

Module 1 Communication Through Media (Core)

Outcome: Identify various roles and influences of communication through digital media in school and society.

Indicators:

- a. Discuss and clarify the purposes for communication including current examples such as Web 2.0, social networking, blogs, and wikis
- b. Identify a communications model which includes aspects such as the message the sender, the mode of transmission, and the receiver
- c. Identify where there is emphasis in society on communication (e.g., school, community, home)
- d. Provide some judgement of and justification for some effective communications processes and practices (e.g., ads, business, imbedded media)
- e. Reflect on the Aim and Goals of the curriculum and articulate personal learning goals for the course.
- f. As a class, discuss assessment of the outcomes to develop a clear message of evaluation and reporting.

Module 2 Production Stages (Core)

Outcome: Investigate and articulate the tasks and skills including project management required by various media during the stages of preproduction, production, and postproduction.

Indicators:

- a. Create broad definitions of the three stages
- b. Compare two different media in terms of the work done during preproduction, production, and postproduction
- c. Explain project management concepts including timelines, breakdown into smaller tasks, budget, roles, responsibilities, and delivery
- d. Select a variety of media examples and predict activities that would have taken place during preproduction, production, and postproduction (e.g., TV ad, website)

Module 3 Preproduction Processes (Core)

Note: Production and Postproduction will be the focus of later modules.

Outcome: Clearly articulate and demonstrate an understanding of the preproduction process.

Indicators:

- a. Identify and apply effective strategies to create the production elements during preproduction such as creating the production intention, content, predicting the audience effect, choosing an angle, creating a treatment, writing a script, and making a storyboard
- b. Identify types of hardware and software used in media communications and explain how they are used effectively to produce communications
- c. Chart the key roles in various types of media productions and generate a list of their functions during preproduction
- d. Apply critical thinking and decision making regarding the relationship among the production intention, the target audience, and the technology format

Module 4A Legal and Ethical Issues (Core)

Outcome: Investigate and articulate legal issues related to media such as copyright, privacy and consent.

- a. Define the term “copyright” in relation to Canadian law and assess its impact on a Communication Media class
- b. Describe the 3 factors that place some works in the public domain and cite some examples of these works along with reasons for their inclusion
- c. Investigate and report on current issues and resources connected to copyright law such as “open space” and “creative commons”

Module 4B Legal and Ethical Issues (Core)

Outcome: Discuss and reflect on the need for societal standards and cultural sensitivity in media.

- a. Formulate a list of societal standards in regards to issues including sexism, racism and homophobia and support the list with positive media examples
- b. Compose a strategy for inclusion of appropriate language, content and images reflective of societal standards in personal, class, and school projects and assignments

Module 4C Legal and Ethical Issues (Core)

Outcome: Identify through research the pros and cons of creative, artistic, and intellectual works receiving ownership protection.

- a. Utilize the Canadian Intellectual Property Office website to distinguish between copyright, a patent and an industrial design.
- b. Collect and categorize a number of articles from various sources regarding intellectual property which reflect opposing points of view
- c. Draw conclusions and explain a personal stance on intellectual property

Module 5 Career Opportunities (Core)

Outcome: Assess the career opportunities in existing and emerging communications media in Saskatchewan, in Canada as well as globally including post-secondary education programs.

- a. Identify the Essential Skills from Human Resources and Skills Development Canada (HRSDC) and Employability Skills from the Conference Board of Canada (CBoFC) and correlate them to the skills needed to build a successful career in communication media
- b. Identify specific examples of skills required in Communication Media courses that fall into the categories identified by HRSDC as Essential Skills and by the CBoFC as Employability Skills
- c. Enquire as to the programming offered by the universities in Saskatchewan and other provinces as well as SIAST and other technical institutes to examine the breadth of post-secondary education programs available in communication media studies
- d. Contribute to the collective knowledge of the class through research and reporting on the general activities and opportunities for careers in media production such as camera operators directors, writers, production managers, audio technicians video editors, set decorators, make-up artists, costumers, sound mixers, recording engineers web designers, and animators

Module 6A Video Production (Core)

Outcome: Develop and demonstrate increasing skill through the practice and use of equipment (e.g., camera, lights) and processes (e.g., camera work, set lighting) during the typical steps of the production stage of shooting video and beginning postproduction.

