

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

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

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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Note:

*COM2010: Presentation &
Communication 2 (pages E.3–E.6) has
been withdrawn effective
September 2004.*

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1

Level: Intermediate

Theme: Presentation

Prerequisite: None

Module Description: Students explore various media and examine their impact on personal, community and national interests.

Module Parameters: Specialized facilities depend on the direction taken in the module. Students should have access to still and video cameras, VHS players, some type of print production equipment and a computer.

Supporting Module: COM1020 Media & You

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"> analyze various media messages; e.g., radio, television, photography, print; and describe the impact of the various messages from a personal, community and national perspective design and produce simple messages, and communicate them through specified media; e.g., print, audio/video, animation 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> a project designed to evaluate the student's knowledge of the techniques used in message creation successful completion of an assignment where the student will select at least three different media, and describe their impact on society. the production and presentation of at least two messages, using different media for each message, and an evaluation of each message based on audience feedback. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2020-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>10</p> <p>20</p> <p>60</p>
	<ul style="list-style-type: none"> the student's presentation of work completed in this module. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2020-2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	<p>10</p>

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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>Processes and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the role of media in advertising, role modelling, stereotyping, cultural representation, propaganda, consumerism, etc. identify a current issue of media interest and describe its impact from a personal, community or national perspective identify and describe the media format(s) used to present selected commercially produced messages and the impact of the media on the effectiveness of message delivery devise a plan for producing a message in a specified media produce media message(s) from a personal, community or national perspective in one or more media formats; e.g.: <ul style="list-style-type: none"> commercial or advertising layout news item or interview (audio or video or print) public service announcement or bill board design follow plan to produce a second message using a different form of media demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Students need to know the impact media has on their daily lives. They need to become good media consumers.</p> <p>As different forms of media have different media strengths, students need to recognize these strengths and how they can be used most effectively.</p> <p>Encourage students to keep their project ideas simple as they can get overwhelmed by their ideas and end up not completing anything.</p>

MODULE COM2020: MEDIA DESIGN & ANALYSIS 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use selected media to produce messages • compare and contrast the anticipated effectiveness of media selected for delivering message to the actual effectiveness of the result (audience reaction) • use comparison developed from analyzing first message as a basis for decisions regarding media selection and project development for subsequent message development. 	<p>No more than 50% of the activities should be related to media analysis.</p>
Presentation	<ul style="list-style-type: none"> • present final products to peers • provide examples of feedback obtained on appropriateness and effectiveness of message based on: <ul style="list-style-type: none"> – media selection for messages produced – effectiveness of message delivery – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. 	<p>Students should request feedback during project development and at completion. This feedback should include recognition and adherence to school and community standards.</p>

MODULE COM2030: SCRIPT WRITING 1

Level: Intermediate

Theme: Presentation

Prerequisite: None

Module Description: Students write sample scripts for a variety of media forms.

Module Parameters: No specialized facilities or equipment.

Supporting Module: COM1020 Media & You

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"> describe various media scripts and their formats identify the characteristics of a good script identify and use a script writing process in writing sample scripts for a media format assigned by the teacher 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> portfolio presentation consisting of: <ul style="list-style-type: none"> a written, oral and/or visual presentation of the student's knowledge of media scripts, their formats and preferred characteristics preparation and presentation of four short-format scripts (e.g., factual news, feature news, commercial, public service announcement [PSA], interview, review) and one documentary or dramatic script (minimum length – three minutes). <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2030–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>10</p> <p>80</p>
	<ul style="list-style-type: none"> the student's presentation of work completed in this module. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2030–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	<p>10</p>
	<ul style="list-style-type: none"> demonstrate basic competencies. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	<p>Integrated throughout</p>

MODULE COM2030: SCRIPT WRITING 1 (continued)

