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Saskatchewan Curriculum

# Communication Media 10, 20, 30



Communication Media 10, 20, 30

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## Introduction

The Communication Media curriculum is designed with modules to complete three 100 hour pure courses. Modules can also be selected to use in survey courses in middle level and secondary level. Each module contains a single learning outcome with a number of indicators showing the depth and breadth of the student learning required in each module. Middle level programs should focus on modules labelled as Introductory.

### Curriculum Features

Curricula in the Practical and Applied Arts (PAA) have several features unique to this area of study. The reasons for inclusion of these features in all PAA curricula are to encourage flexibility in school programming, to establish clearly transferable skills, and to ensure the practical emphasis of the program.

PAA curricula contain modules for all courses in a single document whether it is one course as in Entrepreneurship or 5 courses as in Autobody. This feature allows schools and teachers the flexibility to choose modules supportive of their students' needs as well as to utilize the available facilities and equipment. The order and number of modules can vary between schools as long as the integrity of the discipline is maintained.

All PAA curricula are designed using modules. To aid teachers and schools in course planning, each module has been designated as Introductory, Intermediate, or Advanced. Modules may also have prerequisites which must be completed by the student as the skills, knowledge, and understandings are cumulative. Core modules are the compulsory modules that must be covered for developmental or safety reasons. Each module has a suggested time provided to aid teachers in the planning of their courses. Each module may take more or less than the suggested time depending upon factors such as background knowledge of the students.

A third unique feature of PAA curricula is the inclusion of an optional Extended Study module in each course. The Extended Study module allows teachers to create their own outcome and indicators relevant to the purpose and areas of focus for the subject which will meet their students' needs. As innovations occur in the knowledge and technology of various areas of study, the Extended Study modules are one way in which teachers can ensure their programs stay current with industry practice.

Work Study modules contained in all PAA curricula encourage personalized learning and development of community relationships. Work Study is designed as a work-based learning portion of each course to provide off-campus educational opportunities for individuals

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or small groups in a work setting. Planning and assessment are managed by the teacher while the learning opportunity is provided by an expert in the community. Practical skills developed in school are directly transferred to a work environment.

Another feature unique to the Practical and Applied Arts is the availability of module tracking within the provincial Student Data System. This service, provided by the Ministry of Education, allows teachers to enter completed modules into the Student Data System and create a record and printout for individual students of all the PAA modules experienced during their school career. This record can be provided to students in their report cards, for use in their portfolio, or inclusion on a résumé.

Transferable skills are desirable as an aspect of lifelong learning. Transferable skills developed in PAA are many and varied, from operating large stationary power equipment to utilizing video editing software. The practical nature of these transferable skills enriches students' lives as they transition into post-secondary life. In Canada, two taxonomies of transferable work skills have been developed. Employability Skills have been developed by the Conference Board of Canada and Essential Skills have been identified by Human Resources and Service Development Canada. Students will be familiar with both of these taxonomies from their work in Grade 8 Career Education.

More details on the above curriculum features are provided in the Practical and Applied Arts Handbook available on the Ministry of Education website.

## Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at [www.education.gov.sk.ca/policy](http://www.education.gov.sk.ca/policy) for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CELs)* (1998)



- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD) (2008)*
- *The Adaptive Dimension in Core Curriculum (1992)*
- *Policy and Procedures for Locally-developed Courses of Study (2010)*
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan (2008)*
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education (2005)*
- *Gender Equity: Policies and Guidelines for Implementation (1991)*
- *Instructional Approaches: A Framework for Professional Practice (1991)*
- *Multicultural Education and Heritage Language Education Policies (1994)*
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth (2001).*

## Broad Areas of Learning

Three Broad Areas of Learning reflect Saskatchewan's Goals of Education. Practical and Applied Arts contributes to the fulfillment of the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning. The Broad Areas of Learning express the desired attributes for Saskatchewan's grade 12 graduates.

### Lifelong Learners

In the course of learning during Practical and Applied Arts classes, students will gain a positive sense of identity and efficacy through application of practical skills and knowledge. The Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and therefore are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

### Sense of Self, Community, and Place

To engage in the Practical and Applied Arts, students need not only to use knowledge and skills but also to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new knowledge and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect

*Related to the following Goals of Education:*

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

*Related to the following Goals of Education:*

- *Understanding and Relating to Others*
- *Self Concept Development*
- *Spiritual Development*

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*Related to the following Goals of Education:*

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

*K-12 Goals for Developing Thinking:*

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically.*

*K-12 Goals for Developing Identity and Interdependence:*

- *Understanding, valuing, and caring for oneself (intellectually, emotionally, physically, spiritually)*
- *Understanding, valuing, and caring for others*
- *Understanding and valuing social, economic, and environmental interdependence and sustainability.*

the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

## **Engaged Citizens**

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts classes build a sense of confidence which encourages students to participate effectively in their world.

## **Cross-curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. In the Practical and Applied Arts, the Cross-curricular Competencies are also related to lifelong learning through the sense of career development and transitions to post-secondary training, education, and work.

## **Developing Thinking**

Learners construct knowledge through application of prior experiences in their lives to new contexts. Practical and Applied Arts not only present new contexts, but present them in real world terms. For example, students will solve problems, test hypotheses, design models, and analyze products during Practical and Applied Arts classes.

## **Developing Identity and Interdependence**

Developing identity includes exploring career opportunities through the Practical and Applied Arts. As students gain experience in various Practical and Applied Arts classes, they create a sense of efficacy to contribute not only to their well-being but also to those around them. The Practical and Applied Arts provide effective interaction between students, but also opportunities to contribute skills and abilities to the larger community.

