

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

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

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

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Note:

*COM1010: Presentation &
Communication 1 (pages D.3–D.6) has
been withdrawn effective
September 2003.*

MODULE COM1020: MEDIA & YOU

Level: Introductory

Theme: Presentation

Prerequisite: None

Module Description: Students are provided with a hands-on introduction to the various segments of communication studies: presentation and communication, photography, print, and audio/video production.

Note: It is recommended that students, especially at the junior high level, take this module before proceeding to other Communication Technology modules.

Module Parameters: Access to specialized facilities or equipment such as still and video cameras, VHS players, some type of print production equipment and a 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 current media and materials • use photographic, print and audio/video equipment to communicate ideas and information • prepare and deliver a presentation 	<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 various media, materials and processes • a portfolio consisting of <ul style="list-style-type: none"> – a photographic assignment in which quality and intent is either demonstrated or discussed – an audio/video assignment in which quality and intent is either demonstrated or discussed – a print assignment in which quality and intent is either demonstrated or discussed. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1020–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a short oral and/or visual presentation where the student discusses his or her projects with his or her peers. <p><i>Assessment Tool</i> <i>Presentations/Reports COM1020–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>20</p> <p>70</p> <p>10</p>

MODULE COM1020: MEDIA & YOU (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"> given sample photographs, identify key characteristics of a good photograph; e.g.: <ul style="list-style-type: none"> image is in focus image is properly framed intent is clear describe key characteristics of a good photograph in photo assignments where possible, demonstrate a variety of cameras and other photography equipment such as: <ul style="list-style-type: none"> pinhole camera photogram Polaroid camera Instamatic camera Single Lens Reflex (SLR) camera digital camera process film and make prints (Note: if processed commercially, discuss processes used to develop film and make prints) view and describe sample audio/video projects (professional and/or student projects) with respect to: <ul style="list-style-type: none"> intent project planning storyboard camera work recording level 	<p>Have students bring and discuss examples of communication products—music jackets, magazines, posters, photographs, videos, etc.</p> <p>Students may attempt to use a thematic approach to their projects; e.g., a business card, a poster and/or a video or print project may all be related to the same project.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p> <p>Encourage students to integrate presentations into their other classes and other community activities.</p>

MODULE COM1020: MEDIA & YOU (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"> • produce a short audio/video project such as: <ul style="list-style-type: none"> – a commercial – an interview – a recorded message • analyze and describe sample print projects (professional and/or student projects) with respect to: <ul style="list-style-type: none"> – layout – elements/principles of design – clarity of message – techniques used • select a message (e.g., business card, poster, pamphlet, flyer, invitation) and design, print the message ensuring the: <ul style="list-style-type: none"> – layout follows the elements and principles of design – image is clean – message is clearly understood • identify and describe current and future media and materials • demonstrate responsibility and ethical behaviour by working within school and community standards. 	

MODULE COM1020: MEDIA & YOU (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • select one assignment and present it to the teacher and peer(s) • provide examples of feedback obtained on appropriateness and effectiveness of assignment based on: <ul style="list-style-type: none"> – how well the assignment met the objectives – technical quality – meeting of school and community standards • select and include work in a portfolio. 	<p>Students should present at least one project produced in this module. Their presentation may be to a small group or to the teacher to reduce stress.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p> <p>Encourage students to integrate presentations into their other classes and other community activities.</p> <p>Activities and assignment should be brief as the intent of Media and You is to introduce the various areas in Communication Technology.</p>

MODULE COM1030: PHOTOGRAPHY 1

Level: Introductory

Theme: Photography

Prerequisite: None

Module Description: Students operate a camera to take photographs and produce prints.

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).