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the fundamental characteristics of different types of scripts and media formats and their relationship (e.g., radio, visual, dramatic, documentary, theatrical) • recognize that scripts are written following a process and be able to follow a script-writing process when generating scripts, this process to include: <ul style="list-style-type: none"> – identifying a topic (generate ideas via brainstorming, group discussion, personal experience, etc.) – conducting research (gather information of various types [e.g., historical, statistical, personal] to give substance to topic) and prepare research notes – choose the medium/format (select a medium or format that will communicate the message most effectively given the target audience, time available, etc.) and justify selection – develop a content/story line (provide enough detail to clearly indicate what the content or story is that is to be conveyed) – get feedback (share ideas with others and request feedback regarding clarity of ideas, what might be missing, additional ideas, etc.) – develop draft script (following content/story line, write script as it would be used for production using a recognized script format) – get feedback (share ideas with others and request feedback regarding clarity, flow, language/ visual links, appropriateness for audience level, etc.) – develop final script (selectively incorporate ideas received from feedback sessions as they positively apply to convey idea/concept/information) 	<p>Students need to do research prior to initial script writing and to reference this research during the writing and editing process.</p> <p>An assignment may include more than one format. For example, a script for a sports program may include a commercial, a public service announcement, and/or a documentary.</p> <p>Short format (e.g., commercial) may range in length from 15 seconds to one minute.</p> <p>Long formats (e.g., documentary, drama) may be three to five minutes in length.</p>

MODULE COM2030: SCRIPT WRITING 1 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • write sample scripts following a script-writing process for more than one media (sample media could include commercials, public service announcements [PSAs], news, interviews, documentaries, dramas, others defined by teacher) • describe the characteristics of a “good” script—beginning, middle, end; appropriate length; suitable language for target audience • display responsibility and ethical behaviour by working within school and community standards. 	
Presentation	<ul style="list-style-type: none"> • present final product to teacher and peers • rationalize and defend script style and media selection based on media appropriateness for the target audience and the message to be conveyed • create and present a portfolio of work completed in this module (e.g., final scripts with supporting research, working drafts) or add this work to an existing portfolio. 	

COURSE COM2040: PHOTOGRAPHY 2

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Description: Students review and expand on the concepts outlined in COM1030 Photography 1, including composition, exposure, camera operation, image processing, proofing and enlarging.

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

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">• apply exposure principles and composition guidelines in photography assignments• demonstrate proficiency in the theory and practice of image processing, proofing, enlarging and print display	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of:<ul style="list-style-type: none">– at least five photographs that demonstrate composition based on the elements and principles of design and rules of composition; e.g., rule of thirds, line, balance– a critique of each photograph making reference to the composition guidelines– demonstration of basic lighting– demonstration of image processing, proofing and enlarging skills– a caption for each photograph describing the technique used and/or the intent– mounted and displayed prints. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2040–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	70

COURSE COM2040: PHOTOGRAPHY 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a grade of at least 50% on a teacher-designed concept test (approximately 20 questions) dealing with: <ul style="list-style-type: none"> – the elements and principle of design applied to photo composition – principles of metering and exposure – light sources – photographic equipment – photographic materials, processes and techniques • a presentation of project to teacher and peers. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2040–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>10</p> <p>Integrated throughout</p>

MODULE COM2040: PHOTOGRAPHY 2 (continued)

Concept	Specific Learner Expectations	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • create photographs with reference to the following composition guidelines: simplicity, camera angle, rule of thirds, backgrounds, elements and principles of design • demonstrate mastery of basic composition through use of techniques such as: <ul style="list-style-type: none"> – rule of thirds – golden triangle – diagonals – formal and informal balance • demonstrate mastery of basic lighting using previously learned techniques (e.g., Rembrandt, bounce, Paramount) • demonstrate use of key light, fill light and background light • demonstrate basic retouching skills for black and white photography • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Have students take and record through-the-lens and/or hand-held meter readings illustrating highlights, shadows, indoor/outdoor lighting, full-field and close-up, 18% gray card, etc.</p> <p>Rembrandt lighting is characterized by a strong shadow on one cheek of a model. It is produced through a single light placed at a 45° angle to the model.</p> <p>Paramount lighting is characterized by a shadow below the nose of a model and is created by a single light placed parallel to the camera.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> • demonstrate knowledge of apertures, shutter speeds, one-stop changes, bracketing, and equivalent exposures through worksheets and/or camera operation • identify the parts of an enlarger and explain their function • use a metering device to determine camera setting(s) • integrate exposure principles with camera techniques that include panning, stop action and depth of field • process images with an understanding of time, temperature and agitation • improve images by using darkroom techniques such as dodging and burning • produce a proof 	

MODULE COM2040: PHOTOGRAPHY 2 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• produce enlargements demonstrating composition through cropping to emphasize subject matter, and ensuring contrast, focus and cleanliness, or equivalent concepts for available equipment (e.g., digital camera and computer).	
Presentation	<ul style="list-style-type: none">• present the completed work to teacher and peers for feedback• evaluate work and make changes as necessary using an accepted technique (e.g., dry mounting)• mount prints for presentation and display• create and present a portfolio consisting of samples of the student's photographs, proofs, log sheets, etc.	