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## Developing Literacies

Literacies provide many ways to express a personal understanding of the world. Literacy in the world of Practical and Applied Arts can mean interpreting symbols on a welding diagram or creating computer code for an interactive media website. The use of technology to communicate ideas and information is key to many of the Practical and Applied Arts.

## Developing Social Responsibility

Contributing positively to one's natural, social, and constructed environments underlies the knowledge and skills developed through the Practical and Applied Arts. Individual interests and talents can be nurtured through the Practical and Applied Arts and directed toward contributions to the community. Projects including teamwork, consensus building, and diversity enhance the development of social responsibility.

## Purpose and Areas of Focus for Communication Media

The purpose of Communication Media 10, 20, 30 is to provide experiences for students to inquire while developing understanding, skills, and abilities in audio, video, and interactive media production to communicate effectively.

Areas of Focus identify the key components of what students are expected to know, understand and be able to do upon completion of the learning in a Practical and Applied Arts (PAA) curriculum. Because the PAA curricula generally contain more learning than one course (1 credit), the Areas of Focus are not meant to be fully attainable after 100 hours of learning. The Areas of Focus for Communication Media are to:

- Explore and experience fundamental concepts through the acquisition and improvement of technical skills including appropriate software, and equipment use, terminology, and teamwork.
- Create solutions to problems or challenges using a variety of production skills including project management.
- Identify communication issues and implications for self, society, and the environment, as well as plan projects considering sustainability.
- Identify career opportunities as well as skills, work habits, and training required to obtain and sustain work in communication media.
- Understand and utilize the three stages of production.

### *K-12 Goals for Developing Literacies:*

- *Constructing knowledge related to various literacies*
- *Exploring and interpreting the world through various literacies*
- *Expressing understanding and communicating meaning using various literacies.*

### *K-12 Goals for Developing Social Responsibility:*

- *Using moral reasoning processes*
- *Engaging in communitarian thinking and dialogue*
- *Taking social action.*

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*Communication Media students will be expected to complete independent study projects. Appendix A provides a sample contract for an independent study project*

## Teaching Communication Media

The basis of inquiry and learning in the Communication Media courses is understanding and working with the relationship between the stages of preproduction, production, and postproduction. The attention to detail during the preproduction stage where students develop their idea and plan its production will pay off later during the production stage because the equipment, people, and facilities will be in place. Although preproduction work in planning, “may not seem creative, it is what allows for creativity during production” (Gross & Ward, 2004, p. 16). The course emphasis will shift from preproduction to production to postproduction as students gain skills and understanding while progressing through the suggested course configurations from Communication Media 10 to 20 to 30.

An important understanding for students is the concept of intellectual property including examples such as copyright, public domain, and seeking permission. Teachers must be aware of the changing nature of intellectual property laws and practices in Canada to prevent students from infringing on the laws in this area. Student projects should follow the same standard as professional productions when using copyright music, still images, art, and video.

Equipment needed for the course can vary a great deal in terms of quantity and quality. Schools with adequate equipment will have students work in smaller groups without a need for booking equipment or sharing. Other schools will plan for sharing of roles, equipment, and facilities. The quality of equipment should be the best available considering the school’s budget. Teachers will likely build up equipment, and facility capacity over time and most equipment will perform well over many years if handled properly.

Many teachers use portfolios to allow students to showcase their accomplishments. It is becoming more common for post-secondary institutions to require portfolios and entrance interviews. A well-developed portfolio can be a real benefit to showcase personal accomplishments for potential employers either as a student employee or when looking for work on a full-time basis. Portfolios may be used as part of the course assessment but, in doing so, teachers must take care to match the portfolio assessment criteria to the Communication Media outcomes.

## Teaching for Deep Understanding

For deep understanding, it is vital that students learn by constructing knowledge, with few ideas being provided directly by the teacher. As an example, basic camera operation is something which the teacher

*What types of things might you hear or see in a Communication Media class that would indicate to you that students were developing a deep understanding?*

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will likely demonstrate for students; however, first, the students could explore the ideas important for working with the camera around the school. Demonstrations by the teacher often form a significant portion of the instruction, but the students must have adequate practice time to construct their own understandings to adequately demonstrate the required skill.

It is important for teachers to analyze the outcome in each module to identify what students need to know, understand, and be able to do. Teachers also need to consider opportunities for students to explain, apply, and transfer understanding to new situations. This reflection supports professional decision making and planning effective strategies to promote students' deeper understanding of ideas and procedures.

Communication Media skills and knowledge are learned when students engage in deliberate activities planned with Areas of Focus. When students participate in classes where they are always told what to do, how to do it, and when to do it, they cannot make the strong connections necessary for learning to be meaningful, easily accessible, and transferable. The learning environment must be respectful of individuals and groups, fostering discussion and self-reflection, the asking of questions, the seeking of multiple answers, and the construction of meaning.

## Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to Communication Media content and outcomes. Inquiry is more than a simple instructional method. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to understanding and skills within the discipline as well as knowledge that is applicable across disciplines. For example, understanding the science of light capture in a video camera will support understanding of properties of light in science.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

*Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.*

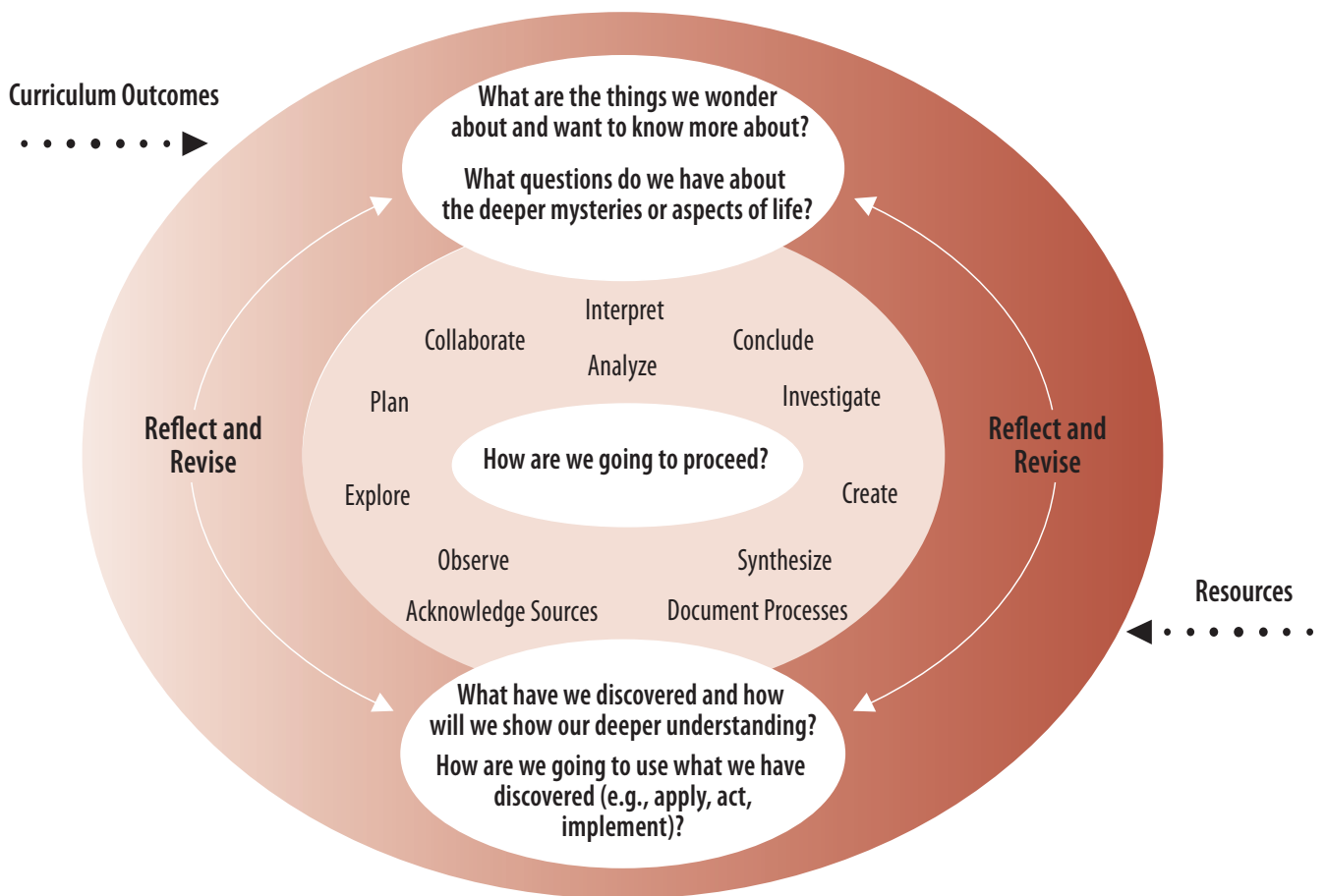
*(Mills & Donnelly, 2001, p. xviii)*

- construct deep knowledge and deep understanding rather than passively receiving it
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and conflicting ideas that transform prior knowledge and experience into deep understanding
- transfer new knowledge and skills to new circumstances (e.g., the workplace)
- take ownership and responsibility for their ongoing learning of curriculum content and skills.

(Adapted from Kuhlthau & Todd, 2008, p. 1.)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and construction of new knowledge. The following graphic shows the cyclical inquiry process.

### Constructing Understanding Through Inquiry



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Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. Experienced inquirers move back and forth through the cyclical process as new questions arise and as students become more comfortable with the process.

Well-formulated inquiry questions are broad in scope and rich in possibilities. They encourage students to explore, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, draw conclusions, document, and reflect on learning, and develop new questions for further inquiry.

In Communication Media, inquiry encompasses creating solutions to challenges through practical application of knowledge and skills. This includes processes to get from what is known to discover what is unknown. When teachers show students how to solve a challenge and then assign additional challenges that are similar, the students are not constructing new knowledge through application, but merely practising. Both are necessary elements of skill building in Communication Media, but one should not be confused with the other. If the path for getting to the end situation has already been determined, it is no longer problem solving. Students must understand this difference as well.

### **Creating Questions for Inquiry in Practical and Applied Arts**

Teachers and students can begin their inquiry at one or more entry points; however, the process may evolve into learning opportunities across disciplines, as reflective of the holistic nature of our lives. It is essential to develop questions evoked by students' interests and have potential for rich and deep learning. Compelling questions are used to initiate and guide the inquiry, and give students direction for discovering deep understandings about a topic or issue under study.

The process of constructing inquiry questions can help students to grasp the important disciplinary ideas situated at the core of a particular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson or project, and help students connect what they are learning to their experiences and life beyond school.

Effective questions in Practical and Applied Arts are the key to initiating and guiding students' investigations, critical thinking, problem solving, and reflection on their own learning. Questions such as:

- What is the best solution to creating a strong welding joint in this circumstance and for this purpose?

