Digital Art and Design III 2025-2026

Room Number: 208
Phone number and extension: (864) 355-0188
Email Address: jwilley@greenville.k12.sc.us
Office Hours – Wed-Thurs 8:00am - 8:30am

TEACHER	1st Period	2nd Period	3nd Period	3rd Lunch	4th Period
WILLEY	Plan	Digital Art and Design III	Digital Art and Design III	Lunch	Digital Art and Design III

Part I: Course Description

In the Digital Art and Design Level 3 course, students continue hands-on work using industry-recognized design software. They continue to refine their technical skills while focusing on client work, becoming proficient in the use of design elements and principles, and managing designer-client relationships. In addition to traditional print work and photographic principles, opportunities for motion design, animation, digital sculpting, and other emerging technologies may be made available at this level.
Students will have the opportunity to attain relevant college and career certifications such as the Adobe Certified Professional certification. Students will compile their work for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education.

The digital art and design III class will be instructed as an art class using the computer. Students will engage in projects that will expand their ability to develop and present their artistic ideas. Furthermore, students will be using the recent software titles used in the computer graphics and design industry. They will be required to publish many of their works on a closed-invite-only LMS website Google Classroom.
This course is an overview of techniques in digital art and design, including non-linear editing introducing students to the primary feature set and basic interface of industry standard editing software. Students, having had Digital Art and Design II, will be working on advanced techniques which solve real-world design and production challenges. Students learn to demonstrate basic digital video camera technique, digital sound, and lighting. In addition, students will perform basic editing functions while familiarizing themselves with the software's user interface. Topics include basic setup, adjusting and customizing preferences and settings, capturing video and audio, various editing and trimming techniques, audio editing and audio creation, finishing and final output. The purpose is to give students the skills necessary in the professional art world. The course will require diligent effort on behalf of the student to complete the units in Adobe Creative Cloud and Cinema 4D. To satisfy the goals of the course, students will be assessed by rubric in a wide variety of daily and project based assignments.

GMetrix and Certiport:
The school provides a no-cost certification preparation system named GMetrix to help prepare students for the Certiport Adobe Certified Professional Exam. This industry standard certification is quite difficult and will require students to prepare on their own outside of class time.

This course counts as a CTE Digital Art and Design elective course.
This is a semester course.
Students must have a "B" or higher in the Digital Art and Design course prior to taking this course.

OBJECTIVE:

Given the appropriate technology, equipment, supplies and facilities, the students will be able to successfully complete all of the following core competencies of this course in order to be granted a unit of credit.

Part II: Instructional Philosophy

As a professional artist, I believe that Arts education is an integral part of society. As such, students should learn to express opinions and ideas using the most current techniques. In order to implement these techniques, technology should be utilized as a tool in the Art room. In addition, the techniques I teach can be utilized by all students, regardless of race, gender, ethnicity, or physical and mental abilities.

In the Digital Media classroom, the principles of Love and Logic will be used to establish procedures and respond to disciplinary issues. I will create a studio experience for each student to investigate in groups and individually in order to solve artistic problems.

Typical Day

Entering

Students will enter the art room and move efficiently to their seats. After the teacher has presented the Daily Lesson Plan and Agenda, students will open the Google Classroom webpage of the day which provides links to videos and resources covering new topics and the major assignments of the day. (usually 5-10 min).

Review

Teacher will review material previously covered. Students will ask pertinent class-wide questions about the unit /project at this time.

Work Time

Students will begin working on their digital assignment, getting files as necessary from internet and other resources.

Work time will continue until near the end of the period (5-10 min before bell). (Students seated)

Clean-Up

Students are responsible for all tablets, headphones, and computer peripherals. Students must have teacher approval to leave the class.

> Example: Students learn how to remove blemishes on an image through following along with a Google Classroom video using an image with actual blemishes.

Part III Course Goals / Power Standards

A. INTERMEDIATE/ADVANCED DRAWING SKILLS AND RENDERING

Professionals demonstrate appropriate drawing skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Create line drawings.
2. Design compositions that demonstrate the design principles (e.g. balance, proportion, unity.)
3. Render artwork using appropriate medium (e.g., ink, charcoal, pencil, digital tablet).
4. Apply color theory and harmony to layouts.
5. Create thumbnails and rough sketches.
6. Prepare photos and artwork for reproduction.
7. Prepare compositional layout.