Supporting Module: COM1020 Media & You

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• use various photographic equipment, materials and processes to demonstrate basic photographic skills• describe and/or use various processing methods; e.g., black and white, colour, digital• describe the role of photography in society	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">• a portfolio consisting of five photographs:<ul style="list-style-type: none">– of which all are clearly focused and well composed– a “Photography Log Sheet” with pertinent details. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1030–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	60
	<ul style="list-style-type: none">• a teacher-directed evaluation designed to test the student’s knowledge of various photographic equipment, materials, processes and techniques; e.g., types of cameras, films and paper; developing, printing, composition, presentation; terms such as closeup, wide angle, panning, depth-of-field	30

MODULE COM1030: PHOTOGRAPHY 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"> through presentation/discussion with the teacher, the student’s assessment of his or her portfolio, including awareness of the role of photography in society, the rules of composition as they apply to photography (e.g., reflection log, captions), and progress to date. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1030–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 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"> identify and describe the key components of a camera (e.g., lens, shutter release, film/disk compartment) and their function classify different types of still cameras and some of their potential applications (e.g., 110 instamatic, 35 mm Single Lens Reflex [SLR], 2 1/4 square portrait, 4" x 5" plate, Polaroid, digital) articulate the “rule of thirds” as it applies to photographic composition and framing given a set of photographs, differentiate between key, medium key and low key contrast and speculate on impact of each on the “mood” imparted by different degrees of contrast in photographs 	

MODULE COM1030: PHOTOGRAPHY 1 (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"> • articulate the notion of focus in photography and be able to differentiate between photographs that are in focus and those that are out of focus • articulate the notion of depth-of-field in photography and be able to differentiate between photographs that have a long and shallow depth-of-field • use common terminology (e.g., f-stop/aperture, shutter speed, focus, depth-of-field) in the context of photographic work and during presentations • load and unload photographic film and/or disk from a camera • capture images using a camera, each image to be in focus, framed using basic composition technique of the rule of thirds, and showing clear intent of the photo (e.g., if the student intended to take a photograph of a specific person and instead capture an image of the person in a crowd, he or she would not have met the intent) • differentiate between a snap shot and a planned photograph by: <ul style="list-style-type: none"> – framing for composition (have a focal point) – being “on level” with the subject (i.e., not the top of the dog’s back) – choosing vertical or horizontal format – changing camera direction – being aware of the background (i.e., not having a tree appear to be growing out of the subject’s head) • describe the role of photography in society (e.g., entertainment, historical record, illustrating ideas and concepts, scientific research, exploration) • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Encourage students to take photographs from a personal perspective.</p>

MODULE COM1030: PHOTOGRAPHY 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use camera to capture at least 24 images • create photographic/electronic images that generate curiosity and discussion • process images and print at least six of them in proofing and in final format • demonstrate, using subject matter, composition (e.g., rule of thirds, golden triangle, diagonals, formal and informal balance), lighting (e.g., natural, artificial), shutter speeds and aperture • use available facilities and equipment (e.g., community facilities, darkroom, computer) to process film/disk to produce prints • describe processes used. 	<p>Teachers may choose to select a few of these images for proofing/printing.</p> <p>It is important that students have some sense of how and why things work not just that they do. They need to know some of the processes that occur to create, process and print photographic images.</p>
Presentation	<ul style="list-style-type: none"> • present assignments to teacher and peers consisting of at least five printed images that are clean (i.e., without scratches, dust spots or hair lines), in focus and illustrating expectations as pre-defined by the teacher and/or the student • provide examples of feedback obtained on appropriateness and effectiveness of assignments based on: <ul style="list-style-type: none"> – how well the assignment met the stated expectations – aesthetics – technical quality – 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 may present their project to a small group or to the teacher only to reduce stress.</p> <p>Use critiquing as a means to allow students to develop constructive criticism.</p>

MODULE COM1050: PRINTING 1

Level: Introductory

Theme: Print

Prerequisite: None

Module Description: Students are introduced to basic layout/design techniques and to various print reproduction processes; e.g., offset, screen, electrostatic.

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 (either in the lab or through a community source).

Supporting Modules: COM1020 Media & You
DES1030 Design Fundamentals [Design Strand]
INF1040 Graphics Tools [Information Processing Strand]

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">identify the fundamental characteristics and applications of type, paper and inkproduce a design/layoutapply printing techniques in the production of print/graphic projects	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a portfolio of selected work that demonstrates the process and should include concept drawings, roughs, mechanicals, printing masters and at least three prints using one or more printing options. <p><i>Assessment Tool</i> <i>Portfolio Assessment COM1050-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	70
	<ul style="list-style-type: none">a written, oral and/or visual presentation of the student's knowledge of the following:<ul style="list-style-type: none">design elements—line, shape, form, pattern, space, texture, colourdesign principles—proportion, balance, contrast, rhythm, harmony, unitytypography; e.g., leading, type size, type style, type face, justification, spacingprinting methods; e.g., lithography, serigraphy, letter press, gravure, electrostaticfinishing; e.g., drilling, folding, stitching, padding	20