#### *Effective questions:*

- *cause genuine and relevant inquiry into the important ideas and core content*
- *provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as generating more questions*
- *require students to consider alternatives, weigh evidence, support their ideas, and justify their answers*
- *stimulate vital, ongoing rethinking of key ideas, assumptions, and prior lessons*
- *spark meaningful connections with prior learning and personal experiences*
- *naturally recur, creating opportunities for transfer to other situations and subjects.*

*(Wiggins & McTighe, 2005, p. 110)*



- 
- Which elements of design will produce the desired effect in clothing creation?
  - Which visual effects will be most effective in engaging my audience on a website?
  - What community needs can be met by applying my skills in horticulture?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

Questions should invite students to explore concepts within a variety of contexts and for a variety of purposes. When questioning students, teachers should choose questions that:

- encourage students to make use of the knowledge and skills of the discipline
- are open-ended, whether in answer or approach as there may be multiple answers or multiple approaches
- empower students to explore their curiosity and unravel their misconceptions
- not only require the application of skills but encourage students to make connections and are applicable to new situations
- lead students to wonder more about a topic and to construct new questions themselves as they investigate this newly found interest.

(Adapted from Schuster & Canavan Anderson, 2005, p. 3.)

### **Reflection and Documentation of Inquiry**

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process in Practical and Applied Arts may take the form of reflective journals, notes, drafts, models, projects, works of art, photographs, or video footage. This documentation should illustrate the students' strategies and thinking processes that led to new insights and conclusions. Inquiry-based documentation can be a source of rich assessment materials through which teachers can gain an in-depth look into their students' understandings. These types of documentation can be utilized in any Practical and Applied Arts course.

It is important for students to engage in the communication and representation of their progress in building skills and understandings.



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A wide variety of forms of communication and representation should be encouraged and, most importantly, have links made between them. In this way, student inquiry can develop and strengthen student understanding through self-reflection.

## Module Overview Chart

Module Code	Modules	Suggested Times (hrs)
CMED01	Module 1: Communication Through Media (Core)	3-5
CMED02A	Module 2A: Legal and Ethical Issues (Core)	2-3
CMED02B	Module 2B: Legal and Ethical Issues (Core)	2-3
CMED02C	Module 2C: Legal and Ethical Issues (Core)	2-3
CMED03	Module 3: Production Stages (Core)	3-5
CMED04	Module 4: Career Opportunities (Core)	3-5
CMED05	Module 5: Preproduction Processes (Core)	2-3
CMED06A	Module 6A: Video Production (Core)	10-20
CMED06B	Module 6B: Video Production (Core)	10-20
CMED07A	Module 7A: Audio Production (Core)	5-10
CMED07B	Module 7B: Audio Production (Core)	5-10
CMED08A	Module 8A: Interactive Media (Core)	10-20
CMED08B	Module 8B: Interactive Media (Core)	10-20
CMED09A	Module 9A: Project (Core)	20-30
CMED09B	Module 9B: Project (Core)	25-35
CMED09C	Module 9C: Project (Core)	50-85
CMED10	Module 10: Innovative Technology and Software (Optional)	2-3
CMED11	Module 11: Effectiveness of Communication (Optional)	2-3
CMED12	Module 12: Visual Effects (Optional)	3-5
CMED13	Module 13: Audio Effects and Music (Optional)	3-5
CMED14	Module 14: Animation (Optional)	10-20
CMED15	Module 15: Scripting (Optional)	3-8
CMED16A	Module 16A: Work Study Preparation (Optional)	3-5
CMED16B	Module 16B: Work Study Preparation (Optional)	3-5
CMED17A	Module 17A: Work Study Placement (Optional)	25-50
CMED17B	Module 17B: Work Study Placement (Optional)	25-50
CMED18A	Module 18A: Work Study Follow-up (Optional)	2-4
CMED18B	Module 18B: Work Study Follow-up (Optional)	2-4
CMED99A	Module 99A: Extended Study (Optional)	10-25
CMED99B	Module 99B: Extended Study (Optional)	10-25
CMED99C	Module 99C: Extended Study (Optional)	10-25

## Suggested Course Configurations

Module Code	Communication Media 10	Suggested Time (hrs)
CMED01	Module 1: Communication Through Media (Core)	3-5
CMED02A	Module 2A: Legal and Ethical Issues (Core)	2-3

CMED03	Module 3: Production Stages (Core)	3-5
CMED04	Module 4: Career Opportunities (Core)	3-5
CMED05	Module 5: Preproduction Processes (Core)	2-3
CMED06A	Module 6A: Video Production (Core)	10-20
CMED07A	Module 7A: Audio Production (Core)	5-10
CMED08A	Module 8A: Interactive Media (Core)	10-20
CMED09A	Module 9A: Project (Core)	20-30
CMED12	Module 12: Visual Effects (Optional)	3-5
CMED13	Module 13: Audio Effects and Music (Optional)	3-5
CMED99A	Module 99A: Extended Study (Optional)	10-25
	<b>Minimum</b>	<b>100</b>

<b>Module Code</b>	<b>Communication Media 20</b>	<b>Suggested Time (hrs)</b>
CMED02B	Module 2B: Legal and Ethical Issues (Core)	2-3
CMED06B	Module 6B: Video Production (Core)	10-20
CMED07B	Module 7B: Audio Production (Core)	5-10
CMED08B	Module 8B: Interactive Media (Core)	10-20
CMED09B	Module 9B: Project (Core)	25-35
CMED10	Module 10: Innovative Technology and Software (Optional)	2-3
CMED11	Module 11: Effectiveness of Communication (Optional)	2-3
CMED14	Module 14: Animation (Optional)	10-20
CMED16A	Module 16A: Work Study Preparation (Optional)	3-5
CMED17A	Module 17A: Work Study Placement (Optional)	25-50
CMED18A	Module 18A: Work Study Follow-up (Optional)	2-4
CMED99B	Module 99B: Extended Study (Optional)	10-25
	<b>Minimum</b>	<b>100</b>