8. Prepare electronic proofs.
9. Apply principles of visual hierarchy.

B. TYPOGRAPHY

Professionals demonstrate appropriate typography skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate the appropriate use of forms and styles of typography.
2. Demonstrate the understanding and appropriate use of the anatomy of type (e.g., baseline, ascenders, descenders, serifs, and leading.)
3. Demonstrate the appropriate use caps, lowercase, uppercase, small caps, and ligatures.
4. Define dingbats, bullets, rules, glyphs, and symbols, plus their uses in publications.
5. Organize page information utilizing visual hierarchy.
6. List the major typefaces/font families and their uses, including web and chromatic fonts.
7. Apply letter spacing, tracking, kerning, leading, baseline shift, and horizontal scale.
8. Demonstrate the type arrangements: flush left–ragged right, flush right– ragged left, centered, justified, force justified, and widows and orphans.

C. PRE-PRODUCTION PRACTICES

Professionals demonstrate appropriate pre-production practices. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate the ability to communicate with industry-appropriate language (e.g., signatures, mock-up, two-up, media, substrates).
2. Demonstrate skills used when meeting with clients.
3. Demonstrate project management skills to estimate costs and establish a budget.
4. List practices used to schedule project workflow.
5. State the importance of obtaining approval/sign-off.
6. Demonstrate best practices in concept development including layout and copy.
7. Effectively use the elements of design: line, shape, form, space, texture, value, and color.
8. Effectively use the principles of design: contrast, unity, repetition, rhythm, balance, emphasis, and proportion in a layout.
9. Produce a design concept based on customer need and target audience.
10. Create a clear message using color, typography, imagery, and layout.
11. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
12. Implement color theory as it applies to design: additive, subtractive, CMYK, RGB, Hex, Pantone.
13. Use a color blindness simulator to recognize and accommodate the needs of color- blind users when making color choices in a design.
14. Demonstrate appropriate use of space (positive vs. negative; size and proportion).

D. PRODUCTION PRACTICES

Professionals demonstrate appropriate production practices. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate the ability to design within the constraints of various direct mail and digital publication requirements.

2. Describe techniques used to monitor, review, and adjust production schedule as necessary to meet quality standards Level 3)
3. Choose appropriate design software applications to create art for end use.
4. Create original production pieces while serving client needs, meeting a deadline, and implementing the design elements and principles.
5. Identify and utilize appropriate editing, proofing (spelling/grammar), and journalism skills.
6. Maintain a working portfolio.
7. Demonstrate procedures to prepare work for presentation – digital portfolio, mounting, craftsmanship.
8. Critique a layout based on project requirements.
9. Collaborate with others to design and produce a finished project.
10. Utilize the iterative design process to achieve project goals.
11. Critique the work of others, drawing on design principles and project goals, to provide clear, specific, and constructive feedback.
12. Calculate the appropriate scale of a layout for a given output size & format.
13. Recognize and utilize size, weight, type, and amount of paper necessary for fulfilling project goals.

E. DOCUMENT LAYOUT: ADOBE INDESIGN

Professionals demonstrate appropriate document layout skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Define and utilize units of measure and proper uses of each (e.g., points, pixels, and/or inches).
2. Import copy and format in a page layout program.
3. Set text with appropriate margins, alignment, formatting, gutters, and leading.
4. Design and produce a document using desired fonts, styles, margins, indents, tabs, pagination, and colors.
5. Create multiple page documents using text blocks, graphics, frames, and headings using drop caps and text wraps.
6. Create documents using grids, templates, master pages, paragraph style sheets, and character style sheets.
7. Determine appropriate size, resolution, and format of images before placing, embedding, and/or linking into a document.
8. Perform pre-flight, package, and compress files for export. Resolve problems that may occur including image resolution, overset text, missing fonts, missing graphics, number of inks, etc.
9. Export print-ready Portable Document Format (PDF).
10. Identify trim size, bleed size, and live area of a project.
11. Create a dummy mockup or comp of a multipage document that demonstrates planned page layout and imposed pages based on production method (conventional or digital printing).
12. Demonstrate the ability to create an ad to size.
13. Demonstrate an understanding of native file formats and file extensions (e.g., ai, jpg, psd, gif, png, indd, pdf, etc.), file organization, and file naming conventions.
14. Perform image/file conversions as appropriate (e.g. CMYK, RGB, and various color matching systems).
15. Demonstrate knowledge of spell check and proofreaders' marks in order to proofread, edit, and make corrections/adjustments to copy.
16. Produce digital files using appropriate resolution.
17. Apply mathematics concepts and measurement techniques to design and finish layouts (e.g., converting fractions to decimals to the precision of 1/16 of an inch, working with different measurement units, and utilizing rulers and guidelines).
18. Publish/export a digital document to streamline content sharing and editing.

