Middle School Curriculum Proposal

PROPOSED COURSE NAME: Multimedia Technology

OLD COURSE NAME (if applicable) N/A

SUBMITTED BY: Michael Wesbecher

Underline the Appropriate Item: New Course/Major revision to an existing course

Implementation Date: Fall 2014

Person(s) who will write the Curriculum: Michael Wesbecher

Respond to the following:

Duration: Semester

Open to: All students in grades 7/8

Prerequisites: NONE

Pass/Fail Option: NO

Level(s): Grades 7 and 8

Where does this course fit into department sequence?
This course represents a new area for the business education department in the North Boone District. Currently, we are not offering any type of course in the creation of audio and video files. While it is true that some courses touch on these areas in the context of the content area being taught, there is no course which teaches the process (pre-production, production, and post-production) of these types of files.

What is the potential impact of this course on other department offerings?
This course allows students to experience more than one computer course option at the Middle School level. It helps open up other possibilities for students to broaden their experiences and talents. In addition, the success of this course may open up future possibilities for additional course offerings.

Course Description (Consult the Program of Studies as a model)
This one semester course will enable students to learn and apply basic audio and video editing techniques. The projects completed will include the use of Audacity audio editing software, Adobe Premiere video editing software, and video cameras.

Special Notes (i.e., extended periods, team teaching, etc.)
None

RATIONALE, OBJECTIVES, STRATEGIES
1.   **Course Rationale**
        1.   **What is the evidence of student need for this course?**
During the 2013-2014 school year, a unit on digital storytelling was taught in the current Middle School Computer course. This course utilized Windows Movie Maker and Animoto. In this unit, each student created a series of three films. The videos created included adaptations of a fable and a children's book and a photo montage video. At the end of the unit, we held a film festival in which each student entered their best film. At the end of the festival, students voted on the best film in a series of three categories. This unit proved to be one of the most popular that I taught all year.

Based on the success of this unit, it became clear that there was a desire/need for a course in multimedia storytelling. As a result, I have developed this outline for a new course entitled Multimedia technology which will focus on audio and video storytelling.
        2.   **What departmental needs/goals would this course meet?**
This course represents a niche which is not currently being met. Many of our students are already publishing videos to YouTube in their spare time and have at least some background in producing multimedia files through their content area courses. This course would provide instruction in established methods of producing this type of content, which would likely improve the quality of multimedia products produced in content area courses and would free up instructional time in those courses that is currently being spent on explaining how to use the technology needed to produce multimedia content.
        3.   **What institutional needs/goals would this course meet?**
As stated previously, this course will address the need for a greater variety in exploratory course offerings at North Boone Middle School.

2.   **Course Objectives: What will each student learn and know?**
        The following programming concepts will be taught in this course.
1.   Students will be able to apply established methods for creating and editing audio files.
2.   Students will be able to use state of the art audio recording/editing tools to produce multimedia content.
3.   Students will be able to use scripts, outlines, and storyboards in order to plan a video production.
4.   Students will be able to collaborate with team members and teachers in the planning and production of a video project.
5.   Students will be able to adhere to a video shooting schedule.
6.   Students will be able to demonstrate basic video camera operation.
7.   Students will be able to demonstrate the use of a tripod, camera stabilization device, DSLR camcorder microphone, and LED video light
8.   Students will be able to demonstrate effective use of a variety of camera angles, camera movements and positions
9.   Students will be able to demonstrate proper shot composition
10.   Students will be able to analyze professionally produced work to model
11.   Students will be able to use Adobe Premiere Elements Software in order to apply transitions, video effects, and audio effects

12. Students will be able to apply established film editing techniques
13. Students will be able to import images, graphics, animations, clips, and audio files into Adobe Elements Premiere Software
14. Students will be able to consider and select appropriate graphics, still images, music and effects in a video production.
15. Students will be able to access video, graphics, animations, music and sound effects libraries.

16. What types of instructional strategies will be used in the class?

Each unit will be designed around the production of a different artifact. Some of the projects to be completed include a radio commercial, a scene from a movie, a movie trailer, a public service announcement, a stop motion comedy film, and a micro-documentary.

The working environment of these projects will model the work being done by real world professionals. Thus, students will work in production teams and utilize established tools such as scripts, storyboards, cameras, tripods, camera stabilizers, DSLR microphones, and computer software in order to produce final products.

17. What types of assessment procedures will be used? How will the assessment be used to guide instruction?

As stated already, each unit will be centered on a particular product. Students will be working in different teams in order to produce these products. During the course of these units, students will be taught the concepts and methods needed to complete these projects. This instruction will consist of teacher directed instruction, hands-on experiences, and video resources. Once students have the tools they need, they will be put into teams and begin using the techniques and methods they have been given to produce their product.

For each project, students must first work as a team in order to plan their video shoot through scripts, storyboards, and rehearsals. Prior to filming each group must present their materials to the teacher for inspection and feedback. If proper planning has been done, the teacher will give permission to begin filming. This, like the rest of the methods used in the course, imitates real life. In the real world, a production team must first get the permission of the projects producer before they begin filming in order to help guarantee success.

At the conclusion of the filming and the post-production process, student films will be screened for the class, giving time for actual audience feedback. Students will also be able to publish their work to a wider audience through the use of School Tube, which is used as a venue to publish videos by schools around the country.

18. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Software Needed:
Windows Movie Maker
Adobe Premiere Elements 12: ($93.76 for 1 license) ($3,000.32 to license all 32 computers in lab 6) Prices from CDW-G (CDW Part: 3140213)

Hardware Needed:
Sony Handycam HDR-CX240 camcorder with Flash Card ($229.99 x 10 = $2,299.90) Prices from CDW-G (CDW Part: 3235649)
Professional 57" Tripod + Deluxe LED Video Light + Mini Condenser DSLR Camcorder Microphone + Camera Camcorder Action Stabilizing Handle Everything you need video kit for the Sony Handycam HDR-CX240 ($99.99 x 5 = $499.95) Prices from Amazon (ASIN: B00HWFAB96)
Cyber Acoustics CVL 1064rb Microphone ($9.97 x 32 = $319.04) Prices from CDW-G (CDW Part: 3034153)

Miscellenaous:
Camcorder Bags: ($19.99 x 10 = $199.90) Prices from ACP Direct

Budget

Product	Cost
Windows Movie Maker	0
Adobe Premiere Elements 12	$3,000.32
Sony Handycam HDR-CX240 Camcorders	$2,299.90
Sony Handycam Accessories Kits	$499.95
Cyber Acoustics CVL 1064rb Microphones	$319.04
Camcorder Bags	$199.90
Total	$6,319.11

Include any additional information pertinent to your course.
See attached syllabus for more in-depth description of units of study.