

FEDERAL MINISTRY OF EDUCATION

National Technical Certificate (NTC) Curriculum in

SOCIAL MEDIA AND ANIMATION TECHNOLOGY

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THE WORLD BANK

NATIONAL BOARD FOR TECHNICAL EDUCATION

Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria



NATIONAL TECHNICAL CERTIFICATE

CURRICULUM AND MOUDULE SPECIFICATIONS IN

SOCIAL MEDIA AND ANIMATION TECHNOLOGY

2025

GENERAL INFORMATION

AIM

This qualification aims to equip students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement; using Social Media Tools, Platforms, Animation Hardware and Software.

ENTRY QUALIFICATIONS Craft Programme

Candidates must not be less than 14 years of age and should have successfully completed three years of Junior Secondary education or its equivalent. Special consideration may be given to sponsored candidates with lower academic qualifications, who hold trade test certificate and are capable of benefiting from the programme.

Advanced Craft Programme

Candidates should possess the National Technical Certificate or its equivalent, and should have had a minimum of two years post qualification cognate industrial experience.

The Curriculum

The Curriculum of each programme is broadly divided into three components:

- 1. General Education, which accounts for 30% of the total hours required for the programme.
- 2. Trade Theory, Trade Practice and Related Studies, which account for 65% and,
- 3. Supervised Industrial Training/Work Experience, which accounts for about 5% of the total hours required for the programme. This component of the course, which may be taken in industry or in the College production unit is compulsory for the full-time students.

Included in the curriculum are the teacher's activity and learning resources required for the guidance of the teacher.

Unit Course/Modules

A course/ module is defined as a body of knowledge and skills capable of being utilized on its own, or as a foundation or pre-requisite knowledge for more advanced work in the same or other fields of study. Each trade course/ module when successfully completed, can be used for employment purposes.

Behavioral Objectives

These are educational objectives, which identify precisely the type of behavior a student should exhibit at the end of a course/module or programme. Two types of behavioral objectives have been used in the curriculum. They are:

- a. General Objectives
- b. Specific Learning Outcomes

General objectives are concise but general statements of the behavior of the students upon completion of a unit of week such as understanding the principles and application of:

- i. Social Media Communication
- ii. Animation
- iii. Portfolio Development and Career Preparation

Specific learning outcomes are concise statements of the specific behavior expressed in units of discrete practical tasks and related knowledge the students should demonstrate as a result of the educational process to ascertain whether the general objectives of course/ programme have been achieved. They are more discrete and quantitative expressions of the scope of the tasks contained in a teaching unit.

General Education in Technical Colleges

The General Education component of the curriculum aims at providing the trainee with knowledge in critical subjects like English Language, Mathematics, Economics, Physics, Chemistry, Biology, Entrepreneurial Studies and Mathematics, etc. to enhance the understanding of machines, tools and materials of their trades and their applications as a foundation for post-secondary technical education for an above average trainee. Hence, it is hoped that trainees who successfully complete trade and general education may be able to compete with their secondary school counterparts for direct entry into Universities, Polytechnics or Colleges of Education (Technical) for degree, ND or NCE courses respectively. For the purpose of certification, only the first three courses in mathematics will be required. The remaining modules are optional and are designed for an above average students.

National Certification

The NTC programmes are run by Technical Colleges accredited by N.B.T.E.

NABTEB conducts the final national examination and awards certificates.

Students who successfully complete all the courses/modules specified in the curriculum table and passed the National Examinations in the trade will be awarded with the below certificate:

| S/NO | LEVEL | CERTIFICATE |
|------|---------------------|--------------------------------|
| | Technical Programme | |
| 1. | NTC | National Technical Certificate |

Guidance Notes for Teacher implementing the Curriculum

The number of hours stated in the curriculum table may be increased or decreased to suit individual institutions' timetable, provided the entire course content is properly covered, and goals and objectives of each module are achieved at the end of the term.

The maximum duration of any module in the new scheme is 300 hours. This means for a term of 15 weeks, the course should be offered for 20 hours a week. This can be scheduled in sessions of 4 hours in a day, leaving the remaining hours for general education. However properly organized, and if there are adequate resources, most of these courses can be offered in two sessions a day, one in the morning and the other one in the afternoon. In so doing, some of these programmes may be completed in lesser number of years.

The sessions of 4 hours include the trade theory and practice. It is left for the teacher to decide where the class should be held in the workshop or in a lecture room.

INTEGRATED APPROACH IN THE TEACHING OF TRADE Theory, Trade Science and Trade Calculation

The traditional approach of teaching trade science and trade calculation as separate and distinct subjects in Technical College programmes is not relevant to the new programme, as it will amount to a duplication of the teaching of mathematics and physical science subjects in the course. The basic concepts and principles in mathematics and physical science are the same as in the trade calculation and trade science. In the new scheme therefore, qualified persons in these fields will teach mathematics and physical science, and the instructors will apply the principles and concepts in solving trade science and calculation problems in the trade theory classes. To this end, efforts have been made to ensure that mathematics and science modules required to be able to solve technical problems were taken as pre-requisite

Evaluation of Programme/Module

For the programme to achieve its objectives, any course started at the beginning of a term, and must terminate at the end of the term. Instructors should therefore device methods of accurately assessing the trainees to enable them give student's final grades at the end of the term. A national examination will be taken by all students who have successfully completed their modules. The final award will be based on the aggregate of the scores attained in the course work and the national examination

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| LIST OF PARTICIPANTS | 22 |

PROGRAMME:

NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY

GOAL: The Social Media and Animation Technology Programme is intended to produce students with the in-depth practical, theoretical knowledge and skills on how to conduct Social Media Communication, Digital Animation and Corporate Engagement using Social Media Tools, Platforms, Animation Hardware and Software.