F. IMAGE CREATION AND MANIPULATION: ADOBE PHOTOSHOP

Professionals demonstrate appropriate image creation and manipulation skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate proficiency with various photo editing tools such as, modify, correct image options and palettes, including but not limited to cropping, resizing, retouching, making selections, and using layers.
2. Demonstrate non-destructive and destructive editing techniques including adjustment layers, masks, and smart objects.
3. Recognize the affiliation between the vector tools in Photoshop and those of Illustrator. (e.g. the Pen, Freeform Pen, Curvature Pen, Add Anchor Point, Delete Anchor Point, Convert Point, Rectangle, Rounded Rectangle, Ellipse tool, etc.)
4. Demonstrate how to publish your image in a different format, rather than a working format.
5. Demonstrate the procedures for editing raster-based imagery, both high resolution and low resolution, in CMYK and RGB, and preparing files for both print and web media.
6. Identify and apply the ethical principles and values for the responsible use of Generative AI tools in applications such as Adobe Photoshop.
7. Demonstrate an efficient workflow using keyboard shortcuts.
8. Adjust basic reconstruction and retouching techniques.
9. Create precise selections using tools like the Lasso Tools, Pen Tool, Magic Wand, Quick Selection Tool and Object Selection Tool.
10. Apply layer masks effectively.
11. Apply advanced typographic settings, such as match font, and adjusting character and paragraph styles.
12. Demonstrate advanced retouching and restoration using techniques like frequency separation.
13. Apply the use of the Clone Source panel for precise cloning.
14. Organize projects with a well-structured layer and folder hierarchy.
15. Demonstrate the application of layer styles and effects to modify design elements.
16. Demonstrate the importing of assets and the exporting of designs/imagery.
17. Demonstrate automation tasks such as using actions to create various effects.
18. Integrate Photoshop into Creative Cloud design and production workflow to manipulate and update images.

G. VECTOR ILLUSTRATION: ADOBE ILLUSTRATOR

Professionals demonstrate appropriate vector illustration skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Use vector graphics appropriately.
2. Compare and contrast differences and appropriate applications of vector-based and raster images.
3. Use typography as a design element.
4. Set type on a path and within a shape.
5. Create outlines from text.
6. Demonstrate the application of patterns, textures, and gradients to objects.
7. Demonstrate assigning fill and stroke to objects.
8. Demonstrate the application of attributes, styles, and effects.
9. Demonstrate proficiency in transforming objects.
10. Demonstrate the use of layers for the organization of artwork.
11. Demonstrate the use of proper settings when saving or importing/exporting graphics.
12. Identify settings for the optimal image tracing results.
13. Create custom paths using an appropriate tool.
14. Demonstrate the ability to apply color swatches in order to match for print.
15. Develop color schemes.
16. Demonstrate the use of 3D tools and effects to enhance text and objects.
17. Demonstrate the use of color in ways which allow for adequate color contrast for visually impaired or color blind.
18. Define bezier curve and other design-related terms.
19. Demonstrate the use of visual and typographical hierarchy.

20. Demonstrate use and importance of rulers, guides and grids.
21. Demonstrate proficiency in using the pen tool for image creation.
22. Demonstrate the use of libraries for asset management and distribution.
23. Prepare for Adobe Illustrator certification test. (Adobe Certified Professional in Graphic Design and Illustration using Adobe Illustrator).

