Digital Production for Entertainment

Career Cluster	Arts, A/V Technology, Communications
Course Code	11153
Prerequisite(s)	Algebra I or Programming I
Credit	.5/unit
Program of Study and Sequence	Introduction to Arts, A/V Technology & Communications – Level I pathway course – Level II pathway course – Level III pathway course – **Digital Production for Entertainment – c**apstone experience
Student Organization	SkillsUSA, Local University Program Development Competitions (PDC)
Coordinating Work-Based Learning	Guest Speakers, Field Trips, Informational Interviews, Tours,
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Arts AV Technology & Communications Cluster Endorsement; Visual Arts Pathway Endorsement; Information Technology Cluster Endorsement; Web & Digital Communication Pathway Endorsement; *K12 Classroom Technology; *K12 Educational Technology; *Multimedia
Resources	Examples of Software Environments and Languages: Visual Studio/Basic, C++, Java, Alice, etc.

Course Description:

Digital Production for Entertainment prepares students to extend their knowledge of computer programing and design. Students will be given opportunities to design, implement, and present meaningful entertainment through a variety of media.

Program of Study Application

Digital Production for Entertainment is a Level IV pathway course appropriate for two pathways in the Arts/AV Technology & Communications cluster: Telecommunications/A-V Technology & Film and Visual Arts.

Course Standards

DPE 1 Develop an Awareness of Opportunities and Professionalism in Digital Entertainment careers

Webb Level	Sub-indicator	Integrated Content
Two Skill/Concept	DPE 1.1 Identify personal interests and abilities related to careers in digital entertainment Examples: • Identify personal creative talents • Identify technical/developer talents	Portfolio, SD MyLife
Two Skill/Concept	DPE 1.2 Investigate opportunities, trends, and requirements related to careers in digital entertainment Examples • Research job opportunities • Investigate trends associated with digital entertainment • Discuss related career pathways	
Three Strategic Thinking	DPE 1.3 Demonstrate job skills for digital entertainment Industries. • Attendance and punctuality • Positive attitude • Positive work ethic • Use of Proper Social Skills • Ability to work as part of a team and take direction from others	
Three Strategic Thinking	DPE 1.4 Explore legal and ethical issues related to digital entertainment Examples • Complete a web quest on legal issues related to Digital Production for Entertainment • Research instruction and forms for registration of digital entertainment products	

Notes

DPE 2 Identify and Analyze Basic Entertainment Design Elements

Webb Level	Sub-indicator	Integrated Content
Two Skill/Concept	DPE 2.1 Explore basic entertainment design elements. Examples: • conceptual ideas • storyline • visualization • sound elements • Game play	
Two Skill/Concept	DPE 2.2 Explore the fundamentals of entertainment art. Examples: • Look & feel • Shading • Basics of Color & Color Palettes	

Notes

DPE 3 Create and Design Entertainment Projects

Webb Level	Sub-indicator	Integrated Content
Three Strategic Thinking	DPE 3.1 Design and implement procedures and timelines. Examples: • Evaluate a video game project • Create a Table of Object and Events (TOE) • Write Pseudo Code (Sentence Format)	
Four Extended Thinking	DPE 3.2 Develop Digital Production Components and Resources Examples: • Create Appropriate Data Size Graphics (Low Data Volume) • Import Resources into Root Folders	

Notes

DPE 4 Demonstrate Knowledge of Software Development processes

Webb Level	Sub-indicator	Integrated Content
Three Strategic Thinking	DPE 4.1 Identify and Utilize software development methodology Examples: • Demonstrate knowledge of system analysis issues related to design, testing, implementation, and maintenance. • Identify roles of team members/customers in the software development process. • Identify constraints of the current project. • Demonstrate knowledge of modeling and analyzing functional requirements (e.g., dataflow diagrams, process specifications, and a data dictionary).	
Two Skill/Concept	DPE 4.2 Utilize tools for developing software applications. Examples: • Demonstrate knowledge of software development environment. • Use prototyping techniques. • Use desk checking • Analyze the applicability of structured, object oriented, event-driven logical design methods. • Design system input, output, processing, and interfaces.	
Three Strategic Thinking	DPE 4.3 Apply language specific programming tools/techniques. Examples: • Develop programs using appropriate environment and language. • Demonstrate knowledge of the basics of structured, object-oriented, and event-driven programming • Demonstrate knowledge of concepts of data and procedural representation	

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DPE 5 Identify and Utilize a Programming Environment

Webb Level	*Sub-indicator*	*Integrated Content*
Four Extended Thinking	DPE 5.1 Develop an application using selected programming language or software. Examples: • Translate logical design into code in an appropriate language argument. • Demonstrate knowledge of specific language syntax • Design and Create a video game, robotic simulation, or drone activity	
Four Extended Thinking	DPE 5.2 Evaluate and Troubleshoot an application for distribution. Examples: • Compile and debug code. • Prepare code documentation. • Conduct code walkthrough and/or inspection. • Troubleshoot unexpected results. • Access needed information using company and manufacturers' references	

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