<b>Module Code</b>	<b>Communication Media 30</b>	<b>Suggested Time (hrs)</b>
CMED02C	Module 2C: Legal and Ethical Issues (Core)	2-3
CMED09C	Module 9C: Project (Core)	50-85
CMED15	Module 15: Scripting (Optional)	3-8
CMED16B	Module 16B: Work Study Preparation (Optional)	3-5
CMED17B	Module 17B: Work Study Placement (Optional)	25-50
CMED18B	Module 18B: Work Study Follow-up (Optional)	2-4
CMED99C	Module 99C: Extended Study (Optional)	10-25
	<b>Minimum</b>	<b>100</b>

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## Outcomes and Indicators

### Module 1: Communication Through Media (Core)

Suggested Time: 3-5 hours

Level: Introductory

Prerequisite: None

#### Outcome

Identify various roles and influences of communication media in school and society.

#### Indicators

- a. Discuss and clarify the purposes for communication media including established examples such as video, audio, and interactive media and emerging examples such as blogs, wikis, social networking, and multiple platforms.
- b. Identify and explain a communications model which includes aspects such as the message, the sender, the mode of transmission, the receiver, and any interactivity.
- c. Describe specific examples where there is emphasis on communication in society (e.g., school, community, home).
- d. Provide some judgement of and justification for effective communications processes and practices (e.g., ads, business, embedded media).
- e. Reflect and articulate personal learning goals for using communication media.

### Module 2A: Legal and Ethical Issues (Core)

Suggested Time: 2-3 hours

Level: Introductory

Prerequisite: None

#### Outcome

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

#### Indicators

- a. Define the term “copyright” in relation to Canadian law and assess its impact on a Communication Media class.
- b. Describe the three factors that place some works in the public domain and cite some examples of these works along with reasons for their inclusion.
- c. Investigate and report on current issues and resources connected to copyright law such as “open source”, “creative commons”, and stock resources.
- d. Investigate and report on the need for consent in various circumstances such as location, appearance, material, and music.

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### Module 2B: Legal and Ethical Issues (Core)

**Suggested Time: 2-3 hours**

**Level: Intermediate**

**Prerequisite: Module 2A**

#### Outcome

Discuss and reflect on the need for societal standards (e.g., legal, ethical, and community norms, and values) and cultural sensitivity in media.

#### Indicators

- a. Formulate a list of societal standards in relation to issues including sexism, racism, and homophobia and support the list with positive media examples.
- b. Compose a strategy for inclusion of appropriate language, content, and images reflective of societal standards in personal, class, and school projects and assignments.
- c. Identify and discuss various rating systems for media such as television, movies, and games.
- d. Identify and discuss some issues regarding posting of images on the web including safety, possible consequences, and permanence of web postings.

### Module 2C: Legal and Ethical Issues (Core)

**Suggested Time: 2-3 hours**

**Level: Advanced**

**Prerequisite: Module 2B**

#### Outcome

Identify through research the positive and negative aspects of creative, artistic, and intellectual works receiving ownership protection.

#### Indicators

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

### Module 3: Production Stages (Core)

**Suggested Time: 3-5 hours**

**Level: Introductory**

**Prerequisite: Module 1**

#### Outcome

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

#### Indicators

- a. Create broad definitions of preproduction, production, and postproduction as they pertain to communication media.
- b. Compare two different media in terms of the work done during preproduction, production, and postproduction.
- c. Identify the key roles in various types of media productions and generate a list of their functions during preproduction.

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**Outcome****Indicators**

Module 3 continued

- d. Explain project management concepts including timelines, breakdown into smaller tasks, budget, roles, responsibilities, and delivery.

**Module 4: Career Opportunities (Core)****Suggested Time: 3-5 hours****Level: Introductory****Prerequisite: None****Outcome****Indicators**

Assess the career opportunities in existing and emerging communication media in Saskatchewan, Canada, and globally including post-secondary education and training programs.

- a. Identify specific examples of skills required in Communication Media courses that fall into the categories identified by Human Resources and Skills Development Canada (HRSDC) as Essential Skills and by the Conference Board of Canada (CBoFC) as Employability Skills.
- b. Identify the Essential Skills from HRSDC and Employability Skills from the CBoFC and correlate them to the skills needed to build a successful career in communication media.
- c. Investigate programming offered by the universities inside and outside of Saskatchewan as well as SIAST and other technical institutes to examine the breadth of post-secondary education programs available in communication media studies including industry association programming such as the Saskatchewan Motion Picture Industry Association and the Saskatchewan Music Association.
- d. Contribute to the collective knowledge of the class through research and sharing on the general activities and opportunities for careers in media production including entrepreneurial aspects.

**Module 5: Preproduction Processes (Core)****Suggested Time: 2-3 hours****Level: Introductory****Prerequisite: Module 3****Outcome****Indicators**

Clearly articulate and demonstrate an understanding of the preproduction process.

- a. Identify and explain effective strategies to create the production elements during preproduction such as creating the production, determining the intention, identifying the content, predicting the audience effect, creating a treatment, writing a script, and making a storyboard.
- b. Identify types of hardware and software used in media communications and explain how they are used effectively to produce communications.

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**Outcome**

**Indicators**

Module 5 continued

- c. Apply critical thinking and decision making regarding the relationship among the production **intention**, the target **audience**, and the **technology** format.