H. PROFESSIONAL DEVELOPMENT AND ETHICS

Professionals prepare for careers in the Digital Art and Design industry. The following accountability criteria are considered essential for students in the Digital and Art Design program of study.

1. Prepare materials for interaction with industries and organizations that require design skills (resume, digital and print portfolio, social media presence, etc.)
2. Refine and promote a digital or print portfolio.
3. Receive and provide constructive feedback through client and peer critiques.
4. Apply the ethical principles and values that guide the responsible use of digital tools and techniques in digital art and design, such as honesty, integrity, and respect, including the use of emerging technologies such as AI.
5. Investigate and address ethical issues that arise from the creation, manipulation, and dissemination of digital artworks, such as authenticity, plagiarism, attribution, consent, and privacy.
6.

I. EMERGING TECHNOLOGIES

Professionals explore emerging technologies to enhance and improve their existing skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Identify and describe an emerging technology, whether technical, software, or hardware- based and its application in the digital art world.
2. Use appropriate technical, software, or hardware tools to create an original digital artwork which integrates an identified emerging technology (e.g., virtual reality, augmented reality, or 3D printing).

J. DIGITAL SCULPTING: ZBRUSH

Professionals demonstrate appropriate character and concept development skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate efficient navigation of the Zbrush interface (e.g., gizmo, camera).
2. Block out organic shapes.
3. Use primitives and DynaMesh basics to work efficiently (e.g., sculpting, combining, imperfections).
4. Demonstrate the use of various types of brushes and tools. (e.g., brushes, symmetry, smoothing).
5. Demonstrate how to properly prepare a model for compositing in Photoshop or other appropriate application.
6. Utilize Zspheres to block out a design.
7. Demonstrate the use of polypainting to develop a model (e.g., nanomesh, fibermesh).
8. Experiment with lighting in the scene.

K. MOTION GRAPHICS: CINEMA 4D

Professionals demonstrate appropriate animation and motion graphics skills using Cinema 4D. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Create and edit 3D models, animations, and simulations using Cinema 4D.
2. Demonstrate the manipulation of objects.
3. Demonstrate the application of materials.
4. Demonstrate the use of MoGraph to create dynamic animations.
5. Demonstrate the use of fields to control elements.
6. Apply the elements and principles of design to compose effective 3D designs.
7. Demonstrate effective use of cameras, lighting, and rendering tools to create a desired effect.
8. Demonstrate effective typographical design and animation.
9. Demonstrate how to prepare a design for export into another application.
10. Demonstrate the use of Redshift renderer to create advanced lighting and material designs.

L. MOTION GRAPHICS: ADOBE AFTER EFFECTS

Professionals demonstrate appropriate animation and motion graphics skills using Adobe After Effects. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Create, import, and organize assets in a project.
2. Use folders and labels to organize and document their project.
3. Create, modify, and arrange compositions and layers.
4. Use precomps (precomposing), nesting, and proxies to optimize and simplify their workflow.
5. Use blending modes, track mattes, masks, and alpha channels to control the visibility and transparency of layers
6. Use keyframes, expressions, and graphs to animate the properties and attributes of layers
7. Demonstrate the application of effects and presets to enhance the appearance and functionality of layers.
8. Create, edit, and animate text and shape layers.
9. Demonstrate the application of text animators, text presets, shape tools, and shape modifiers to create dynamic typography and graphics.
10. Render and export their compositions for publication to the desired output format.

M. PHOTOGRAPHIC PRINCIPLES

Proficient professionals demonstrate appropriate photography skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate a RAW photography workflow.
2. Capture digital images using a scanner and other digital devices.
3. Demonstrate appropriate scanner/program operations.
4. Demonstrate the application of focus, aperture, shutter, and ISO to achieve a properly exposed image, and to achieve the desired effect.
5. Demonstrate the use and operation of studio flash units to create and control artificial light sources.
6. Demonstrate the use of a camera and flash modifiers such as umbrellas, reflectors, or gels to alter the light and shadow created by the flash unit.