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students use photographic prints, slides or digital images to communicate a message or tell a story.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment, audio equipment, slide/tape, computer.

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"> identify and describe storytelling/ storyboarding techniques produce photographic prints, slides or digital images to communicate a message or tell a story develop the narration, music, sound effects or captions to accompany the images 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> an outline or description of the topic to be covered a storyboard containing illustrations or descriptions of the images to be photographed the images in their final presentation format; e.g., slide/tape, mounted prints, photo CD the appropriate accompaniment to the images; e.g., narration, caption. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2050–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	90
	<ul style="list-style-type: none"> the student's evaluation of his or her assignments (e.g., presentation, reflection log). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2050–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	10
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE COM2050: PHOTOGRAPHIC COMMUNICATION (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare an outline/script for a message or story • select appropriate subjects/topics and shoot required photographs • select images for display/presentation • create graphics, captions, etc., to accompany images • select music, narration, captions, etc., to accompany the display/presentation • demonstrate responsibility and ethical behaviour by working within school and community standards. 	
Applied Technologies	<ul style="list-style-type: none"> • select and use equipment and facilities to complete assignment • use equipment and facilities in a safe and responsible manner. 	
Presentation	<ul style="list-style-type: none"> • present the completed production for feedback • make revisions as necessary • create and present a portfolio consisting of samples of the student's work. 	

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students expand photographic concepts using various lenses and applying depth of field in composition.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing 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"> describe the characteristics of different lenses and their applications apply depth-of-field principles to obtain a variety of results in completing photographic assignments describe and apply several darkroom and/or digital techniques, including cropping, contrast control, dodging, vignetting and burning in 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a portfolio consisting of a minimum of five photographs taken, processed, proofed and printed by the student showing application of three camera and two printing techniques from the following list: <p>Camera</p> <ul style="list-style-type: none"> different lenses aperture control shutter speeds camera-subject distance lens focal length filters and lighting <p>Printing</p> <ul style="list-style-type: none"> cropping contrast control dodging vignetting burning in each photograph must be mounted and accompanied by a caption that describes the techniques used. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2060-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>70</p> <p>10</p>

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of knowledge of metering and exposure principles, light sources, lenses and depth-of-field. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2060–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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>Processes and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> differentiate among short, normal and long lenses calculate depth-of-field using scales on lenses or with preview buttons on camera demonstrate lens cleaning and handling proof all processed images select a negative and make several prints experimenting with varying contrast select a portrait negative and experiment with vignetting and multiple printing select negatives with highlight and shadow problems and practise burning in and dodging techniques demonstrate responsibility and technical behaviour by working within school and community standards. 	<p>Lens refers to the camera and the enlarger, where available.</p> <p>“Image” implies negative and/or electronic.</p>

MODULE COM2060: PHOTOGRAPHIC TECHNIQUES 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use a variety of lenses (e.g., telephoto, wide angle, zoom, normal) and their characteristics (e.g., focal length, speed, sharpness) • shoot and develop a photo assignment using a variety of lenses • shoot and develop an assignment that demonstrates how depth of field affects composition and the significance of aperture, lens focal length and camera-subject distance on depth-of-field control • apply darkroom and/or digital techniques to produce a variety of photographic prints. 	
Presentation	<ul style="list-style-type: none"> • present the completed work to teacher and peers for feedback • review work and make changes as necessary • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs or equivalent concepts for available equipment (e.g., digital camera and computer). 	

MODULE COM2070: PRINTING TECHNIQUES 1

Level: Intermediate

Theme: Print

Prerequisite: COM1050 Printing 1

Module Description: Students are introduced to single-register 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.

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">• prepare visual images for printing by various methods; e.g., offset lithography, serigraphy, relief lock, digital• prepare various masters; e.g., offset plate, serigraphic stencil, relief lockup, digital master• print an image in register, using one or more methods• finish printed material as required; e.g., trim, bind, pad, heat	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a portfolio consisting of products based on teacher-assigned tasks including:<ul style="list-style-type: none">– at least three samples of a camera-ready copy– masters used to reproduce camera-ready copy, using at least two different printing methods; e.g., offset, serigraphy, electrostatic copy– a minimum of two completed prints demonstrating the two printing methods, and having the following characteristics:<ul style="list-style-type: none">• the image is clear and clean• in register and aligned to the printed surface– finishing as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2070–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	80

MODULE COM2070: PRINTING TECHNIQUES 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of completed projects and a description/discussion about reproduction options, printing methods, types of printing masters, terminology, processes, etc. (e.g., 250 word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2070–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> design a layout(s) using typography and/or images suitable for printing reproduction justify with reasoned arguments the selection of typography and images used in designed layout(s) complete designed layout selecting and incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and the use of white space prepare designed layout in a manner suitable for a single-registered print (e.g., decal, logo, T-shirt) demonstrate responsibility and ethical behaviour by working within school and community standards. 	