MODULE COM1050: PRINTING 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 work completed and inclusion of work in their portfolio. <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1050–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 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"> plan, organize and create a design for reproduction and/or presentation lay out a design(s) applying at least two of the following: type, photography, illustration, decorative elements use the elements of design (line, shape, form, pattern, space, texture, colour) and principles of design (balance, emphasis, proportion, rhythm, unity and variety) to compose the design demonstrate responsibility and ethical behaviour by working within school and community standards. (e.g., copyright issues; sex/gender issues; violence; racism) demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>Students may develop teacher-assigned projects; e.g., posters, business cards, invitations, logos.</p> <p>Design and composition elements could include type, photography, illustration, space, balance, contrast, etc.</p> <p>A master could be an offset plate, silk screen, stencil, relief lock up, grease pencil, rubber stamp, electrostatic printout, etc.</p>

MODULE COM1050: PRINTING 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • convert the image to a printing master • select appropriate print materials; e.g., card stock, sheet, inks • reproduce the image by one or more methods • repeat process for additional printing method(s) • demonstrate responsible environmental behaviours in completing assignments. 	<p>Be prepared to give students firm guidance in producing their products.</p> <p>Bindery operations include bindings (adhesive, mechanical, sewing, stitching), drilling, folding, scoring, trimming and folding.</p>
Presentation	<ul style="list-style-type: none"> • present the design to teacher and peers for feedback • create and present a portfolio consisting of work completed in this module including all preparatory work, master(s) (if possible), proof sheets and final presentation product. 	

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students acquire basic production skills through the use of simple audio and/or video equipment and techniques.

Module Parameters: Access to basic audio and video equipment and some form of editing facility.

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"> identify basic audio and video equipment, and demonstrate fundamental set-up procedures identify and demonstrate basic audio and video concepts; e.g., camera moves, types of shots, audio mixing, audio set-up apply basic project planning skills to audio/video productions apply scripting, sound recording, and camera and lighting skills and techniques in completing a production assignment 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> teacher-directed evaluation designed to test the student's knowledge of the camera, audio and/or video terminology and a demonstration of set up procedures a portfolio consisting of: <ul style="list-style-type: none"> a short exercise(s) demonstrating a minimum of five teacher-specified camera shots and/or audio techniques planning demonstrated through a storyboard for the audio and/or video assignment one video assignment (three to five minutes) that demonstrates the student's ability to focus, zoom, tilt, pan, frame and compose with the camera <p>AND/OR</p> <ul style="list-style-type: none"> one audio assignment (three to five minutes) that demonstrates the student's ability to record sounds in different contexts; e.g., a narration, an interview, ambient sounds. <p>Each one of these assignments will require the student to create and follow a storyboard or outline.</p>	20	
			20
			10
			50
	<p><i>Assessment Tool</i> <i>Portfolio Assessment COM1060-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>		

MODULE COM1060: AUDIO/VIDEO PRODUCTION 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>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and produce the following shots: <ul style="list-style-type: none"> – extreme close-up – close-up – medium close-up – medium shots – long shot – extreme long shot • demonstrate the following camera moves: <ul style="list-style-type: none"> – tilt up/down – dolly in/out – pan left/right – truck left/right – zoom in/out • identify/explain and apply/use: <ul style="list-style-type: none"> – aperture – to control depth of field – focus – automatic and manual – zoom – smooth zoom in and out – white balance – to balance for different lighting conditions – loading and unloading of tape – microphone – type on camera and its capabilities and limitations • apply variety to screen composition <ul style="list-style-type: none"> – one point – balance 	<p>Students need to be comfortable with the camera and to be able to recognize and use a variety of camera shots and moves to capture images.</p> <p>Produce short (five- to 10-second) segments demonstrating the shots.</p>

