

**COURSE IDENTIFICATION****Course Title:** Foundations 4D Design**Description and Prerequisites**

This is a required course for all art majors, providing them with a foundational knowledge of time-based media and an understanding of working with digital media in a variety of formats.

**Textbooks and Required Materials**

There is no required textbook.  
 Students must have either Adobe Premiere Pro or iMovie  
 Video camera capable of uploading film to a computer  
 A tripod and external microphone are helpful

**COURSE OUTCOMES & OBJECTIVES**

Outcomes	Objectives
<b>Knowledge</b>	
Understand the history, current issues, and direction of the artistic discipline	Develop functional knowledge of the history of film/video and its artistic and technological progression, along with an understanding of basic aesthetic and critical theory.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	
Use the technology and equipment of the artistic discipline	Use technologies of time –based media to produce film or video.
<b>Skills</b>	
Use the elements and principles of art to create artworks in the artistic discipline	Develop skill in the production of time-based media demonstrating aesthetic and design principles.
Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	
Analyze and evaluate works of art in the artistic discipline	Acquire skill in the analysis and evaluation of film and video.
<b>Synthesis</b>	
Produce artworks demonstrating technical skill and disciplinary knowledge	Produce projects from concept to finished product, involving aspects of cinematography, lighting, editing, and/or animation.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Gain familiarity with the concepts and vocabulary of time-based media.
Participate in critiques of own work and work of others	Demonstrate growth in understanding of media evaluation and analysis through self and peer critique of student works.

CLASS SCHEDULE																					
Week	Date	Topics and Assignments	Assessments																		
1		Course Introduction	Paper 1: Media Critique																		
2		Sampling Sounds and Images	Project 1: Appropriating sounds and images																		
3		Image + Text + Sound	Project 2: Time-based poem																		
4																					
5		Shooting Video (group project)	Project 3: Mock-journalistic video																		
6																					
7																					
8		Mid-Term Critique	Mid-term Critique Artist's Statement																		
9		Animation Exploration	Project 5: Animation exploration (Paper 2)																		
10		Animation A-Storyboard	Project 6: Animated Short																		
11		B-30-second sample																			
12		C-1-minute sample																			
13		Open studio and instructor tutorials																			
14		Open studio and instructor critiques																			
15		Final Critique	Final Critique Personal Statement																		
ASSIGNMENT & ASSESSMENTS																					
		<table border="1"> <thead> <tr> <th>Assessment</th> <th>Value (of 100)</th> </tr> </thead> <tbody> <tr> <td>Participation in class discussions and activities</td> <td>15</td> </tr> <tr> <td>Project 2: Multi-media Poem Presentation</td> <td>10</td> </tr> <tr> <td>Project 1-Sound and Image</td> <td rowspan="2">10 points each x 2 = 20</td> </tr> <tr> <td>Project 3: Prank Interviews</td> </tr> <tr> <td>Writing assignment 1: media criticism</td> <td rowspan="2">5 points each x 2 = 10</td> </tr> <tr> <td>Writing assignment 2: documentation of animation exploration</td> </tr> <tr> <td>Project 4: Animation</td> <td>30</td> </tr> <tr> <td>Vocabulary Quiz</td> <td>5</td> </tr> <tr> <td>Participation in Critique</td> <td>10</td> </tr> </tbody> </table>		Assessment	Value (of 100)	Participation in class discussions and activities	15	Project 2: Multi-media Poem Presentation	10	Project 1-Sound and Image	10 points each x 2 = 20	Project 3: Prank Interviews	Writing assignment 1: media criticism	5 points each x 2 = 10	Writing assignment 2: documentation of animation exploration	Project 4: Animation	30	Vocabulary Quiz	5	Participation in Critique	10
Assessment	Value (of 100)																				
Participation in class discussions and activities	15																				
Project 2: Multi-media Poem Presentation	10																				
Project 1-Sound and Image	10 points each x 2 = 20																				
Project 3: Prank Interviews																					
Writing assignment 1: media criticism	5 points each x 2 = 10																				
Writing assignment 2: documentation of animation exploration																					
Project 4: Animation	30																				
Vocabulary Quiz	5																				
Participation in Critique	10																				

## Attachments-1

## Written directions for assignments

## 1—Media Criticism

## Assignment 1

Choose a 30 or 60 minute television program (drama or sit-com, not animation, news, or sports)

Watch it and take notes about the Big Four as well as any aesthetic qualities you notice (colors, use of space, visual balance, etc...)

Write a 300-500-word critique of the program you viewed.

Be sure to cite the title of the show and any other relevant bibliographic information about it.

Submit your paper to the instructor via email prior to the next class.

During our next class, we'll watch a feature film together and practice using these tools for critique

## 2—Sound and Image Sampling

## Project 1

You'll find 12 images that you like

You'll find or record 12 sounds that go with the images you choose. A photo of a dog might be paired with the sound of a dog barking. A photo of a basketball might pair with the sound of a ball being bounced...(you get the idea).