MODULE COM2070: PRINTING TECHNIQUES 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the printing options available and suggest the most appropriate for printing the designed layout (e.g., electrostatic, offset lithography, serigraphic [film stencil, paper stencil] photo emulsion) • select a printing method and prepare master(s) of image(s) for printing using that method • accurately place image with respect to the printing surface with the aid of registration guides • print master(s) using available mass-production technology • finish printed products as required using available equipment and facilities (e.g., trim, collate, pad, stitch). 	
Presentation	<ul style="list-style-type: none"> • present product(s) for critique by teacher, peers and others (e.g., customers) as required • critique and evaluate own work and the work of others based on appropriateness and effectiveness of printing method to the task and: <ul style="list-style-type: none"> – how effectively the printing method(s) were used to complete assignments – technical and aesthetic quality of the finished product(s) – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. 	

MODULE COM2080: PRINTING APPLICATIONS 1

Level: Intermediate

Theme: Print

Prerequisite: None

Module Description: Students apply the technique of single-register printing to practical situations.

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.

Supporting Module: COM2070 Printing 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"> • demonstrate practical print-based tasks, using single-register printing, and, by applying previously learned printing techniques: <ul style="list-style-type: none"> – prepare camera-ready copy and masters suitable for the printing task; e.g., offset plate, serigraphic stencil, relief lockup – reproduce images in appropriate quantity – use finishing techniques as required 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of job-related products including: <ul style="list-style-type: none"> – a camera-ready copy – masters used to reproduce the image(s) – printed product(s) having the following characteristics: <ul style="list-style-type: none"> • image is clear and clean • in register and aligned to the printed surface. – finishing techniques applied as required. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2080–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <p>Notes: The items for the portfolio may be completed and assessed in stages; e.g., a screen printing master may be assessed before the total portfolio is completed so that the screen can be used by another student for his or her project.</p> <p>Have the student select an appropriate job/task to apply one or more techniques learned in COM2070 –Printing Techniques 1.</p>	<p>90</p>

MODULE COM2080: PRINTING APPLICATIONS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the student’s presentation of project work to teacher/peers and/or client. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2080–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> generate one or more ideas suitable for a single-register print complete comprehensive layouts incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and use of white space demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>See Intermediate Printing Techniques for module for more detailed SLEs.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> prepare master(s) using suitable approaches for the printing task demonstrate accurate image placement with the aid of registration guides print master for each printing task apply finishing techniques as required. 	
<p>Presentation</p>	<ul style="list-style-type: none"> critique completed layout(s) and print(s) create and present a portfolio consisting of samples of the student’s work. 	

MODULE COM2090: AUDIO/VIDEO 1

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students expand on basic audio/video production techniques.

Note: This module can focus on audio and/or video concepts.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM1060 Audio/Video Production 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">complete assignments/projects, using audio/video equipmentdevelop skill in using production elements; e.g., lighting, sound, effectscritique audio/video assignments	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a portfolio consisting of:<ul style="list-style-type: none">two short assignments (e.g., one minute) and one project (e.g., three to five minutes) demonstrating competence in:<ul style="list-style-type: none">setting up, using, dismantling audio and video equipmentcreating and using a storyboardapplication of production elements:<ul style="list-style-type: none">camera framing and focusinguse of camera shots, angles and movementcut and transitionslightingaudio recording and manipulation. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2090-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	80
	<ul style="list-style-type: none">a critique on one presentation describing the following: development and structure, technical merit, and how effectively the techniques complement the content, and	10