- a. Diagram the key components of a video camera and explain the function of each
- b. Identify industry standard practices of video camera use for positioning (e.g., eye level, high and low angles, point of view), framing (e.g., wide shot, close-up, two shot), and movement (e.g., tilt, pan, zoom)
- c. Discuss the purposes of lighting in a video and create a list of reasons different lighting would be used (e.g., mood, clarity of images)
- d. Demonstrate the different effects gained from direct and diffused lighting as well as the direction of the lighting such as front, side, and back lighting.
- e. Demonstrate postproduction techniques by editing video shot in the lab to complete a simple cut such as an entrance or exit cut.

Module 6B Video Production (Core)

Outcome: Refine, develop, and appraise personal skills and understandings acquired in Module 6A while experimenting with post-production activities.

- a. Refine storyboarding techniques used in Module 2 to plan shots for video to include postproduction edits
- b. Correctly apply common industry terminology such as fade in, fade out, angle on, reverse angle, voice over, cut to, and over the shoulder
- c. Critique the composition of some sample videos looking for examples of techniques to add interest to shots such as adding depth, avoiding the frame edge, full frames, and the rule of thirds
- d. Frame faces to create interest for the viewer by applying the rule of thirds, using correct headroom and nose room.
- e. Experiment to reproduce effective lighting techniques to gain an understanding of how light is used effectively including the use of shadows
- f. Discuss and demonstrate the differences between a jump cut and a motivated cut
- g. Continue to develop editing skills by completing various cuts such as an entrance cut, an exit cut and an action cut

Module 7A Audio Production (Core)

Outcome: Record increasingly sophisticated audio through interpretation and application of accepted practices in audio concepts, processes and equipment selection.

- a. Critique the importance of quality sound in a variety of audio applications (e.g., narration, voice-over, animation)
- b. Assess audio equipment needs in a variety of situations and choose the best microphone application to meet those needs
- c. Effectively employ audio recording equipment
- d. Practice using audio equipment to produce recordings of increasing quality and complexity

Module 7B Audio Production (Core)

Outcome: Refine and assess audio recording skills based on accepted practices related to recording concepts, processes and equipment selection.

- a. Develop increasing sensitivity regarding audio quality including concepts such as perspective, continuity, and presence
- b. Develop and improve skills in audio mixing using tracks
- c. Critique personal recordings within a group context to give and receive constructive feedback from self and peers
- d. Understand and monitor various signal levels to control audio quality

Module 8A Interactive Media (Core)

Outcome: Create and justify possible strategies to solve a fictional communications challenge through the use of interactive media.

- a. Use a variety of planning techniques to design an effective process to create an interactive media project (e.g., research, design briefs, task lists, mock-ups, storyboards, site maps)
- b. Use application software and equipment competently to perform a variety of tasks (e.g., inputting, manipulating, and outputting audio, embedding and linking graphics, posting media on the internet)

Module 8B Interactive Media (Core)

Outcome: Create and justify an interactive media solution to a communications problem or challenge.

- a. Use a variety of effective planning techniques to create a project complete with a project management plan
- b. Collaborate on creation of a unique messaging project to communicate with the public.
- c. Increase personal skills and abilities to use software to effectively communicate with an audience

Module 9A Project (Core)

Outcome: Create an effective production project based on a personal or group vision for communicating with the larger society beyond your classroom.

- a. Determine class production ideas and participate in pre-production planning as part of a production team with defined roles
- b. Create a project description which includes goals, intended audience, equipment requirements, software requirements, treatment, storyboard, detailed timeline, and assessment criteria
- c. Demonstrate skill with the use of video, audio, and interactive media equipment
- d. Assess personal and group goals through a process of reflection and self-assessment
- e. Engage classmates and/or others in an exhibition of the project

Module 9B Project (Core)

Outcome: Create a project displaying increasing complexity and sophistication based on an individual or group visions to communicate with society at large.

- a. Develop increasing skill using more advanced techniques (e.g., multiple cameras, video mixing, audio mixing, creating titles) along with previously acquired skills
- b. Develop assessment criteria for the project (rubric) in consultation with the teacher
- c. Participate in the planning of a public or invitational exhibition of class projects

Module 9C Project (Core)

Outcome: Devise and implement a plan demonstrating a high level of critical and creative thinking to communicate a concept with society at large.