**Module 6A: Video Production (Core)**

**Suggested Time:** 10-20 hours

**Level:** Introductory

**Prerequisite:** Module 5

**Outcome**

**Indicators**

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

- a. Identify the key components of a video camera and explain the function of each as well as the benefits of turning off the automatic settings for the camera.
- b. Identify various video formats and explain their current general usage.
- c. Identify and demonstrate industry standard practices of video camera use for positioning (e.g., eye level, high and low angles, point of view), framing (e.g., wide shot, close-up, two shot), movement (e.g., tilt, pan, zoom), and depth of field.
- d. Discuss the purposes of lighting in a video and reasons why different lighting would be used (e.g., mood, clarity of images).
- e. Demonstrate an understanding of motivated lighting effects such as ambient, manipulated, one, two, and three-point lighting.
- f. Understand and explain the challenges for the recording of audio in a single system video production.
- g. Demonstrate postproduction techniques by editing video shot to complete a simple cut such as an entrance or exit cut.

**Module 6B: Video Production (Core)**

**Suggested Time:** 10-20 hours

**Level:** Intermediate

**Prerequisite:** Module 6A

**Outcome**

**Indicators**

Develop, refine, and appraise personal skills and understandings acquired in Module 6A while experimenting with postproduction activities.

- a. Refine storyboarding techniques used in Module 5 to plan shots for video to include transition techniques.
- b. Correctly apply common industry terminology such as fade in, fade out, action safe, title safe, reverse angle, voice over, cut to, and over the shoulder.
- c. Critique the composition of some sample videos looking for examples of techniques that add interest to shots such as adding depth, and the rule of thirds.

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**Outcome****Indicators****Module 6B continued**

- d. Frame faces to create interest for the viewer by applying the rule of thirds, using correct headroom and nose room.
- e. Experiment with motivated lighting effects to gain an understanding of how light is used effectively.
- f. Discuss and demonstrate the differences between transitional devices such as dissolves and cuts.
- g. Demonstrate increasing skill in editing by completing various shot-to-shot transitions such as an entrance cut, an exit cut, and an action cut.
- h. Create a personal assessment of acquired skills and understandings to share with the instructor.

**Module 7A: Audio Production (Core)****Suggested Time: 5-10 hours****Level: Introductory****Prerequisite: Module 5****Outcome****Indicators**

**Produce audio through interpretation and application of accepted practices in audio concepts, processes, and equipment selection.**

- a. Critique the importance of quality sound in a variety of audio applications.
- b. Assess audio equipment needs in a variety of situations and choose the best microphone application to meet those needs.
- c. Effectively employ audio production equipment to produce a variety of audio formats such as MP3, AIFF, and WAV.
- d. Practise using audio equipment to produce recordings of increasing quality and complexity.
- e. Identify and discuss the analog and digital elements of audio collection and manipulation.

**Module 7B: Audio Production (Core)****Suggested Time: 5-10 hours****Level: Intermediate****Prerequisite: Module 7A****Outcome****Indicators**

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

- a. Develop increasing sensitivity regarding audio quality including concepts such as perspective, continuity, and presence.
- b. Develop digital work station skills in audio mixing and editing.
- c. Critique personal recordings within a group context to give and receive constructive feedback from self and peers.



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**Outcome****Indicators**

Module 7B continued

- d. Create a personal assessment of acquired skills and understandings to discuss with the instructor.

**Module 8A: Interactive Media (Core)****Suggested Time: 10-20 hours****Level: Introductory****Prerequisite: Module 5****Outcome****Indicators**

Develop and demonstrate skill to create and produce interactive media.

- a. Use a variety of planning techniques (e.g., research, design briefs, task lists, mock-ups, storyboards, site maps) to design an interactive media project such as web pages, social media, or a blog.
- b. Use application software and equipment to perform a variety of production tasks (e.g., inputting, manipulating, and outputting audio; embedding and linking graphics; posting media on the Internet).

**Module 8B: Interactive Media (Core)****Suggested Time: 10-20 hours****Level: Intermediate****Prerequisite: Module 8A****Outcome****Indicators**

Create and assess interactive media using multiple platforms.

- a. Use a variety of effective planning techniques to create a media project complete with a management plan.
- b. Collaborate on creation of a unique messaging project involving more than one media format.
- c. Employ software to increase personal skills and abilities to communicate effectively.
- d. Create a self-assessment of acquired skills based on given criteria.

**Module 9A: Project (Core)****Suggested Time: 20-30 hours****Level: Introductory****Prerequisite: Module 3****Outcome****Indicators**

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

- a. Determine class production ideas and participate in preproduction planning as part of a production team with defined roles.
- b. Create a project description which includes goals, intended audience, equipment requirements, software requirements, treatment, storyboard, detailed timeline, and assessment criteria.

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**Outcome****Indicators****Module 9A continued**

- c. Demonstrate skill with the use of video, audio, and/or interactive media.
- d. Assess personal and group goals through a process of reflection and self-assessment.
- e. Engage classmates and/or others in an exhibition of the project.

**Module 9B: Project (Core)****Suggested Time: 25-35 hours****Level: Intermediate****Prerequisite: Module 9A****Outcome****Indicators**

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

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

**Module 9C: Project (Core)****Suggested Time: 50-85 hours****Level: Advanced****Prerequisite: Module 9B****Outcome****Indicators**

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

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

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### Module 10: Innovative Technology and Software (Optional)

Suggested Time: 2-3 hours

Level: Intermediate

Prerequisite: Module 1

#### Outcome

Research innovative ideas in technology and media and share their potential to influence our lives.

