Summary of Tasks in this Multi-Media Course, Class Rules and Course Philosophy.

Course Philosophy

1. There are many different learning styles.

2. Help, advice and assistance should be available on-demand, at the 'point-of-need-to-know', from a wide variety of sources including on-line help menus, tutorials, teacher, fellow students both in and outside the class, web forums, emails from experts, and more.

3. Students learn best when they are in control of their own learning, and actively involved in seeking out concepts and skills, and inspired with enthusiasm.

4. Rules should exist for good reasons, and create for students a safe, reliable, predictable and secure work environment.

5. Creativity is a gift available to all people – it can be expressed in many different ways, and have different meanings for different people.

6. Computers and multi-media are forever changing, and are simply complex tools that extend our own powers beyond our current limitations.

7. You can learn more about yourself when you dig deep beyond you level of comfort into the high-reward zone of possible-failure – go on, give it a try, it might just work.

8. We can learn much by studying the creative works of others, by seeking to understand what they were trying to communicate, and attempting to de-construct or reverse-engineer their creative techniques so that we can add new skills and techniques to our own repertoire.

9. Have fun – enjoy your creative multi-media course.

10. Create a tangible product – your Digital Portfolio CD, which you can take away with you at the end of the course.

Class Rules

1. You must be in class, working within 5 minutes of lesson start time.

2. If delayed by previous teacher, you must have note from the teacher.

3. You must not interfere with other students' computers or work.

4. Automatic lunchtime detention when rules are broken – your teacher has set detention work for you to do.

5. You must use earphones wherever possible to keep noise to a minimum.

6. Frequently save your work in the correct folders on your removable HDD with suitable logical names.

7. No web-surfing or emailing without permission.

Tasks

	Tasks
DP	Digital Portfolio
Task 001	Professional Quality Web Photo Creation
Task 002	Animated Gif Creation
Task 003	Tessellation
Task 004	Abstract Art
Task 005	Multi-Layer Image
Task 006	Video Editing
Task 007	Sound File Creation
Task 008	Talking Head Photography
Task 009	Animation Video Creation
Task 010	Still Photography Gallery
Task 011	TV Advertisement
Task 012	Your Own Totally New Multi-Media Production

Task	Items	Challenge	Resources	Skills	Product
DP	**Digital Portfolio** created with Front Page This is added to before, during and after every Task.	Throughout the course progressively build your own Digital Portfolio website, adding to it upon completion of each task, and finally burn it to CD using Nero and CD Burner	Supplied DP Web site Template. Front Page Help & Tutorial Irfan View Help & Tutorial	Front Page: site creation and management, image addition, text addition, table, cell and background decoration Irfan View image modification for web	A multi-page web site built up on your removable HDD then finally burnt to CD to keep yourself. A copy will be kept as part of your file.
Task 001	**Professional Quality Web Photo Creation** with: Digital Camera Photography Portrait Lighting Equipment Irfan View	Get your digital camera license then compose and take a professional quality portrait photograph with lighting and props, download it to computer, and prepare it for inclusion into your DP website.	Portrait Photography Tutorial Irfan View Tutorial	Digital Still Camera Tripod Set Lighting Use of Props Irfan View – adjust size, cropping	A high quality photograph of yourself, with professional standard lighting and pose, adjusted to be suitable for the Web. Describe each step in this whole process so that someone else could use what you have written to guide them.
Task 002	**Animated Gif Creation** with: Irfan View Animator	Create a magnificently beautiful and spectacular animated title for your DP web site. The title should be your name.	Tutorial and Help menu for Irfan View. Animator Help Menu.	Irfan View text, blank slide creation, a range of effects, planning what is wanted. Animator for creating animated gif from a number of prepared image files.	Your name in beautiful moving, changing, evolving colours and effects as the title for your DP website. Describe how you did this.

