

**Randolph Township Schools
Randolph Middle School**

Media Arts II Curriculum

“In order to succeed, we must first believe that we can.”

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Randolph Township Schools
Department of Visual and Performing Arts
Media Arts II

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Visual and Performing Arts
Media Arts II

Introduction

Students will have the opportunity to produce professional-quality digital media projects with the interactive power of computer and communications technology. Media Arts II teaches advanced photo editing, animation and advanced videography. Students will build on the basic skills learned in Media Arts I to produce quality digital media projects featuring music, photos, video and the written and spoken word. Students will use Adobe's powerful suite of creative apps including Lightroom, Photoshop, Premier Pro, After Effects, Illustrator and Character Animation while working with different media projects. Making professional-quality videos, podcasts and being able to combine picture and sound effectively, is a skill that can be applied throughout life.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Media Arts II

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 Weeks	I	Advanced Photography Editing
3 weeks	II	Animation Techniques
3 weeks	III	Advanced Videography

45-day average

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
UNIT I: Advanced Photography Editing

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.6 - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>.</p>	Computer software is the centerpiece for image editing and composition.	<ul style="list-style-type: none"> • Why would a photographer want to use digital editing tools?
	Advanced technology allows the ability to manipulate the qualities of a single photo.	<ul style="list-style-type: none"> • How can an image be created, enhanced and distributed?
	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>An organized photo library is most important in the overall success of using Lightroom and Photoshop.</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Identify the key skills necessary to organize a photo library including: importing, adding keywords, face tags, and comparing images.</p> <p>Import photos into Lightroom and Photoshop.</p> <p>Efficiently navigate the library window.</p> <p>Rename photos and folders to create a streamline method of organizing.</p> <p>Add keywords, collections and face tags to better organize a photo library.</p> <p>Identify the basic editing tools used within the</p>

	<p>Lightroom and Photoshop contain basic editing tools including but not limited to cropping, re-touch, straighten and enhancing.</p> <p>Lightroom and Photoshop contain advanced editing tools including but not limited to tone curve, HSL, color adjustments and filters.</p> <p>Layers are the building blocks of any Photoshop design.</p> <p>Lightroom and Photoshop both include compatible mobile apps allowing for the ability to work anywhere.</p>	<p>programs.</p> <p>Experiment with each tool to understand the basic effects it has on photos.</p> <p>Apply successful basic editing changes to photos.</p> <p>Identify the advanced editing tools used within the programs.</p> <p>Experiment with each tool to understand the advanced effects it has on photos.</p> <p>Apply successful advanced editing changes to photos.</p> <p>Create new layers for original artwork and add one image to another.</p> <p>Add text, design and vector graphics.</p> <p>Combine images using layer masks.</p> <p>Sync photos between Lightroom on a computer and mobile devices.</p> <p>Access and edit Lightroom mobile photos on a computer.</p>
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	VOCABULARY: crop, gradient, temperature, exposure, contrast, clarity, saturation, luminance, sharpening, noise reduction, layers, masking	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Importing, editing and creating slideshows within Lightroom and Photoshop. • Taking photos on personal devices and syncing to Lightroom and Photoshop for editing and sharing. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create a book, web gallery, or slideshow utilizing their own content that has been organized within Lightroom and Photoshop. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
Unit I: Advanced Photography Editing

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<ul style="list-style-type: none"> • Lightroom workspace <ul style="list-style-type: none"> ○ Import photos ○ Organize photos ○ Develop photos ○ Sharpen and reduce noise ○ Photo touch up ○ Cropping, lens and perspective corrections ○ Cataloging ○ Export Share and print ○ Lightroom on mobile • Photoshop workspace <ul style="list-style-type: none"> ○ Crop and transform ○ Layers ○ Image adjustments ○ Filters ○ Painting and drawing 	<i>Adobe Lightroom Help</i> <i>Adobe Photoshop Help</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
UNIT II: Animation

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.6 - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p>	Motion graphics and visual effects are part of the core of the digital world.	<ul style="list-style-type: none"> • How would an artist decide on a program to use when working with graphics and animation?
	Post-production methods are essential in determining the final product.	<ul style="list-style-type: none"> • How could After Effects influence creative expression during post production?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Basic workflow and terminology when using After Effects.</p> <p>Importing photos from Photoshop to After Effects is an option that can be used to enhance the final project</p> <p>Working with After Effects allows for the ability to create animations.</p>	<p>Students will be able to:</p> <p>Identify the essential terminology associated with After Effects such as key frames, rotoscoping and codec.</p> <p>Execute the process of bringing files from Photoshop into After Effects.</p> <p>Incorporate the use of layers when building a composition.</p> <p>Implement the use of keyframes when creating an animation.</p>

