

**Arts, AV Technology and Communications Career Cluster
Introduction to Digital Media
Course Number: 48.42100**

Course Description

Students in the Introduction of Digital Media course will learn the basic components of 2-D and 3D animation development from storyboarding elements to fundamental software capabilities. The course serves as an introduction to the animation history, keyboarding shortcuts, project filing, and career awareness. Instruction in this course focuses on storyboard creation, the physics and anatomy of motion, technology of animation, properties and use of color, cameras and lighting, fundamentals of modeling and animating, creating a portfolio and file management. This course provides a structure for digital literacy as well as development of technical knowledge and intellectual skills for analytical thinking; in addition, students will work productively and responsibly in individual and collaborative settings. This introductory pathway course of three sequenced courses will give students the opportunity to earn an industry credential in animation. No prerequisite for this course.

Course Standard 1

AAVTC-IDM-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application

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Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

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Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

**Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
L9-10RST 1-10 and L9-10WHST 1-10:**

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

AAVTC-IDM-2

Understand and follow safety procedures when working with computers and audio-video equipment.

- 2.1 State general safety rules for operation of equipment and learning activities specific to film, computer, and TV.
- 2.2 Collect and model safe practices when working on assignments.

Course Standard 3

AAVTC-IDM-3

Develop an understanding of the history of animation and the evolution of 2-D to 3-D animation.

- 3.1 Identify and distinguish concepts of art history.
- 3.2 Interpret the transition from using drawings to digital media.
- 3.3 Formulate an understanding of flip books, pegs and lighting tables and how they apply to the state of animation.

Course Standard 4

AAVTC-IDM-4

Understand and utilize trade terminology in an appropriate manner.

- 4.1 Identify and utilize trade terminology in the media production lab.
- 4.2 Identify and utilize trade abbreviations and acronyms as appropriate.

Course Standard 5

AAVTC-IDM-5

Demonstrate effective professional communication skills (oral, written, and digital) and practices that enable positive customer relationships.

- 5.1 Recognize the importance of all customers to a business.
- 5.2 Identify and justify an organization's products and services.
- 5.3 State the information technology influence and impact on business practices.
- 5.4 Formulate how technology can be used to create a solution to a business challenge and present to customers in a professional business format.
- 5.5 Display and model an ability to assist customers in a professional manner.
- 5.6 Apply active listening concepts with potential customers.
- 5.7 List and classify customers' individual needs and draw conclusions concerning these needs.
- 5.8 Design a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).

Course Standard 6

AAVTC-IDM-6

Find and solve problems of the production process through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- 6.1 Construct a sketchbook journal and digital portfolio to research and experiment with artistic conventions to communicate ideas.
- 6.2 Apprise solutions to a single artistic problem and for each draw conclusions.
- 6.3 Analyze in both written and oral form the implications of artistic decisions.
- 6.4 Use concepts to solve artistic problems through discussion and interaction with peers.
- 6.5 Critique peers supportively through informal, on-going works in-progress.
- 6.6 Design risk-taking production tasks that synthesize concepts of existing knowledge, brainstorming, planning, active listening, and discovery of unexpected connections.

Course Standard 7

AAVTC-IDM-7

Understand and apply media, techniques, and processes in drawing.

- 7.1 Create skeleton and inner structure drawings.
- 7.2 Apply value to model geometric forms with rendering.
- 7.3 Relate contour and value in drawing from direct observations.
- 7.4 Construct one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyze use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).
- 7.5 Create contour drawings from observations.

Course Standard 8

AAVTC-IDM-8

Understand and apply media, techniques, and processes in color painting.

- 8.1 Apply color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.
- 8.2 Review primary, secondary, and tertiary hues.
- 8.3 Analyze how color communicates meaning in personal and famous artwork.

Course Standard 9

AAVTC-IDM-9

Demonstrate the ability to specify color materials properly.

- 9.1 Assess the ambient and diffuse color of an object.
- 9.2 Differentiate the specular, reflective, and luminosity material properties of objects.

Course Standard 10

AAVTC-IDM-10

Demonstrate the ability to create various surface materials.

- 10.1 Create various surface patterns such as smoke, tiles, and swirls.
- 10.2 Compare and contrast techniques for simulating land and water.
- 10.3 Create reflections and refractions on objects.