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Task 003	**Tessellation** created with Word Draw. Internet research with Google Images, or search through Escher images previously saved to the Intranet by your teacher. Irfan View Screen capture facility.	Research Escher's Tessellations, then use one of his to inspire you to create one of your own unique designs using Word Draw.	A Tutorial sheet for creating Tessellations. Many Escher tessellation images on the Intranet.	Internet research skills. Designing with pencil and paper your own tessellation. Creating your basic module. Copying and progressively modifying your module. Setting it out in an overall pattern. Screen-capturing the completed tessellation with	Place on a web page alongside the Escher tessellation you chose. Write a detailed description of how you went about designing then creating your tessellation.
Task 004	**Abstract Art creations** with: MSPaint	Create two contrasting abstract art products, one geometrical and the other free-form. Use bright colour fills, and a contrasting background fill. Save both as jpg image files.	Intranet Tutorial for MSPaint.	A wide variety of MSPaint skills depending on what you decide to create.	A web page with the two MSPaint images alongside. Text explaining the effect you were striving to achieve.
Task 005	**Multi-Layer Image Creation** with: Paint Shop Pro 8 Two Digital Photos taken by you.	Take an interesting close-up digital photograph with texture emphasized by light shining at an angle across the object. Then place this on a layer above a second background photograph you have taken, to create an interesting artistic effect.	Look up ;Layers' in the Paint Shop Pro 8 help menu. Your teacher's demonstration of using layers in PSP8.	Digital photography, downloading pictures from camera to computer. Finding suitable subjects to be photographed. PSP8 layers, selecting, inverse selection, erasing selection, resizing and moving, opacity and effects settings.	A web page with three images – the two starter photographs and the completed product saved as a jpg. Text explaining what you did using PSP8.

Task	Items	Challenge	Resources	Skills	Product
Task 006	**Video Editing** with: Video Factory 2/ or Sony Screen Blaster/ or Sony Vegas Video 5 Stock Resources CD	Create a 1-minute silent movie that communicates a clear message about something that is important to you. Include a title page at the start, and rolling credits at the end. Your product must include transitions that are meaningful to the concepts of your movie, both still images and video clips from either the Resources CD or the Intranet, but no sound. For at least one of the still images, you must have zooming, panning and rotation. The finished video must be rendered as an avi file (PAL format, 25 fps, 720x576) to your hard drive, ready to be used as a part of Task 007.	The extensive 'Show Me' help menu that comes with the video editing program	Planning and selecting suitable resource files for your silent digital story. Placing these on the video timeline of the video editing software program. Creating and modifying transitions, pans, zooms and rotations. Use of simultaneous images on the one screen using a combination of transparency and movie-in-a-movie.	A 1-minute silent digital video story, saved as a PAL avi file to your removable Hard Disk Drive.

Task	Items	Challenge	Resources	Skills	Product
Task 007	**Sound File Creation** with: Audiacity/or Sound Forge/or VF2/or Screen Blaster Microphone Music CD Web Musical Instrument	Import the Task 006 rendered avi video file. This was a silent movie just 60 seconds long. Create a sound track for the movie that reinforces and compliments your story. It must include royalty-free music (either write and play your own) or download some from suitable websites (ask your teacher) It must have some sound effects you have created yourself. It must also include a voice-over by you. You can export the sound track into Sound Forge or Acid if you wish to add additional effects, then re-import them back into the video editing program. You must use sound envelopes demonstrating appropriate sound panning and volume variations that fit in with the meaning of the story. Remember to add to the credits with details of the music, giving credit for all non-original items used. Do not exceed the 60 second length limit Render your completed video to the following formats: avi file (PAL format, 25 fps, 720x576) WMV for 256Kbps download WMV for 100Kbps download MPEG-1.	The extensive help and 'show me' menu in each of the programs. Also consult with your teacher or other students both in and beyond the class. In the school there are some highly talented audio editing students you may need to talk to for advice.	Multi-layering of sound files. Importing files from intranet, internet, CD. Creating and recording own music files. Recording voice and effects with microphone. Recording sounds using digital still camera, or digital video camera with shotgun long distance microphone.	Insert each of the 4 completed final video files into your web site resources folder, and a link to each of these on your 60second digital story web page. Get a screen capture 4 different still image of 150 pixels square approximately, and use these as your hyperlinks to the video files, so that clicking on them will make them play in Windows Media Player or Win Amp. Write text explaining your digital story, and how you first gave it meaning when silent, then how your sound track added to its meaning.

