

DRAFT

COMMUNITY UNIT SCHOOL DISTRICT 200

Course Introduction to Multimedia Design
High School Level 9 - 12

1. Subject Expectation The students will know the language of the arts.
State Goal 25

Essential Learning 1 (Learning Standard A)	Recognize and identify the elements, organizational principles and expressive qualities of design.
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Critical Content

Elements – students will recognize and identify the elements of design

- Color
- Line
- Space
- Shape/form
- Texture
- Value

Principles – students will recognize and identify the principles of design

- Unity/Harmony
- Repetition/Pattern/Rhythm
- Contrast/Variety
- Emphasis/Dominance/Focal Point
- Balance
- Movement

Essential Learning 2 (Learning Standard A)	Identify the similarities, distinctions and connections in and among a variety of media.
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Critical Content

- Film/Video
- Print Media
- Photography
- Animation
- Audio
- Web Publishing

Essential Learning 2 (Learning Standard A)	Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.
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Critical Content

- Identify the use of elements and principles in a student work through individual and group critiques
- Identify the expressive qualities of a student work through individual and group critiques

2. Subject Expectation (State Goal 26)	Through creating and producing authentic works the student will understand how technology is used to create multimedia products.
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Essential Learning 1 (Learning Standard A)	Understand the processes, tools, and technology used in the Multimedia Field
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Critical Content

Create/produce in a variety of media.

- Film/Video
- Print Media
- Photography
- Animation
- Audio
- Web Publishing

Essential Learning 2 (Learning Standard)	Apply skills and knowledge to create successful work
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Critical Content

NETS 4

- Apply basic elements and principles of design in a variety of media to effectively communicate ideas
- Apply basic elements and principles of design in a variety of media which appeal visually to multiple audiences
- Apply basic skills necessary to create successful designs in a variety of media that correspond to their function and relevant use

**3. Subject Expectation
(State Goal 27)**

The student will understand the role of the design in society, past and present

Essential Learning 1 (Learning Standard A)	Analyze the distinguishing characteristics of design in multiple mediums.
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Critical Content

- Understand how design qualities can have an effect on success in the market place; the work's function;
- Understand how design qualities shape and reflect current styles and trends.

**4. Subject Expectation
(NETS 3)**

Technology productivity tools.

Essential Learning 1	Students use technology tools to enhance learning, increase productivity, and promote creativity in a variety of multimedia formats.
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Critical Content

- Use of photography tools such as digital cameras, scanners, and photo editing software to create works.
- Use of web publishing tools such as web development software to create works.
- Use of desktop publishing tools such as page layout applications, photo editing software, digital cameras, scanners, clipart and stock images to create works.
- Use of video tools such as video editing software and cameras to create works.
- Use of animation tools such as animation software to create works.

Essential Learning 2	Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works in a variety of multimedia formats.
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Critical Content

- Use of digital photography tools and software to create a variety of photography products.
- Uses desktop publishing software to create a variety of publications such as business cards, brochures, flyers, page layouts and packaging designs.
- Uses web publishing software to create effectively designed web pages/sites.

- Use of video editing software to create a video production piece.
- Use of animation software to create an animated work.

**5. Subject Expectation
(NETS 4)**

Technology Communications Tools

Essential Learning 1	Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
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Critical Content

- Use of web pages/sites to communicate information
- Use of desktop publishing products such as business cards, advertisements, and packaging designs to communicate information.
- Use of photographs and digitally altered photographs to communicate information.
- Use of video productions to communicate information.
- Use of animated works to communicate information.

**6. Subject Expectation
(NETS 5)**

Technology Research Tools

Essential Learning 1	Students use technology to locate, evaluate, and collect information from a variety of sources.
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Critical Content

- To locate and gather images from a variety of sources (the internet, CD-ROMS, scanned materials) for various desktop publishing, photography, animation and web projects.
- To read, comprehend, evaluate and interpret information regarding multimedia applications from a variety of sources such as tutorials, articles, and other online resources.
- Use technology to locate relevant examples of a variety of multimedia products and evaluate/critique their effectiveness in terms of design, functionality, and communication.

**7. Subject Expectation
(NETS 6)**

Technology problem-solving and decision-making tools

Essential Learning 1	Students use technology resources for solving problems and making informed decisions.
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Critical Content

- Students use technology to solve problems of visual design.
- Students use technology to solve problems of functionality.
- Students use technology to solve problems of communication of ideas.

Essential Learning 2	Students employ technology in the development of strategies for solving problems in the real world.
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Critical Content

- Employ multimedia tools to explore solutions to relevant and meaningful projects.
- Implement and evaluate a proposed solution based on relevant real world industries standards.

**8. Subject Expectation
(NETS 2)**

Social, ethical, and human issues.

Essential Learning 1	Students understand the ethical, cultural, and societal issues related to multimedia works.
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Critical Content

- Understand and incorporate rules and practices regarding copy-written materials.