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (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"> • describe and use the principles of one-point perspective: <ul style="list-style-type: none"> – applications to video camera use • show how a two-dimensional object can be made to look three-dimensional • identify television format as 4 × 3 (4 horizontal units by 3 vertical units) • demonstrate responsibility and ethical behavior by working within school and community standards 	<p>Drawing or cutting out examples of types of shots within these dimensions is a good way to teach this idea.</p>
<p>Applied Technologies</p>	<ul style="list-style-type: none"> • produce an outline/script/shots sheet for a short video assignment (3 – 5 minutes) (e.g., interviews, sporting events, advertisements) • use a variety of shots in the assignment <p>OR</p> <ul style="list-style-type: none"> • prepare and follow a recording plan for audio recording to support video • prepare and follow a recording plan for audio recording to achieve the following: <ul style="list-style-type: none"> – safe and responsible handling of equipment – tape loading and unloading – basic microphone technique – personal use of voice (narration) – capturing voices of others (interview) – ambient sounds – simple sound effects – audio levels and balance 	<p>A good topic for this is “A Day in the Life of...” Students may link more than one task to an assignment (e.g., a sporting event offers a chance to capture video footage, ambient sound, an interview with a participant/spectator, different lighting situations, news of the day, advertising).</p> <p>The focus of this is the development of basic technical skills that can be applied and refined in more advanced modules. It is important the students get a good technical grounding in the basic camera and recording method indicated and in any other methods you feel are important.</p>

MODULE COM1060: AUDIO/VIDEO PRODUCTION 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use basic technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • demonstrate safe and responsible use of equipment. 	<p>It is important to set parameters for assignments early as students tend to “overshoot.”</p> <p>Developing a plan for shooting or recording will help students avoid “overshooting” at this level and will help students prepare production plans in more advanced modules.</p>
Presentation	<ul style="list-style-type: none"> • present assignments to teacher/peers for feedback • provide examples or feedback obtained on appropriateness and effectiveness of assignments based on: <ul style="list-style-type: none"> – how well the assignment met the stated expectations described in the recording plan – relationship of the short outline/script to the final product – quality of technique used – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module (e.g., short outline/scripts, recording plan, finished project(s)) or add this work to an existing portfolio. 	<p>Feedback/help should be sought throughout planning/production as well as upon completion from group members or from other peers.</p> <p>The teacher should be the resource of last resort until the final project is ready for assessment.</p>

MODULE COM1070: ANIMATION 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to a variety of animation techniques and are given the opportunity to produce simple animation.

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

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"> identify fundamental concepts of the illusion of movement through animation identify and describe at least two animation styles describe the techniques used in creating the animation styles produce short animation assignments 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a teacher-directed evaluation designed to test the student's ability to: <ul style="list-style-type: none"> identify and describe fundamental concepts of animation allowing the illusion of movement identify and describe two animation styles and the techniques used to create them a portfolio consisting of: <ul style="list-style-type: none"> at least two exercises each a minimum of 100 frames long and demonstrating creative use of an animation technique at least two different animation projects (see SLE notes) that demonstrate project planning, use of equipment and tools, and creative use of an animation technique. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1070-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria.</i></p>	<p>10</p> <p>20</p> <p>70</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 COM1070: ANIMATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe various animation styles and techniques • identify at least two animation styles and techniques: <ul style="list-style-type: none"> – cel animation, claymation, pixilation, computer animation, etc. • prepare an outline and/or formulate a storyboard for a presentation • prepare necessary materials (e.g., cards, models, clay, film and artwork) for animating the production • demonstrate skills with technical equipment (as required) to be used in capturing images and editing final product(s) • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>The length of each animation may vary but the assessment will be based on the student's ability to have the animation move "effectively." "Effectively" means that the movement is consistent with the context of theme of the animation; it may be smooth or jerky.</p> <p>Emphasis should be hands-on activity, experimentation and evaluation of work (self and peer).</p> <p>Encourage the student to try a technique, even though the result may not be "perfect."</p>
Applied Technologies	<ul style="list-style-type: none"> • use techniques to have the animation move effectively • use technical equipment (e.g., camera, computer, editor) to capture images and edit final product(s) • identify and/or apply music and/or sound effects to enhance the production. 	<p>The most important outcome is for the student to develop skill in creating animation. "Effectively" means that the movement is consistent with the context or theme of the animation; it may be smooth or jerky.</p>

MODULE COM1070: ANIMATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none">• present the project to teacher and peers• identify animation techniques/styles available and identify/explain animation techniques used• identify possible enhancements to project• identify/describe any difficulties encountered with project• evaluate, edit and redo to improve the quality of the animation• create and present a portfolio of work completed in this module (e.g., project plan, shot list or storyboard, finished project) or add this work to an existing portfolio.	