7. Demonstrate advanced use of composition elements and techniques by composing simple and balanced shots using the rule of thirds, framing, leading lines, and perspective.
8. Demonstrate basic editing by performing basic cropping, rotation, and exposure adjustments using simple editing tools.
9. Demonstrate and identify the application of visual storytelling through photography.
10. Demonstrate post-processing skills by utilizing more advanced editing software for photo enhancement.
11. Provide and receive constructive feedback on photographs by participating in critiques.

N. CREATING ANIMATIONS

Proficient professionals demonstrate appropriate animation skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Define animation and its relationship to time.
2. Create a storyboard of proposed animation.
3. Create a simple frame-based/key frame animation.
4. Demonstrate use of controller palettes to review, loop, and play back animation.
5. Create a layer-based animation.
6. Animate a project using motion tweening.

O. WEB DESIGN

Proficient professionals demonstrate appropriate web design skills. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Analyze existing web sites for style and content.
2. Compare and contrast preferred formats for various page elements.
3. Analyze and design websites for functionality and visual appeal.
4. Evaluate the user interface and enhance the user experience through web design best practices.
5. Plan a web page design with thumbnail sketches, wireframe, and site map.
6. Create a functional plan for a user interface in the form of a mockup.
7. Organize, optimize, and collect images and content for website design.
8. Integrate client or individual brand identity and standards into web design.
9. Edit and refine design based on client feedback.

Shop and Personal Safety, Student Organizations, Technology Knowledge, Personal Qualities and Skills, and Professional Knowledge are to be embedded in course standards A-O.

SAFETY

Proficient professionals know the academic subject matter, including safety as required for proficiency within their area. The following accountability criteria are considered essential for students in any program of study.

1. Identify lab policies and procedures.
2. Identify lab equipment.
3. Identify contact information for classroom emergencies.
4. Demonstrate safety procedures used in digital art and design program including safe body mechanics and ergonomics.
5. Identify all fire exits.
6. Demonstrate proper workspace cleaning procedures.

STUDENT ORGANIZATIONS

Proficient professionals know the academic subject matter, including professional development required for proficiency within their area. The following accountability criteria are considered essential for students in any program of study.

1. Identify the purpose and goals of a Career and Technology Student Organization (CTSO).
2. Explain how CTSOs are integral parts of specific clusters, majors, and/or courses.
3. Explain the benefits and responsibilities of being a member of a CTSO.
4. List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities.
5. Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations.

LEGAL REQUIREMENTS AND ETHICAL CONSIDERATIONS

Proficient professionals know the academic subject matter, including the ethical use of technology. The following accountability criteria are considered essential for students in the Digital Art and Design program of study.

1. Demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.
2. Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes.
3. Identify potential abuse and unethical uses of laptops, tablets, computers, and/or networks.
4. Explain the consequences of social, illegal, and unethical uses of technology (e.g., piracy; cyberbullying; illegal downloading; licensing infringement; inappropriate uses of software, hardware, and mobile devices in the work environment).
5. Discuss legal issues and the terms of use (e.g., plagiarism) related to copyright laws, fair use laws, and ethics pertaining to downloading of images, photographs, documents, video, sounds, music, trademarks, and other elements for personal use.
6. Define differences between classroom and professional practices in regard to copyrights.
7. Define the impact of the Americans with Disabilities Act and other civil rights legislation on a business/organization, its employees, and its customers.
8. Analyze accessibility laws and their impact on the end-user.
9. Describe ethical and legal practices of safeguarding the confidentiality of business- related information.
10. Describe possible threats to a laptop, tablet, computer, and/or network and methods of avoiding attacks.

PERSONAL QUALITIES AND EMPLOYABILITY SKILLS

Proficient professionals know the academic subject matter, including positive work practices and interpersonal skills. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate creativity and innovation.
2. Demonstrate critical thinking and problem-solving skills.
3. Demonstrate initiative and self-direction.
4. Demonstrate integrity.
5. Demonstrate work ethic.
6. Demonstrate conflict resolution skills.
7. Demonstrate listening and speaking skills.
8. Demonstrate respect for diversity.
9. Demonstrate customer service orientation.
10. Demonstrate teamwork.

PROFESSIONAL KNOWLEDGE

Proficient professionals know the academic subject matter, including positive work practices and interpersonal skills. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate global or "big picture" thinking.