- Save the images as JPG and place them in a folder on your desktop
- Save the sounds as separate MP3 files and place them in another folder on your desktop
- Upload the photos to PowerPoint as an Album. (You learned how to do this in Foundations Digital Imaging and Design)

Follow the directions in this tutorial to add the sounds:

<http://office.microsoft.com/en-us/powerpoint-help/add-music-or-sound-effects-to-a-slide-HP005194698.aspx>

- The final version of the project should have a title slide giving the project a title "Project 1: (insert your own title)" and including your name
- It should have 12 images on 12 different slides. Each image should have its own sound. Images and sounds may be your own creation or be appropriated.
- The presentation should play automatically when the viewer launches it.
- Transitions between slides may be animated. If you choose this, the animations should make sense with the sounds you've chosen.
- The presentation should be coherent and cohesive. It should demonstrate artistic skill, good craftsmanship, and concerted effort.
- Due by the last day of Week 3.

## 3-4—Project 2: Adobe Premiere Pro or iMovie

- Find a poem
- Record your narration
- Gather images and background music
- Assemble project
- The final project should be:
  - Aesthetically cohesive
  - Fully audible without background distractions
  - Coherent: the images and sounds should function as an effective whole and convey the message of your

poem according to your personal interpretation.

- The final version of Project 2 is due by the end of Week 6

### 5-7—Shooting Video (Group Project)

#### Planning

1. Meet with your group and brainstorm ideas. Check YouTube for examples of the kinds of videos we're trying to make. (try to Google "street interview prank")
2. Design your interview questions. It's best to have up to 3 related questions to ask, since not every person will answer the same question in a funny way.
3. Write a script for the interviewer to use. The interviewer may or may not appear on camera. (That's for your group to decide.)
4. Select a busy campus location and plan the date and time of your shoot

#### Shooting

1. On the day of your shoot, arrive at your planned location prior to the anticipated crowd.
2. Ensure that you bring extra batteries and memory cards/digital tape for your camera.
3. Select an angle of view that does not include background distractions such as a busy street, a trash can, etc...
4. Set up the camera and mic. Test to make sure both are working.
5. Shoot interviews with at least 15 people.
  1. One team member handles the camera
  2. One handles the mic
  3. One acts as the reporter
  4. One watches the area and directs people away from the camera to minimize spoiling the video you're shooting.

#### Editing

1. Once you've shot your video, you face the task of watching it through and selecting the parts that are the funniest.
2. The reporter should introduce the segment and explain where it's being filmed. Be sure to include the reporter's question as part of your presentation. "We're here outside of the Student Union asking students..."
3. You're going to take about an hour of film and edit down to a 3-minute presentation. These will be very short cuts. Eliminate any parts of video that are not funny or are irrelevant to the point your film is trying to make. You won't show every person's full answer to every question. The point is to edit their responses in a way that produces a humorous presentation.
4. All group members should participate in the editing process. Much of this should be done during our normal class times over the next 3 weeks.
5. Add a 10 second title sequence and ending credits.
6. Prepare the finished film for the Mid-Term Critique in Week 8

#### Timeline

Week 5: Generate ideas and write script

Week 6: Shoot video and begin editing

Week 7: Finalize presentation. Upload your video to your YouTube channel for presentation to the class. Burn a copy of the video to a DVD to give to the instructor at the Mid-Term Critique.

### 8—Mid-term Critique

### 9—Introduction to Animation

#### Project 5

Spend some time exploring Adobe Flash and familiarizing yourself with the tools and processes involved in

computer animation.

Investigate the free animation sites on your own and discover what's possible.

Your course project will be introduced next week, and you'll want to spend your time actually working on the project from that point forward. The time you spend learning the program will only be to your advantage.

Document your learning activities for the week:

- Lists of websites visited and what you learned
- Practice videos you created
- Practice exercises you completed in Flash
- Research into animation techniques or processes

#### 10-14—Course Project: Animation

Using Adobe Photoshop and Flash, you will write, storyboard, and produce a 5-minute animated movie short.

The story, characters, and all other aspects of this production are under your creative control. However, it must be:

- Comprehensible to a general audience
- Appropriate for a G-rating
- Exemplary of artistic excellence

The final product must have sound, although dialogue is optional (think of Luxo, Jr.)

The story should be engaging and interesting. (We don't want to see a ball bouncing around on the screen for 5 minutes).

*Option: You may work as a team with another student—BUT—the final product should clearly demonstrate equal effort by both partners.*

#### Timeline

This is an independent investigation and exploration of the process of animation from initial ideation to final presentation.

Your instructor will provide guidance and will be available for consultation, but learning how to use these tools and execution of the final project is YOUR responsibility.

Week 10—Idea generation and storyboarding

Week 11—Visual design of basic ideas/characters/environments

Week 12—1 minute sample completed and in-progress critique

Week 13—2 minutes of video completed and in-progress critique

Week 14—project substantially completed and one-on-one instructor critique

Week 15—final critique: presentation of videos. You will also turn in a 300-word statement (as a Word doc) reflecting on your experience in creating the project.