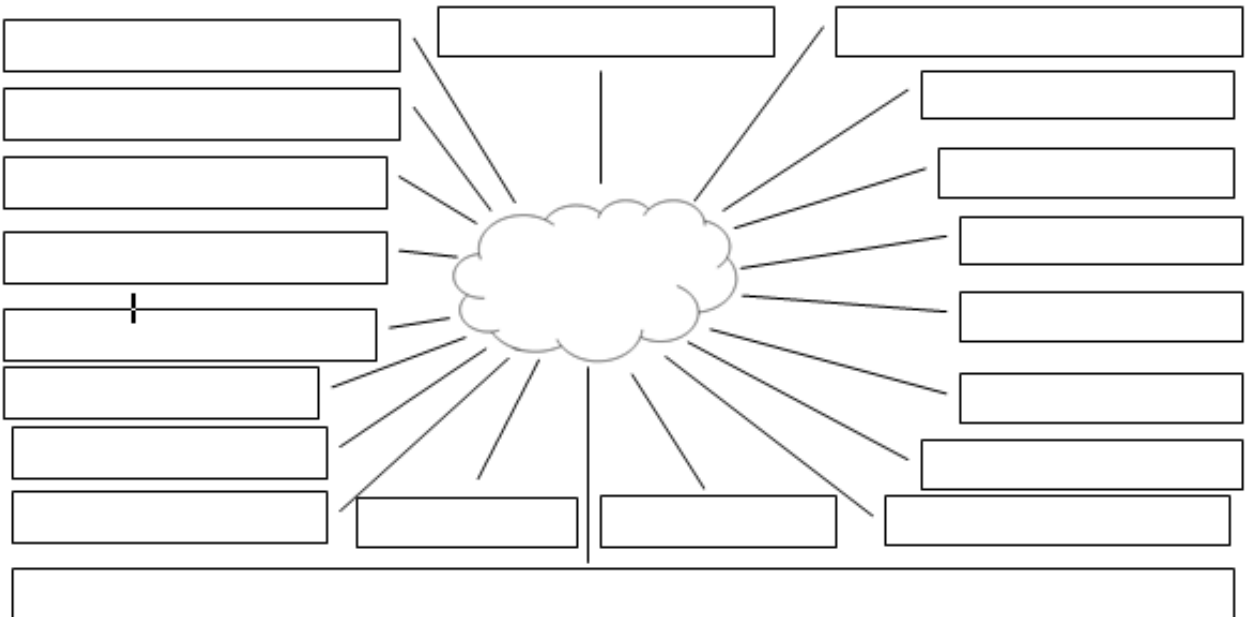
In 2-3 Words - What is the Topic for your website: _____

Idea Explained:

In two or three sentences please explain the idea for your website:

Brainstorm:

Put the topic for your site in the middle of the cloud. Then brainstorm as many related ideas to your topic. These ideas will become the content of your website.



Organize your Ideas

Look at the brainstorm on the previous page. Now categorize those ideas in the chart below. Put things in the same column if they are related to each other. Once you have everything sorted think of a title for each column. These columns will become the 4 main pages (other than your Home Page).

Research

Take some time to look at other websites that cover a similar topic to yours. Also look at some other sites for layout and colour ideas. List below the address for 5 websites you visited and tell me one thing that you learned from that site that you will use in your site.