MODULE COM2090: AUDIO/VIDEO 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of knowledge of audio/video technology and equipment (e.g., 250-word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2090–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> prepare a storyboard for an audio project concentrating on the development of specific effects and techniques (e.g., sound level, distortion and ambient sound) and a storyboard for a video project concentrating on the development of specific effects and techniques (e.g., angle and movement, cuts, transitions, lighting) prepare a production plan for recording a one- to three-minute audio clip and a one- to three-minute video clip demonstrating identified effects and techniques prepare a storyboard and production plan for recording a five-minute project combining audio and video techniques and relating a short story or message follow prepared production plans and storyboards and produce audio and video projects 	<p>Storyboards are useful tools for planning productions in video and in animation. Students who have taken the Animation 1 module will have been introduced to this tool.</p> <p>Teachers may wish to prepare a standard audio and video checklist as a way to track which techniques and effects a student has demonstrated.</p>

MODULE COM2090: AUDIO/VIDEO 1 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate a variety of production elements (e.g., camera framing and focusing, lighting, audio manipulation) through project work • demonstrate responsibility and ethical behaviour by working within school and community standards. 	
Applied Technologies	<ul style="list-style-type: none"> • record audio/video assignments • set up and operate audio and/ or video recording equipment in a safe and responsible manner • demonstrate specific audio and/ or video techniques as described in recording plans. 	<p>Students who have taken the Audio/Video 1 module should be able to use the equipment. Here they can concentrate on technique/skill development.</p>
Presentation	<ul style="list-style-type: none"> • present assignments to teacher/peers for critique and evaluation • 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"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. 	<p>It is important that students become able to critique their own work and provide suggestions and constructive criticism to others during project development and upon final presentation. This will help each student in the group succeed rather than just a few.</p>

MODULE COM2100: AUDIO/VIDEO 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build on production skills through application of preproduction and post-production techniques.

Module Parameters: Access to basic audio and video equipment, a basic studio facility and editing equipment/facility.

Supporting Module: COM2090 Audio/Video 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"> • apply preproduction, production and post-production techniques to complete an audio/video project • apply production elements; e.g., lighting, sound, to enhance the production • apply post-production editing techniques 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – an audio/video project five or more minutes in length – development of a project proposal including pre-production, production and post-production elements – development of a project treatment – working plan detailing responsibilities. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2100–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	60
	<ul style="list-style-type: none"> • a presentation describing the development of the project, the use of production elements (lighting, sound, etc.) and how these elements/techniques complement the content, and 	20
	<ul style="list-style-type: none"> • a presentation of knowledge of pre- and post-production techniques (e.g., 250-word report, five to 10-minute presentation, 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2100–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	20

MODULE COM2100: AUDIO/VIDEO 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> working in a group, create a project proposal for an audio/video production that recognizes and includes elements of preproduction (e.g., planning, treatment, scripting, storyboarding), production (e.g., shooting, lighting, acting, live narration, floor direction, live sound recording) and post-production (e.g., editing, special effects, titling, sound effects, voice over narration) devise a treatment for the proposal outlining the what the project would entail: <ul style="list-style-type: none"> – story concept – script outline – on-location/studio-based requirements – shot list – anticipated technical requirements – timeline with key benchmarks prepare work plan and distribute responsibility so each member of the group will have key responsibilities (e.g., host/actor, camera operator, sound recording, editor) but will also have the opportunity to play other roles or share roles in the production identify what the various roles (production positions) are and what responsibilities they entail 	<p>Full audio/video production requires the efforts of a number of people working together. Students need to work in groups in this area to produce their work. A sideline to the production activity will be the development and/or reinforcement of basic competencies identified in the “Teamwork” section of the Basic Competencies Reference Guide in Section G.</p>

MODULE COM2100: AUDIO/VIDEO 2

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • using prepared production plans and storyboards, produce an audio/video project • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate responsibility and ethical behaviour by working within school and community standards. 	Terminology could include hand signals used in the studio.
Applied Technologies	<ul style="list-style-type: none"> • demonstrate with various sound effects and sound producing techniques to achieve a variety of effects as part of the production activity • demonstrate with various artificial and natural lighting as part of the production activity • show responsibility for assigned role(s) during the production • operate audio and/ or video recording equipment in a safe and responsible manner. 	Many sound engineers experiment with sounds and collect them for future use.
Presentation	<ul style="list-style-type: none"> • present assignments to teacher/peers for critique and evaluation • 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"> – how well the techniques were accomplished – relationship of the storyboard to the story told in final product – aesthetics – meeting of school and community standards – organization of production task • create and present a portfolio of work completed in this module or add this work to an existing portfolio. 	

MODULE COM2110: ANIMATION 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students build skills in planning, idea development and storytelling technique, and their application through various animation methods.

