**Communication Media 10**

Semester Plan

Warman High School

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**Big Idea:** Communications Media 10 (Com Media 10) is an introductory course intended to give students a basic understanding of video planning, capture, and editing techniques. Students will take short video clips, learn to edit, and evaluate them according to the elements of composition with emphasis given to quality image, audio, and design. The final project will require that students incorporate all learning to prepare a study of a chosen subject, theme, or scene.

**Course Goals:**

1. To provide the opportunity for students to learn how to use technology efficiently to create quality videos that give consideration to key composition elements.
2. To give students the tools to make positive decisions about technology based on an understanding of digital citizenship and the importance of reflective practices.
3. To allow students to explore a variety of careers that involve the use of video and editing skills.

**Course Configuration and Evaluation**

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| --- | --- | --- | --- | --- | --- |
| **Module #** | **Module Name** | **Activities / Assessment** | **Module Outcome** | **Allotment (Hours)** | **Evaluation****(Overall %)** |
| 1 | Role and Influences of Media | * Introduction
* Discuss the communication model and represent some method of transmission through role play
* Explore the roles and influences of a particular kind of communication media (template)
 | 1 | 4 | 5% |
| 2 | Interactive Media | * Create a website on which you can demonstrate the stages of planning and development of your final project.
 | 8A | 12 | 15% |
| 3 | Production Stages | * Identify the Pre-production, Production, and post-production stages of a video project. Create a basic one page plan as assigned (template)
 | 3 | 2 | 5% |
| 4 | Career Opportunities | * Explore the HRSDC and CBofC websites to learn about jobs and Essential Skills. Record findings (template)
 | 4 | 4 | 5% |
| 5 | Legal and Ethical Issues (copyright, privacy, and consent) | * Create a plan for personal safety when taking video / proper care of equipment (template)
* One page exploration of one of the following: copyright, privacy, and consent (template)
* Write a waiver form to use for final project (template)
 | 2A | 4 | 10% |
| 6 | Preproduction Processes | * Write a technical script for Module 6 with qualifiers showing intention, audience, and format (choose from a variety of formats)
* OR Make a storyboard for Module 6 (various formats)
 | 5 | 8 | 10% |
| 7 | Video Production | * Create a 2 minute video using 10 different shots (rubric)
 | 6A | 10 | 10% |
| 8 | Audio Production | * Create a conversational script, tape raw footage, edit, and add introductory and closing music.
 | 7A | 10 | 10 % |
| 9 | Project Planning | * Planning template for final project to include big idea, purpose, equipment, storyboard, waiver, editing log, time limit (template)
 | 9A | 16 | 10% |
| 10 |  Final Project | * Execute the plan to complete project (rubric)
* Self/peer assessment
 | all | 20 | 20% |
|  | Total |  |  | 90 | 100% |

\* Number of dedicated hours is an estimate and will be influenced by student need.

**Resources:**

1. *Three Stages to Every Project – Pre-Production, Production, and Post-Production*. Retrieved from <http://www.thevideoeffect.tv/2013/06/26/video-pre-production-and-post-production/>
2. *Storyboard Template* (online). Retrieved from <http://educationresources.serif.com/creating_video/2_design_video_clip/part2-7.html>
3. *Filmmaking 101: Camera Shot Types* (online). Retrieved from <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>
4. *Learn 5 Editing Basics in Premiere Pro* (online). Retrieved from <https://helpx.adobe.com/premiere-pro/how-to/easy-video.html>
5. *Adobe Premiere Pro CC tutorials* (online) <https://helpx.adobe.com/premiere-pro/how-to/what-is-premiere-pro-cc.html?playlist=/ccx/v1/collection/product/premiere-pro/segment/designer/explevel/beginner/applaunch/orientation/collection.ccx.js>
6. Students are invited to use other online resources that specifically meet their photography/editing needs as determined by their project choice. The instructor will offer guidance and supervision.

**Assessment for Learning:** Formative assessment will take the form of class discussions (elements of composition, camera use, editing techniques, ethics, careers), visual representations (original video), audio recordings, constructive quizzes (terminology and practices), individual projects (video study), demonstration of understanding with physical equipment (demonstrating improvement through experimentation), and peer/self-assessment.

**Assessment of Learning:** Student conferences, checklists, quizzes, rubrics, and student self-assessment results will be used to ensure consistent, accurate and meaningful representation of student progress and offer support for student learning. The final project will demonstrate the cumulative effect of knowledge and skills learned in the course.

**Classroom Expectations Overview:**

1. Respectful and polite conversation is the only acceptable standard.
2. ABSOLUTELY NO FOOD AND DRINK is allowed in the core of the lab (including eating from food in a backpack). Any visible food or drink (open or not) MUST be kept at the front of the lab on the table.
3. All students must work on only one machine that is logged in on their own name.
4. The expectation is that all students are working at completing Com Media 10 assignments. If these are completed up-to-date, then the students may work at assignments for other classes.
5. Students are encouraged to offer verbal assistance to a nearby peer during working time, but are not allowed to physically do any of the work for them. Students are not to work at assignments during lessons unless instructed to do so.
6. Monitors are not to be turned or tilted. If you want to show your work to someone else, you must have them come to your monitor to view it. Do not turn the monitor towards them!
7. Hoods and earbuds/earphones cannot be worn during instruction. Otherwise, head apparel is acceptable.
8. All assignments are due as indicated by the teacher. Late assignments will result in the teacher expecting the student to work in the lab at lunch or after school to catch up (as arranged by student).
9. Personal devices cannot be used for any purpose not expressly determined by the instructor (i.e. social media, games).
10. Students are expected to adhere to digital citizenship guidelines as good stewards of the school's resources and equipment.

(Students must adhere to digital citizenship guidelines (taught in Computers 9) as good stewards of the school's resources and equipment. New students need to speak with the instructor for a review of Digital Citizenship expectations.)