MODULE COM1080: DIGITAL DESIGN 1

Level: Introductory

Theme: Audio/Video/Digital

Prerequisite: None

Module Description: Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message.

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

Supporting Module: INF1070 Hypermedia Tools [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"> identify and describe tools, methods and processes used in digital design use specified tools to transfer media elements to and/or from various sources design and produce a simple message, using a combination of two or more media 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a grade of 50% or greater on a teacher-directed assessment designed to test the student's knowledge of tools, methods and processes used in digital design 	20
	<ul style="list-style-type: none"> demonstrated skill in capturing, mixing and/or manipulating images and/or sounds from at least two sources for the purpose of communicating a message using digital technology (a computer) as a central component. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1080-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	20
	<ul style="list-style-type: none"> a multimedia message that requires combining and manipulating media elements from two or more sources into one product using digital technology. <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1080-1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	60
<ul style="list-style-type: none"> demonstrate basic competencies. 	<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 COM1080: DIGITAL DESIGN 1 (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify various media that may be used to communicate ideas and convey messages and outline their characteristics, strengths and weaknesses in the context of their use • prepare a message to deliver an idea using a combination of more than one media (e.g., video, CD ROM, audio) through digital technology • identify appropriate media to convey a message • justifying his or her selection based on the appropriateness of the media to the task (e.g., target audience, ease of use, potential impact, longevity, other characteristics identified by the teacher) • communicate his or her understanding of the importance of planning in a project involving more than one form of media • prepare a plan for delivering a media product using a combination of two or three different media and digital technology; 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 (e.g., teens age 14-16 years, high energy, independently minded) – preferred media and why it has been selected – associated resource requirements (e.g., equipment, facility, personnel) – timeline with key delivery dates including interim review/critique and final presentation • produce a message following stated plan • evaluate feedback from potential target audience during development/production and revise as required • repeat process as required to generate additional messages • demonstrate responsibility and ethical behaviour by working within school and community standards. 	<p>It is important for students to know that messages are produced through a series of deliberate decisions based on strengths of particular media to deliver ideas in a particular way.</p> <p>Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message.</p> <p>A project of about 30 seconds in length provides the scope necessary to demonstrate message development and delivery.</p> <p>Students should follow their plan, only making modifications based on reasoned positions presented and approved by the teacher.</p>

MODULE COM1080: DIGITAL DESIGN 1 (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) using digital technology as either a source or a destination• describe basic notions of the process by which this transfer occurs (e.g., a printed image that is scanned into a computer is digitized and the image described in electronic codes that are interpreted by the computer).	Students need to have some notion of how the process occurs, not just that it does.

COURSE COM1210: DIGITAL IMAGING 1**Level:** Introductory**Theme:** Photography**Prerequisite:** None**Description:** Students will learn the fundamentals of digital image acquisition, using a digital camera. Images will be saved to a folder or directory and manipulated, using bitmap editing software.**Parameters:** Access to a digital camera and computer(s) with bitmap editing software.**Supporting Courses:** COM1010 Presentation & Communication 1
COM1080 Digital Design 1**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"> • demonstrate knowledge of: <ul style="list-style-type: none"> – digital camera components, commands and controls – basic compositional strategies used in photography • use a digital camera to acquire images that follow basic rules of composition • download to a directory images acquired from a digital camera, and save as editable files 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a teacher-directed evaluation designed to determine knowledge of: <ul style="list-style-type: none"> – digital camera components, commands and controls – basic bitmap editing functions and commands • knowledge of the advantages and disadvantages of common file formats, and conversion of files from proprietary or camera format to another format suitable for editing by bitmap software; i.e.: <ul style="list-style-type: none"> – files are saved in an appropriate file format – file format takes into account export to other applications <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p>	<p>10</p> <p>10</p>
	<ul style="list-style-type: none"> • demonstration, through an experimental approach, of the use of bitmap editing software; i.e.: <ul style="list-style-type: none"> – basic bitmap editing tools are explained and demonstrated 	<p>30</p>

