

## COURSE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Communication Technology.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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*Note:*

*COM3010: Presentation &  
Communication 3 (pages F.3–F.6) has  
been withdrawn effective  
September 2005.*



## MODULE COM3020: MEDIA DESIGN & ANALYSIS 2

**Level:** Advanced

**Theme:** Presentation

**Prerequisite:** None

**Module Description:** Students use school and/or community resources to produce messages for a target audience to be delivered through two or more media.

**Module Parameters:** Specialized facilities depend on the direction taken in the module. Students should have access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photographic equipment.

**Supporting Module:** COM2020 Media Design & Analysis 1

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify, select, justify and develop a message for a target audience, using two or more media</li> <li>analyze the same message, as delivered through different media</li> <li>critique media message/product</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a portfolio consisting of:               <ul style="list-style-type: none"> <li>a project proposal to promote a specific idea, product or event</li> <li>plans for the production of two media messages</li> <li>two different messages produced from the project proposal</li> <li>the techniques to be used, justification for the choice of media and a method for evaluating the effectiveness of the message/medium, and</li> <li>an analysis of media messages that will include at least two examples from three different media sources; e.g., billboards, radio, television, magazine.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3020–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	<p>70</p>
	<ul style="list-style-type: none"> <li>a presentation of work completed and inclusion in a portfolio.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3020–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	<p>10</p>

**MODULE COM3020: MEDIA DESIGN & ANALYSIS 2** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify two messages to deliver to one or more target audiences</li> <li>select two (or more) media in which to produce each message (e.g., print, audio, video, animation)</li> <li>justify this selection based on the target audience(s), media attributes, availability of technical facility, personal technical background and technical assistance available</li> <li>devise a plan for producing each message in each form(s) of media, and follow it to produce messages in each form(s) of media</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>Students at this level should be able to select appropriate media to deliver different types of messages to different target groups. They should justify their selections through reasoned arguments about the type of message, target audience and media characteristics.</p> <p>Students should be able to devise and follow a simple plan but will need confirmation with respect to facility and equipment availability etc.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>use selected media to produce messages</li> <li>use technical facilities, equipment and expertise as required to complete production of message</li> <li>use technical facilities, equipment and expertise as required to present messages in each format.</li> </ul>	<p>This module might be taught in conjunction with a module(s) that deal with specific technical skills such as Video 3 or Printing Techniques 2.</p>

**MODULE COM3020: MEDIA DESIGN & ANALYSIS 2 (continued)**

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• present final products to peers for their reaction and gather feedback using a survey instrument (e.g., survey form, standardized set of questions posed directly to the audience)</li> <li>• analyze results of target audience reaction to message including:               <ul style="list-style-type: none"> <li>– appropriateness of media selected for messages produced</li> <li>– effectiveness of message delivery; i.e., did it communicate the main point in each form of media?</li> <li>– technical quality</li> <li>– aesthetics</li> <li>– meeting school and community standards</li> </ul> </li> <li>• create and present a portfolio of work completed in this module or add this work to an existing portfolio.</li> </ul>	<p>A variety of survey instruments can be used to gather information. Students need to use the information they gather to make reasoned decisions for future projects.</p>



## MODULE COM3030: SCRIPT WRITING 2

**Level:** Advanced

**Theme:** Presentation

**Prerequisite:** None

**Module Description:** Students refine script-writing skills by producing scripts for specific media formats.

**Module Parameters:** No specialized facilities or equipment.

**Supporting Module:** COM2030 Script Writing 1

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate knowledge and skill specific to writing scripts for selected formats</li> <li>select a format; e.g., long, short, and write a script in that format for a target audience</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a portfolio that includes:               <ul style="list-style-type: none"> <li>a draft and final version for two of the following:                   <ul style="list-style-type: none"> <li>public service announcement or commercial (minimum 30 seconds)</li> <li>news or documentary (minimum three minutes)</li> <li>radio or screenplay (drama) (minimum five minutes)</li> </ul> </li> <li>a comparison of one script to a professionally written script (or equivalent) of the same type.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3030–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	80
	<ul style="list-style-type: none"> <li>presentation of work completed and inclusion in a portfolio.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3030–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	20
	<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE COM3030: SCRIPT WRITING 2 (continued)**

Concept	Specific Learner Expectations	Notes
Process and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• produce ideas to be developed into a script</li> <li>• prepare and expand on script ideas, proposals and treatment plans</li> <li>• complete scripts for the following:               <ul style="list-style-type: none"> <li>– public service announcement or commercial</li> <li>– news or documentary</li> <li>– radio play or screen play</li> </ul> </li> <li>• use the characteristics of a good script to write a script in the specific format</li> <li>• compare and contrast scripts developed with professionally developed or other sample scripts</li> <li>• demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>Encourage the student to use the approach to writing and revising that works for him or her.</p> <p>Readings of works in progress should be encouraged throughout the writing process.</p>
Presentation	<ul style="list-style-type: none"> <li>• present completed project(s) to teacher and peers</li> <li>• create and present a working portfolio consisting of the proposal, a draft and final version of each script.</li> </ul>	<p>The portfolio may be used to generate an actual production in another module.</p>

## MODULE COM3040: PHOTOGRAPHY 3

**Level:** Advanced

**Theme:** Photography

**Prerequisite:** None

**Module Description:** Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

**Module Parameters:** Access to cameras (film or digital), a darkroom, film or digital processing and printing equipment and access to a studio facility.