CURRICULUM TABLE AND COURSE HOURS/WEEK

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE

| Module Code | MODULE | | | YEA | RI | | | | | YE/ 2 | | | | YEAR 3 | | | | TOTAL HOURS | | |
|----------------|--|------|-----|-----|-----|-----|-----|-----|------|----------|-----|----|-----|--------|---|-----|-----|----------------|-----|-----|
| | | Teri | m 1 | Ter | m 2 | Ter | m 3 | Теі | rm 1 | Ter | m 2 | Те | rm3 | Term | 1 | Ter | m 2 | Ter | m 3 | |
| | | Т | Р | Т | Р | Т | Р | Т | Р | Т | Р | Т | Р | Т | Р | Т | Р | Т | Р | |
| CAM 12 – 15 | Mathematics | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 216 |
| CEN 11 – 17 | English | 2 | - | 2 | - | 2 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 3 | - | 288 |
| CPH 10 – 12 | Physics | 2 | - | 2 | - | 2 | - | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 288 |
| CCH 10 – 12 | Chemistry | 2 | - | 2 | - | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 288 |
| CEC 11 – 13 | Economics | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 2 | - | 216 |
| CBM 11 | Entrepreneurship | - | - | - | - | - | - | 2 | - | 2 | - | 2 | - | - | - | - | - | - | - | 72 |
| ICT 11 – 15 | Computer Studies | - | - | - | - | - | - | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | I | - | 180 |
| SAT 111 | Introduction to Social Media | 1 | 2 | - | - | - | - | - | - | - | | - | - | - | | - | - | I | - | 36 |
| SAT 121 | Social Media Strategy & Branding | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - | 36 |
| SAT 131 | Content Creation and Storytelling | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | 36 |
| SAT 122 | Introduction to Animations and Digital Media | - | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 48 |
| SAT 132 | Principles of Animations | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | 36 |
| SAT 112 | Introduction to Storytelling and Concept Development | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 36 |
| SAT 211 | Visual Content and Video Production. | - | - | - | - | - | - | 2 | 2 | - | - | - | - | - | - | - | - | - | - | 48 |

| SAT 212 | Social Media Engagement and Growth strategy | - | - | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - | - | - | 36 |
|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|------|
| SAT 231 | Social Media Advertising & Monetization | - | - | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - | - | - | - | 36 |
| SAT 221 | Introduction to 2D Animations Techniques | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - | 36 |
| SAT 222 | Introduction to 3D Animations techniques | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | | 36 |
| SAT 232 | Introduction to Motion Graphics and Visual Effects | - | - | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - | - | - | - | 36 |
| SAT 311 | Sound Design and Editing | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 2 | - | - | - | - | 36 |
| SAT 321 | Game Animations and Interactive Media. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 2 | - | - | 36 |
| SAT 312 | Social Media analytics and Performance tracking | - | - | - | - | - | - | - | - | - | | - | - | 1 | 2 | - | - | - | - | 36 |
| SAT 331 | Introduction to Portfolio Development and Career Planning (Animation) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 36 |
| SAT 322 | Ethics, Privacy and Online Safety | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 1 | - | - | 24 |
| SAT 332 | Introduction to Portfolio Development and Career Preparation (Social Media) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 1 | 36 |
| | Grand Total | 2 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 2 | 4 | 2 | 3 | 3 | 3 | 2208 |

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| PROGRAMME | : NATIONAL TECHNICA | L CERTIFICATE IN SOCIAL MEDIA | & ANIMATION TECHNOLOGY | |
|----------------|----------------------------|---|-------------------------------------|-------------------|
| MODULE 1: In | troduction to Social Med | ia | COURSE CODE: SAT 111 | CONTACT HOURS: 36 |
| YEAR: 1 | TERM: 1 | PRE: REQUISITE: | Theoretical: 12 Hours | · |
| | | | Practical: 24 Hours | |
| GOAL: This n | nodule is designed to pro | vide trainees with the knowledge | of the Fundamentals of Social Media | |
| | History and Evolution of S | n of this module, the students should Social Media | | |
| 2.0. Know the | general Overview of Majo | r Social Media Platforms | | |
| 3.0. Understa | nd the Impact of Social Me | edia on Society and Culture | | |
| 4.0. Understa | nd the uses of Social Medi | a as Responsible Digital Citizens | | |

| MODUI | E 1: Introduction to Social Media | | | COURSE CODE: SAT 1 | 11 CONTACT H | IOURS: 36 |
|-------|--|-----------------------------------|---------------|-------------------------------|-------------------------------|-----------|
| YEAR: | 1 TERM: 1 | PRE: REQUISITE | | Theoretical: 12 Hours | · | |
| | | | | Practical: 24 Hours | | |
| GOAL: | This module is designed to provide tra | ainees with the knowledge | of the Fundam | entals of Social Media | | |
| | Theoretica | l Content | | Pi | ractical Content | |
| GENER | AL OBJECTIVE 1.0: Know the History | of Social Media | | | | |
| Week | Specific Learning | Teachers Activities | Learning | Specific Learning | Teachers | Learning |
| | Outcome | | Resources | Outcome | Activities | Resources |
| 1-2 | 1.1 Define Social Media | Explain Social Media | Textbooks, | Identify: | Guide the Student | Internet- |
| | | | Internet, | Email | to identify: | Router |
| | 1.2 Explain the History and Evolution | Discuss the evolution of | Multimedia | Chatrooms | Email | Computer |
| | of Social Media | Social Media | Projector, | Online | Chatrooms | Projector |
| | | | Marker board, | Forums | Online | |
| | 1.3 Explain the Key milestones in | Explain the Key | Marker | | Forums | |
| | Social Media History | Milestones in Social | | | | |
| | Explain: | Media History | | | | |
| | email | Explain: | | | | |
| | chatrooms | email | | | | |
| | online forums | chatrooms | | | | |
| | | forums | | | | |
| | 1.4 Explain the Technological | Explain the | | | | |
| | Advancements | Technological | | | | |
| | | Advancements | | | | |
| GENER | AL OBJECTIVE 2.0: Know the General | Overview of Major Social I | edia Platform | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-5 | 2.1 Explain Social Media Platforms | Explain Social Media | Textbooks, | Compare and contrast | Guide learners to | Computer |
| | | Platforms | Internet, | the different Social | Compare and | System, |
| | | | Multimedia | | contrast the | Pictures, |