2. Demonstrate career and life management skills and goal-making.
3. Demonstrate continuous learning and adaptability skills to changing job requirements.
4. Demonstrate time and resource management skills.
5. Demonstrates information literacy skills.
6. Demonstrates information security skills.
7. Demonstrates information technology skills.
8. Demonstrates knowledge and use of job-specific tools and technologies.
9. Demonstrate job-specific mathematics skills.
10. Demonstrates professionalism in the workplace.
11. Demonstrate reading and writing skills.
12. Demonstrate workplace safety.

The Additional Materials and Resources and Course Academic Standards and Indicators are found in the Instruction Hub.

Literacy Standards

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic

Example:
Students will learn meaning and terms during the course while using the software. An example would be: "Dodging" in dark room photography, a lollypop shaped cardboard was used to lighten areas of an image. In Photoshop, the dodge tool works similarly.

Part IV Assignments - Must be submitted properly to Google Classroom LMS in order to be graded.

Component I – Minor Assignment 40% Mini-lessons

Minor Assignment Procedures:

Assignments are created while studying the various techniques of the software.

The mini-assignments are like the practice work found in a math textbook, and serve as a record of each new technique.

There will be regular reading/research assignments on Google Classroom

Assignments will be graded and averaged to be 40 percent of total grade per nine weeks.

Assignments must be saved to a digital document file in the proper folder/name for the teacher to grade.

Creating Major Project Response Articles are included in this component.

Component II– Major Assignment 60% Projects

Classroom Projects Procedures:

Major Project Assignments will be developed as a practical application of software techniques, integrating past photography or art works as necessary.

Major assignments also include filming events on location, sometimes outside of class. Students should plan accordingly and make every effort to attend such production events.

Project assignments must be saved in the proper place with proper name on the computers to allow the teacher to grade the assignment.

Assignments will be graded by rubric. An example is below.

Assignments will be graded and averaged to be 60 percent of total grade per nine weeks.

Total points- 102 Maximum Points (extra points may be applied to other projects as extra credit)

Part V Major Project List and Pacing:
Projects (Average of 2-3 Weeks per Project):
 	
Project 1 Studio Photography and Poster Design
 	
Students will develop a promotional design for a client, for an event, or product.
    Introduction to Motion Graphics
    Working with Animation
    Working with Compositing
    Working with Type
    After Effects 3D
    3D Geometry
	Project 1 Photographic Poster Design
	
	Students will study dark-room and light painting photography. They will coordinate with a client to produce a still and motion product.
	● Coordinate with client (administration) on new updated policies/procedures
	● Storyboard your layout
	● Design policy in Photoshop or After Effects
	● Animate the design in After Effects

Rendering

- Display design/animation on school television messaging system

Project 2 Athletic Promos

Students will study and create an animated ad for an event or product.

Filming at events
Editing and composing media
Essential Graphics Panel (After Effects/Premiere)

Project 2 Athletic Promos

Students will learn to use customized reusable graphics via the Essential Graphics Panel in After Effects.
Students will develop and customize their ads for weekly events.
Students will create animated infographics for activities at the school.
Students will:

- research events
- utilize keyed footage from previous semesters
- customize essential graphics for the event.

Project 3 Cinema 4D Basics

Modeling Basics in Cinema 4D
Cinema 4D is an Industry 3D modeling tool and students can use it for so many types of animation. It allows students to animate using real-world physics engines, rather than traditional keyframing.

3D Modeling

Students will learn the basics of Cinema 4D workspace

- Primitives
- Parametric vs Polygonal Objects
- Splines, Modifiers, and Deformers

Project 4 Cinema 4D Dynamics

Students will create a Rube Goldberg-style marble run using Cinema 4D Dynamics

3D Modeling

Students will learn the basics of Cinema 4D workspace

- Floors
- Rigid Bodies
- Collisions
- Physics and the Static Mesh
- Basic shaders
- Camera Animation
- Rendering

Project 5 Filming and Workflows in Digital Art and Design III

- Sandbox structure and organization (sandbox is the common network location for Digital Art Resources and projects)
- Planning a shoot.
- The shoot-notes document
- Storyboarding the concept
- Writing the story
- Filming
- Ingestion
- Data-wrangling
- Naming Conventions
- Proxies

Filming Specialized Events

Students will use the footage of the school to create rough-cut stories about various activities and events. Students will

- Track personally made footage for a 3D Model integration
- Render the 3D model into the composited scene using a Linear Multipass Workflow between Cinema 4D and After Effects.