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

Supporting Module: COM1070 Animation 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"> demonstrate various traditional animation styles, techniques, applications and terminology identify and demonstrate principles of animation; e.g., exaggeration, stretch/squash, through project work produce a short animation assignment(s) that: <ul style="list-style-type: none"> develops an idea; e.g., establishes a theme, evokes an emotional response tells a story 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation of knowledge of animation styles, techniques, applications, terminology and selected principles of animation (e.g., 250-word report, a demonstration/discussion while engaged in animating, a 30-question quiz). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2110–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	20
	<ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> an animation project (e.g., 30 seconds) that demonstrates the student’s ability to have the images move “effectively” an animation with a beginning, a middle and an end a synopsis of the story or idea a completed storyboard or outline for the animation beginning and/or end credits/titles for the animation 	70

MODULE COM2110: ANIMATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> demonstration through the project of at least two animation principles. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2110–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> a presentation of the animation in which the student discusses the production, his or her choice of animation technique(s), possible enhancements, and how well the animation achieves its purpose. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2110–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> observe and describe various animation styles, techniques and applications identify at least three traditional and/or digital animation styles and techniques (e.g., cel animation, claymation, pixilation) identify two applications of animation (e.g., cartoons, film, advertising) and describe how traditional animation techniques are used in this context provide one example for each application identified. 	<p>Encourage students to:</p> <ul style="list-style-type: none"> define the purpose for creating the animation, and create titles that blend in with the rest of the animation.

MODULE COM2110: ANIMATION 2 (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"> • prepare a story outline for a presentation; e.g.: <ul style="list-style-type: none"> – a storyboard illustrating the flow of the story – description of the images or scenes to be animated – a synopsis (50–100 words) describing the story or idea. • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>The most important outcome is for the student to create a plan for the project and to follow it.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> • select an appropriate technique for the animation; e.g., cel animation, claymation, digital • identify and describe principles of animation such as personification, exaggeration, secondary action, anticipation, stretch and squash • use selected principles of animation in project work • complete an animation project by: <ul style="list-style-type: none"> – preparing visual materials; e.g., models, cells – preparing backgrounds and/or sets as required – prepare visual elements – following storyboard while shooting project – creating and shooting beginning and/or end credits/titles – editing rough footage to final form. 	<p>Many of the principles of animation can be found in short animated films from the National Film Board of Canada (NFB) and other film/video distributors.</p> <p>Students might also be asked to recall what they have seen in cartoons on television.</p> <p>Stretch and squash can be tested using simple flip-book animation.</p>
<p>Presentation</p>	<ul style="list-style-type: none"> • present the project to teacher/peers for critique and evaluation • create a portfolio that includes all preparatory components of the project (e.g., storyboard, description of scenes, synopsis), finish project(s) and any other teacher specified requirements. 	

MODULE COM2120: DIGITAL DESIGN 2

Level: Intermediate

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students enhance their abilities to integrate various media for the purpose of producing a multimedia message for a target audience, using the computer as a significant production tool.

Module Parameters: Access to a computer, CD ROM, scanner, audio/video equipment.

Pre/corequisite: COM1080 Digital Design 1
INF2130 Multimedia Authoring 1 [Information Processing Strand]

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"> • design and plan a multimedia message to be communicated to a target audience • produce and present the message, using two or more media linked through digital technology selected by the student • evaluate the effectiveness of the message, using an evaluation instrument 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of: <ul style="list-style-type: none"> – at least two multimedia messages that require the combining and manipulating of media elements from two or more media into one product: <ul style="list-style-type: none"> • the message(s) will be directed to a target audience of the student’s choice • the message(s) will convey a central idea, impression or theme, and include an appropriate beginning and end title that fit thematically with the rest of the message – a presentation of the project to a target audience. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2120–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	80
	<ul style="list-style-type: none"> • a written or oral evaluation of the effectiveness of the production <ul style="list-style-type: none"> – message suitability – message clarity – media suitability – technical quality – aesthetics – meeting of school/community standards. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2120–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p>	20

MODULE COM2120: DIGITAL DESIGN 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <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"> devise messages to deliver ideas using a combination of two or more media (e.g., video, CD ROM, audio) select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task devise a plan for delivering a message using a combination of at least two different media, this plan should include: <ul style="list-style-type: none"> statement of the message to be delivered and working title identification of the target audience and their general characteristics preferred media and why it has been selected associated resource requirements (e.g., equipment, facility, personnel) and applications timeline with key delivery dates including interim review/critique and final presentation produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments provide examples of feedback obtained from potential target audience during development/production and revise as required demonstrate responsibility and ethical behaviour by working within school and community standards. 	<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> <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>Students should produce projects that are <u>at least</u> 30 seconds in length for video. Other media will take longer to achieve.</p>