| | 2.2 List different Social Media Platforms and their Applications: YouTube Facebook TikTok Instagram WhatsApp X, etc | Explain the different Social Media Platforms: • YouTube • Facebook • TikTok • Instagram • WhatsApp • X, etc | Projector, Marker Board, Marker | Media Platforms namely: YouTube Facebook TikTok Instagram WhatsApp X, etc | different Social Media Platforms namely: • YouTube • Facebook • TikTok • Instagram • WhatsApp • X, etc | Videos, Projector Flip Chart Films, Diagrams |
|-------|---|--|--|--|--|--|
| | 2.3 Explain the importance of Social Media Platforms | Discuss the importance of Social Media Platforms | | | | |
| GENER | AL OBJECTIVE 3.0: Understand the Im | pact of Social Media on So | ociety and Culture | | | |
| 6-9 | 3.1 Explain the Positive Impact of Social Media on Society and Culture | Explain the Positive Impact of social media on Society and Culture Explain the role of | Textbooks, Internet, Multimedia Projector, Marker board, | | | |
| | 3.2 Explain the role of social media in shaping society and culture | social media in shaping society and culture | Marker | | | |
| | 3.3 List the Benefits of Social Media | Explain the Benefits of Social Media | | | | |
| GENER | AL OBJECTIVE 4.0: Understand the use | e of Social Media as Respo | onsible Digital Citiz | zens | | |
| 10-12 | 4.1 Define Digital Citizen | Explain Digital Citizen | Textbooks, Internet, Multimedia Projector, | | | |

| 4.2 Explain how to use Social Media as a Digital Citizen | Explain how to use Social Media as a Digital Citizen | Marker board, Marker | | |
|---|--|-------------------------|--|--|
| 4.3 Explain online privacy and social media etiquette | Explain online privacy and social media etiquette | | | |

| MODULE 2: Soc | cial Media Strategy and B | randing | COURSE CODE: SAT 121 | CONTACT HOURS: 36 |
|---|---|---------------------------------------|---|--------------------------|
| YEAR: 1 | TERM: 2 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This m | odule is designed to provi | de the students with the knowledg | e and skills of Social Media Strategies a | and Branding |
| GENERAL OBJ | ECTIVES: On completion of | of this module, the trainee should be | able to: | |
| | ECTIVES: On completion of Personal and Professional I | | able to: | |
| 1.0. Know the I | | Branding | able to: | |
| 1.0. Know the P 2.0. Know the ⁻ | Personal and Professional I | Branding jement Strategies | able to: | |

| MODUL | E: Social Media S | trategy and Branding | | | COURSE CODE: SAT 1 | L21 CO | DNTACT HOURS: 36 | | | | |
|---------------|------------------------------|--|--|---|--|---|---|--|--|--|--|
| YEAR: | 1 | TERM: 2 | PRE: REQUISITE | • | Theoretical: 12 Hours | · | | | | | |
| | | | | | Practical: 24 Hours | | | | | | |
| 1.1 GO | AL: This module | is designed to provid | le the students with t | he knowledge | e and skills of Social Med | lia Strategies a | nd Branding | | | | |
| | | Theoretical Co | | | | ractical Content | | | | | |
| GENER | AL OBJECTIVE 1.0 |): Know the Personal a | nd Professional Brandir | ng | | | | | | | |
| Week | Specific Learnin | g | Teachers | Learning | Specific Learning | Teachers | Learning | | | | |
| | Outcome | | Activities | Resources | Outcome | Activities | Resources | | | | |
| 1-2 | 1.2 Define Perso Branding | onal and Professional | Explain Personal and Professional Branding | Computer, Textbooks, Internet, Multimedia Projector, Marker board, | | | Computer, Software packages, Videos, Multimedia Projector, | | | | |
| | • | to create a template and Professional | Explain how to create a template for Personal and Professional Branding | Marker | Demonstrate how to create a template for Personal and Professional Branding | Guide the Learner to demonstrate th use of online Applications in | Flip Chart, Pictures, Films, Diagrams, | | | | |
| | | nportance of Personal onal Branding | Explain the importance of Personal and Professional Branding | | | Personal and Professional Branding | | | | | |
| GENER | AL OBJECTIVE 2.0 |): Know the Target Aud | ience and Engagement | Strategies | | | I | | | | |
| 3-5 | | rget Audiences and | Explain the Target Audience and | Computer, Textbooks, Internet, | | | | | | | |

| | 2.2 Explain Audience Engagement Strategies 2.3 Explain how to reach Target Audience | Engagement Strategies Explain the Audience Engagement Strategies Explain how to reach Target Audience | Multimedia Projector, Marker board, Marker | Demonstrate the process of audience engagement on Social Media Platforms | Guide Learners to Demonstrate how to use engagement for their Target Audience | Computer Software packages |
|-----|---|---|--|--|--|--|
| 6-9 | RAL OBJECTIVE 3.0: Know the Unique So 3.1 Explain Social Media Identity 3.2 Explain how to create a unique identity using: Graphics Images Videos Tones Colours 3.3 List the importance of Social Media Identity | Explain Social Media Identity Explain how to create a unique identity using: Graphics Graphics Images Videos Tones Colours Explain the importance of Social Media Identity | Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker | Demonstrate using graphic software packages to create Social Media Identity | Guide Learners to Demonstrate how to use the following: Graphics Images Videos Tones Colours for Social Media Identity | Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures, Films, Diagrams, |

| GENER | AL OBJECTIVE 4.0: Know how to Develo | p Content Calendar | | | | |
|-------|--|---|---|---|--|---|
| 10-12 | 4.1 Define a Content Calendar4.2 Explain the Basic of a Content Calendar for Planning Posts | Explain a Content Calendar Explain the basic of a Content Calendar for Planning Posts | Journals, Internet, Computer, Textbooks Multimedia Projector, Marker board, | | | Computer, Software, Videos, Multimedia Projector, Flip Chart, Pictures, |
| | 4.3 Explain how to set timing for content posting | Explain how to set time for content posts | Marker | Demonstrate the processes of developing Content Calendar | Guide Learners to Demonstrate how to set timing for planning Posts | Films, Diagrams, |

