

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

*Documentary and Integrated Media Studies 1-4*

**I. INTRODUCTION**

Documentary and Integrated Media Studies (DIMS) is a two-year, four semester elective course for 11th and 12th grade students enrolled in Tamalpais High School's Academy of Integrated Humanities and New Media (AIM). Each semester students analyze and interpret essential documentary films integral to the study of documentary as a form of art and media. Selected works represent the wide variety of genres, voices, and styles that define the form. Additional materials include guest artists and selected readings that focus on themes, issues, artists, criticism, analysis, and theory. Students examine content through lecture, reading, writing, viewing and discussion and practice application through the creation of integrated media projects.

Additionally, students learn the production skills necessary to create several multimedia skill-building projects and one integrated documentary project each semester. At the end of the school year, students stage an exhibition of their films to the public. Curriculum is designed in two-year cycles. The goal of this course is to prepare students for college and beyond by developing higher level reading, writing, analytical, interpersonal, visual and multimedia communication skills.

This course addresses the following Tam 21<sup>st</sup> Century goals:

- Prepare our students for lives of personal, academic, and professional growth, achievement, and fulfillment
- Prepare students to think conceptually, solve complex problems, acquire knowledge, communicate ideals and work individually and collaboratively
- Provide opportunities for, and encourage students to, demonstrated individual and collective responsibility, creativity, productivity, and initiative through class, school and community projects and experiences

This course addresses the following Student Learning Outcomes:

Outcome 1: Communicate articulately, effectively, and persuasively when speaking and writing

Outcome 2: Read/view and analyze material in a variety of disciplines

Outcome 3: Use technology to access information, analyze/solve problems, and communicate ideas

Outcome 10: Analyze and propose solutions to contemporary issues using a variety of perspectives

Outcome 11: Appreciate, interpret, experience, create, and/or perform artistic work

Outcome 12: Demonstrate school-to-work/post secondary transition skills and knowledge

Outcome 13: Participate in community, social, civic, or cultural service.

This course is designed to help students attain the California State Visual Arts, English Language Arts and Career Technical Education Model Curriculum Standards

## **II. STUDENT LEARNING OUTCOMES**

1. Students will read, write about and discuss literature that defines documentary as a media genre.
2. Students will compare techniques and perspectives of various seminal documentary filmmakers.
3. Students will write, film, edit and produce several documentaries and other forms of media.
4. Students will read, discuss and write about various techniques of documentary storytelling.
5. Students will integrate multiple forms of media, including text, audio, still images, and video into a single work of media.
6. Student will revise media projects based on student and teacher feedback loops.
7. Students will create multimedia documentary presentations that focus on contemporary connections to historical issues discussed in social studies classes.
8. Students will record their documentaries onto a format that can be shared with others, such as DVD, which will give them the option to display their work to the public.
9. Students will self-assess and reflect upon completion of all media projects.

B. Students will cover the following state Visual Arts, English Language Arts and Career Technical Education Curriculum Model Content Standards:

### Visual Arts Proficient Level

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style (2 above)
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video) (3,6,7 above)

2.6 Create a two or three-dimensional work of art that addresses a social issue (7 above)

### Visual Arts Advanced Level

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view (5,7)
- 2.3 Assemble and display objects or works of art as a part of a public exhibition (8)
- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technical skills. (3,5)

### English Language Arts - Writing

- 2.6 Deliver multimedia presentations (3,5,7)
  - a. Combine text, images, and sound and draw information from many sources
  - b. Select an appropriate medium for each element of the presentation
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality
  - d. Test the audience's response and revise the presentation accordingly

### English Language Arts - Written and Oral English Language Conventions

- 1.0 Students write and speak with a command of standard English conventions (1,3,4,5)
- 2.4 (Same as 2.6 above)

### California Career Technical Education Model Curriculum Standards

Information Technology Sector, Media Support & Services Pathway

B1.0 Students understand the effective use of tools for media production, development, and project management (B1.1 – B1.7)

B2.0 Students understand the effective use of communication software to access and transmit information

B3.0 Students understand the use of different types of peripherals and hardware appropriate to media and technology (B3.1-B3.4)

C. Students will cover the following content:

1. Identify different modes of documentary.
2. Read critiques of seminal works and artists.
3. Compare techniques and approaches to documentary.
4. Write responses to readings and films.
5. Discuss readings and films.
6. Define and compare various structures of documentary storytelling.
7. Recognize visual storytelling techniques.
8. Interpret cinematic storytelling techniques.
9. Propose documentary story ideas in verbal presentations.
10. Write treatments and proposals for documentary projects.
11. Defend, in teacher conferences, project plans from rough idea, to research plan, to project outline with thesis and support.
12. Synthesize elements from all AIM classes into documentary film projects.

