

Meridian Technical Charter High School

Media Design 3a: Senior Design Semester 1

Instructor: Ben Taylor

Location: Meridian Technical Charter High School

Room: 110

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Welcome to your senior year. Most of you made it through internships. You've earned the right to be treated like adults. That means you will be given more responsibility and autonomy.

MWD II Semester Expectations:

- Independent study & work ethic
- Heavily project based curriculum. You will be given projects, some real world. If you are given a real world project, you will receive a grade based on client feedback and teacher observations in the class.
 - Preference will be given to instructor Real World Projects. That means you will pause real world projects that you are doing for clients you find if the instructor asks you to complete one.
- Sometimes you will be given a real world client and sometimes you will be asked to find one. You will be expected to find someone to do work for. Whether that is a pro bono job or a paying gig is up to you.
- Professionalism will be a weekly grade.
- You will set weekly goals.
- You will present progress on your goals weekly. Your presentation on your progress MUST be Professional and reflect an 8 hour work week. You will do your best to prove to the class and the instructor that you spent the time learning or creating.
- You will have a sketchbook you carry around and sketch & doodle design in. You will present your sketches every time you present your weekly progress.

Grading Schema:

100 Points a week:

70 Points - Projects & weekly presentation of goals & progress

30 Points - Professionalism

Teachers Expectations:

This is your senior year. Make it fun for Mr. Taylor to come to class in the morning, and you'll have fun too. You are expected to have fun learning. Pretend you've been hired and you are getting paid. Treat your fellow students as you would fellow employees, and your teacher as you would your boss. Anything less will lower your professionalism points.

What will fail you of your professionalism points

1. Complaining
2. Swearing
3. Disturbing the class repeatedly after being asked to stop
4. Disobedience to a request from Mr. Taylor or any other teachers, and staff.
5. Any kind of bullying, belittling or abusive treatment of others.

Feel free to make suggestions to Mr. Taylor about extra credit design opportunities.

XP:

XP is back this year. In case you forgot. XP is earned by making class fun. Things like making Mr. Taylor relive his glory days, getting things right in group discussion, and generally being awesome will earn you XP. This year you will also earn XP for **productivity streaks**. A productivity streak is defined as a 30 minute period of everyone in class on task. We will be creating an **XP store** where students can spend XP. Uses for XP will include:

1. Parties
2. Food/Drink in the classroom
3. Music during class
4. Taylor Rants
5. Candy
6. Class Live Design Sessions (In an attempt to get a picture on the wall)
7. Buying back a losing grade (Will need a class consensus as these are class XP) In order to buy back a grade, you will need to convince the entire class why you deserve a chance to redo work for a grade bump. Buying back grades will have several limitations including Industry Certifications, and repeated offender rules.

You will be divided up into groups. Sometimes groups will come together for an assignment, at other times you will be working on separate projects.

Group 1: Graphic Design Professional

Areas of specialization

1. Generic Graphic Designer
 - a. Business Design Portfolio + Real world business design

- i. Business cards
 - ii. Web mockups
 - iii. Posters
 - iv. Mailers
 - v. Banners
 - vi. Online ads
 - vii. T-shirt designs
 - viii. etc.
 - b. SkillsUSA event advertising
 - c. MTCHS & Mr. Taylor graphic designer real world projects
2. Yearbook/Photography
 - a. Indesign Certification
 - b. Yearbook graphic design
 - c. Advanced Photography Unit
 - d. Yearbook photography

Group 2: Video Professional

1. Video Producer
 - a. Adobe Premiere Certification
 - b. Intro Audio Production with Unit
 - c. Intro Adobe After Effects
 - d. SkillsUSA Video Contest
 - e. SkillsUSA state competition
 - f. Cap Ed Video Contest
 - g. MTCHS Video Announcements
2. Motion Designer
 - a. Adobe After Effects Certification
 - b. Indie Animation Project
 - c. Animated commercial contest
3. Special Effects & Compositing
 - a. Adobe After Effects Certification
 - b. Special Effects demo reel

Group 3: 3d Specialist

1. 3d Animator
 - a. Intro 3d modeling unit
 - b. Intro materials & texturing unit
 - c. Intro rigging unit

- d. Intro animation unit
- e. Intro to lighting & rendering unit
- f. 3d Short film
- g. Enter state 3d design competition

Group 4: Game Designer

3. 2d Game Design
 - a. Unity
 - b. After Effects for 2d animation Unit
 - c. After Effects Phoneme Unit
 - d. Intro to 3d
 - e. Game projects for recruitment
4. 3d Game Design
 - a. Unity or Unreal
 - b. 3d Modeling with Maya unit
 - c. 3d animation with maya unit
 - d. Game design project for recruitment

Group 5: Web Designers

1. Web developer
 - a. Javascript certification MTA-382
 - b. Angular or React?
 - c. Portfolio of mockups & websites
 - d. Real world web design projects

All groups:

1. Teacher door poster
2. SkillsUSA state & nationals pin & T-shirt design
3. School to Work
4. Graphic Design TSA
5. Other projects & tasks as required by teacher

Possible Units:

After Effects (ACA testprep)

Indesign (ACA testprep)

Premiere (ACA testprep)

Intro Unity (Taylor online tutorial)

Intro Unreal (Taylor online tutorial)

Intro 3d Maya (Taylor online tutorial)

Modeling
 Texturing
 Rigging
 Animation
 Lighting
 Rendering
 2d Animation After Effects (Taylor online tutorial)
 Phoneme animation
 2d Game Character Animation
 Intro audio with Audition (Taylor online tutorial)
 Photography (Taylor, Live)

Portfolio Tech Skill Assessment Feedback Rubric

(Bloom's)		1 remember 2 understand	2 understand 3 apply	4 analyze 5 evaluate	5 evaluate 6 create
				SkillStack Badge Earned	SkillStack Badge Earned
	IWS	E	N	PA	J
Performance Level	Insufficient Work Shown	Exposure Only	Novice	Proficient/Apprentice	Journeyman/Trainer
Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With significant supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With <i>minimal prompting</i> and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can <i>independently</i> demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student <i>consistently and independently</i> demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.
Rubric Criteria	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on

		on-the-job experience)	skill to work toward independence)	toward self-knowledge)	continued learning and ever-increasing self-knowledge goals)
Examples	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.

MTCHS late work policy will be followed. Some classwork assignments cannot be late or made up. Late work will not be accepted after 2 school days unless prior arrangements are made with the instructor.