| MODULE 3: Col | ntent Creation and Storyt | elling | COURSE CODE: SAT 131 | CONTACT HOURS: 36 | | | |
|----------------------------------|--|--|--|----------------------------|--|--|--|
| YEAR: 1 | TERM: 3 | PRE: REQUISITE: | Theoretical: 12 Hours | | | | |
| | | Practical: 24 Hours | | | | | |
| GOAL: This mo | dule is designed to provid | le trainee with the knowledge and sl | kills to create engaging content, craft co | ompelling stories, and use | | | |
| | tive writing and visuals. | C | | | | | |
| | | | | | | | |
| | | | | | | | |
| GENERAL OBJ | ECTIVES: On completion of | of this module, the trainee should be a | able to: | | | | |
| GENERAL OBJ | ECTIVES: On completion of | of this module, the trainee should be a | able to: | | | | |
| | ECTIVES: On completion of Basics of Storytelling in Soc | | able to: | | | | |
| 1.0. Know the I | Basics of Storytelling in Soc | cial Media. | able to: | | | | |
| 1.0. Know the I | | cial Media. | able to: | | | | |
| 1.0. Know the l 2.0. Know how | Basics of Storytelling in Soc | cial Media. ions and Use of Hashtags. | able to: | | | | |

| MODUL | E 3: Content Creation and Storytelling | | | COURSE CODE: 131 | C | ONTACT HOURS: 36 |
|---------|---|--------------------------------|-------------------|---------------------------|----------------|-----------------------|
| YEAR: | 1 TERM: 3 | PRE: REQUISITE: | | Theoretical: 12 Hours | | |
| | | | | Practical: 24 Hours | | |
| GOAL: 1 | This module is designed to provide traine writing and visuals. | ee with the knowledge a | nd skills to crea | te engaging content, craf | t compelling s | tories, and use effec |
| | Theoretical (| Content | | | Practical Con | tent |
| GENER | AL OBJECTIVE 1.0: Know the Basics of | Storytelling in Social Me | dia | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 1-2 | 1.1 Explain the Basics of Storytelling in | Explain the Basics of | Computer, | | | Computer, |
| | Social Media: | Storytelling namely: | Textbooks, | | | Software, |
| | Character | Character | Internet, | | | Videos, |
| | Conflict | Conflict | Multimedia | | | Multimedia |
| | Resolution | Resolution | Projector, | | | Projector, |
| | | | Marker board, | | | Flip Chart, |
| | 1.2 Explain how to apply storytelling | | Marker | | | Pictures, |
| | structures using: Hook-Build- | Explain how to apply | | | | Films, |
| | Resolution in short- content form | storytelling structures using: | | | | Diagrams, |
| | 1.3 Explain the importance of Emotion | Hook-Build-Resolution | | | | |
| | in Storytelling using: | in short- content form | | | | |
| | Inspiration | | | | | |
| | Humor | | | | | |
| | Suspense | | | | | |

| | 1.4 Explain how Influencers use Storytelling to engage Audience | Explain the importance of Emotion in Storytelling using: Inspiration Humor Suspense Explain how Influencers use Storytelling to engage target audience | | Demonstrate the Use of storytelling structure to create engagement | Guide Learners to Demonstrate how to write a short engaging social media story using three-act structure | |
|-------|--|---|---------------|---|--|-------------|
| GENER | AL OBJECTIVE 2.0: Know how to write I | Engaging Captions and L | Jse Hashtags | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-5 | 2.1 Define Captions and Hashtags with | Explain the Captions | Computer, | | | Computer, |
| | examples | and Hashtags with | Textbooks, | | | Software, |
| | | examples | Internet, | | | Videos, |
| | | | Multimedia | | | Multimedia |
| | | | Projector, | | | Projector, |
| | | | Marker board, | | | Flip Chart, |
| | | | Marker | | | Pictures, |

| | 2.2 Explain the importance of | Discuss the | | | | Films, |
|------|--|---|-----------|---|--|---------------|
| | 2.4 Explain the importance of captions in boosting engagement. 2.4 Explain Caption Writing Techniques, including: Strong hook Call to Action (CTA) Short vs. Long-Form 2.5 List type of Hashtags and the rules governing their use on different platforms | importance of captions in boosting engagement. Explain Caption Writing Techniques, including: Strong hook Call to Action (CTA) Short vs. Long-Form Explain the type of Hashtags and the rules governing their use on different platforms | | Demonstrate how to write a Caption for X, Youtube, Facebook, Instagram, and compose 5 relevant Captions Demonstrate how to write a Hashtags for X, Youtube, Facebook, Instagram, and compose 5 relevant Hashtags | Guide Learners to Demonstrate how to use Captions on different Social Media Platforms Guide Learners to Demonstrate how to use Hashtags on different Social Media Platforms | Diagrams, |
| | AL OBJECTIVE 3.0: Know Photography | | 1 | | | • |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 6-10 | 3.1 Explain the role of visuals in | Explain the role of | Journals, | | | Camera Chain, |
| | Content creation | visuals in Content | Internet, | | | Audio Chain, |
| | | creation | Computer, | | | Light Chain, |

| | | Textbooks, | | | Production Gear, |
|---|---|---------------|-------------------------|-----------------|------------------|
| | | Multimedia | | | Computer, |
| 3.2 Explain the Basic Photography | Explain the Basic | Projector, | | | Software |
| Principles in Social Media: | Photography | Marker board, | | | packages, |
| Lighting | Principles in Social | Marker | | | Script, |
| Composition | Media: | | | | Storage Device, |
| Video and Photo Editing | Lighting | | | | Videos, |
| Software. | Composition | | | | Multimedia |
| | Video and Photo | | | | Projector, |
| | Editing Software | | | | Flip Chart, |
| | packages. | | | | Pictures, |
| | | | | | Electronic |
| 3.3 Explain Video Basics for Social | Explain Video Basics | | | | Board, |
| Media | for Social Media | | | Guide Learners | |
| | | | Demonstrate using | to | |
| | Explain how to shoot | | Camera, | Demonstrate | |
| 3.4 Explain how to shoot engaging | engaging videos using: | | Video Editing Software | how to use | |
| videos using: | shotsAngles | | and Writing short story | Camera and | |
| shotsAngles | Angles Transitions | | | Editing | |
| Angles Transitions | Storytelling | | | Applications to | |
| Storytelling | | | | produce | |
| , , | | | | engaging | |
| | | | | Videos for | |
| | | | | Social Media | |
| | | | | Platforms | |
| | | | | | |
| | | | | | |

