AAI Design for Communication 1 Course Framework

The purpose of AAI Design for Communication 1 (AAI DC1) is to develop and deepen students' skill, craft and artistry in the field of digital media production. AAI DC1 is the first in a series of three courses. In AAI DC1, students were introduced to the concepts, software applications and hardware used in digital media production. Because students enter AAI DC1 with a foundation the course can focus on collaborative, long term creative projects and the development of style and personal aesthetics. This focus gives students a real window into the world of communication design and entertainment in the fields of graphic designer, filmmaking, videography, digital photography, web design, and more, giving them a picture of what work in the profession of communication arts will look like. Students are exposed to advanced techniques in design work which will further develop their ability to express themselves creatively. Students explore in more detail and depth the design principles that come up digital media projects. There is a major emphasis on use of computers, cameras, and drawing as story-telling devices. To deepen students understanding of the cultural and historical context of their work students will be exposed to an in depth look at the changing world of digital media and how it is changing the face of communication and entertainment as well as the responsibilities of digital citizenship. Upon completion of AAI DC1 students will have advanced skills in video editing, special effects and graphic creation. They will understand the process of working, creating and solving problems collaboratively.

Author: Anne Bown-Crawford
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Program Information

Curriculum Program Classifications

- VAPA/CTE program
- College of the Redwoods dual enrollment course

Industries / Pathways

- Arts, Media, and Entertainment
- Design, Visual, and Media Arts
- Production and Managerial Arts

K-12 Subjects

- Visual Arts

Grade Levels

- 10, 11, 12

CTE Certification Elements

Course Level: Concentration
Total Hours: 180
Course Length: 2 Semesters
State Certified: Yes
Local Course Number:
Board Approval: Approved
Labor Market Demand: Medium
Is this course industry certified?: No
Course Type: Fine Arts Elective/Career-Technical Preparation
CSU/UC Approval: Yes - F

Standards

California's 2013 CTE Standards

- **CTE.AME.A.2.9** Create a multimedia work of art that demonstrates knowledge of media and technology skills.
- **CTE.AME.A.2.4** Use visual metaphors in creating an artistic product.
- **CTE.AME.A.2.2** Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- **CTE.AME.A.2.7** Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- **CTE.AME.A.2.6** Create an artistic product that involves the effective use of the elements of art and the principles of design.
- **CTE.AME.A.2.1** Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- **CTE.AME.A.1.7** Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- **CTE.AME.A.1.1** View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- **CTE.AME.A.1.2** Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- **CTE.AME.A.1.8** Compare how distortion is used in a variety of media to modify the message being communicated.
- **CTE.AME.A.1.5** Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
- **CTE.AME.A.1.4** Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- **CTE.AME.A.1.9** Analyze the material used by a given artist and describe how its

use influences the meaning of the work
- **CTE.AME.A.1.6** Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- **CTE.AME.A.1.3** Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.
- **CTE.AME.A.8.1** Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- **CTE.AME.A.8.2** Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- **CTE.AME.A.6.3** Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).
- **CTE.AME.A.6.1** Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- **CTE.AME.A.6.2** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- **CTE.AME.A.7.1** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

Units

Unit 1 – Illustrated Interview - Biographical Digital Portrait of a classmate

In this Concentrator course students come to the course with a one year background in Digital Media Arts. They are very familiar with digital cameras and Adobe Photoshop, and somewhat familiar with editing software, video cameras, and the process of digital media production and its three phases. For their first major project in AAI DC1 they will create a digital media portrait about one of their classmates that they do not know well yet. They will combine an interview with images, and sound if their portrait is time-based media, that is their interpretation of who that person is. In addition to developing their creative and interpretive skill set they will also become introduced to interviewing and brainstorming with their subject.