1. Site Address: _____

What I learned/will use: _____

2. Site Address: _____

What I learned/will use: _____

3. Site Address: _____

What I learned/will use: _____

4. Site Address: _____

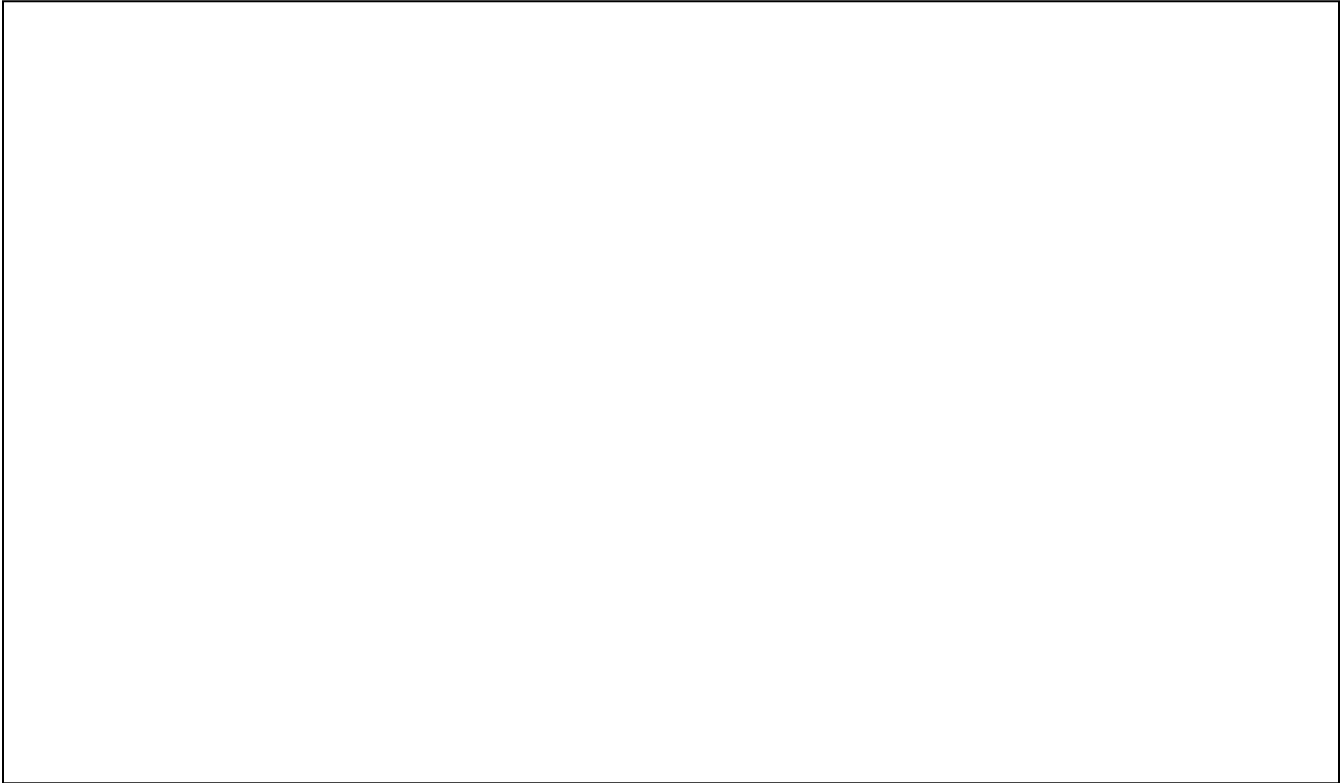
What I learned/will use: _____

5. Site Address: _____

What I learned/will use: _____

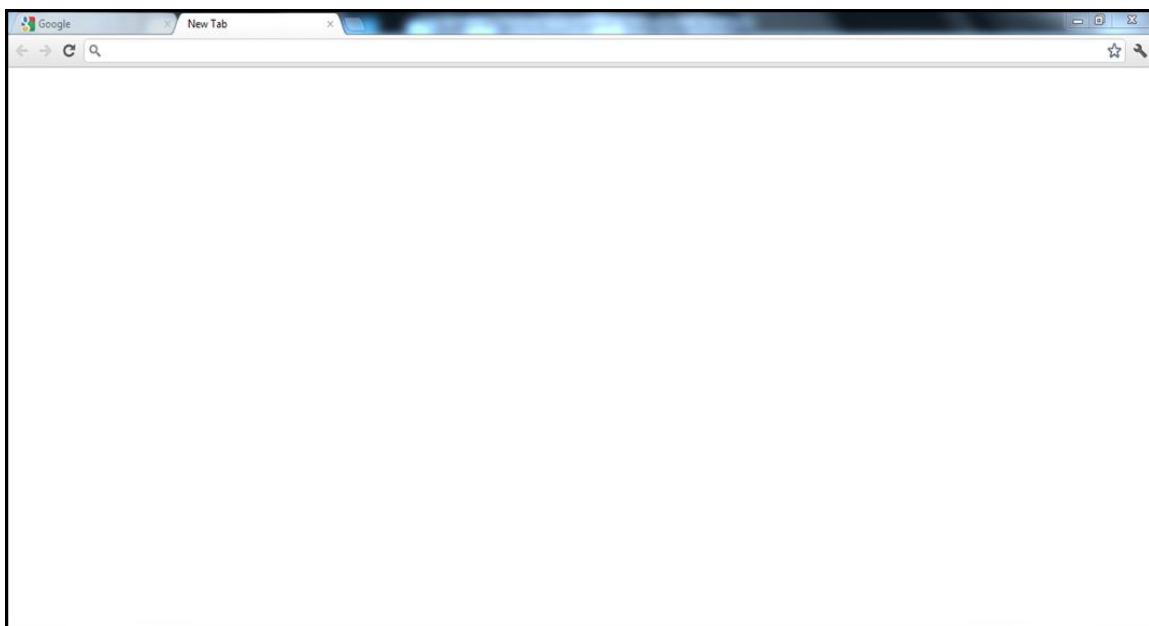
Storyboard/Site Structure

In the box below create a storyboard/site structure design for your website. Use a hierarchical structure (tree). Inside each page indicate the name of that page (ie. Index.html).



Layout Plan

It is important that every page in your website follow a similar layout. In the empty web browser below, create a sketch of what your layout will look like.



Science of Sound and Recording

Sound Waves

- A sound wave can be represented as a waveform which graphically describes the shape of the wave.
- Sound waves can be either:
 - **Non-periodic**
 - Consists of a single wavefront that quickly dies out
 - An example is a sound wave created by a hand clap.
 - **Periodic**
 - Created by the vibration of an object such as a guitar string or tuning fork

Appendix H: Audio Evidence of Planning

Evidence of Audio Production Planning

NAME _____

PROJECT _____

What is your topic?

Who is the target audience for this production?

Explain the idea for your project in 2 to 3 sentences:

What are the items that come to mind around your topic?

Type of Sound

Sound Classification (Constant, intermittent, single)

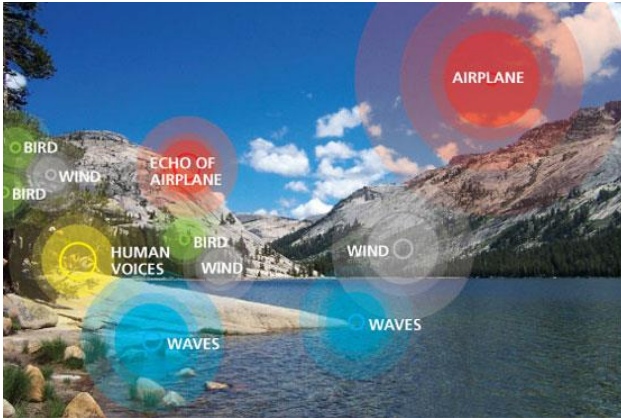
General outline of components:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Appendix I: Soundscape Assignment & Rubric

Soundscape Project



In the Soundscape Project folder there are 8 pictures. Your job is to **pick one** of these pictures and create a Soundscape for that environment. If you close your eyes at this location what would it sound like?

For this project you must:

- ⦿ Create a planning document which shows: Brainstorming, Classifying, and an Outline of your Soundscape.
- ⦿ Use a minimum of 15 different sound effects.
- ⦿ Have at least **two** sound effects utilize Sound Panning.
- ⦿ Have 2 (foley) self produced sound, when passed in make sure this is labeled.
- ⦿ Use freesound.org & freesfx.co.uk to find your sound effects.
- ⦿ Each sound file should only contain one type of sound (no pre-made soundscapes)
- ⦿ Keep a folder with all the original sound effect files to be passed in with final Soundscape MP3
- ⦿ Create a 1 minute and 30 second long audio clip.

Planning a Soundscape:

- ⦿ Brainstorm potential sounds
- ⦿ Classify Sounds (constant, intermittent, sporadic)
- ⦿ Collecting resources (Sound Files)
- ⦿ Create required Foley sounds
- ⦿ Make an Outline
- ⦿ Mix and Edit
- ⦿ Export

