

## Colorado CTE Course – Scope and Sequence

Course Name	<b>Digital Media Communications 2</b>		Course Details	<b>1.0</b>	
<b>Course Description</b> This course builds upon the basic concepts and foundations from level 1. It provides an overview of skills necessary to be successful in general concepts found within digital media communications platforms.					
<b>Note:</b> This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.					
SCED Identification #	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.				
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a>					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	<a href="#">Outcome / Measurement</a>	<a href="#">CTSO Integration</a>
<b>Unit 1 Foundational Skills Review</b>	2-4 weeks	Identify tools that are common across fields of design, multimedia arts, and digital communication <ul style="list-style-type: none"> <li>a. Hardware</li> <li>b. Software</li> <li>c. Vocabulary</li> <li>d. Storyboarding/storytelling</li> <li>e. Teamwork and collaboration</li> </ul> Demonstrate file management appropriate for the fields within design, multimedia arts, and digital communication <ul style="list-style-type: none"> <li>a. File extensions</li> <li>b. Lossy vs. lossless compression</li> <li>c. Managing workflow of originals and copies</li> </ul> Outline the principles of design	Intro vocab Platforms Tech, Software, Hardware Basic Script writing fundamentals Develop a concept of an idea  Distinguish location/studio needs for successful production  Practice writing a script and identify resources needed to begin the production  Tech practice (tripods, mics, transmitter/ receiver)  Layer two images together using blue/green screen	<b>VA2.2.</b> Utilize appropriate vocabulary in the critical analysis of works of art. <b>VA3.2.</b> Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art. <b>VA4.2.</b> Identify where the visual arts and artistic thinking are present in the real world.	<b>Challenging Technology Issues</b> Following the onsite random selection of a technology topic from a group of pre-conference posted topics, participants work to prepare for and deliver a debate-style presentation, in which they explain opposing views of the selected topic.

		<ul style="list-style-type: none"> <li>a. Balance</li> <li>b. Scale</li> <li>c. Proportion</li> <li>d. Movement</li> <li>e. Dominance</li> <li>f. Harmony-rhythm and repetition</li> <li>g. Unity and variety</li> <li>h. Positive/negative space</li> </ul>			
<p><b>Unit 2 Career Explore</b></p>	2-4 weeks	<p>Identify tools that are common across fields of design, multimedia arts, and digital communication</p> <ul style="list-style-type: none"> <li>a. Hardware</li> <li>b. Software</li> <li>c. Vocabulary</li> <li>d. Storyboarding/ storytelling</li> <li>e. Teamwork and collaboration</li> </ul> <p>Identify various fields within Design, Multimedia Arts, and Digital Communication and their respective career opportunities</p> <ul style="list-style-type: none"> <li>a. Recognize the work typically performed, tools and technology used, and nature of work environments</li> <li>b. Identify potential certifications within the careers</li> <li>c. Find membership organizations associated with the careers</li> <li>d. Understand the necessary education associated within the careers</li> </ul> <p>Define professionalism within the context of media arts</p> <ul style="list-style-type: none"> <li>a. Criticism and evaluation</li> <li>b. Presentation</li> </ul>	<p>Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.</p> <p>Articulate a personal philosophy of art, understanding various philosophies that have come before.</p> <p>Identify potential certifications within the careers</p> <p>Find membership organizations associated with the careers</p> <p>Understand the necessary education associated within the careers</p>	<p><b>VA2.1:</b> Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection. 2: Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p><b>VA4.1:</b> Investigate how artists, designers and scholars narrate their social context. 2: Identify where the visual arts and artistic thinking are present in the real world.</p>	<p><b>Leadership Strategies</b> Participants prepare for and deliver a presentation about a specific challenge that officers of a TSA chapter might encounter. Semifinalists follow the same competition procedure but must respond to a different chapter challenge.</p>