Lesson Plans

- Illustrated Interview

Projects

- Illustrated Interview

Unit 2 – Three Narratives Two Minutes

In this unit students will focus on graphic design, and in particular the narrative expressive quality of typography. The design principal of layers will be dominate in this project. In everyday life, as well as in films and animations, multiple stories can unfold simultaneously. A person can talk on the phone while folding laundry and hearing a song in the background. In films, Characters often carry on a conversation while performing an action. The final artwork will be made up of narrative elements that define distinct layers or visual channels. Students will learn the basics of how to conceptualize stories and the dynamics of conversation and sound textures. Students will be asked to visually represent a story the clearly answers the who, what, why, where, when and possibly how of what is being represented. Attention must be paid to the rhythm, texture and composition in their final product. Students will see the connection between digital media and the cacophony of our contemporary soundscape.

Lesson Plans

- Typographic Creatures
- Three Narratives Two Minutes

Projects

- Three Narratives Two Minutes

Unit 3 – Making Music Visible

In all music, there is a repetition of elements throughout any composition. In pop music there is the chorus that is repeated. In symphonies there is a musical thread that ties the entire piece together. In jazz, notes scale up and down rhythmically. In rock music there is often a steady beat that creates energy and momentum. How all these musical elements are put together creates mood and emotion. In art too, there is repetition. Colors, lines, and shapes create mood and emotion in digital photography. Students explore how art elements are put together to create unity, rhythm and movement in a visual image. Students will create a single, large format image, or a series of 3 images (triptych) to visually represent sound

Lesson Plans

- Black Squares Problem
- Making Music Visible

Projects

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- Making Music Visible

Unit 4 – This Means This This Means That

Focusing specifically on the design principle of space - how to properly frame shots and manage composition, and the concept of semiotics, - students will create an original video that focus on 12 words but does not use any dialog. Semiotics is the theory of signs - gestures, facial expressions, slogans, graffiti, music, body language, drawings, food, rituals, clothes, paintings, sculpture, poetry, design, and marketing, to name just a few examples. This project is designed to give the students a better understanding of how images are contextual. The process for this project will be for student teams to brainstorm ideas, eventually coming up with a storyboard and shot list. Mid point crtitiques and final critiques will inform the students' creative process. Students will use the provided assessment tools at both stages of the project. Taking away dialogue forces students to focus on the visual image and the camera as a storytelling tools. Students learn that effective manipulation of the frame and composition is a powerful storytelling tool.

Lesson Plans

- TMNT Part 1, TMNT Part 2

Projects

- This Means This This Means That Video

Unit 5 – Student Voices Video

This unit will bring together all the knowledge and creative energy put together over the course of the year in AAI DC1. In groups of 4 or 5 students will write, rehearse, produce, direct, shoot and edit their own video. Students will be reminded of the design principles they have been taught over the past year. They will be expected to have command of these principles in their final work. The expectation is for students to show levels approaching mastery with the principles of story and space and an awareness of the others in their project. Students, within their groups, will be expected to function independently and solve problems collaboratively. Students will write original scripts, create storyboards, recruit actors and become technically proficient in basic video production. In completing this project, they will come as close as possible, within a classroom environment, to a working environment they would find in the independent film industry. Students will submit final product to the Alliance's Student Voices competition. They will also present their videos to our school board and other community organizations. Students will not only be assessed on their final product but also they will be assessed on all three phases of production: pre-production, production

and post-production. They will be assessed on how well they managed their two most valuable resources: time and their team. They will get feedback on how well the group was able to collaborate, communicate and solve problems during the process of production. This is their final project, as such it must demonstrate the principles of design as they have been discussed and illustrated over the year. They will be graded not only on the final product but how well the students work as a collaborative unit.
What is the Student Voices Campaign? - (http://studentvoicescampaign.org)
In California, students are guaranteed a voice in planning and budgeting for their school district. The Local Control Funding Formula (LCFF) requires that districts consult with students, parents, teachers and community members each spring to create an official plan for the coming years. The Student Voices Campaign offers a creative way for young people to make their voices heard in their local school districts. Students in grades 7-12 are invited to create videos that show what inspires their creativity, imagination and passion and share them with their local school board.
Student Voices Teachers Guide.

Lesson Plans

- The Pitch
- Student Voices Advocacy Video

Projects

- Student Voices Advocacy Video