**Supporting Module:** COM2040 Photography 2

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• identify and describe different camera and film formats</li><li>• use different camera and film formats</li><li>• apply the theory and operation of light-metering devices and electronic flash devices in a photographic assignment</li><li>• apply studio lighting techniques to a photographic assignment</li></ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"><li>• a portfolio consisting of:<ul style="list-style-type: none"><li>– at least five photographs processed, printed and mounted by the student and showing:<ul style="list-style-type: none"><li>• application of studio lighting techniques</li><li>• use of light-metering devices</li><li>• use of electronic flash devices</li></ul></li><li>– a lighting diagram for at least two photographs showing the relative position of the camera; subject; main, fill, background and hair lights; background and props</li><li>– a critique of the photographs.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3040–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	80

**MODULE COM3040: PHOTOGRAPHY 3** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a minimum of 50% on a teacher-designed concept test (approximately 20 questions) on incident and reflective hand-held meters, flash meters, concepts such as the “Inverse Square Law,” focal plane limitations, stop action, multiple exposures, fill lighting and different cameras and film formats</li> <li>presentation of project work to teachers/peers.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3040–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe various camera formats (e.g., 35 mm SLR, viewfinder, rangefinder) and their applications (e.g., photojournalism, portraiture, product advertising)</li> <li>identify and describe various lighting sources (e.g., sunlight, tungsten, fluorescent, electronic flash), their characteristics and their effect on the photographed subject</li> <li>describe and apply the following concepts: Kelvin ratings, “Inverse Square Law,” incident/reflective light</li> <li>identify and describe different studio lighting arrangements; e.g., Rembrandt, Paramount</li> <li>apply studio knowledge in still and portrait photography</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>The “Inverse Square Law” is <math>I = \frac{1}{D^2}</math>, where I = Intensity of the light and D = Distance of the light source to the subject being photographed.</p>

**MODULE COM3040: PHOTOGRAPHY 3** (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• select and use light sources to achieve desired effects</li> <li>• use built-in, hand and/or flash meters and gray cards to determine desired camera settings</li> <li>• use flash lighting device(s) including:               <ul style="list-style-type: none"> <li>– flash synchronization –M and X</li> <li>– aperture calculations</li> </ul> </li> <li>• produce photographs using flash</li> <li>• control and adjust lighting intensity</li> <li>• process images.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• mount prints for presentation and display</li> <li>• make changes where necessary</li> <li>• present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)</li> <li>• create and present a portfolio consisting of samples of the student’s photographs.</li> </ul>	



## MODULE COM3050: PHOTOJOURNALISM

**Level:** Advanced

**Theme:** Photography

**Prerequisite:** None

**Module Description:** Students are introduced to photojournalism.

**Module Parameters:** Access to still camera (film or digital) and film or digital processing and printing equipment and a computer.

**Supporting Module:** COM2050 Photographic Communication

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• apply knowledge of composition, lighting, exposure and image processing to photographing specified events</li> <li>• integrate type and photographs to complete a layout</li> <li>• identify career options in photojournalism</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a portfolio consisting of:               <ul style="list-style-type: none"> <li>– the student’s (or client’s) description/outline of the topic to be covered</li> <li>– the images in their final presentation with the appropriate captions</li> <li>– documentation of the student’s evaluation of the assignment, including comments from the client and/or teacher</li> <li>– a presentation of information on career options in photojournalism.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3050–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	90
	<ul style="list-style-type: none"> <li>• presentation of work to client and/or teacher and peers.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3050–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	10

**MODULE COM3050: PHOTOJOURNALISM** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the legal and ethical responsibilities of a photojournalist</li> <li>coordinate picture taking assignments (e.g., school newspaper, yearbook) with clients</li> <li>process and proof all images and develop a filing system</li> <li>consult with client(s) and select images that will meet the requirements of specific layouts</li> <li>complete page layouts by adding captions and stories to images</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>The student or teacher may choose the topic, if there is no client involved.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>illustrate representative coverage with long, medium and close-up photos having a variety of horizontal and vertical compositions</li> <li>enlarge images to required sizes.</li> </ul>	

**MODULE COM3050: PHOTOJOURNALISM** (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• review work with client and make changes as necessary</li> <li>• present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)</li> <li>• mount prints for presentation and display (as required)</li> <li>• identify career options</li> <li>• create and present a portfolio consisting of the photographs and captions from the assignment.</li> </ul>	<p>Have students display their work in the classroom, school, local community, etc.</p>



## MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2

**Level:** Advanced

**Theme:** Photography

**Prerequisite:** None

**Module Description:** Students create special photographic effects through a variety of approaches, including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