| | 3.5 Explain the importance of Aspect Ratios: 9:16 for Stories, 1:1 for Instagram posts 16:9 for YouTube Videos | Explain the importance of Aspect Ratios: 9:16 for Stories 1:1 for Instagram posts 16:9 for YouTube Videos | | Demonstrate the Process of Capturing and Editing a photo or short video for Instagram and TikTok. | Guide Learners to Demonstrate how to use Video and Still Cameras to Capture images with the appropriate Aspect Ratios | |
|-------|---|---|--|---|---|--|
| GENER | AL OBJECTIVE 4.0: Understand Viral So | cial Media Campaigns | | | | |
| 11-12 | 4.1 Explain what makes content go viral: Relatability Emotion Shareability | Explain what makes content go viral: • Relatability • Emotion • Shareability | Journals, Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker | | | |

| 4.2 Explain Successful Viral | Explain Successful | | |
|---|----------------------------------|--|--|
| Campaigns, such as: | Viral Campaigns, such | | |
| Tiktok Challenge | as: | | |
| Brand Campaign | Tiktok | | |
| Social Media Movement | Challenge | | |
| | Brand | | |
| | Campaign | | |
| | Social Media | | |
| | Movement | | |
| 4.3 Explain how brands leverage | | | |
| trends, humor and influencers to | Discuss how brands | | |
| gain visibility. | leverage trends, | | |
| | humor and influencers | | |
| | to gain visibility. | | |

| MODULE 4: Intr | oduction to Animation and I | Digital Media | COURSE CODE: SAT 122 | CONTACT HOURS: 48 |
|------------------------------------|---|---------------------------------------|---|--------------------------|
| YEAR: 1 | TERM: 2 | PRE: REQUISITE: | Theoretical: 24 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This mo | dule is designed to provide | trainee with the knowledge and ski | ills of Animation, Digital Media and Digita | l Media |
| GENERAL OBJE | CTIVES: On completion of t | his module, the trainee should be abl | e to: | |
| | CTIVES: On completion of the Animation and Digital Media | | e to: | |
| 1.0. Understand | Animation and Digital Media | | | |
| 1.0. Understand 2.0. Understand | Animation and Digital Media | nd Digital Media (Film, Games, Advert | | |

| MODUL | E 4: Introduction to Animation and Dig | gital Media | | | COURSE CODE: SAT | 122 | CONT | ACT HOURS: 48 |
|-------|---|---|-----------------------|------|-------------------------|----------|-----------|---------------|
| YEAR: | L TERM: 2 | F | PRE: REQUISITE: | The | neoretical: 24 Hours | | | |
| | | | | P | ractical: 24 Hours | | | |
| GOAL: | This module is designed to provide tra | ainee with the know | ledge and skills of A | nima | ation, Digital Media an | d Digita | l Media | |
| | Theoretical | l Content | | | F | ractica | l Content | : |
| GENER | AL OBJECTIVE 1.0: Understand Animat | ion and Digital Media | ì | | | | | |
| Week | Specific Learning | Teachers | Learning | | Specific Learning | Teac | hers | Learning |
| | Outcome | Activities | Resources | | Outcome | Activ | vities | Resources |
| 1-2 | 1.1 Define Animation and how it | Explain Animation | and Computers | | | | | |
| | applies to different industries | how it applies to | Textbook, | | | | | |
| | | different industries | s Internet, | | | | | |
| | | | Multimedia | | | | | |
| | 1.2 Explain the difference between | Discuss the differen | nce Projector, | | | | | |
| | Animation and Digital Media | between Animatior | n and Marker board | , | | | | |
| | | Digital Media | Marker | | | | | |
| | 1.3 Explain how animation is used in: | Explain how anima is used in: | ation | | | | | |
| | Entertainment Video Games Advertising & Marketing Social Media | Entertainm Video Gam Advertising Marketing Social Med | g & | | | | | |

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|--|---|-------------------|------------|-----------|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-5 | 2.1 List Career Paths in Animation and Digital Media: 2D Animator 3D Animator Storyboard Artist Motion Graphics Designer. Visual Effects (VFX) Artist Game Animator Freelance Animator Content Creator | Explain the Career Paths in Animation and Digital Media: 2D Animator 3D Animator Storyboard Artist Motion Graphics Designer Visual Effects (VFX) Artist Game Animator Freelance Animator Content Creator | Computer, Textbooks, Internet, Multimedia Projector, Marker Board, Marker | | | |
| | 2.2 Explain the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing. | Discuss the skills required for different Animation jobs, such as Storytelling, Drawing, Modeling, and Editing. | | | | |

| | 2.3 Explain Freelancing vs. Studio | Explain Freelancing vs. | | | | |
|-------|---------------------------------------|--------------------------|---------------|-----------------------|-------------------|------------|
| | Jobs | Studio Jobs | | | | |
| | | Discuss how to choose | | | | |
| | 2.4 Explain how to choose a career in | a career in animation | | | | |
| | animation and research its job | and research its job | | | | |
| | roles, required skills and salary | roles, required skills | | | | |
| | expectations. | and salary | | | | |
| | | expectations. | | | | |
| GENER | AL OBJECTIVE 3.0: Know the Tradition | al and Digital Animation | | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 6-9 | 3.1 Describe the evolution of | Explain the evolution of | Journals, | | | Computer, |
| | animation from hand-drawn | animation from hand- | Internet, | | | Videos |
| | techniques to digital methods. | drawn techniques to | Computer, | | | Projector, |
| | | digital methods. | Textbooks, | | | Slides, |
| | | | Multimedia | | | Pictures, |
| | 3.2 List the type of Animations | Explain the Various | Projector, | Identify the types of | Guide the | Videos, |
| | | types of Animations | Marker Board, | Animations | Learners to | Electronic |
| | | | Marker | | identify types of | Board |
| | | | | | Animations | |
| | | Explain the advantages | | | | |
| | 3.3 Explain the advantages and | and challenges of each | | | | |
| | challenges of each animation | animation method | | | | |
| | method | | | | | |
| | | | | | Guide the | |
| | | | | | Learners to | |

| | 3.4 Explain the differences between Traditional and Digital Animation AL OBJECTIVE 4.0: Know the Basic Too | 1 | | Demonstrate the difference in Traditional and Digital Animation Blender, Toon Boom, Af | demonstrate the difference in Traditional and Digital Animation ter Effect) | |
|-------|---|--|---|--|--|--|
| 10-12 | 4.1 Explain the industry-standard software packages for animation and digital media 4.2 Identify the Interface and the difference between these basic Animation Software: Adobe Animate Toon Boom Harmony Blender Autodesk Maya After Effects 4.3 Explain the basic functions of each software and when to use them. | Explain the industry- standard software packages for animation and digital media Describe the Interface and the difference between these basic Animation Software: • Adobe Animate • Toon Boom Harmony • Blender • Autodesk Maya • After Effects Explain the basic functions of each software and when to use them. | Journals, Internet, Computer, Textbook Multimedia Projector, Marker Board, Marker | Identify the types of Animation Software packages, Interfaces, and difference | Guide learners to identify the types of Animation Software packages | Computer, Software, Videos Projector, Flip Chart, Pictures, Videos, Electronic Board |