		c. Assessment			
<b>Unit 3 Digital Media &amp; Photography</b>	2-4 weeks	<p>Use SLR or DSLR camera media, process, and skills to create images</p> <p>Apply and analyze the visual elements in digital photographs</p> <p>Apply and analyze the principles of composition in photographs</p> <p>Create photographic images that communicate ideas and sensibilities</p> <p>Assemble and assess a presentation of work that demonstrates professionalism</p>	<p>Demonstrate appropriate search strategies for finding resources on the internet.</p> <p>Execute and monitor and control a project along its timeline, making suggested revisions until completion of project (iteration).</p> <p>Recognize the work typically performed, tools and technology used, and nature of work environments</p>	<p><b>VA1.1.</b> Analyze works of art and apply the language of visual art and design to infer meaning.</p> <p><b>VA2.2.</b> Utilize appropriate vocabulary in the critical analysis of works of art.</p> <p><b>VA3.</b> 1. Plan, anticipate outcomes and use feedback to grow as an artist. 2. Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p><b>VA4.3.</b> Communicate messages about societal problems through the creative process.</p>	<p><b>Essays on Technology</b></p> <p>Participants conduct research on specific subtopics from a broad technology area posted as part of the annual theme. Using a previously prepared note card as an approved resource, participants draft an outline of the subtopic randomly selected onsite at the conference. Semifinalists write an essay on that subtopic.</p>
<b>Unit 4 Animation</b>	2-4 weeks	<p>Understand the basic physics and theory of animation</p> <p>Understand a variety of techniques and technological applications relevant to animations</p> <p>Identify significant trends</p>	<p>Practice writing a script and identify resources needed to begin the production</p> <p>Tech practice (tripods, mics, transmitter/ receiver)</p> <p>Analyze the script and storyboard development processes for a successful</p>	<p><b>VA1.1.</b> Analyze works of art and apply the language of visual art and design to infer meaning. 2. Recognize and interpret works of art through the lens of time, place and culture. 3. Employ concepts, issues and themes</p>	<p><b>Children's Stories</b></p> <p>Participants create an illustrated children's story based on the annual theme. The entry product is a</p>

		<p>and styles in the animation field</p> <p>Identify current threads of influence in animation</p>	production	<p>from other disciplines to solve visual arts problems.</p> <p><b>VA2.</b> 1. Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection. 2. Utilize appropriate vocabulary in the critical analysis of works of art.</p>	<p>physical storybook of artistic, instructional, and social value. Semifinalists read their story aloud and participate in an interview.</p>
<p><b>Unit 5 Television Production</b></p>	2-4 weeks	<p>- Identify the impact of mass media on the individual, family, and local community</p> <p>- Examine mass media from diverse perspectives</p> <ol style="list-style-type: none"> <li>Cultural</li> <li>Economic</li> <li>Political</li> <li>Historical</li> <li>Social</li> <li>Global</li> </ol>	<p>Concept Development</p> <p>Determine location/ studio needs</p> <p>Plan &amp; Model shots and fields of view</p> <p>Practice Voiceover techniques for sounds design</p> <p>Demonstrate editing techniques with Chroma Key</p>	<p><b>VA3.</b> 1. Plan, anticipate outcomes and use feedback to grow as an artist. 2. Demonstrate technical skills and processes to achieve desired results. 3. Utilize current and available technology as a primary medium to create original works of art.</p> <p><b>VA4.</b> 1. Investigate how artists, designers and scholars narrate their social context. 2. Identify where the visual arts and artistic thinking are present in the real world. 3. Communicate messages about societal problems through the creative process.</p>	<p><b>Prepared Speech</b></p> <p>Participants deliver a timed speech that relates to the theme of the current national TSA conference. Semifinalists and finalists are determined using the same competition procedure. Vlogging</p> <p>Participants use digital video technology to create original content about a pre- determined technology theme. Semifinalists compete in an onsite challenge</p>

					to produce additional video(s) based on specified criteria, such as provided props, lines of dialog, and topics.