#### Indicators

- a. Argue either for or against a statement such as, "Individuals must accept ongoing independent research into innovation as part of one's professional responsibility" by reflecting on and expressing personal opinions with one's own justification about the issues involving technological change.
- b. Examine and evaluate websites or other resources that demonstrate new conceptions and techniques in communication media.
- c. Share personal research (e.g., blog, presentation).

### Module 11: Effectiveness of Communication (Optional)

Suggested Time: 2-3 hours

Level: Intermediate

Prerequisite: Module 1

#### Outcome

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

#### Indicators

- a. Explore and interpret the interrelationship between the message, the audience, and the medium.
- b. Create a rubric using agreed-upon effectiveness criteria and use it to assess a production.
- c. Choose a professional production and critique its success in terms of effectiveness of reaching its target audience.

### Module 12: Visual Effects (Optional)

Suggested Time: 3-5 hours

Level: Introductory

Prerequisite: Module 3

#### Outcome

Generate an increased level of engagement of an audience through imaginative use of visual effects.

#### Indicators

- a. Identify an example of visual effects and justify why the production is or is not effective in terms of communication to the audience.
- b. Research types of visual effects used such as optical, chemical, and mechanical effects to share with the class.
- c. Explore and review effects from a variety of sources.
- d. Incorporate visual effects into personal or group projects, as appropriate, to increase audience engagement.

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### Module 13: Audio Effects and Music (Optional)

Suggested Time: 3-5 hours

Level: Introductory

Prerequisite: Module 3

#### Outcome

Effectively use audio to increase the engagement of an audience.

#### Indicators

- a. Identify an example of audio effects and/or use of music and provide an opinion of why the example is more effective in engaging the audience.
- b. Research sources and production techniques for audio effects.
- c. Explore and review audio effects from a variety of sources.
- d. Incorporate effects and/or music into personal or group projects, as appropriate, to increase audience engagement.

### Module 14: Animation (Optional)

Suggested Time: 10-20 hours

Level: Intermediate

Prerequisite: Module 5

#### Outcome

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

#### Indicators

- a. Reflect on the purposes and advantages of using animation rather than live action.
- b. Create a project or portion of a personal or group project using animation.
- c. View and analyze animation styles and techniques and share insights with peers.

### Module 15: Scripting (Optional)

Suggested Time: 3-8 hours

Level: Advanced

Prerequisite: None

#### Outcome

Demonstrate an understanding of the components of a script which includes accepted industry formats and processes.

#### Indicators

- a. Through exploration of examples, identify the elements of documentary and dramatic script writing and discuss the basic differences between the two.
- b. Compare the structures and processes of writing a video (movie, documentary) script to a fiction or non-fiction story or book.
- c. Incorporate industry-recognized script writing formats into personal or group projects.

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### Module 16 A & B: Work Study Preparation (Optional)

**Suggested Time:** 3-5 hours

**Level:** Intermediate/Advanced

**Prerequisite:** Module 9A

#### Outcome

#### Indicators

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

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

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

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

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### Module 17 A & B: Work Study Placement (Optional)

**Suggested Time:** 25-50 hours

**Level:** Intermediate/Advanced

**Prerequisite:** Module 16

#### Outcome

#### Indicators

**Gain experience in the world of work in the communication media industry to make more informed choices about careers by expanding the career research and exploration beyond the classroom.**

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

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

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### Module 18 A & B Work Study Follow-up: (Optional)

Suggested Time: 2-4 hours

Level: Intermediate/Advanced

Prerequisite: Module 17

#### Outcome

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

#### Indicators

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

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

Suggested Time: 10-25 hours

Level: Introductory/  
Intermediate/Advanced

Prerequisite: None

#### Outcome

#### Indicators

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

#### Module Overview:

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

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

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

For more information on the guidelines for the Extended Study module, see the Practical and Applied Arts Handbook.

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## Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the Communication Media curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- Achievement of provincial curriculum outcomes
- Effectiveness of teaching strategies employed
- Student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

Reporting of student achievement must be in relation to curriculum outcomes. Assessment information which is not related to outcomes can be gathered and reported (e.g., attendance, behaviour, general attitude, completion of homework, effort) to complement the reported achievement related to the outcomes of Communication Media.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

**Assessment for learning** involves the use of information about student progress to support and improve student learning and inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

**Assessment as learning** involves student reflection on and monitoring of her/his own progress related to curricular outcomes and:

- is student-driven with teacher guidance for personal use
- occurs throughout the learning process
- engages students in reflecting on learning, future learning, and thought processes (metacognition).

*What are examples of assessments as learning that could be used in Communication Media and what would be the purpose of those assessments?*

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**Assessment of learning** involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussion on placement or promotion.

In Communication Media, students need to be regularly engaged in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learnings as well as opportunities for the students to set and assess personal learning goals related to the content of Communication Media.



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## Glossary

**Action safe:** Area that can be considered the “margin” of the television screen in that picture elements are generally kept out of this area to create a buffer around the edge of the screen so elements do not butt up against the edge of the screen.

**AIFF:** An audio file format standard used for storing sound data for personal computers and other electronic audio devices.

**Ambient light:** Any source of light that is not explicitly supplied by the photographer for the purpose of taking photos.

**Available light:** The natural and/or artificial light that already exists at a location.

**Blog:** Short for web log; it is a type of website or part of a website usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. “Blog” can also be used as a verb, meaning to maintain or add content to a blog.