| MODIII F 5. P | rinciples of Animation | | COURSE CODE: SAT 132 | CONTACT HOURS: 36 |
|--------------------------------|--|---|--|--------------------------|
| YEAR: 1 | TERM: 3 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | • | Practical: 24 Hours | |
| GOAL: This r | nodule is designed to pro | ovide trainee with the knowledge a | nd skills to create smooth and realistic | movement, keyframing, an |
| cor | nplete a simple bouncing | ball animation. | | |
| GENERAL OB | JECTIVES: On completio | n of this module, the trainee should b | be able to: | |
| | | n of this module, the trainee should l Squash, Stretch, Anticipation, Timing | | |
| 1.0. Know the | | Squash, Stretch, Anticipation, Timing | | |
| 1.0. Know the 2.0. Know Fra | principles of Animation (me Rates and Keyframing | Squash, Stretch, Anticipation, Timing | g, etc.) | |

| MODULE 5: Principles of Animation | | | | COURSE CODE: 132 | CONTACT H | OURS: 36 |
|-----------------------------------|--|--|-------------------|----------------------------------|-------------------|---------------|
| YEAR: 1 | 1 TERM: 3 | PRE: REQUISITE: | | Theoretical: 36 Hours | · | |
| | | | | Practical: 48 Hours | | |
| | This module is designed to provid mplete a simple bouncing ball ani | | wledge and ski | ills to create smooth and | realistic moveme | nt, keyframiı |
| | Theoretical | Content | | Р | ractical Content | |
| GENER | AL OBJECTIVE 1.0: Know the principl | es of Animation (Squash | , Stretch, Antici | pation, Timing, etc.) | | - |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 1-4 | 1.1 Explain why animation principles | Explain why animation | Computer, | | | Computer, |
| | are important for creating | principles are | Textbooks, | | | Software, |
| | believable movement. | important for creating | Internet, | | | Projector, |
| | | believable movement. | Multimedia | | | Flip Chart, |
| | | | Multimedia | | | Pictures, |
| | | | Projector, | | | Videos, |
| | | | Marker board, | | | Electronic |
| | 1.2 Identify the 12 Principles of | Discuss the 12 | Marker | | | Board, |
| | Animation developed by Disney | Principles of Animation | | Demonstrate the 12 | Guide learners to | Ping Pong, |
| | animators Frank Thomas & Ollie | developed by Disney | | Principles of | Demonstrate the | Table Tennis |
| | Johnston: | animators Frank | | Animation developed | 12 Principle of | Bats, |
| | Squash & Stretch | Thomas & Ollie | | by Disney animators | Animation | Paper, |
| | Anticipation | Johnston: | | Frank Thomas & Ollie | developed by | Pencil, |
| | Staging Straight About 2 Provide | | | Johnston: | Disney animators | Images |
| | Straight Ahead & Pose-to- Pose | Squash & Stretch | | Squash & Stretch | Frank Thomas & | |
| | Pose | Anticipation | | Anticipation | Ollie Johnston | |

Follow-Through & Staging Staging • Straight Ahead & Straight Ahead & **Overlapping Action** Slow In & Slow Out Pose-to-Pose Pose-to-Pose Arcs Follow-Through & Follow-Through & • Secondary Action **Overlapping Action** Overlapping Timing Action Slow In & Slow Out Exaggeration Slow In & Slow Arcs Solid Drawing Out Secondary Action Appeal Arcs Timing Secondary Action Exaggeration Solid Drawing Timing Exaggeration Appeal Solid Drawing Appeal Explain each principle Guide Learners to Demonstrate the and identify how they Demonstrate Animation process of improve animation each principle each principle using and how it 1.3 Describe each principle and videos, illustration and improves identify how they improve images Animation animation

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|--|---|--|--|--|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 5-7 | 2.1 Define Frame Rates and Keyframing 2.2 Explain frame rates and their impact on animation smoothness: 24 FPS (frames per second) 30 FPS 12 FPS | Explain Frame Rates and Keyframing Explain frame rates and their impact on animation smoothness: 24 FPS (frames per second) 30 FPS | Computer, Textbooks, Internet, Multimedia Projector, Marker board, Marker | Identify frame rates and their impact on animation smoothness: 24 FPS (frames per second) 30 FPS 12 FPS | Guide the Learner to identify frame rates and their impact on animation | Computer Software, Video Projector, Slides, Pictures, Videos, Electronic Board |
| | 2.3 Explain the keyframing basics: Keyframes In-Betweening (Tweening) Easing in & out | 12 FPS Explain the keyframing basics: Keyframes In-Betweening (Tweening) Easing in & out | | Demonstrate the Animation of a simple movement (e.g., a bouncing ball or waving hand) using keyframes in Animation Software: • Blender • Adobe Animate • Toon Boom Harmony | smoothness: 24 FPS (frames per second) 30 FPS 12 FPS Guide the Learners to demonstrate how to apply Keyframes | |

| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
|------|--|---|-----------------------|------------------------------|------------------------|-----------------------|
| | | | | | | |
| | animation from hand-drawn | of animation from | Camera, | | | Computer, |
| | techniques to digital methods. | hand-drawn | Computer, | | | Software, |
| | | techniques to digital | Software, | | | Camera, |
| | | methods. | Textbook, | | | Video |
| | | | Multimedia | | | Projector, |
| | | | Projector, | | | Slides, |
| | | | Marker board, | | | Pictures, |
| | 3.2 Explain the basics of hand-drawn (frame-by-frame) 2D animation: | Explain the basics of hand-drawn (frame- by-frame) 2D | Marker, | | | Videos, |
| | | | Onions, | Carry out Frame by | Guide learners to | Electronic |
| | | | | Frame Animation (2D | carry out frame | Board, |
| | | by-frame/2D | | Animation) | by frame | Onions |