COURSE COM1210: DIGITAL IMAGING 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply basic bitmap editing software functions and commands to edit digital image files • present edited images to an audience • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – digital image files are edited through an experimental approach – editing effects for each image are recorded on a log sheet <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a portfolio of 10 to 15 digital images: <ul style="list-style-type: none"> – acquired from a digital camera – composed according to basic composition principles – saved in a dedicated folder or directory – manipulated/edited using bitmap editing software – annotated with details regarding the effects of editing <p><i>Assessment Tool</i> <i>Portfolio Assessment, COM1210–1</i></p> <p><i>Standard</i> <i>Performance rating of 1 for each criteria</i></p> <ul style="list-style-type: none"> • a presentation of images to an audience; the presentation may be: <ul style="list-style-type: none"> – on screen, using slide show/bitmap software, or – printed in a portfolio, displaying appropriate size and layout <p><i>Assessment Tool</i> <i>Presentations/Reports, COM1210–2</i></p> <p><i>Standard</i> <i>Performance rating of 1 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></p> <p>40</p> <p>10</p> <p>Integrated throughout</p>

COURSE COM1210: DIGITAL IMAGING 1 (continued)

Concept	Specific Outcomes	Notes
<p>Process and Procedures</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • articulate the “rule of thirds” as it applies to image composition and framing • frame and crop images for composition by demonstrating: <ul style="list-style-type: none"> – focal point; i.e., emphasis – an appropriate layout; i.e., horizontal or vertical – awareness of background – clear focus – composition control • create a directory or folder and move files from a source to a directory • create prints from files • demonstrate, through an experimental approach, the use of bitmap editing software: <ul style="list-style-type: none"> – basic tool box functions – basic menu commands • create, either on screen or in print format, a display of edited images • record on a log sheet, for future reference, the editing effects for each image • present display of edited images; answer questions and discuss solutions to problems that were encountered • demonstrate ethical behaviours by working within school and community standards. 	<p>Student work should demonstrate basic compositional strategies of introductory photography.</p> <p>Go to “Beginning of Photographic Composition” at www.Kodak.com for guidelines on photographic composition; e.g., simplicity, rule of thirds, line, balance, framing.</p> <p>Prior to capturing carefully considered and composed images, students might be given an opportunity to digitally alter problem photographs they are given; e.g., photographs with common problems such as red eye, over/under exposure, lens flare.</p> <p>Basic tool box functions could include use of:</p> <ul style="list-style-type: none"> • masking tools • object selection tools • shape tools • fill and line tools <p>The log sheet can be referenced for discussion during presentation of the composition to an audience.</p>

COURSE COM1210: DIGITAL IMAGING 1 (continued)

Concept	Specific Outcomes	Notes
Applied Technologies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the advantages and disadvantages of different types of digital cameras • explain and demonstrate basic digital camera functions and commands • use a digital camera as a source for acquiring images • transfer files from a source (i.e., digital camera) to a specified directory using any file manipulation method • explain the advantages and disadvantages of three common file formats • select, with limited assistance, basic bitmap editing functions and commands that are appropriate to the task • use bitmap editing software to create interesting and aesthetically appealing compositions. 	<p>Recommended file formats include:</p> <ul style="list-style-type: none"> • JPG (Joint Photographers Expert Group) • GIF (Graphics Interchange File Format) • TIF (Tagged Image File Format). <p>Research the advantages/disadvantages of conversion file formats by searching the web for “bitmap file formats.”</p>
Presentation	<ul style="list-style-type: none"> • present a series of 10 to 15 edited bitmap compositions to teacher and peers (i.e., a small group) that illustrates teacher-defined expectations • for each composition presented, discuss with reference to a log sheet maintained: <ul style="list-style-type: none"> – problems and solutions – aesthetics – composition – bitmap effects • create a portfolio of projects completed in this course or add projects to an existing portfolio. 	<p>Images should be presented in a simple, yet professional manner.</p> <p>Teacher-defined expectations could require a unified theme, exploration of specific effects or replication of exemplars.</p> <p>The log sheet could consist of handwritten notes for discussion, or text included on the presentation slides.</p>