

In Vidcode’s Digital Media course, students create their own digital media using programming. Students learn to film, edit and publish digital video, as well as use JavaScript to add digital effects to their creations. The course also covers design principles, color theory, and typography. Special attention is given to using different types of digital media to convey a social message and the impact of digital media on culture.

The course teaches students beginning to intermediate JavaScript concepts including **functions, variables, objects, loops, and conditionals**.

Vidcode Digital Media aligns with the TEKS Digital Media course and includes the following:

§130.278. Digital and Interactive Media	Vidcode Digital Media
<p>(3) The student uses emerging technologies to exchange and gather information and resources. The student is expected to:</p> <p>(B) use Internet resources for research purposes; and</p> <p>(C) research technologies that have surfaced within the last three years in the area of interactive media.</p>	<p>Unit 1</p> <ul style="list-style-type: none"> - Students use the internet to find images that exemplify design principles. <p>Unit 2</p> <ul style="list-style-type: none"> -Students research animation techniques.
<p>(5) The student analyzes and applies design and layout principles. The student is expected to:</p> <p>(C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space;</p> <p>(D) identify and use three-dimensional effects such as foreground, middle distance, and background images;</p> <p>(E) identify and use typography;</p> <p>(F) identify and use color theory; and</p> <p>(G) recreate and improve existing multimedia products by applying the appropriate design and layout principles.</p>	<p>Unit 1</p> <ul style="list-style-type: none"> - Students identify and use design principles, typography and color theory. <p>Unit 2</p> <ul style="list-style-type: none"> -Students create three-dimensional effects using photography and graphics
<p>(7) The student demonstrates appropriate use of digital photography equipment and techniques. The student is expected to:</p> <p>(B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon;</p> <p>(C) transfer still shot images from equipment to the computer; and</p> <p>(D) demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate digital manipulation software.</p>	<p>Unit 1</p> <ul style="list-style-type: none"> -Students utilize digital photography techniques to capture images and incorporate them into media projects. -Students alter and add effects to images using JavaScript. <p>Unit 2</p> <ul style="list-style-type: none"> -Students use digital photo composition techniques to capture a series of photos to create stop-motion animation and stereographic effects.

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<p>(9) The student demonstrates appropriate use of video equipment and techniques. The student is expected to:</p> <p>(B) demonstrate proper use of terminology in relation to video technology;</p> <p>(D) transfer video images from equipment to the computer;</p> <p>(E) demonstrate videographic enhancement and editing techniques such as panning, transitions, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software</p>	<p>Unit 1 -Students practice filming techniques.</p> <p>Unit 3 -Students create film transitions using loops in JavaScript.</p> <p>Unit 4 -Students edit film and add digital enhancements to create a digital short film.</p>
<p>(10) The student demonstrates appropriate use of audio equipment and techniques. The student is expected to:</p> <p>(D) transfer audio files from equipment to the computer;</p>	<p>Unit 3 -Students record audio effects and add them to video.</p>
<p>(11) The student demonstrates appropriate use of animation. The student is expected to:</p> <p>(A) use the principles of motion graphics such as frames and key frames, integration of audio into an animation, and user interactive controls;</p> <p>(B) create and modify a linear and a nonlinear animation using appropriate software following standard design principles</p>	<p>Unit 2 - Students create stop-motion animated videos and integrate audio into them.</p>
<p>(12) The student demonstrates appropriate project management in the creation of digital media projects. The student is expected to:</p> <p>(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources; and</p> <p>(B) evaluate a project plan along its timeline and make suggested revisions until completion of the project.</p>	<p>Units 1-4 -As a capstone to each unit, students complete a digital media project planning, storyboarding and practicing an iterative design process.</p>
<p>(13) The student deploys digital media into print, web-based, and video products. The student is expected to:</p> <p>(D) collect and organize student created products to build an individual portfolio.</p>	<p>Units 1-4 -Student projects are stored on the Vidcode website from which they can build and organize an individual portfolio that is easily shared online.</p>