

**Course Description:** 8th Grade Multimedia Productions and Design

*Multimedia Productions teaches students to learn how to work independently as well as on teams using video. Multimedia Productions also helps students increase their creativity through technology. If you like to use computers and digital devices, this class may be the class for you. Eighth graders will: create digital photographs, use websites that manipulate and edit photographs, use cameras, create videos using professional web applications, post their work on blogs, create digital portfolios, design websites, work in teams on video productions as well as learn how to make documentaries as well as designing an independent study. This class provides learning opportunities to try to become sophisticated 21st Century learners. Student exhibitions in school, public spaces and other local and state exhibitions opportunities are provided.*

| Adopted Course Primary Resource                      | Supplementary Resources                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>NA</li> </ul> | <ul style="list-style-type: none"> <li>Google Suite (Drive, Docs, email, Keep, Slides)</li> <li>Websites</li> <li>Art supplies (consumables, materials)</li> <li>Art books</li> <li>Media resources (free and paid)</li> </ul> |

| Standards Addressed In The Course<br>(Note Essential Standards)                                     |             |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------|
| Create - Students will generate, develop, and refine artistic work                                  | Investigate | Investigate, and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of design. |
|                                                                                                     | Plan        | Develop original solutions through exploration and practice.                                                             |
|                                                                                                     | Make        | Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.      |
| Respond - Students will critically interpret intent and meaning in order to evaluate artistic work. | Describe    | Describe the formal characteristics of artwork using art and design vocabulary.                                          |
|                                                                                                     | Analyze     | Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.         |
|                                                                                                     | Interpret   | Interpret the formal and expressive qualities in a work of art or design and integrate those                             |

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|                                                                                                                       |                                            | qualities into their own work.                                                                                                                   |
|                                                                                                                       | Inquire                                    | Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.                                      |
|                                                                                                                       | Evaluate                                   | Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media and artistic goals. |
| Connect - Students will relate their artistic work with prior experience and external context.                        | Interdisciplinary                          | Analyze works of art and design that illustrate interdisciplinary perspectives.                                                                  |
|                                                                                                                       | Career Connections                         | Analyze art and design processes in a variety of careers.                                                                                        |
|                                                                                                                       | Cultural, Social, and Historical Awareness | Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures.                 |
| Present - Students will develop, refine, and convey meaning through the production and presentation of artistic work. | Develop Meaning                            | Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.      |
|                                                                                                                       | Communicate                                | Communicate the contextual meaning of artwork in written and verbal statements.                                                                  |
|                                                                                                                       | Share                                      | Curate and exhibit a portfolio of work to convey artistic importance or meaning.                                                                 |

| Units of Study<br>(Sequenced) | Standards<br>Associated | Key Learning Targets &<br>Essential Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Essential Question(s) | Pacing   |
|-------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|
|                               |                         | <p>Key Learning Targets</p> <ul style="list-style-type: none"> <li>• I can use my understanding of three-dimensional forms to plan out an original drawing. (Create)</li> <li>• I can plan and develop artistic ideas and artwork. (Create)</li> <li>• I can brainstorm and sketch ideas to solve a visual problem. (Create)</li> <li>• I can critique my own work and the work of others by sharing what I have been taught about the media used. (Respond)</li> <li>• *I can use art criticism to form an opinion about a work of art. (Respond)</li> <li>• I can interpret intent and meaning in artistic work. (Respond)</li> <li>• I can reflect on the intent of my own work. (Respond)</li> <li>• I can evaluate work using artistic criteria. (Respond)</li> <li>• I can compare work produced by artists in different historical periods to understand the societal impacts that may have led to their interpretation or use of media. (Connect)</li> <li>• I can synthesize and relate knowledge and personal experiences to make art. (Connect)</li> <li>• I can relate artistic ideas and works of art with societal, cultural, and historical contexts to deepen understanding. (Connect)</li> <li>• I can use art vocabulary terms to communicate the main ideas of a lesson in written statements or through online or video formats. (Present)</li> <li>• I can convey meaning through the presentation of my artwork. (Present)</li> <li>• I can develop and refine artistic techniques. (Present)</li> </ul> |                       | 18 Weeks |