**Module Parameters:** Access to still cameras, a darkroom and photo retouching equipment.

**Supporting Module:** COM2060 Photographic Techniques 1

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• use enlarging techniques to achieve a variety of photographic effects</li> <li>• use retouching techniques to enhance visual quality and/or to achieve different special effects with photographic prints</li> <li>• alter/convert continuous tone black and white prints through the use of colour and through the use of high contrast materials and techniques</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a portfolio consisting of a :               <ul style="list-style-type: none"> <li>– minimum of five photographs taken, processed, proofed and printed by the student, showing application of:                   <ul style="list-style-type: none"> <li>• enlarging techniques; e.g., vignetting, multiple printing</li> <li>• high contrast derivation</li> <li>• toning</li> <li>• retouching; e.g., spotting, airbrushing</li> </ul> </li> <li>– each photograph must be mounted and accompanied by a caption describing the technique used</li> <li>– documentation of the student’s experiences while creating the photographic effects (e.g., reflection log, journal).</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Assessment, COM3060–1</i></p> <p><i>Standard</i>  <i>Performance rating of 2 for each criteria</i></p>	<p>60</p> <p>10</p> <p>10</p>

**MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a presentation of project and description/discussion of enlarging techniques, high contrast derivations, toning and retouching, etc., used during project.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3060–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>use enlarger and other necessary equipment and facilities to produce prints</li> <li>use tools and materials (e.g., airbrush, hand spotting brush and spot tone) to modify/enhance photographs</li> <li>describe applications for various photographic techniques (e.g., serigraphy master)</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	

**MODULE COM3060: PHOTOGRAPHIC TECHNIQUES 2 (continued)**

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• apply such techniques as contrast manipulation, vignetting, multiple printing and solarization</li> <li>• use spotting and airbrush techniques for print retouching</li> <li>• use print toners and print colouring materials</li> <li>• use orthochromatic film and/or electronic imaging techniques to produce such high contrast derivations as negatives, positives, tone line images and tone separations.</li> </ul>	<p>Similar and/or additional techniques may be done using digital technology.</p>
Presentation	<ul style="list-style-type: none"> <li>• present the completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)</li> <li>• make changes as necessary</li> <li>• mount prints for presentation and display using dry mounting, cutting mattes, framing, etc.</li> <li>• create a portfolio consisting of samples of the student's photographs.</li> </ul>	



**MODULE COM3070: COLOUR PHOTOGRAPHY**

**Level:** Advanced

**Theme:** Photography

**Prerequisite:** COM1030 Photography 1

**Module Description:** Students are introduced to colour photography.

**Module Parameters:** Access to still cameras, a colour darkroom and photo retouching equipment.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify and describe the additive and subtractive colour processes</li> <li>• identify and describe the differences between negative and reversal photographic materials</li> <li>• expose and process negative and/or reversal films and paper</li> <li>• critique completed photographs</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a minimum of 50% on a teacher-designed concept test (approximately 20 questions) demonstrating knowledge of the additive and subtractive colour theory, and negative and reversal photographic materials and processes</li> <li>• a portfolio consisting of:               <ul style="list-style-type: none"> <li>– a minimum of two photographs taken, processed, printed and suitably mounted by the student</li> <li>– a critique of the photographs taken outlining intent, technical quality and technical data.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Assessment, COM3070–1</i></p> <p><i>Standard</i>  <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>80</p> <p>Integrated throughout</p>

**MODULE COM3070: COLOUR PHOTOGRAPHY (continued)**

Concept	Specific Learner Expectations	Notes
Process and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify the primary and secondary colours as they apply to additive and subtractive colour theory</li> <li>• describe additive colour theory as it applies to colour photography and other applications (e.g., colour television)</li> <li>• demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	
Applied Technologies	<ul style="list-style-type: none"> <li>• use bracketing to demonstrate exposure latitude, and use alternative light sources such as outdoor, indoor and electronic flash to illustrate colour temperation and psychological effects</li> <li>• use colour heads to manipulate colour and density</li> <li>• expose and develop colour slide/negative film</li> <li>• prepare graphics for slides and photograph with high contrast film (where possible)</li> <li>• use an enlarging meter for colour and density readings</li> <li>• prepare chemistry and facilities for colour printing</li> <li>• select a slide/negative and expose and develop a colour test print</li> <li>• judge test print for colour and density and make adjustments on the subsequent print.</li> </ul>	

**MODULE COM3070: COLOUR PHOTOGRAPHY (continued)**

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• present completed work for feedback (e.g., how well assignment met stated expectations, aesthetics, technical quality, meeting school and community standards)</li><li>• identify intent of photographs and their success at meeting the intent</li><li>• provide technical data as required</li><li>• review work and make changes as necessary</li><li>• mount completed work for display and presentation</li><li>• create a portfolio consisting of samples of the student's photographs.</li></ul>	



## MODULE COM3080: PRINTING TECHNIQUES 2

**Level:** Advanced

**Theme:** Print

**Prerequisite:** COM2070 Printing Techniques 1

**Module Description:** Students are introduced to multiregister reproductive printing.

**Module Parameters:** Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• prepare visual images for printing in at least two colours</li> <li>• prepare masters required to print images in at least two colours; e.g., offset plate, serigraphic stencil, relief lockup</li> <li>• print an image in register</li> <li>• use finishing techniques, as required</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a portfolio consisting of products based on teacher-assigned tasks including:               <ul style="list-style-type: none"> <li>– samples of camera-ready copy for multi-register printing</li> <li>– masters used to reproduce camera-ready copy using at least two different printing methods capable of multi-register printing</li> <li>– a minimum of two finished prints demonstrating the two printing methods, and having the following characteristics:                   <ul style="list-style-type: none"> <li>• the image is clear and clean</li> <li>• in register and aligned to the printed surface</li> </ul> </li> <li>– application of finishing techniques as required.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3080–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	90
	<ul style="list-style-type: none"> <li>• present project work to clients, teachers and/or peers.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3080–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	10