| | Events in the desires of | Marker, | | | Videos, |
|--|---|---------|--|--|--|
| 3.2 Explain the basics of hand-drawn (frame-by-frame) 2D animation: Using onion skinning to see previous frames. Drawing key poses first, then adding in-between frames. | Explain the basics of hand-drawn (frame-by-frame) 2D animation: Using onion skinning to see previous frames. Drawing key poses first, then adding inbetween frames. | Onions, | Carry out Frame by Frame Animation (2D Animation) using Onions as a module | Guide learners to carry out frame by frame animation using Onions as a module | Electronic Board, Onions, Paper, Clay, Puppets, Mobile Phone |
| 3.3 Define Stop-Motion Animation | | | | | |

| | Explain Stop-Motion | | |
|--|---|--|---|
| 3.4 Explain stop-motion animation techniques: Capturing individual frames of real objects (clay, paper, puppets). Adjusting characters slightly between each shot to create motion. Using software like Dragon frame or mobile apps for stop-motion animation | Animation Explain stop-motion animation techniques: Capturing individual frames of real objects (clay, paper, puppets). Adjusting characters slightly between each shot to create motion. Using software like Dragon frame or mobile apps for stop-motion animation | Carry out Stop- Moti Animation Techniqu using Clay, Puppets Paper as a module | e |
| 3.5 Explain the pros & cons of 2D hand-drawn vs. stop-motion animation. | Explain the pros & cons of 2D hand-drawn vs. stop-motion animation. | | |
| L-12 | 4.1 Explain the 12 principles of | Explain the 12 | Internet, | | | |
|------|--------------------------------------|-----------------------|---------------|-----------------------|-------------------|--------------|
| | animation to create a bouncing | principles of | Computer, | | | |
| | ball animation. | animation to create a | Textbooks, | | | |
| | | bouncing ball | Multimedia | | | |
| | | animation. | Projector, | | | |
| | | | Marker board, | | | |
| | 4.2 Explain how to show weight and | Explain how to show | Marker, | Carry out the Weight | Demonstrate the | Computer, |
| | gravity by adjusting squash & | weight and gravity by | Tennis Balls | and Gravity Principle | Weight and | Software, |
| | stretch. | adjusting squash & | | of Animation | Gravity principle | Video |
| | | stretch. | | Technique | of Animation | Projector, |
| | | | | | Technique | Flip Chart, |
| | 4.3 Explain the Use of keyframes and | Explain the Use of | | | | Pictures, |
| | in-betweens to create smooth | keyframes and in- | | | | Videos, |
| | movement. | betweens to create | | | | Electronic |
| | | smooth movement. | | | | Board, |
| | | | | | | Bouncing Bal |
| | | | | | | Ping Pong |
| | | | | | | |
| | 4.4 Explain how to adjust timing and | | | Carry out the Weight | Guide the | |
| | spacing to make the bounce look | Explain how to adjust | | and Gravity | Learners to carry | |
| | natural. | timing and spacing to | | Technique, Timing and | out bouncing ball | |
| | | make the bounce look | | Spacing, use of | with realistic | |
| | | natural. | | Keyframe and in- | motion, using | |
| | | | | betweens | squash & stretch | |

| | | | Guide the | |
|-------------------------------------|-------------------------|----------------------|---------------|--|
| | Explain how to render | Demonstrate how to | Learner to | |
| 4.5 Explain how to render the final | the final animation and | render the final | Demonstrate | |
| animation and review | review improvements | animation and review | how to render | |
| improvements. | | improvements | the final | |
| | | | animation and | |
| | | | review | |
| | | | improvements | |
| | | | | |

| MODULE 6: | Introduction to Storyt | elling and Concept Development | COURSE CODE: SAT 112 | CONTACT HOURS: 36 |
|-----------------------------|---|---|--|---------------------------|
| YEAR: 1 | TERM: 1 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This | module is designed to | o provide the trainee with the knowle | dge and skills to develop compelling c | haracters, write engaging |
| so | ripts, create storyboa | rds, and design mood boards and ani | matics. | |
| GENERAL O | BJECTIVES: On comp | letion of this module, the trainee should | d be able to: | |
| | BJECTIVES: On comp reating compelling Cha | | d be able to: | |
| 1.0. Know C | | racters and Narratives | d be able to: | |
| 1.0. Know C 2.0. Know Se | reating compelling Cha | racters and Narratives Rigging | d be able to: | |

| MODULI | E 6: Introduction to Storytelling and | Concept Development | | COURSE CODE: SAT | 112 | CONTACT HOURS: 36 |
|---------|--|---|--|--|----------------|--------------------------|
| YEAR: 1 | TERM: 1 | PRE: REQUISITE: | | Theoretical: 12 Hours Practical: 24 Hours | | |
| | This module is designed to introduc storyboards, and design mood board | how to develop c | ompelling characters, wri | te engaging s | cripts, create | |
| | Theoretica | | | | Practical Con | tent |
| | AL OBJECTIVE 1.0: Know Creating c | | | Cussifie Learning | Teachers | Learning |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Activities | Learning Resources |
| 1-3 | 1.1 Define Storytelling with compelling Characters and Narrative | Explain Storytelling with compelling Characters and Narrative | Computer, Textbook, Internet, Multimedia Projector, Marker board, | | | |
| | 1.2 Explain the importance of storytelling in animation and digital media | Discuss the importance of storytelling in animation and digital media | Marker, Books, | | | |
| | 1.3 Explain the key Elements of a great Story:Character | Explain the key Elements of a great Story: | | | | |

| Conflict Resolution 1.4 Explain Character Development Techniques: Character Backstory Visual Design Expressions and movements | Character Conflict Resolution Explain Character Development Techniques: Character Backstory Visual Design Expressions | | | |
|--|--|--|---|---|
| 1.5 Explain the different story structures using: The Three-Act Structure (Setup, Conflict, Resolution). The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>). | Explain the different story structures using: The Three-Act Structure (Setup, Conflict, Resolution). The Hero's Journey (classic storytelling arc used in films like <i>The Lion King</i> and <i>Star Wars</i>). | Illustrate the Concept and processes using The Three-Act Structure with classic storytelling | Guide the Learner Illustrate the Concept and processes using The Three-Act Structure with classic storytelling | Internet- Router, Computer, Software, Projector, Flip Chart, Pictures, Videos, Electronic Board, Papers, Books, Script, |