**CCD (Charge-Coupled Device):** One type of camera imaging chip that converts optical images into electronic signals.

**Continuity:** The organization of video material into a coherent presentation.

**Copyrights:** The exclusive rights in literary, artistic, dramatic, or musical works (including computer programs) and three other subject matters known as: performances, sound recordings, and communication signals.

**Creative Commons:** A non-profit organization devoted to expanding the range of creative works available for others to build upon legally and to share.

**Cut:** The instantaneous change from one shot (image) to another.

**Depth of field:** The distance range, near-to-far, within which subjects appear sharp in the image.

**Digital:** A recording that repeatedly samples the original continuous signal and records the numerical values of the samples, instead of the signal itself.

**Digitize:** To record images and sounds as numerical data, either directly in a camera or in the process of importing them to a computer.

**Dissolve:** A fade-in that coincides with a fade-out, so that the incoming shot gradually replaces the outgoing shot. Typically used as a transition between sequences that are fairly closely related.

**Documentary:** A type of nonfiction program purporting to communicate information about a real-world topic.

**Embedded media:** A term used to describe animation, video, audio, or other types of media that are displayed within a web page.

**Industrial design:** The visual features of shape, configuration, pattern, or ornament - or any combination of these features - applied to a finished article made by hand, tool, or machine.

**Intellectual property:** A form of creative endeavour that can be protected through a patent, trademark, copyright, industrial design, or integrated circuit topography.

**Interactive media:** A computer-driven program which gives the participant some control over what to see and how to see it as well as some opportunity to respond or have input.

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**Manipulated lighting:** Lighting used deliberately by a photographer or videographer to produce a desired effect.

**Motivated lighting:** Lighting that imitates real world lighting sources at the location.

**MP3:** An audio file format standard used for storing sound data for personal computers and other electronic audio devices.

**Multiple platform:** The use of two or more media types to convey an overall message.

**Open source:** The practices in production and development that promote access to the end product's source materials.

**Patent:** A right, granted by government, to exclude others from making, using, or selling your invention in Canada.

**Perspective:** The simulation of depth in a two-dimensional image.

**Podcast:** An audio program in a compressed digital format, delivered via an RSS feed over the Internet to a subscriber and designed for playback on computers or portable digital audio players.

**Presence:** A quality of poise and effectiveness that enables a performer to achieve a close relationship with his audience.

**Public domain:** Works are in the public domain if they are not covered by intellectual property rights at all, if the intellectual property rights have expired, and/or if the intellectual property rights are forfeited or unclaimed.

**Rule of thirds:** An aid to composition in the form of an imaginary tic-tac-toe grid superimposed on the image. Important picture components are aligned with the lines and intersections of the grid.

**Social networking:** A social process consisting of individuals who are connected by one or more specific types of interdependency, such as friendship, kinship, or common interest; generally web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging.

**Storyboard:** Program documentation in graphic panels, like a comic book, with or without dialogue, narration, stage directions, and effects.

**Three-point lighting:** The triangular arrangement of key, back, and fill lights. Also called the photographic principle.

**Title safe:** The area on a video frame where titles can be added [during editing] and within which overscanning will not result in the titles being cut off or distorted by the edge of the screen.

**Transmedia:** Storytelling across multiple forms of media with each element making distinctive contributions to the audience's understanding of the entire story.

**Two-point lighting:** Arrangement of lights including a key light and a less intense fill light.

**WAV:** short for Waveform Audio File Format is a Microsoft and IBM audio file format standard for storing an audio bitstream on PCs.

**White balance:** The camera setting selected to compensate for the colour temperature of the light source that is illuminating the subject.

**Wiki:** A website that allows the easy creation and editing of any number of interlinked web pages via a web browser using a simplified markup language.

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## Appendix A: Independent Study Sample Contract

### Names:

### Concept:

Provide a description of your vision for this project. What is your purpose? Who is the target audience?

### Technical Skills and Knowledge:

What skills and knowledge will you need to complete this project? How will you learn what you need to know?

### Medium:

What materials, resources, and media will you use to complete your project?

### Production Team and Roles:

Will you work independently on this project or will you work with others? If you work with others, what are the roles of the team members?

### Time Frame:

You will have a maximum of \_\_\_\_\_ hours of class time to complete this project. Set up a schedule and establish deadlines and key steps. List important dates below.

### Facilities and Equipment:

What shared facilities and equipment will you need to book? At what times in your schedule? (You will be asked to accommodate other class members. )

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**Evaluation:**

Your project will be assessed at various stages and not just when it is completed. At what points will your project be assessed? What will be the criteria for assessment? Who will be included on the assessment team (e.g., teacher, self, peer, industry professional)?

Student(s) Comments:

Teacher Comments:

Parent/Guardian Comments:



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## Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

### Communication Media 10, 20, 30 Curriculum

1. Please indicate your role in the learning community:

- parent                       teacher                       resource teacher  
 guidance counsellor       school administrator       school board trustee  
 teacher librarian               school community council member  
 other \_\_\_\_\_

What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

- print  
 online

b) Please indicate which format(s) of the curriculum you prefer:

- print  
 online

3. Please respond to each of the following statements by circling the applicable number.

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
appropriate for its intended purpose	1	2	3	4
suitable for your use	1	2	3	4
clear and well organized	1	2	3	4
visually appealing	1	2	3	4
informative	1	2	3	4

4. Explain which aspects you found to be:

Most useful:

Least useful:

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5. Additional comments:

6. Optional:

Name: \_\_\_\_\_

School: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

Executive Director  
Curriculum and E-Learning Branch  
Ministry of Education  
2220 College Avenue  
Regina SK S4P 4V9  
Fax: 306-787-2223