**MODULE COM3080: PRINTING TECHNIQUES 2** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>produce one or more ideas suitable for a multi-register printing</li> <li>complete comprehensive layouts incorporating accepted design principles</li> <li>select appropriate printing method and prepare masters, using previously learned approaches</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>The notion of multi-register is that more than one colour will be sequentially printed on the same surface. Students at this level should be able to print an image in at least two colours. Teachers may wish to have them try printing more than two colours on one or more projects.</p> <p>Teachers may wish to have students try printing images on a variety of surfaces; e.g., rough, smooth, flat, curved.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>produce accurate image placement with the aid of registration guides</li> <li>print images using available mass-production technology.</li> </ul>	<p>Consult authorized learning and teaching resources for detailed methodologies.</p>
<p>Presentation</p>	<ul style="list-style-type: none"> <li>present completed layouts, masters and prints for feedback</li> <li>create and present a portfolio consisting of the layout, master and samples of the finished product.</li> </ul>	

## COURSE COM3090: PRINTING APPLICATIONS 2

**Level:** Advanced

**Theme:** Print

**Prerequisite:** COM2080: Printing Applications 1

**Description:** Students apply the technique of multiregister printing to practical situations.

**Parameters:** Access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.

**Supporting Course:** COM3080 Printing Techniques 2

### Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate a practical print-based task, applying previously learned techniques</li> <li>select a suitable printing method, prepare masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup, and reproduce in required quantity</li> <li>print images in register</li> <li>use finishing techniques as required</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a portfolio consisting of job-related products including:               <ul style="list-style-type: none"> <li>a camera-ready copy for products requiring multiregister printing</li> <li>masters used to reproduce the image(s)</li> <li>finished printed product(s) with the following characteristics:                   <ul style="list-style-type: none"> <li>image is clear and clean</li> <li>in register and aligned to the printed surface</li> </ul> </li> <li>application of finishing techniques as required.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3090-1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	90
	<ul style="list-style-type: none"> <li>present project work to clients, teacher and/or peers. Student justifies selection of specific techniques used to complete job(s).</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3090-2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	10

**COURSE COM3090: PRINTING APPLICATIONS 2 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>produce one or more ideas suitable for a multiregister printing</li> <li>complete comprehensive layouts incorporating accepted design principles</li> <li>prepare master(s) using suitable approaches for the printing task</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>The student should be working independently and with little or no supervision.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>produce accurate image placement with the aid of registration guides</li> <li>print master for each printing task</li> <li>apply finishing techniques as required.</li> </ul>	<p>Consult authorized learning and teaching resources for detailed methodology.</p>
<p>Presentation</p>	<ul style="list-style-type: none"> <li>present completed layout(s), master(s) and print(s) for feedback</li> <li>create and present a portfolio consisting of the layout and samples of the finished product.</li> </ul>	<p>The student may use this final portfolio when applying to a post-secondary institution, or when talking to a potential employer.</p>

## MODULE COM3100: AUDIO 3

**Level:** Advanced

**Theme:** Audio/Video/Digital

**Prerequisite:** None

**Module Description:** Students plan, develop and produce specific audio projects.

**Module Parameters:** Access to audio equipment (e.g., microphones, mixer, amplifier, speakers), a basic studio facility and audio editing equipment/facility.

**Supporting Module:** COM2090 Audio/Video 1

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• apply preproduction, production and post-production techniques and strategies to complete an audio project</li><li>• use audio equipment and various sound recording techniques to enhance the production</li></ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>• a portfolio consisting of:<ul style="list-style-type: none"><li>– an audio project (five to eight minutes) that demonstrates the student’s application of a planning strategy (e.g., audio script showing all sound cues), use of audio equipment (e.g., microphones, mixers, amplifier), and production techniques (e.g., dubbing, editing)</li></ul></li></ul>	50
	<ul style="list-style-type: none"><li>– an audio assignment (two to three minutes) that uses sound, but no words. All sounds will be recorded by the student and edited to demonstrate the use of fading, layering, polishing, special effects and transitions</li></ul>	20
	<ul style="list-style-type: none"><li>– a director’s log book that contains:<ul style="list-style-type: none"><li>• the audio script (including all sound cues)</li><li>• a storyboard (where applicable), and</li><li>• at least one critique (minimum 150 words) for two of the following stages (preproduction, production and post-production)</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3100–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	20