13. Film scenes that demonstrate mastery of camera usage including, white balance, shutter, exposure, focus, zoom, tripod, microphone usage and audio levels, ND filter, and basic care and maintenance
14. Discuss the differences between shotgun and lavalier, unidirectional and omnidirectional microphones.
15. Film numerous interviews in various parts of the Bay Area.
16. Demonstrate mastery over basic (year 1) and some advanced features (year 2) of digital non-linear video editing software Final Cut Pro (FCP) including saving and organizing media and project files; logging and capturing; arranging clips and sequences in the browser; editing in the viewer, canvas and timeline; cutting and trimming clips using various tools; adding transitions and effects; importing files; exporting files; exchanging files between Final Cut Pro, Photoshop, Compressor, LiveType and Soundtrack Pro; mixing multiple tracks of audio, correcting color
17. Edit together the following documentary elements in Final Cut Pro: montage, cutaways, interviews, imported audio from a CD, archival footage and text titles.
18. Organize documentary elements into appropriate bins and folders in the Final Cut Pro browser.
19. Export sequences into various formats including .Mov, MPEG2, and H.264
20. Burn a DVD of edited documentary in DVD Studio Pro

### **III. ASSESSMENT**

#### **A. Student Assessment**

Quizzes

Oral presentations

Written assignments

Participation/Work ethic

Respectful use of the studio environment

Project Performance

#### **B. Course Assessment**

This course will be assessed every four years in accordance with the Curriculum Cycle. Course assessment will be done through direct observation by teachers and administrators and responses to student and staff surveys.

### **IV. METHODS AND MATERIALS**

#### **A. Methods**

- Direct instruction (from instructor, guest artists via lecture and teacher led discussion)

- Interactive teacher led demonstrations (Guided Practice)
- Independent practice using manuals, and multimedia CD tutorials
- Modeling using visual aids, including film and LCD demonstrations
- Readings from texts; analytical and reflective writing to specific prompts
- Skill building small group emulations of cinematic models
- Cooperative Learning / Peer Tutoring
- Project Based Learning
- Student oral presentations
- Student reflections and self-assessments

## **B. Materials**

Texts & Excerpts (may include but not limited to):

Introductory to Documentary (Bill Nichols)  
 Documentary Storytelling (Sheila Bernard)  
 Directing the Documentary (Michael Rabiger)  
 Documentary: a history of the non-fiction film (Erik Barnouw)  
 The Documentary Tradition (Lewis Jacobs)  
 Final Cut Pro 5: Apple Pro Training Series/ Peachpit Press (Diana Weynand)

Documentary Films (may include but are not limited to):

Robert Flaherty, *Nanook of the North*, (1922, Silent—Truth vs Actuality)  
 Dziga Vertov, *Man with the Movie Camera*, (1929, Silent montage)  
 Basil Wright and Harry Watt, *Night Mail* (1936, British, poetic/performatory)  
 Pare Lorentz, *The River* (1937, Influential early environmental)  
 Alain Resnais, *Night and Fog* (France, 1955, Nazi extermination camps, performatory)  
 Fred Wiseman, *The Titicut Follies* (1967, observational – direct cinema)  
 Jean Rouch and Edgar Morin, *Chronicle of a Summer* (France, 1961, Cinema Veritae)  
 The Maysles Brothers and Charlotte Zwerin, *Salesman* (USA, 1969, Direct Cinema)  
 Werner Herzog, *Land of Silence and Darkness* (Germany, 1971, observational)  
 Ira Wohl, *Best Boy* (USA, 1979, biographical amalgam)  
 Michael Apted, *28 Up* (Great Britain, 1986, 21 year study, participatory)  
 Errol Morris, *The Thin Blue Line* (USA, 1989, participatory-performatory)  
 Michael Moore, *Roger and Me* (USA, 1989, ambush journalism)  
 Henry Hampton's Blackside, Inc., *Eyes on the Prize* (USA, 1990, archival)

## Hardware

Computers/Monitors  
Cameras  
Tripods  
Microphones  
M-Boxes

## Software

Final Cut Pro 5  
Adobe Photoshop  
Soundtrack Pro  
LiveType  
Motion

## Media

Digital Video Tape  
Cds  
DVDs

### **C. Technology**

## Hardware

Computers/Monitors  
Digital Video Cameras  
Tripods  
Microphones  
M-Box

## Software

Video editing software such as Final Cut Pro 5  
Image editing software such as Adobe Photoshop  
Audio editing and finishing software such as Soundtrack Pro  
Text animation program such as LiveType  
Effects, layering, compositing software such as Motion or After Effects  
Internet

### **D. School to Career Goals**

- Guest artists and adult mentors for documentary production
- Student fieldwork on authentic projects
- Camera operation & cinematography

- Basic computer and software skills
- Basic to advanced video and sound editing

#### **D. Suggested Instructional Time Allocation**

- Units of study are organized around two types of projects, a) skillbuilders (approximately 5 weeks each), which serve as scaffolding for documentary projects and b) documentaries (approximately 10 weeks).
- There are six projects per year, three in the first semester, three in the second.
- Each semester is comprised of two scaffolding skill building projects (approx. 10 weeks) and one documentary project (approx. 10 weeks)
- Every project (unit) introduces new concepts in documentary and the examination of at least one model with application of key concepts/techniques
- Every project includes readings from texts and quizzes, written assignments and class discussions based on readings

### **V. GENERAL INFORMATION**

Documentary Integrated Media Studies is a 20 credit course (5 credits per semester repeated each semester for two years) open to students enrolled in the Tamalpais High School Academy of Integrated Humanities and New Media (AIM).

#### **A. Prerequisites**

Students must be enrolled in AIM.

#### **B. Requirements Met**

This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

*UC/CSU approval pending "g" requirement*

Board Approved: 3-28-06