MODULE COM2120: DIGITAL DESIGN 2 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • transfer images, messages, symbols, etc.; between and among different media (e.g., computer, video, audio, print) • describe basic notions of the process by which this transfer occurs. 	<p>The emphasis must be on communication of the message no matter how long it takes.</p>
Presentation	<ul style="list-style-type: none"> • present final products to the target audience • provide examples of feedback obtained on appropriateness and effectiveness of message based on: <ul style="list-style-type: none"> – message suitability for the target audience – message clarity – media suitability for the message delivered – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio. 	<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>

MODULE COM2130: SPECIAL EFFECTS PHOTOGRAPHY

Level: Intermediate

Theme: Photography

Prerequisite: COM1030 Photography 1

Module Description: Students are introduced to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Module Parameters: Access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).

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"> • use the camera shutter and aperture to create basic special effects • apply darkroom/digital techniques to create different photographic effects 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio consisting of a minimum of five photographs: <ul style="list-style-type: none"> – at least two photographs will illustrate special effects resulting from camera manipulation (see Specific Learner Expectations [SLEs]) – at least two photographs will involve photographic effects created in the darkroom or digitally – each photograph must be accompanied by a caption that describes the technique(s) – a “Photography Log Sheet” with pertinent details. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM2130–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>70</p>
	<ul style="list-style-type: none"> • the student’s presentation of work completed and assessment of his or her activities (e.g., reflection log, presentation). <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2130–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	

MODULE COM2130: SPECIAL EFFECTS PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a teacher-directed evaluation of the student’s knowledge of cropping, double exposure, dodging, burning-in, vignetting, “sabattier” effect, etc. observations of individual effort and interpersonal interaction during the learning process. <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>Applied Technologies</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate photographic effects; e.g., great or shallow depth-of-field, camera angle, close-up, blurred action and trick photography demonstrate darkroom or digital effects; e.g., cropping, double exposure, dodging, burning-in or vignetting and “sabattier” effect demonstrate various lighting techniques manipulate the finished product; e.g., by colouring, cutting, retouching use equipment and facilities as directed in a safe and responsible manner demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Digital photography allows for a variety of image manipulation. Teachers should incorporate this technology where it correlates to the SLEs.</p>
<p>Presentation</p>	<ul style="list-style-type: none"> present the final product to teachers and peers for evaluation create and present a portfolio consisting of samples of the student’s photographs articulate possible reasons for various special effects being possible to create suggest applications for special effects photographs produced. 	

COURSE COM2210: DIGITAL IMAGING 2**Level:** Intermediate**Theme:** Photography**Prerequisite:** None**Description:** Students will acquire digital images from a digital camera and one or more other sources. They will extend and refine their knowledge of bitmap editing software and composition principles, and apply more advanced editing techniques to composite images.**Parameters:** Access to a digital camera and one 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:** COM2010 Presentation & Communication 2
COM2120 Digital Design 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"> • acquire, edit, composite and manipulate images from: <ul style="list-style-type: none"> – a digital camera – one or more other sources for creating or acquiring digital images 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio of 10 or more bitmap compositions comprised of: <ul style="list-style-type: none"> – five or more finished compositions that illustrate the use of digital photographs as a starting point for digital manipulation and exploration – two or more compositions that illustrate the use of source file(s) obtained from one or more other pieces of software; e.g., vector graphics, two-and/or three-dimensional animation software – three or more compositions that illustrate composite imaging; i.e., multiple source files aggregated to form one unified composition 	80

COURSE COM2210: DIGITAL IMAGING 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • create and deliver an on-screen presentation of the completed compositions, using a unified theme or style • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <p>The portfolio should demonstrate:</p> <ul style="list-style-type: none"> – files saved in a format that is most effective for transfer to screen show software or HTML presentation – files saved, either in compressed or uncompressed format, for speed and quality of display on a monitor or projector; resolution should be appropriate for the purpose – the use of different bitmap source file formats – an understanding of composition and aesthetic control – use of a variety of bitmap editing commands and effects, as dictated by software; e.g., filters, mask effects, layers, lenses – a unified theme or style <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM2210–1</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • an on-screen presentation of the portfolio to an audience; the presentation must: <ul style="list-style-type: none"> – be unified by theme or style – describe, through text or oral explanation, how compositions were created and saved – illustrate compositional control – demonstrate refined aesthetic awareness <p><i>Assessment Tool</i> <i>Presentations/Reports, COM2210–2</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each criteria</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process <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>