**MODULE COM3100: AUDIO 3** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>presentation of project work to teachers and/or peers.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, CPM3100–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>working in a group, create a project proposal for an audio production for a target audience that recognizes and includes elements of preproduction, production and post-production.</li> <li>devise a treatment for the proposal outlining what the project would entail: <ul style="list-style-type: none"> <li>– story concept</li> <li>– script outline</li> <li>– on-location/studio-based requirements</li> <li>– recording list</li> <li>– anticipated technical requirements</li> <li>– timeline with key benchmarks</li> </ul> </li> <li>prepare work plan and distribute responsibility so each member of the group will have key responsibilities</li> <li>follow prepared production plans and storyboards and produce an audio project</li> </ul>	<p>The emphasis in this module should be on the student's ability to organize and manage an audio project. Specific technical skills will also be learned or enhanced.</p>

**MODULE COM3100: AUDIO 3** (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• repeat process as required to produce an experimental project concentrating on exploring the properties of sound and various sound recording, editing and manipulation techniques</li> <li>• use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others</li> <li>• select and research careers and contact professionals in audio fields</li> <li>• demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>It is important that students learn the importance of sound to productions but also to the human condition. This can be explored through this kind of experimental project.</p> <p>This provides a good opportunity to develop community partners for the program.</p>
Applied Technologies	<ul style="list-style-type: none"> <li>• enhance audio equipment operation skills through producing audio projects, these skills to include:               <ul style="list-style-type: none"> <li>– on-location recording and studio recording</li> <li>– microphone placement for recording</li> <li>– sound layering</li> <li>– dubbing</li> <li>– editing</li> <li>– special effects</li> </ul> </li> <li>• select and implement pre- and post-production techniques as required</li> <li>• operate audio recording equipment in a safe and responsible manner.</li> </ul>	<p>A student may choose to complete one major project if it has all the requirements defined in the assessment standards.</p>
Presentation	<ul style="list-style-type: none"> <li>• present assignments to the target audience for critique and evaluation</li> <li>• critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to:               <ul style="list-style-type: none"> <li>– how well the techniques were accomplished</li> <li>– relationship of the storyboard to the story told in final product</li> <li>– aesthetics</li> <li>– meeting of school and community standards</li> </ul> </li> <li>• create and present a portfolio of work completed in this module or add this work to an existing portfolio.</li> </ul>	<p>The target audience may be teacher and may be teacher and group. It may also be an external client.</p>



## MODULE COM3110: VIDEO 3

**Level:** Advanced

**Theme:** Audio/Video/Digital

**Prerequisite:** None

**Module Description:** Students plan, develop and produce specific video projects.

**Module Parameters:** Access to video equipment suitable for pre-production, production and post-production including a basic studio facility and video editing equipment/facility.

**Supporting Modules:** COM2090 Audio/Video 1  
COM3100 Audio 3

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• apply preproduction techniques and strategies to produce a video; e.g., prepare a proposal, treatment/script, timeline, shot list, rehearsal schedule</li> <li>• apply such production elements as lighting, sound, and special effects to the production</li> <li>• use such post-production techniques/elements as an edit decision list, narration, sound, music, effects or titles to enhance the production</li> <li>• present the final product to an audience for feedback</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a portfolio containing: <ul style="list-style-type: none"> <li>– the planning and production of a two- to three-minute video on an assigned topic, using in-camera editing</li> <li>– a video project for a target audience (five to eight minutes) that demonstrates the student’s application of pre- and post-production planning</li> <li>– for each project prepare a: <ul style="list-style-type: none"> <li>• story outline or storyboard</li> <li>• shot list; e.g., camera angle, medium or close-up shot</li> <li>• director’s log book, which includes an edit decision list, revision entry for two of the following stages (preproduction, production and post-production) and one critique (minimum 150 words).</li> </ul> </li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3110–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria.</i></p>	<p>20</p> <p>60</p> <p>10</p>

**MODULE COM3110: VIDEO 3** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a presentation of a final video project to a target audience</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3110–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>working in a group, devise a project proposal for a video production that recognizes and includes the elements of preproduction, production and post- production</li> <li>devise a treatment for the proposal outlining the what the project would entail:               <ul style="list-style-type: none"> <li>– story concept</li> <li>– script outline</li> <li>– on-location/studio-based requirements</li> <li>– shot list and/or “paper edit”</li> <li>– anticipated technical requirements</li> <li>– timeline with key benchmarks</li> </ul> </li> <li>prepare work plan and distribute responsibility so each member of the group will have key responsibilities</li> <li>follow prepared production plans and storyboards and produce a video project</li> </ul>	<p>The emphasis in this module should be on the student’s ability to organize and manage a video project.</p> <p>Proper planning at the pre-production stage will enable students to attempt “manageable” projects.</p> <p>Specific technical skills will also be learned or enhanced as they apply to the project.</p>

**MODULE COM3110: VIDEO 3** (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others</li> <li>• select and research careers and contact professionals in video fields</li> <li>• demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	<p>This provides a good opportunity to develop community partners for the program.</p>
Applied Technologies	<ul style="list-style-type: none"> <li>• enhance video and related audio equipment operation skills through by producing video projects, these skills to include:               <ul style="list-style-type: none"> <li>– varying focal length and focal distance</li> <li>– adding and subtracting light in (artificial and natural)</li> <li>– in-camera editing</li> <li>– post-production editing including cutting on movement</li> <li>– special effects through use of sound</li> </ul> </li> <li>• select and implement pre- and post-production techniques as required</li> <li>• operate audio recording equipment in a safe and responsible manner.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• present “rough-cut” to the teachers and/or others for critique and recommendations</li> <li>• present the final product to the target audience for critique and assessment</li> <li>• critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to:               <ul style="list-style-type: none"> <li>– how well the techniques were accomplished</li> <li>– relationship of the storyboard to the story told in final product</li> <li>– aesthetics</li> <li>– meeting of school and community standards</li> </ul> </li> </ul>	<p>A “rough-cut” is a rough form of the video that shows the imagery as it would be seen in the final product and has a voice-over scratch track for dialogue but is incomplete e.g., no titling, special effects, etc.)</p> <p>The target audience may be teacher and peers or another group. It may also be an external client.</p>

