

Foundations of Multimedia Production

Level 1: Assumes student has no prior knowledge

Pathway(s): Production and Managerial Arts

Description

Students are introduced to the variety of programs and occupations in the arts, audio/video technology, and production. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Student Learning Outcomes

Career Pathways

- 1) Explore and analyze the variety of careers that rely on skills relevant to the Production and Managerial Arts (PMA) industry.
- 2) Reflect on and evaluate a model portfolio for a professional in the PMA industry.
- 3) Observe and critique a professional production (stage, film or live telecast).
- 4) Chart a variety of progressions for securing a career in the PMA industry.
- 5) Research postsecondary options related to specific PMA careers.
- 6) Identify the employment organization structures of various production companies.
- 7) Explain the significance of production and media on historic and contemporary cultures.

Safety and Responsibility

- 8) Maintain a physically and emotionally safe learning environment through appropriate use of tools, materials, and communication techniques.
- 9) Collaborate with peers and instructor(s) to develop rules and procedures for maintaining safety in the creative process.
- 10) Consistently adhere to instruction and rules.
- 11) Analyze various scheduling processes and tools for production development.

Financial Awareness

- 12) Demonstrate proficiency with monetary calculation through basic transactions.
- 13) Investigate the financial aspects of performance production (stage, film, and television).
- 14) Analyze the budget for a sample production.

Promotion and Advertising

- 15) Compare the qualities of initial and final drafts for promotional materials of a production (posters, playbills, trailers, teasers).
- 16) Identify modes and methods for product promotion.
- 17) Connect aspects of promotional material with an overarching production concept.

Management and Leadership

- 18) Develop a team to approach an artistic goal (scenic design and small group performance)

- 19) Identify the various roles and responsibilities of members associated with an artistic goal.
 - a. Writers
 - b. Designers
 - c. Directors
 - d. Performers
- 20) Explore a variety of decision-making processes used by professional ensembles (brainstorming, mind-mapping, sticker voting, sufficient consensus, etc).
- 21) Research and practice a variety of methods for providing meaningful and actionable feedback.
- 22) Share leadership and responsibilities throughout a creative process.

Collaboration in Development

- 23) Practice a variety of techniques for integrating technical and performance-based artistic choices.
- 24) Explore the creative process from the lens of different members within a production.
- 25) Identify essential qualities of a productive team.
- 26) Identify possible solutions to staging and design challenges for a production.
- 27) Integrate multiple perspectives and solutions to staging and design challenges for a production.

Design and Performance

- 28) Discuss how a production has been adapted with technological advancements.
- 29) Explore a planned technical design during the rehearsal process for a production.
- 30) Explore scripted and improvised characters through the analysis of given circumstances, inner thoughts, and motivations.
- 31) Develop a variety of acting techniques to increase skills in performance.
- 32) Explain how the actions and motivations of characters and artists in an ensemble impact perspectives of a community or audience.
- 33) Explore the writing of stage, film, and television scripts in a variety of traditional and current formats.