Course Standard 11

AAVTC-IDM-11

Identify and create various types of scripts.

- 11.1 Identify scripts by format.
- 11.2 Relate and show the steps leading to the development of various types of scripts (Brainstorm, Proposal and Treatment).
- 11.3 Define terminology used in scriptwriting.
- 11.4 Create scripts as assigned according to topic.
- 11.5 Construct story themes:
 - a. Show a main character striving to achieve a goal.
 - b. Construct a conflict for the main character to achieve the goal.
 - c. Relate the cause/effect relationship of the main character and the conflict.
 - d. Predict and display an outcome to this conflict.

Course Standard 12

AAVTC-IDM-12

Demonstrate design skills needed to formally document project goals in order to focus development efforts.

- 12.1 Describe the purpose of an animation including the target audience, create a storyboard, and explain the differences between a storyboard, scene, panel, sequence and act.
- 12.2 List the objects, backgrounds, and/or characters needed for an animation and project goals.
- 12.3 Apply brainstorming techniques to focus development efforts.
- 12.4 Create scene-by-scene illustrations.
- 12.5 Outline and link action sequences.

Course Standard 13

AAVTC-IDM-13

Analyze the origins of one's own ideas in relation to community, culture, and the world.

- 13.1 Identify and assess values and practices in an artist's community culture and world that inform art.
- 13.2 Compare and contrast the works of a wide range of contemporary and past artists.
- 13.3 Appraise how an artist's experiences in community, culture, and the world impacts their work and to draw conclusions.
- 13.4 Differentiate between the values and contributions of diverse individuals, cultures, and communities.

Course Standard 14

AAVTC-IDM-14

Demonstrate knowledge of manipulating stop motion frames and direction.

- 14.1 Illustrate how to set frames manually.
- 14.2 Illustrate how to ghost an object.

Course Standard 15

AAVTC-IDM-15

Demonstrate knowledge of animation software user-interface and general features.

- 15.1 Effectively use menu bars, command panels, and software navigation tools including drawing, painting, and transforming on an object.
- 15.2 Illustrate the ability to map between the various coordinate systems.
- 15.3 Illustrate the ability to select objects and sub-objects.
- 15.4 Perform positional transformations to animate a ball and other objects.

Course Standard 16

AAVTC-IDM-16

Acquire knowledge of file management and apply accordingly.

- 16.1 Arrange and organize files effectively.
- 16.2 Demonstrate and explain cloud storage and/or libraries to store and access files.

Course Standard 17

AAVTC-IDM-17

Describe, analyze, develop, and follow policies for managing ethical and legal issues in the business world and in a technology-based society.

- 17.1 Recognize positive cyber citizenry by applying industry accepted ethical practices and behaviors.
- 17.2 Interpret the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.
- 17.3 Apply concepts of digital citizenship as a lifelong learner.
- 17.4 Connect and apply digital etiquette and responsible social technology interactions, permanence of digital footprints, online image and presence, etc.
- 17.5 Assess human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- 17.5 Summarize personal and legal consequences of inappropriate use of resources and online content in the following areas:
 - a. Plagiarism, b. piracy, c. illegal downloading, d. copyright infringement, e. licensing infringement, f. inappropriate use of software, g. hardware and mobile devices.
- 17.6 Relate security issues and trends affecting computers and information privacy.
 - a. Virus, b. open or free networks, c. user control methods, d. file sharing, etc.

Course Standard 18

AAVTC-IDM-18

Create and organize portfolios through the use of a variety of web design tools.

- 18.1 Apply and explain concepts to create professional and functional portfolios.
- 18.2 Distinguish elements of web design as it pertains to creating a portfolio.
 - a. Responsive design, portfolio usability, relation of site to employer, story the site reveals about individual job skills.
- 18.3 Design simple web pages incorporating media elements (e.g., sound, video, graphics, text, and motion graphics), navigation, and linking.
- 18.4 Investigate the trends and emerging sites that impact portfolios. (e.g., blogs and social media sites).

Course Standard 19

AAVTC-IDM-19

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

- 19.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 19.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- 19.3 Explore the impact and opportunities SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 19.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.