**MODULE COM3110: VIDEO 3** (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued)	<i>The student should:</i> <ul style="list-style-type: none"><li>• create and present a portfolio of work completed in this module or add this work to an existing portfolio.</li></ul>	The student may use this final portfolio when applying to a post-secondary school, or when talking to a potential employer.

## MODULE COM3120: ANIMATION 3

**Level :** Advanced

**Theme:** Audio/Video/Digital

**Prerequisite:** None

**Module Description:** Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme. Students select and employ traditional animation techniques for the project work.

**Module Parameters:** Access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.

**Supporting Module:** COM2110 Animation 2

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• prepare for an animation project; e.g., research, story outline, synopsis, resource requirements, timeline</li><li>• select and apply animation techniques to communicate story, idea, theme or mood</li></ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"><li>• a portfolio consisting of:<ul style="list-style-type: none"><li>– an animation project (minimum length 30 seconds) that communicates an idea or message, or creates a mood or theme:<ul style="list-style-type: none"><li>• the animation should have a beginning, a middle and an end, beginning and end credits that blend in thematically with the rest of the animation, and</li><li>• the style and movement should be appropriate for the context</li></ul></li><li>– a completed storyboard or outline for the animation</li><li>– a synopsis of the story or idea (100–200 words).</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3120–1</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p>	80

**MODULE COM3120: ANIMATION 3** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a presentation of the animation in which the student discusses the production, his or her choice of traditional animation technique(s), use of music and other enhancements, and how well the animation achieves its purpose.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3120–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria.</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>produce animation(s) following these steps:               <ul style="list-style-type: none"> <li>propose an idea for a project</li> <li>research and develop the project</li> <li>prepare a storyboard or story outline</li> <li>select an appropriate animation technique(s) (e.g., cell animation, pixilation, digital) for animating the story</li> <li>produce animation.</li> </ul> </li> <li>identify required equipment and facility to produce animation(s), image preparation, image capturing, editing, sound and/or music, etc.</li> <li>demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>use required equipment and facility to prepare and/or capture images</li> <li>use required equipment and facility to edit images as required</li> <li>use required equipment and facility to add sound, music, etc., as required.</li> </ul>	

**MODULE COM3120: ANIMATION 3** (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• present the completed production to an audience</li><li>• create a portfolio consisting of the research, synopsis, timeline, storyboard, the completed product and a written evaluation (200 words).</li></ul>	<p>Have students raise and answer the following questions:</p> <ul style="list-style-type: none"><li>• Does the animation communicate the story or idea?</li><li>• Is the style (including the movement) the most appropriate for the story/idea?</li><li>• How effective is the use of music, sound effects, etc.?</li></ul>





**MODULE COM3130: DIGITAL DESIGN 3** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>devise and use an evaluation tool to determine the effectiveness of message delivery</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a prototype evaluation instrument used to determine message effectiveness. <i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i> <i>Standard</i> <i>Performance rating of 3 for each criteria</i></li> <li>a written or oral evaluation summary of the project:               <ul style="list-style-type: none"> <li>describing techniques used</li> <li>the response of the client</li> <li>making recommendations for improvement.</li> </ul> <i>Assessment Tool</i> <i>Portfolio Assessment, COM3130–1</i> <i>Standard</i> <i>Performance rating of 3 for each criteria</i> </li> <li>presentation of project to target audience. <i>Assessment Tool</i> <i>Presentations/Reports, COM3130–2</i> <i>Standard</i> <i>Performance rating of 2 for each criteria</i></li> <li>observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></li> </ul>	<p>10</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>devise messages to deliver ideas using a combination of three or more media (e.g., video, CD ROM, audio)</li> <li>identify and select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task</li> </ul>	<p>Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class.</p>

**MODULE COM3130: DIGITAL DESIGN 3 (continued)**

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• produce a plan for delivering two different messages within one theme to specified client group(s), using a combination of at least three different media; this plan should include:               <ul style="list-style-type: none"> <li>– identification of the theme (e.g., an interactive promotional display promoting CTS programs in the school)</li> <li>– statement of the messages to be delivered and working titles</li> <li>– identification of the client group(s) and target audience(s) and their general characteristics</li> <li>– preferred media and why they have been selected</li> <li>– associated resource requirements (e.g., equipment, facility, personnel) and applications</li> <li>– timeline with key delivery dates including interim review/critique and final presentation</li> </ul> </li> <li>• produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments</li> <li>• present the completed work for feedback from client(s) during development/production and revise as required.</li> </ul>	<p>Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea.</p> <p>The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> <li>• transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print)</li> <li>• explain the process by which this transfer occurs as required</li> <li>• explain how client needs are met</li> <li>• design, produce and use an evaluation instrument to assess effectiveness of the product(s)</li> <li>• demonstrate responsibility and ethical behaviour by working within school and community standards.</li> </ul>	