Soundscape Rubric

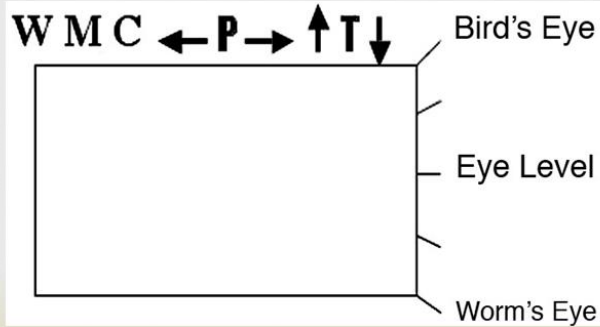
Name: _____

Area/Value	7-6	5-4	3-2	1-0	Mark
Evidence of Planning	A neatly organized planning document was used and passed in. All stages of planning have been followed.	Planning document a little messy, but all stages of planning have been completed and followed.	Planning document poorly completed. Several stages missing or incomplete.	No real planning was completed. No planning document passed in.	<i>17</i>
Criteria <ul style="list-style-type: none"> • 15 effects • 2 panning • 2 Foley • Time 	All of the Criteria outlined in instruction sheet have been met.	A few Criteria from the instruction sheet have left out.	Many of the criteria from the instruction sheet have not been met.	None of the criteria have been met.	<i>17</i>
Quality	The Soundscape is high quality. All effects blend nicely together and the levels of each sound mixes well. With eyes closed it feels like I am at the location of your picture.	The Soundscape is good quality. There may be a sound or two that “stands out” and does not “fit”. Though, the Soundscape does fit the picture selected very well.	The Soundscape is poor quality. The sound levels between sounds does not mix (some too loud, some too quiet). It does not really feel like it fits the picture selected very well.	Very poor quality. The sounds do not blend together at all. This does not sound like the environment for the picture selected.	<i>17</i>
Original Sound Files	All original sound files passed in. All are individual sounds. Self made sound is clearly identified.	Missing one or two of the original sound files. No self made sound file passed in.	Many of the original sound files not passed in.	Original sound files not passed in.	<i>17</i>
Total	Comments:				<i>128</i>

Appendix J: Video Production Process

Storyboarding

- Storyboarding are graphic organizers in the form of illustrations displayed in sequence for the purpose of pre-visualizing a video or animation.
- Storyboarding are produced beforehand to help film directors, cinematographers and television commercial advertising clients visualize the scenes and find potential problems before they occur.
- Do a rough illustration for each change of camera angle.



Storyboarding

Storyboard Page 1	Storyboard Page 2	Storyboard Page 3
<p>Project Name: <i>Rhyan Wakes Up 2</i> Page Number: <i>1</i> Date: <i>Oct 22, 06</i></p> <p>WMC ← P → ↑ T ↓</p> <p>Rhyan Wakes Up Part 2</p> <p>Title Screen</p>	<p>Project Name: <i>Rhyan Wakes Up 2</i> Page Number: <i>2</i> Date: <i>Oct 22, 06</i></p> <p>WMC ← P → ↑ T ↓</p> <p>Rhyan walks down stairs (Start on second or third step walk down until out of sight)</p> <p>close up of coffee grinder, Rhyan presses button</p>	<p>Project Name: <i>Rhyan Wakes Up 2</i> Page Number: <i>3</i> Date: <i>Oct 22, 06</i></p> <p>WMC ← P → ↑ T ↓</p> <p>Rhyan starting to pour a cup of coffee</p> <p>Pov Bottom of coffee cup, coffee is poured in cup</p>
<p>WMC ← P → ↑ T ↓</p> <p>POV - from ceiling sex - alarm (post) fade in - alarm is sounding, Rhyan hits snooze, rolls over and goes back to sleep - fade out</p>	<p>WMC ← P → ↑ T ↓</p> <p>Rhyan puts coffee grinds in percolator</p>	<p>WMC ← P → ↑ T ↓</p> <p>Rhyan takes a drink of coffee: "Ummm... That's good coffee"</p>
<p>WMC ← P → ↑ T ↓</p> <p>POV - from ceiling sex - alarm (post) fade in - alarm is ringing, Rhyan reaches out, hits alarm off, sits up (music begins)</p>	<p>WMC ← P → ↑ T ↓</p> <p>coffee percolating</p>	<p>WMC ← P → ↑ T ↓</p> <p>The End</p> <p>End title (music fades out)</p>
<p>WMC ← P → ↑ T ↓</p> <p>Rhyan gets down from bed, walks past camera</p>		

Appendix K: Videography Techniques

Types of Shots

- Extreme Close Up
- **Close Up**
- Medium Close Up
- **Medium**
- Medium Wide
- **Wide**
- Extreme Wide
- Over the shoulder (OSS)

Camera Shots

Camera Angles

- Worm's Eye
- Medium Worm's Eye
- Eye-level
- Medium Bird's Eye
- Bird's Eye
- Dutch tilt

Appendix L: Peer Evaluation Checklists

PROJECT TITLE: _____

GROUP MEMBERS: _____

Please rate your contribution to the group and evaluate the group on a scale from 1 – 10 with 10 being the highest.