Project 6 3D and still image integration

- Lighting from HDRI
- Global Illumination
- Camera projects

Project 6 3D and still image integration

Students will take an image and bring it to life with virtual objects. They will develop a 3-dimensional environment from the 2-dimensional image. They will then use the Cinema 4D physics engine to animate objects into the scene

Research an area which will allow for virtual interactions (like a stairwell).

- Photograph the scene
- Create an HDRI 360 image for Global Illumination
- Create a virtual camera projection
- Extract dimensional constraints
- Model the scene.
- Animate and render objects moving through the scene.

Project 7 3D and video integration Destruction

- Film a scene using a gimbal
- Match move the camera to a virtual one.
- Track a portion for replacement with virtual destructions.
- Model a force or object interacting with the video scene.

Project 7 3D and video integration Destruction

Students will film video and bring it to life with virtual objects. This takes on an entire new level when compared to the still image integration project. The virtual camera must be connected to the actual camera's movements. Also, as objects should be textured to match the scene objects must have baked textures to allow the texture to glue itself to the 3D virtual objects in the scene.

Create a texture and bake the texture into the scene.

- Film a scene with the gimbal
- Track the scene with Motion Tracker
- Identify areas which can be replaced with virtual ones.
- Bake textures onto virtual objects.
- Use a physics engine to break the virtual objects.

Project 8 Cinema 4D Sci-Fi Compositing Challenge
Students will develop a concept for short film which include some type of tracking and compositing visual effects.

Cinema 4D Sci-Fi Compositing Challenge
Students will plan, create a storyboard, develop a shot list, analyze the shots for special effects integration, track and composite sci-fi models into the scene using any and all tools available.

Students will:
- Research techniques for modeling and compositing
- Develop a workflow for object tracking and scene/camera tracking.
- Film, produce, and render the video.

Certifications

Students will prepare for and take certifications. The ACP in After Effects or the ACP Premiere Pro will be offered throughout the term.

Part VII Assessment and Grading

Mini-lessons Responses -	40%
Projects -	60%
Total -	100%

Rubrics may format differently when seen on LMS.

Mini-lesson Evaluation Rubric Examples

	Points			
	50	75	85	100
Mini-Lesson Expectations	Re-Submit	Meets below Expectations	Meets Minimal Expectations	Exceeds Expectations
Total				

Interview Project Rubric

Dimension	8	12	16	20	Points
Footage Video	3 aspects missing or insignificant	2 aspects missing or insignificant.	1 aspect missing or insignificant.	Proper composition 3-lights utilized Proper Focus Depth of Field Location/B-roll is appropriate	
Footage Audio	3 aspects missing or insignificant	2 aspects missing or insignificant	1 aspect missing or insignificant.	Proper volume Noise has been removed Distracting sounds removed	
Color Correction	3 aspects missing or insignificant	2 aspects missing or insignificant	1 aspect missing or insignificant.	Brights are in proper range Darks are in proper range Skin-tone scopes correct Color enhanced post correction	
Cuts/Transitions/ Effects	3 aspects missing or insignificant	2 aspects missing or insignificant	1 aspect missing or insignificant.	Morph cut applied Precise cuts present Transitions present Timing/Masking/Alternative effects properly applied.	
Titles/Lower 3rd	3 aspects missing or insignificant	2 aspects missing or insignificant	1 aspect missing or insignificant.	Designed title. Lower 3rd – program specific Lower 3rd animates	
Totals					

Part VIII Required and Recommended Reading

The videos presented in the Google Classroom MUST be viewed, but also *followed* closely during units.

Adobe has developed technique articles available in PDF form from the Adobe Ed Exchange. These technique articles are vital to mastery of the methods.

It is recommended that students draw inspiration from designs and articles presented at industry outlets such as Adobe's Inspire magazine, Abduzeedo.com, and the CG Society.