

SECONDARY FILM AND MEDIA ARTS ENDORSEMENT SPECS

Competencies and Requirements to Earn the Endorsement

This endorsement, when attached to a current Secondary Educator License, qualifies an educator to teach Secondary Fine Arts Film and Media Arts course codes. A list of Film and Media Arts courses can be found [here](#).

Endorsement Type Requirements:

Professional Secondary Film and Media Arts Endorsement: All requirements met.

Associate Secondary Film and Media Arts Endorsement: Complete at least one of the following requirements:

- Earned a bachelor's or higher degree in the endorsement area; or
- Completed at least 3 of 7 Competency Requirement Areas for the endorsement.

Endorsement Competency Requirement Areas:

1. Introduction to Film and Media Arts Studies Competency
2. Introduction to Film and Media Arts Production Competency
3. Film and Media Arts History Competency
4. Film and Media Arts Production Competency
5. Film and Media Arts Post-Production Competency
6. Film and Media Arts Capstone Competency
7. Film and Media Arts Pedagogy Competency

University Coursework:

For each of the following requirements, indicate the courses you have completed to satisfy the requirements. If the course description does not exactly match the category, please include a syllabus for further review. Applicants must earn a C or higher in the course(s) taken.

Competency-Based Portfolio:

Portfolio evidence of college-level competence in each category. Please see the checklist for each competency area.

Earning the Endorsement:

For each of the following competency requirement areas, an individual may select the Coursework option or the other method of demonstrated competency. Only ONE option per competency area is required. Documentation must be submitted to satisfy each of the requirements.

1. Introduction to Film and Media Arts Studies Competency:

Competencies. Demonstrate basic skills in appreciation, analysis, and understanding of film and media art.

Options to Demonstrate Competency.

- **University Courses (two courses required) option**
 - [Course List](#)
- **Professional Exams option**
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio option**
 - A paper that analyzes a film from a historical and/or artistic point of view which:
 - Demonstrates a strong understanding of the film's historical and artistic context.
 - Offers insightful and original analysis beyond surface-level observations.
 - Reflects a deep appreciation and engagement with the film and its themes.
 - Provides background information about the film, including its title, director, and release date.
 - Introduces the historical and/or artistic context relevant to the film.
 - Provides a brief and accurate summary of the film's plot and main characters.
 - Highlights significant themes or motifs that are central to the film.
 - Demonstrates comprehensive research on the historical period and artistic movements connected to the film.

- Clearly explains how the film reflects or responds to the historical and artistic context.
- Analyzes the impact of the historical and artistic context on the film's production and reception.
- Chooses specific elements of the film (e.g., cinematography, editing, sound design) to analyze in-depth.
- Provides clear and well-supported observations and interpretations.
- Offers insightful analysis of the chosen elements, using examples and specific scenes from the film.
- Themes and Symbolism (15 points):
- Identifies and discusses the major themes explored in the film.
- Analyzes the use of symbolism and its significance within the film.
- Establishes connections between the themes and symbolism and the historical and artistic context.
- Selects **at least three scholarly works** (books, articles, or essays) related to the film or its themes.
- Analyzes how these works contribute to the understanding of the film and its historical/artistic context.
- Includes a bibliography that lists all the sources cited in the paper.
- Maintains a logical flow of ideas throughout the paper.
- Effectively communicates complex concepts and analysis.
- Utilizes a logical and coherent structure with clarity in writing.

2. Introduction to Film and Media Arts Production Competency:

Competencies: Demonstrate understanding of basic techniques in the production of moving images, using both fiction and non-fiction forms.

Options to Demonstrate Competency:

- University Course option
 - [Course List](#)
- Professional Exams option
 - Passing university equivalency exam
- Demonstrated Competency Portfolio option
 - Short Fiction Film (3-5 minutes):
 - Develop a concept or story for the fiction film.
 - Create a script or outline that includes key scenes and dialogue.
 - Plan and execute pre-production tasks such as casting, location scouting, and scheduling.

- Film scenes using basic camera techniques like framing, composition, and movement.
- Apply lighting techniques appropriate for the desired mood or atmosphere.
- Record clear and synchronized audio, including dialogue, sound effects, and music.
- Edit the footage to create a coherent narrative using basic editing techniques.
- Use appropriate transitions, effects, and titles to enhance the film's visual appeal.
- Export the final film in a suitable format for viewing.
- Short Non-Fiction Film (3-5 minutes):
 - Choose a subject or topic for the non-fiction film.
 - Research and gather relevant information or footage related to the subject.
 - Plan and conduct interviews or capture observational footage.
 - Capture high-quality visuals using appropriate camera techniques.
 - Record clear and accurate audio, including interviews, ambient sounds, and narration if applicable.
 - Organize and structure the footage in a logical and engaging manner.
 - Use basic editing techniques to create a compelling narrative or informative presentation.
 - Incorporate suitable transitions, effects, and titles to enhance the film's impact.
 - Export the final film in a suitable format for viewing.
- Recorded Teaching Demonstration:
 - Prepare a lesson plan focusing on basic production techniques for fiction and non-fiction films.
 - Clearly explain and demonstrate each technique, providing step-by-step instructions.
 - Engage and interact with students effectively to ensure their understanding.
 - Address any questions or concerns raised by students during the demonstration.
 - Adapt and modify the teaching approach as needed based on student feedback and comprehension.
- Lesson Plans for Fiction and Non-Fiction Film Production:
 - Develop lesson plans that cover the essential concepts and

techniques in fiction and non-fiction film production.