- a. Develop a personal or group proposal for an effective messaging strategy to the public
- b. Demonstrate increasing complexity of planning using industry standard project management
- c. Create a project with high quality technical merit.
- d. Participate in a postproduction process which includes editing as a recursive process involving decision-making, self and peer critiques, and trial audiences
- e. Invite feedback through a public exhibition of the project

Module 10 Innovative Technology and Software (Optional)

Outcome: Research innovative ideas in technology and media present and explain its potential to influence our lives in the future.

- a. Argue either for or against the following statement, “Individuals must accept ongoing independent research into innovation as part of one’s professional responsibility” by reflecting on and expressing personal opinions with one’s own justification
- b. Examine and evaluate websites or other resources that demonstrate new conceptions in animation, graphics, and video

Module 11 Effectiveness of Communication (Optional)

Outcome: Create an assessment of the effectiveness of a production based on the message, the intended audience and the chosen medium.

- a. Explore and interpret the interrelationship between the message, audience, and medium
- b. Create a rubric of criteria to assess a production
- c. Choose a professional production (e.g., TV program, website, music video) and critique its success in terms of effectiveness of reaching its target audience

Module 12 Visual Effects (Optional)

Outcome: Generate an increased level of engagement of an audience through imaginative use of visual effects to communicate a message or elicit a response.

- a. Identify an example of visual effects and justify why the production is or is not effective in terms of communication to the audience
- b. Research types of visual effects used throughout movie history, such as optical, chemical, mechanical and sound effects, to share with the class
- c. Review and recommend software or sites dedicated to producing visual effects
- d. Incorporate visual effects into personal or group projects if appropriate

Module 13 3D Modelling and Animation (Optional)

Outcome: Evaluate and draw conclusions about using animation as an effective means of enhancing communication of a message to a target audience.

- e. Reflect on the purposes and advantages of using animation rather than live action
- f. Create a project or portion of a personal or group project using animation

Module 14 Scripting (Optional)

Outcome: Compose an effective script which includes accepted industry formats and processes.

- a. Identify the elements of documentary and dramatic script writing
- b. Compare the structures and processes of writing a video (movie, documentary) script to a fiction or non-fiction story or book
- c. Investigate and demonstrate the components of “shooting a script”

Module 15 A & B Work Study Preparation (Optional)

Note: Work Study is used to prepare students for employment through specific skill development within a workplace. The number of work study opportunities is equal to the number of courses available in the curriculum area at the 20 and 30 level.

Outcome: Recognize how school-based skills development will be used to meet workplace expectations.

- a. Obtain a list of roles and responsibilities of the workplace
- b. Brainstorm a list of factors which may affect workplace performance
- c. Discuss effective and positive verbal and non-verbal communication
- d. Develop a resume which can be forwarded to a potential employer
- e. Practice effective interview techniques based on established guidelines including the greeting, the exchange and the parting

For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the Practical and Applied Arts Handbook. The training plan for the student should be designed to relate to the outcomes of the course modules chosen in collaboration with the cooperating employer.

Module 16 A & B Work Study Placement (Optional)

Outcome: Gain experience in the world of work to make more informed choices about careers by expanding the career research and exploration beyond the classroom.

- a. Develop an awareness of career and opportunities in Saskatchewan and possibly other provinces
- b. Gain an opportunity for the development of entry level workplace skills that may lead to sustainable employment
- c. Establish standards of work performance acceptable to the student and employer
- d. Identify and report on essential skills and employability skills as they relate to a work environment

For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the Practical and Applied Arts Handbook. The training plan for the student should be designed to relate to the outcomes of the course modules chosen in collaboration with the cooperating employer.

Module 17 A & B Work Study Follow-up (Optional)

Outcome: Reflect and report on the work experience including but not limited to hours of work, personal relationships, employer expectations, evaluation criteria, and overall personal performance.

- a. Design and participate in an exit interview with the workplace
- b. Prepare and present a report on the work study experience including aspects such as:
 - expected hours of work
 - dress code
 - job description
 - employer expectations
 - absent and late policies
 - problem solving
 - communication

Module 99 A, B, C: Extended Study (Optional)

Note: The extended study module may be used only once in each 100 hour course. In the Student Data System record 99A for the first extended study module offered in the course series, and if needed 99B for the second and 99C for the third.

Module Overview:

Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools and teachers with an opportunity to meet current and future demands not provided for in current modules in the PAA curriculum.

This flexibility allows a school or teacher to design one new module per credit to complement or extend the study of the core and optional modules to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the available selection of PAA modules.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The optional extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the PAA curriculum.

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