COURSE COM2210: DIGITAL IMAGING 2 (continued)

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • frame and crop images for compositions by demonstrating: <ul style="list-style-type: none"> – focal point; i.e., emphasis – an appropriate format; i.e., horizontal or vertical – awareness of background – clear focus, using either manual or automatic focus features – composition control; e.g., the “rule of thirds” – aesthetic awareness • acquire 10 or more digital photographs to use as a starting point for digital manipulation exploration and compositing • create, or acquire, and export digital images from one or more sources, other than a digital camera, to a specified directory. Sources may include: <ul style="list-style-type: none"> – a scanner – screen capture software – royalty free stock images – three-dimensional rendering software – vector graphics software – animation software • create and maintain a logical directory structure • create a presentation for displaying finished images • present information, orally or in text format, on how each finished composition was created; answer questions and discuss solutions to problems that were encountered • explain the implications of copyright laws; e.g., scanned images and stock photographs must be used with permission • demonstrate ethical behaviours by working within school and community standards. 	<p>Student work should demonstrate concepts of compositional control.</p> <p>Go to “Beginnings of Photographic Composition” at www.kodak.com for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing, avoiding mergers.</p> <p>Students may use a digital camera to acquire most of their images, but must also have access to and use one other source for acquiring or creating digital images.</p> <p>Students should make notes for their presentation.</p> <p>Text data may be a handout, notes for oral support, or on-screen annotation explaining the steps in composition generation.</p>

COURSE COM2210: DIGITAL IMAGING 2 (continued)

Concept	Specific Outcomes	Notes
<p>Applied Technologies</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate the use of one or more of the following sources for creating or acquiring images, or specific portions of images: <ul style="list-style-type: none"> – a scanner – screen capture software – stock photographs; e.g., from the Internet or CD-ROM – animation software – three-dimensional rendering software – vector graphics, or hybrid vector/raster software – other software as dictated by lab facilities • apply bitmap editing effects to create interesting and aesthetically appealing compositions. Bitmap editing should demonstrate the use of: <ul style="list-style-type: none"> – basic tool box functions – basic menu commands – filters, effects, plug-ins • create, alter, delete and generally maintain a logical directory structure for saving work • identify and describe common file formats, with reference to: <ul style="list-style-type: none"> – advantages and disadvantages – problems and solutions – compression issues – export methods – issues surrounding multiple file formats • apply advanced digital camera functions, commands and effects, based on camera features available for a specific purpose • select, with limited assistance, advanced bitmap editing functions and commands that are appropriate to the task. 	<p>Students should be able to aggregate different sources of bitmap data to create composited images.</p> <p>Specific lab software will dictate effects and filters.</p> <p>Students may wish to use:</p> <ul style="list-style-type: none"> • JPG (Joint Photographers Expert Group) • GIF (Graphics Interchange File Format) • TIF (Tagged Image File Format) • CDR (CorelDRAW! Vector Graphic) • PSD (PhotoShop Bitmap File) • CPT (Corel Photo-Paint Bitmap File) • EMF (Enhanced Metafile) • WMF (Windows Metafile) • PIC (Lotus Picture File). <p>Other file formats and compression schemes may be chosen as the need arises. Research applications of different file formats on the Internet.</p>

COURSE COM2210: DIGITAL IMAGING 2 (continued)

Concept	Specific Outcomes	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • present a series of 10 or more finished bitmap compositions to teacher(s) and peers that illustrate thematic or stylistic unity • discuss the images that are presented in terms of: <ul style="list-style-type: none"> – problems and solutions – aesthetics – composition – copyright issues – bitmap effects – file import/export issues – compression/decompression issues • generate a handout, notes or text data on screen for oral support during the presentation • 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. 	<p>Presentations may be completed in PowerPoint, HTML or other formats as dictated by lab facilities.</p> <p>Potentially useful sources of information are available through the Internet at:</p> <ul style="list-style-type: none"> • http://www.focalfix.com/ • http://www.lonestar.digital.com/ • http://www.kodak.com/US/en/nav/digital/shtml • http://www.shortcourses.com/ <p>Megapixel.net is a monthly digital camera web magazine available at http://www.megapixel.net/</p>