INDIVIDUAL EVALUATION: **Name** _____

- | | |
|--|-------------------------------------|
| ____ 1. Following teacher's instructions | ____ 7. Sharing responsibilities |
| ____ 2. Asking meaningful questions | ____ 8. Respecting others |
| ____ 3. Contributing ideas and info. | ____ 9. Explaining things to others |
| ____ 4. Helping the group stay on task | ____ 10. Doing things on time |
| ____ 5. Contributing materials | ____ 11. Doing my best |
| ____ 6. Asking for help when needed | |

I could improve on _____ . I rank my contributions to the group as _____ because _____ .

GROUP EVALUATION:

- | | |
|---|---|
| ____ 1. Following teacher's instructions | ____ 6. Respecting others |
| ____ 2. Asking meaningful questions | ____ 7. Explaining things to others |
| ____ 3. Contributing ideas and information | ____ 8. Solving problems within the group |
| ____ 4. Staying on task and meeting deadlines | ____ 9. Consistent effort |
| ____ 5. Sharing responsibilities | ____ 10. Producing a quality product |

I rank our group's efforts at working together as _____ because _____

PEER EVALUATION:

Rank each individual group member using a scale of 1 – 10. Explain your reasons for the assigned ranking.

Ranking	Group Member	Reason
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix M: New Brunswick 21st Century Competencies

1. Critical thinking and creative problem solving

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. Through innovative ideas, entrepreneurship, and/or artistic expression, students will demonstrate that they:

- have learned the elements and processes associated with critical thinking and problem solving.
- have a deep understanding of complex concepts and the ability to work creatively in order to generate new ideas, theories, products and knowledge.
- have learned to think logically and to solve ill-defined problems by identifying and describing the problem, framing and testing hypothesis and by formulating creative solutions.
- are exploring and developing their creative abilities and applying them in a variety of ways.
- are able to acquire, process and interpret information critically to make informed decisions.

2. Collaboration

Students will be able to interact with others in generating ideas and developing products. They will use appropriate interpersonal skills within a variety of media and social contexts. Students will demonstrate that they:

- understand how to relate to other people in varying contexts, including those in which they manage or are managed by others.
- are able to collaborate across networks, using various technologies.
- are able to effectively participate as a team member and know their own capacities for filling different team roles.
- have developed proficiency in managing personal relationships.
- are able to use various means to manage conflict.
- understand the creative process through collaboration, exchange of ideas and building upon the achievement of others.
- have been sensitized to the issues and processes associated with collaborating across cultures

3. Communication

Students will be able to communicate effectively using the arts; mathematical and scientific concepts and symbols; and the listening, viewing, speaking, reading and writing modes of language(s). They will communicate using a variety of media and technologies. Students will demonstrate that they:

- think divergently and creatively through use of analogies, metaphors and visual thinking.
- create, explore, reflect on and express their own ideas, learning, perceptions and feelings.
- understand ideas and relationships presented through words, actions, numbers, symbols, graphs, sound, movement, images and charts.
- have a level of proficiency in their second official language.
- manage, access, process, evaluate and present information clearly, logically, concisely, aesthetically and accurately for a variety of audiences.
- critically interpret and evaluate ideas presented through a variety of media.
- acknowledge, consider and respond to different points of view.

4. Personal development and self-awareness

Students will be resourceful, reliable and resilient. They will see themselves as capable learners, aware of their own potential. They will make well-informed, healthy choices that contribute to the well-being of themselves and others. Students will demonstrate that they:

- make decisions and take responsibility for those decisions.
- pursue an active, healthy lifestyle.
- have developed techniques for managing change, risk and uncertainty in a wide range of contexts.
- have persistence and determination.
- demonstrate motivation and confidence.
- acknowledge and consider different points of view.
- are able to take control of learning.
- are well positioned and prepared for post-secondary pursuits.
- have developed an awareness of cultural heritage.

5. Global citizenship

Students will be able to assess social, cultural, economic and environmental interdependence in a local, national and global context. Students will demonstrate that they:

- understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.
- comprehend Canada's political, social and economic systems in a global context.
- are able to critically analyze the social, political, cultural and economic forces that have shaped the past and present and apply those understandings in planning for the future.
- understand key ideas and concepts related to democracy (for example: human rights).
- comprehend and appreciate cultural and societal diversity in local, national and global contexts.
- possess the dispositions and skills necessary for effective civic engagement.
- use creative and critical thinking to develop innovative solutions to complex societal and environmental problems.
- understand key ideas and concepts related to culture and human expression.