- Include detailed objectives, activities, and resources for each lesson.
- Ensure the lesson plans demonstrate a clear progression of learning, building upon previously acquired skills.
- Incorporate opportunities for students to practice and apply the techniques learned.
- Evaluate and assess student progress and understanding through appropriate assessments or projects.
- Utilizes a logical and coherent structure to organize materials.

3. Film and Media Arts History Competency:

Competencies: A survey of major developments in international film and media arts history, examining the aesthetic, economic, cultural, and/or technological dimensions of moving images.

Options to Demonstrate Competency

- **University Course** option
 - [Course List](#)
- **Professional Exams** option
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio** option
 - **Recorded Teaching Demonstration:**
 - Provides a recorded demonstration of successful teaching of the history of film and media arts.
 - Demonstrates effective instructional techniques, such as clear explanations, engaging activities, and interactive discussions.
 - Incorporates visual aids, audiovisual materials, or other resources to enhance the teaching and learning experience.
 - Shows evidence of student engagement and participation during the teaching demonstration.
 - **Lesson Plan:**
 - Develops a comprehensive lesson plan for teaching the history of film and media arts.
 - Includes clear learning objectives that align with the desired outcomes of the lesson.
 - Specifies the instructional strategies, activities, and materials used to convey the historical information effectively.
 - Provides assessment methods or tools to measure student understanding and knowledge of film and media arts history.
 - Integration of Aesthetic, Economic, Cultural, and Technological

- Demonstrate an ability to integrate the aesthetic, economic, cultural, and technological dimensions of moving images into the lesson.
- Incorporates discussions or activities that explore the impact of these dimensions on film and media arts history.
- Highlights the connections between historical developments and contemporary practices in the field.
- Includes a written reflection or analysis of the teaching demonstration and lesson plan.
- Includes supporting materials, such as handouts, visual aids, or multimedia resources used during the teaching demonstration.
- Demonstrates an understanding of major developments in international film and media arts history.
- Examines the aesthetic, economic, cultural, and/or technological dimensions of moving images.
- Shows knowledge of key filmmakers, movements, genres, and significant works in film and media arts history.
- Organizes the portfolio in a logical and visually appealing manner, with clear sections or categories.

4. Film and Media Arts Production Competency:

Competencies. Advanced study and practice in one production discipline, such as screenwriting, directing, or cinematography.

Options to Demonstrate Competency.

- **University Course** option
 - [Course List](#)
- **Professional Exams** option
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio** option
 - Submits a portfolio of creative work that showcases professional proficiency in one or more film and media arts production disciplines.
 - The portfolio should not exceed 10 minutes in duration.
 - Includes high-quality examples of work that highlight technical skills, artistic vision, and storytelling abilities within the chosen production discipline.
 - Provides a variety of samples that demonstrate versatility and a range of techniques and styles.
 - Demonstrates an advanced level of study and practice in one production discipline, such as screenwriting, directing, or cinematography.

- Shows expertise and professional proficiency in the chosen production discipline.
- Exhibits a deep understanding of the theoretical and practical aspects of the discipline.
- Recorded demonstration of successful teaching in the chosen production discipline.
 - Demonstrates an ability to effectively communicate and instruct advanced production concepts and techniques to students.
 - Shows evidence of engaging teaching methods, clear explanations, and demonstrations.
 - Incorporates interactive activities or discussions that enhance student learning and understanding.
- Develops a comprehensive lesson plan that aligns with the advanced study and practice in the chosen production discipline.
 - Specifies clear learning objectives for the lesson that reflect the advanced nature of the topic.
 - Outlines instructional strategies, activities, and resources used to facilitate student learning.
 - Includes assessment methods or tools that evaluate students' comprehension and application of advanced concepts.
 - Provides a written reflection or analysis of the teaching demonstration and lesson plan.
 - Describes the rationale behind instructional choices made and their effectiveness in facilitating advanced study and practice
 - Provides supporting materials, such as scripts, storyboards, shot lists, or other relevant documents, that highlight advanced skills and expertise.
- Organizes the portfolio in a logical and visually appealing manner, with clear sections or categories.

5. Film and Media Arts Post-Production Competency:

Competencies. Advanced study and practice in one post-production discipline, such as editing, sound design, or digital effects.

Options to Demonstrate Competency.

- **University Course** option
 - [Course List](#)
- **Professional Exams** option
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio** option
 - Submits a portfolio of creative work that showcases professional

proficiency in one or more film and media arts post-production disciplines.