**MODULE COM3130: DIGITAL DESIGN 3** (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• present final product(s) to the client group target audience</li> <li>• provide examples of feedback obtained on appropriateness and effectiveness of message based on:               <ul style="list-style-type: none"> <li>– message suitability</li> <li>– message clarity</li> <li>– media suitability for the message delivered</li> <li>– technical quality</li> <li>– aesthetics</li> <li>– overall meeting of client’s needs</li> </ul> </li> <li>• create and present a portfolio of work completed in this module or add this work to an existing portfolio.</li> </ul>	<p>Students are expected to work closely with the client to ensure their needs are met.</p> <p>Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.</p>

**COURSE COM3210: DIGITAL IMAGING 3****Level:** Advanced**Theme:** Photography**Prerequisite:** None**Description:** Students will apply advanced digital imaging software and techniques to develop a digital portfolio that demonstrates creativity and attention to aesthetic concerns. The course requires students to complete a number of projects consistent with assignments frequently encountered in the work world.**Parameters:** Access to a digital camera and two or more other sources of digital images (e.g., Internet, CD-ROM, scanner, screen capture software, other software that can export bitmap files), computer(s) with bitmap editing software and digital storage (e.g., zip drive, CD-ROM writer, hard drive, network drive).**Supporting Courses:** COM3010 Presentation & Communication 3  
DES3190 Portfolio Presentation  
Art 30 – portfolio creation**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• acquire, edit, composite and manipulate images from:               <ul style="list-style-type: none"> <li>– a digital camera</li> <li>– two or more other sources for creating or acquiring digital images</li> </ul> </li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a portfolio of three to five bitmap composition projects that simulate work world assignments or, if possible, are work world assignments. Each project should:               <ul style="list-style-type: none"> <li>– specify a theme or outline a specific set of parameters within which the project was completed</li> <li>– require four to six image solutions</li> <li>– have different resolution and size restrictions</li> <li>– include notes explaining how each image was constructed</li> <li>– be completed according to specific deadlines</li> <li>– specify a file type for the final work</li> <li>– be saved to a portfolio; e.g., CD-ROM, print format</li> </ul> </li> <li>• one or more of the projects should demonstrate the acquisition of images from multiple source files; i.e., composite imaging</li> </ul> <p><i>Illustrative Examples</i>  <i>Sample Work World Projects, COM3210–1</i></p> <p><i>Assessment Tool</i>  <i>Portfolio Assessment, COM3210–2</i></p> <p><i>Standard</i>  <i>Performance rating of 3 for each criteria</i></p>	60

**COURSE COM3210: DIGITAL IMAGING 3 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate knowledge and control of aesthetics, technical processes and software tools</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>application of a variety of techniques and tools consistent with the requirements of the assignment. The applied techniques and tools should demonstrate:               <ul style="list-style-type: none"> <li>composite imaging, including advanced masking and layer control</li> <li>a variety of filters, effects and plug-in manipulations that are suited to the assignment</li> <li>control over file format, size, resampling, resolution and other specified factors</li> <li>compositional and aesthetic awareness</li> <li>creative problem solving</li> <li>control over digital processes; e.g., camera, scanner, software</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM3210–2</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	<p>20</p>
<ul style="list-style-type: none"> <li>present finished compositions in a portfolio suitable for post-secondary application</li> </ul>	<ul style="list-style-type: none"> <li>presentation of a portfolio that includes 12 or more finished bitmap compositions. The portfolio must:               <ul style="list-style-type: none"> <li>describe how each composition was created and saved through appropriate text notes</li> <li>illustrate compositional control</li> <li>demonstrate refined aesthetic awareness</li> <li>be suitable for entry-level employment or post-secondary application</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, COM3210–3</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	<p>20</p>
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

**COURSE COM3210: DIGITAL IMAGING 3 (continued)**

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• frame and crop images for composition by demonstrating:               <ul style="list-style-type: none"> <li>– focal point; i.e., emphasis</li> <li>– an appropriate format; i.e., horizontal or vertical</li> <li>– awareness of background</li> <li>– clear focus, using either manual or automatic focus features</li> <li>– composition control; e.g., the “rule of thirds”</li> <li>– aesthetic awareness</li> </ul> </li> <li>• acquire a number of digital images relevant to the project to use as a starting point for digital manipulation and project completion</li> <li>• create, or acquire, and export digital images from two or more sources, other than a digital camera, to a specified directory for specific purposes; sources may include:               <ul style="list-style-type: none"> <li>– a scanner</li> <li>– screen capture software</li> <li>– royalty-free stock images</li> <li>– three-dimensional rendering software</li> <li>– vector graphics software</li> <li>– animation software</li> </ul> </li> <li>• create, alter, delete and generally maintain a logical directory structure for saving work</li> <li>• apply a creative problem-solving approach to the projects</li> <li>• work to deadlines to complete a number of simulated or real work world graphic communication projects</li> <li>• create a presentation for displaying finished images</li> <li>• present the display of finished images; provide text data on how each finished manipulated composition was created; answer questions and discuss solutions to problems that were encountered</li> </ul>	<p>Student work should demonstrate more advanced concepts of compositional control.</p> <p>Go to “Beginnings of Photographic Composition” at <a href="http://www.kodak.com">www.kodak.com</a> for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing, avoiding mergers.</p> <p>Students may choose to use a digital camera to acquire most of their images, but must also have access to the use of two or more other sources for acquiring or creating digital images.</p> <p>Text data that explains the steps used in generating the composition should accompany each finished image.</p>