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| <p>walk</p> <ul style="list-style-type: none"> <li>• Photo Editing</li> </ul>                                                                                                                              | <p>Connect</p> <p>Present</p>               | <ul style="list-style-type: none"> <li>• Demonstrate advanced use of visual language, technique, media, and contexts to realize personal ideas.</li> <li>• Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</li> </ul> <p><b>Vocabulary:</b> Photography, Digital camera, SD Card, Lens, aperture, mode, settings, macro, landscape, nature, close-up, architecture, tripod, rule of thirds, exposure, settings, micro, viewfinder, point and shoot camera, zoom, wide angle, flash, natural light, panoramic</p>                                                                                                                                                                                                             | <p><b><i>How do media artists improve/refine their work? (Create)</i></b></p>                                                                                                                                                                                         |         |
| <p><b>Video Production</b></p> <ul style="list-style-type: none"> <li>• Music, video, photo video</li> <li>• Mini-Documentary</li> <li>• 8th Grade Video</li> <li>• Instructional: How-To Video</li> </ul> | <p>Create</p> <p>Connect</p> <p>Present</p> | <ul style="list-style-type: none"> <li>• Effectively apply a wide range of creative and technical skills, experimentation, and innovation to develop and refine work.</li> <li>• Demonstrate advanced use of visual language, technique, media, and contexts to realize personal ideas.</li> <li>• Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</li> </ul> <p><b>Vocabulary:</b> Video, edit, instruction, Youtube, crop, photo, portrait, panoramic, portrait, sound, animation, frame rate, storyboard, shot, slow motion, cut, action, aperture, angle of view, angle, audio/visual script, background, camera angle, compression, music, text, credits, title, shot, sound, transition, producer, director, zoom.</p> | <p><b><i>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? (Create)</i></b></p> <p><b><i>How does time, place, audience, and context affect presenting or performing choices for media artworks? (Connect)</i></b></p> | 8 Weeks |
| <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Website (Artist portfolio)</li> <li>• Logo</li> <li>• Business brand</li> </ul>                                                              | <p>Create</p> <p>Connect</p> <p>Present</p> | <ul style="list-style-type: none"> <li>• Effectively apply a wide range of creative and technical skills, experimentation, and innovation to develop and refine work.</li> <li>• Demonstrate advanced use of visual language, technique, media, and contexts to realize personal ideas.</li> <li>• Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</li> </ul> <p><b>Vocabulary:</b><br/><b>Logo and Brand Design:</b> Brand, brand identity, brand image, brand attributes, logo logotype, serif, sans serif, kerning, logomark, styleguide, moodboard, typography,</p>                                                                                                                                                      | <p><b><i>How can ideas for media arts productions be formed and developed to be effective and original? (Create)</i></b></p> <p><b><i>How do we relate knowledge and experiences to understanding and making media artworks? (Connect)</i></b></p>                    | 3 Weeks |

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|                          |                                             | <p>tracking, leading.</p> <p><i>Layout:</i> white space, margins, alignment, above the fold, hierarchy, mock up, trim marks, Text,</p> <p><i>Images and Graphics:</i> Vector, bitmap, resolution, stock photo, patterns, icons.</p> <p><i>Colors:</i> Palette, CMYK, RGB, Pantone, Gradient, Opacity.</p>                                                                                                                                                                                                                                                          |                                                                        |         |
| <b>Independent Study</b> | <p>Create</p> <p>Connect</p> <p>Present</p> | <ul style="list-style-type: none"> <li>Effectively apply a wide range of creative and technical skills, experimentation, and innovation to develop and refine work.</li> <li>Demonstrate advanced use of visual language, technique, media, and contexts to realize personal ideas.</li> <li>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</li> </ul> <p><b>Vocabulary:</b> Vocabulary: Independent Study, independent, research, proposal, concept, original, demonstrate, presentation</p> | <b><i>How do media artists improve/refine their work? (Create)</i></b> | 2 Weeks |