- The portfolio should not exceed 10 minutes in duration.
- Includes high-quality examples of work that highlight technical skills, creative abilities, and storytelling through post-production techniques.
- Provides a variety of samples that demonstrate versatility and a range of styles within the chosen post-production discipline.
- Demonstrates advanced study and practice in one post-production discipline, such as editing, sound design, or digital effects.
- Shows expertise and professional proficiency in the chosen post-production discipline.
- Exhibits a deep understanding of the technical and artistic aspects of post-production processes.
- Recorded demonstration of successful teaching in the chosen post-production discipline.
 - Demonstrates an ability to effectively communicate and instruct advanced post-production concepts and techniques to students.
 - Shows evidence of engaging teaching methods, clear explanations, and demonstrations related to post-production processes.
 - Incorporates interactive activities or discussions that enhance student learning and understanding.
- Develops a comprehensive lesson plan that aligns with the advanced study and practice in the chosen post-production discipline.
 - Specifies clear learning objectives for the lesson that reflect the advanced nature of the topic.
 - Outlines instructional strategies, activities, and resources used to facilitate student learning in post-production techniques.
 - Includes assessment methods or tools that evaluate students' comprehension and application of advanced concepts in post-production.
 - Provides a written reflection or analysis of the teaching demonstration and lesson plan.
 - Provides supporting materials, such as project files, before and after examples, or other relevant documents, that demonstrate advanced skills and expertise.
- Organizes the portfolio in a logical and visually appealing manner, with clear sections or categories.

6. Film and Media Arts Capstone Competency:

Competencies. Demonstrates an advanced film and media arts production project on which the applicant served in a major creative role (e.g., writer, director, cinematographer, editor).

Options to Demonstrate Competency.

- **University Course option**
 - [Course List](#)
- **Professional Exams option**
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio option**
 - Provides a complete short film or an excerpt from a longer film.
 - The duration of the film or excerpt should not exceed ten minutes.
 - Showcases the applicant's major creative role through their contributions to the project.
 - Demonstrates a high level of technical quality, storytelling, and artistic vision.
 - Demonstrates an advanced film and media arts production project in which the applicant served in a major creative role, such as writer, director, cinematographer, or editor.
 - Shows the applicant's expertise and proficiency in the chosen creative role.
 - Exhibits a high level of technical and artistic skills in the production project.
 - Exhibits advanced technical skills relevant to the major creative role, such as writing, directing, cinematography, or editing.
 - Demonstrates a strong understanding and application of film and media arts principles and techniques.
 - Shows evidence of artistic excellence and creativity in storytelling, visual composition, sound design, or other relevant aspects.
 - Clearly identifies the major creative role performed by the applicant in the production project.
 - Describes the specific responsibilities and contributions made in that role.
 - Highlights the applicant's unique artistic vision and creative choices evident in the project.
 - Provides a written reflection or analysis of the film or excerpt.
 - Describes the creative process and decision-making behind the project.

- Reflects on the artistic intentions, challenges faced, and solutions implemented.
- Analyzes the impact and effectiveness of the film or excerpt in conveying the desired message or artistic vision.
- Includes any relevant materials related to the production project, such as scripts, storyboards, shot lists, or other relevant documents.
- Organizes the portfolio in a logical and visually appealing manner, with clear sections or categories.

7. Film and Media Arts Pedagogy Competency:

Competencies. Exploration of the content areas of film and media arts education pedagogy.

- **University Course** option
 - [Course List](#)
- **Professional Exams** option
 - Passing university equivalency exam
- **Demonstrated Competency Portfolio** option
 - Develops a successful unit plan that encompasses all four Fine Arts Film & Media Arts strands.
 - Clearly outlines the learning objectives, activities, assessments, and resources for each lesson within the unit.
 - Includes a variety of engaging and interactive learning experiences that foster student creativity, critical thinking, and technical skills in film and media arts
 - Demonstrates an exploration of the content areas of film and media arts education pedagogy.
 - Shows an understanding of the four Fine Arts Film & Media Arts strands.
 - Exhibits a comprehensive unit plan that addresses all four strands and includes artifacts of lesson implementation..
 - Shows evidence of student engagement and active participation in the learning process.
 - Submits 3-5 pieces of student work that exemplify student learning and outcomes.
 - Includes pre and post-assessments to measure student progress and growth in the film and media arts content areas.
 - Includes a written reflection or analysis that evaluates the effectiveness of the unit plan and the impact of teaching practices on student learning.

- Reflects on the alignment of the unit plan with the Fine Arts Film & Media Arts strands and the extent to which the learning objectives were achieved.
- Provides a statement of teaching philosophy that describes the applicant's film and media arts teaching ideologies.
 - The statement should be approximately 500 words in length and reflect the applicant's beliefs, values, and approaches to teaching film and media arts.
 - Discusses the applicant's goals, strategies, and methods for engaging students, fostering creativity, and facilitating meaningful learning experiences in film and media arts.
- Organizes the portfolio in a logical and visually appealing manner, with clear sections or categories.

Applying for the Endorsement:

Submit all documentation and application form to Educator Licensing through SM Apply (<https://usbelicensing.smapply.us/>). Transcripts must be submitted to transcripts@schools.utah.gov directly from your college or university.