**COURSE COM3210: DIGITAL IMAGING 3 (continued)**

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the implications of copyright laws; e.g.:               <ul style="list-style-type: none"> <li>– scanned images and stock photographs must be used with permission</li> <li>– persons having copyright must sign legal waivers to permit use of their images by others</li> </ul> </li> <li>• demonstrate ethical behaviours by working within school and community standards.</li> </ul>	
Applied Technologies	<ul style="list-style-type: none"> <li>• demonstrate the use of two or more of the following as a creative source for generating or acquiring images, textures, backgrounds and specific portions of images:               <ul style="list-style-type: none"> <li>– digital camera</li> <li>– scanner</li> <li>– screen capture software</li> <li>– stock photographs; e.g., from the Internet or CD-ROM</li> <li>– animation software</li> <li>– three-dimensional rendering software</li> <li>– vector graphics or hybrid vector/raster software</li> <li>– other software as dictated by lab facilities</li> </ul> </li> <li>• apply bitmap editing effects to create interesting and aesthetically appealing compositions. Bitmap editing should demonstrate the use of:               <ul style="list-style-type: none"> <li>– tool box functions and menu commands</li> <li>– filters, effects, plug-ins</li> <li>– composite imaging</li> </ul> </li> <li>• demonstrate ability to:               <ul style="list-style-type: none"> <li>– verbalize how different bitmap editing effects may contribute to a composition</li> <li>– hypothesize how a digital composition may have been created</li> </ul> </li> <li>• identify and describe common file formats, with reference to:               <ul style="list-style-type: none"> <li>– advantages and disadvantages</li> <li>– problems and solutions</li> <li>– compression issues</li> <li>– export methods</li> <li>– issues surrounding multiple file formats</li> </ul> </li> </ul>	<p>Software available in the lab will dictate which image sources can be used.</p> <p>Megapixel.net is a monthly digital camera web magazine available at <a href="http://www.megapixel.net">http://www.megapixel.net</a></p> <p>Students may wish to use:</p> <ul style="list-style-type: none"> <li>• JPG (Joint Photographers Expert Group)</li> <li>• GIF (Graphics Interchange File Format)</li> <li>• TIF (Tagged Image File Format)</li> <li>• CDR (CorelDRAW! Vector Graphic)</li> <li>• PSD (PhotoShop Bitmap File)</li> <li>• CPT (Corel Photo-Paint Bitmap File)</li> <li>• EMF (Enhanced Metafile)</li> </ul>

**COURSE COM3210: DIGITAL IMAGING 3 (continued)**

Concept	Specific Outcomes	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• apply advanced digital camera functions, commands and effects, based on camera features available for a specific purpose</li> <li>• select, in a self-directed manner, advanced bitmap editing functions and commands that are appropriate to the task</li> <li>• demonstrate effective use of a CD-ROM writer and colour printer in preparing a portfolio suitable for presentation for entry-level employment or post-secondary study.</li> </ul>	<ul style="list-style-type: none"> <li>• WMF (Windows Metafile)</li> <li>• PIC (Lotus Picture File).</li> </ul> <p>Other file formats and compression schemes may be chosen as the need arises. Research applications of different file formats on the Internet.</p>
Presentation	<ul style="list-style-type: none"> <li>• present a series of 10 or more finished bitmap compositions to teacher and peers that illustrate thematic or stylistic unity</li> <li>• discuss the presented images in terms of:               <ul style="list-style-type: none"> <li>– problems and solutions</li> <li>– aesthetics</li> <li>– composition</li> <li>– copyright issues</li> <li>– bitmap effects</li> <li>– file import/export issues</li> <li>– compression/decompression issues</li> </ul> </li> <li>• generate text data for oral support during the presentation</li> <li>• create and present a portfolio of work completed in this course or add work completed to an existing portfolio; the portfolio should be written to CD-ROM/zip disk or saved to a hard drive.</li> </ul>	<p>Research post-secondary calendars and interview business/industry for ideas about how to create a useful portfolio.</p> <p>Potentially useful sources of information are available through the Internet at:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.focalfix.com/">http://www.focalfix.com/</a></li> <li>• <a href="http://www.lonestar.digital.com/">http://www.lonestar.digital.com/</a></li> <li>• <a href="http://www.kodak.com/US/en/nav/digital/shtml">http://www.kodak.com/US/en/nav/digital/shtml</a></li> <li>• <a href="http://www.shortcourses.com/">http://www.shortcourses.com/</a></li> </ul> <p>Text data that describes how the images were created can be in the form of a handout, notes or text data on screen.</p>