	<p>Creating a successful animation can be accomplished with Character Animator.</p> <p>VOCABULARY: key frames, codec, render, alpha channel, rotoscoping, single point track, camera track, compositing</p>	<p>Create keyframes that will be put into a timeline for an animation.</p> <p>Apply animation to various graphics.</p> <p>Design a puppet that will be animated by using Character Animator.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Importing, editing and creating animation and graphic motion within After Effects. • Investigating and generating effects that contain moving background, moving text, color and sound. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Design and generate a logo. • Animate a puppet using Character Animator. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
Unit II: Animation

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<ul style="list-style-type: none"> • After Effects workspace <ul style="list-style-type: none"> ○ Basic workflow and terminology ○ Build compositions with layers ○ Compositing ○ Animating and masks ○ Effects ○ Rotoscoping ○ Character Animator ○ Intro to 3D ○ Intro to Cinema 4D 	<u>Adobe After Effects Help</u>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
UNIT III: Advanced Videography

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p>	Video editing is a complex form of creative expression.	<ul style="list-style-type: none"> • How would an artist choose their video editing software in order to produce their creative vision?
	There are many elements to consider when producing a video.	<ul style="list-style-type: none"> • What must an artist consider when producing a video?
	A change in camera angle can change the mood of a shot.	<ul style="list-style-type: none"> • How can changing camera placement affect the mood of the shot?
<p>1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Basic camera shot types are essential when composing a video.</p> <p>Camera angles give the audience unique views of a scene and are determined by where the camera is placed in relation to the people and objects in the scene.</p>	<p>Students will be able to:</p> <p>Identify basic camera shot types including but not limited to long, medium, close-up and extreme close-up shots.</p> <p>Compose and record video footage using camera shot types including but not limited to long, medium, close-up and extreme close-up.</p> <p>Identify basic camera angles including but not limited to high, low and bird's eye.</p>
<p>9.3.12.AR-AV.2 - Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12.AR-AV.3 - Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 - Design an audio, video</p>		

<p>and/or film production.</p> <p>9.3.12.AR-JB.3 - Demonstrate technical support related to media production (<i>e.g.</i>, broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-JB.4 - Demonstrate technical support related to media production (<i>e.g.</i>, broadcast, video, Internet, mobile).</p>	<p>Camera movement techniques are an additional way to enhance your composition.</p> <p>The work-flow panels and designer tools are the essential components when producing within Premiere Pro.</p> <p>The timeline provides the ability to apply transitions and add music to the video.</p>	<p>Record video footage that incorporates the use of angle types.</p> <p>Identify basic camera movement types including but not limited to pan, tilt, track, dolly, pedestal and zoom.</p> <p>Record video footage that is enhanced by the use of basic camera movement types.</p> <p>Import media directly from media drives and camera cards using the Media Browser.</p> <p>Generate different ways of selecting shots to quickly create a rough cut.</p> <p>Navigate efficiently through the different panels while producing a video.</p> <p>Add clips to the timeline and switch between shots.</p> <p>Incorporate transitions to smooth out abrupt changes in a clip or make a sequence more exciting.</p> <p>Integrate audio clips within the final composition.</p> <p>Fine-tune audio adjustments using keyframes.</p>
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	VOCABULARY: trimming, markers clips, transitions, titles, compositing and multi-camera editing.	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating the proper use of basic video camera shots, angles and movement techniques through daily studio work. • Importing video footage into Premiere Pro and producing a video. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create a self produced video that includes the process of pre-production, production and post-production. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Media Arts II
Unit III: Advanced videography

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<ul style="list-style-type: none"> • Video Camera usage <ul style="list-style-type: none"> ○ Basic camera shots ○ Basic camera angles ○ Basic movement techniques • Premier Pro workspace <ul style="list-style-type: none"> ○ Importing media ○ Select shots ○ Edit in the timeline ○ Add transitions ○ Add and adjust music ○ Export video from Premiere Pro ○ Use the Creative Cloud video tools together 	<u>Adobe Premiere Pro Help</u>