Task	Items	Challenge	Resources	Skills	Product
Task 008	**Talking Head Photography** with: Digital Video Camera Microphone to camera, Lighting, reflections, shadows.	Conduct an interview (that will be edited down to 30 seconds) with a real or pretend "famous person" – a fellow student, or teacher, or outside visitor. No two students are allowed to double-up on the same person. Research the topic well beforehand, and give your subject some warning about the questions you will be asking. You will need to conduct the interview twice with the camera located in opposite positions, to give you video footage for transitions etc. Consider location, background scenery (to avoid distractions), props, lighting, microphone positioning (very important). You may enlist the help of fellow students as technical assistants, but you must be the person who is both in charge and also the interviewer. There are three stages – planning, filming, editing & rendering. Render and save the video as an mpeg-1 file to your removable HDD.	Conduct Internet research into interviewing techniques for video. Watch news interviews on TV and note what and how they do it.	Interviewing skills. Camera location planning. Lighting and makeup planning. Organizing ability. Video Editing.	Place your completed MPEG-1 30 second video file into the resources folder of your DP web site. Place a 150 pixel square screen grab onto the page as a hyperlink to the video file. Write a lot of text explaining your total organization beforehand, and how you managed your technical assistants during the filming. Conclude this with recommendations for future video interviews.

Task	Items	Challenge	Resources	Skills	Product
Task 009	**Animation Video Creation** with: Stop Motion Pro Puppet Models, Clay, Leggo, Found Items. Digital video camera, small tripod, small lights, set with artistic background and props, firewire lead between camera and computer.	Create a 10-20 second animation movie using Stop Motion Pro that tells a story. You will need to create your own puppets, using materials of your own choice. Pay particular attention to good lighting. Plan it out well beforehand, and include sound (music, sound effects, voice-over. You must include both title frames at the start, and credit rolls at the end. Acknowledge any music you have used (must be copy-right free). Render and save the video as an mpeg-1 file to your removable HDD.	Stop Motion Pro has a good Help menu, and website with many suggestions. This is a very straightforward program to use.	Pre-Production (planning and preparation) Production (filming and sound creation) Post-Production (computer editing) Warning – pay particular attention for accurate focusing of the camera.	Place your completed MPEG-1 30 second video file into the resources folder of your DP web site. Place a 150 pixel square screen grab onto the "Animation Video" page as a hyperlink to the video file. Write a lot of text explaining how you created your animation characters.

Task	Items	Challenge	Resources	Skills	Product
Task 010	**Still Photography Gallery** of: Scenery Groups Action Portrait Close-Up Macro Irfan View cropping and resizing commands. Irfan View Gallery of Thumbnails creation. Modification of Irfan View created html with Front Page.	Create a photo gallery of excellent digital photos you have taken. Consider carefully framing, light direction, avoiding shaking when squeezing the shutter button, panning for the action shots. Compose and take two different photos of each of the 6 types listed. Using Irfan View, prepare each photo to a size of 800X600 pixels, and a resolution of 100 dpi. Also create a 150 pixel wide thumbnail image for each photo. These should all be placed into the images folder of your DP web site.	Your teacher. A collection of "Digital Camera" magazines with hints and suggestions for taking great photos.	Planning each shot. Framing suitably. Tripod use Perception of texture in Nature. Irfan View Thumbnail gallery webpage creation and modification with Front Page.	A gallery page displaying each of the 12 thumbnails hyper linked to the appropriate larger image file. When each is clicked, the large image should open in a browser window of its own. Text beside each thumbnail talking about what you were attempting to achieve with each photograph. You might talk, for example, about the interesting lighting, or the background blurring with the motion shot, etc.
Task 011	**TV Advertisement**: 15 Second Video t	Imagine an original product, write a description of it including what it does, who would use it, what it would cost to buy, how you would sell it, then design and create a 15 second TV advertisement video promoting your imagined product. Make it appealing, attract the viewer's attention, and make them want to own it.	Any of the previous tasks, programs, resources. The Web.	Ability to conceptualize a product, and bring together a broad range of multi-media skills.	A 15 second TV advertisement saved as avi and MPEG-1, saved into the DP web site's resources folder. Hyperlink from screen-grabs on web page to video files. Text listing all steps you undertook.

Task	Items	Challenge	Resources	Skills	Product
Task 012	**Your Own Totally New Multi-Media Production** incorporating a combination of your choice of the above tasks	Use the time remaining in the course to totally amaze your audience with something entirely of your own. It should centre on a theme or concept. It should involve the audience in some way to keep them interested throughout. Go on, totally blow us all out of the water! You may choose to include humor, intrigue, mystery, or any other emotional impact. It must be suitable for a school product please, because it will be included on your own DP CD.	Your own creative imagination, and understanding of both Multi-media and audience psychology.	Transfer known multi-media creation skills to a new situation.	Something or group of some things placed onto the final product page of your DP web site. Text to stimulate the interest and curiosity of the audience.