| National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY |
|---|
|---|

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|--|--|---|---|--|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 4-7 | 2.1 Explain the Basics of Scriptwriting for Animation | Explain the basics of scriptwriting for animation | Books, Internet- Router, Multimedia | | | |
| | 2.2 Explain writing in a screenplay format using: Scene descriptions Dialogue Actions | Explain writing in a screenplay format using: Scene descriptions Dialogue Actions | Projector, Video, Story books, Papers | | | |
| | 2.3 Explain the role of a storyboard: Visual blueprint Camera angles, character poses, and key actions. Plan shots and movements. | Discuss the role of a storyboard: Visual blueprint Camera angles, character poses, and key actions. Plan shots and movements. | | Illustrate a One-page script and story board with Visual Blueprint, | Guide the learners to Illustrate a One page script and story board with | Computer, Software, Internet- Router, Projector, |

| 2.4 Explain how to create a storyboard using: Rough sketches of key scenes. Use arrows to indicate movement. Write brief Scene Descriptions and Dialogue. | Discuss how to create a storyboard using: Rough sketches of key scenes. Use arrows to indicate movement. Write brief Scene Descriptions and Dialogue. | camera Angles, Plan shots and Movemen | Flip Chart, Pictures, Videos, Electronic Board, Papers, Script, |
|--|--|--|---|
| 2.5 List Types of Story Board Tools Like: • Toon Boom Storyboard Pro • Adobe Photoshop • Traditional Paper Sketches. | Explain the types of Story Board Tools Like: • Toon Boom Storyboard Pro • Adobe Photoshop • Traditional Paper Sketches. | | |

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|---|---|--|---|---|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 8-11 | Outcome 3.1 Define Mood Board 3.2 Explain how a Mood Board helps establish the artistic style of an animation 3.3 Explain how to create a Mood Board using: • Collect images, color palettes, and textures. • Define the overall look and feel (cartoonish, realistic, stylized, etc.) 3.4 Explain the steps to create an animatic: • Scan or create digital storyboard frames. • Arrange them in video editing software | ActivitiesExplain Mood BoardExplain how a MoodBoard helps establishthe artistic style of ananimationExplain how to create aMood Board using:• Collect images, colorpalettes, andtextures.• Define the overalllook and feel(cartoonish,realistic, stylized,etc.)Explain the steps tocreate an animatic:• Scan or createdigital storyboardframes. | Resources Internet, Computer, Textbooks, Multimedia Projector, Marker board, Marker, Papers | Outcome Demonstrate the Process of creating Mood Boards using Images, Color Palettes and Textures. | Activities Guide the Learner to Demonstrate the Process of creating Mood Boards using Images, Color Palettes and Textures. | Resources Computer Software Videos Projector Slides Pictures Electronic Board Papers Script Microphone |

| | (Premiere Pro, Toon Boom, or After Effects). Add rough voiceovers, sound effects, or background music. | Arrange them in video editing software (Premiere Pro, Toon Boom, or After Effects). Add rough voiceovers, sound effects, or background music. | Demonstrate using Software, to arrange, Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video. | Guide the learners to demonstrate, using Software, to arrange Scanned Images, Background, Sound Effect and Voice-over to achieve 30 seconds Animatic Video. | |
|----|---|--|---|--|---|
| | JECTIVE 4.0: Develop Storyte | lling Skills | | 1 | I |
| 12 | | | Identify a workable Concept | Guide the learner to identify a workable concept | Computer, Software, Videos, Projector, |
| | | | Demonstrate how to write a Script for a Short Animation | Guide the learner to demonstrate how to write a Script for a Short Animation | Slides, Pictures Videos Electronic Board Paper |
| | | | Demonstrate how to carry out a detailed Storyboard | Guide the Learner to carry out a detailed Storyboard | |

| PIODOLE /. V | isual Content and Video | Production | COURSE CODE: SAT 211 | CONTACT HOURS: 4 |
|---|---------------------------|---|---------------------------------------|-------------------------|
| YEAR: 2 | TERM: 1 | PRE: REQUISITE: | Theoretical: 24 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This n | nodule is designed to pro | ovide the trainee with knowledge a | nd skills on Content and Video Produc | tion |
| | | | | |
| 1.0. Know Car | nva, Adobe Premiere and | Adobe Audition | | |
| | | Adobe Audition stagram Stories, Reels, Short skits a | nd TikTok | |
| 2.0. Know how | | stagram Stories, Reels, Short skits a | nd TikTok | |
| 2.0. Know how3.0. Know the | v to create and engage In | stagram Stories, Reels, Short skits a and editing | nd TikTok | |
| .0. Know how | v to create and engage In | stagram Stories, Reels, Short skits a | nd TikTok | |

| MODULE 7: Visu | ual Content and Video Produ | Iction | | COURSE CODE: SAT 2 | 11 CONT | ACT HOURS: 48 | |
|----------------|---|---|---|---|--|---|--|
| YEAR: 2 | TERM: 1 | PRE: REQUISITE: | | Theoretical: 24 Hours | | | |
| | | | | Practical: 24 Hours | | | |
| GOAL: This mo | dule is designed to provide t | the trainee with knowled | ge and skills on (| Content and Video Product | ion | | |
| | Theoretic | al Content | | Ρ | ractical Content | | |
| GENERAL OBJE | CTIVE 1.0: Know Canva, Ad | obe Premiere and Adobe | Audition | | | | |
| Week Specifi | c Learning | Teachers | Learning | Specific Learning | Teachers | Learning | |
| Outcon | ne | Activities | Resources | Outcome | Activities | Resources | |
| and 1.2 Exp | fine Canva, Adobe Premiere d Adobe Audition. blain the Basics of graphics sign for social media using Canva Adobe Premiere Adobe Audition | Explain Canva, Adobe Premiere and Adobe Audition Explain the Basics of graphics design for social media using Canva Adobe Premiere Adobe Audition | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose. | Guide the Learner to identify Editing Software packages such as Canva, Adobe Premier, Adobe Audition and their purpose. | Computer, Software, Camera, Videos, Flip Chart, | |

| | 1.3 Explain the interface, Tools and | Explain the interface, | | | Guide the Learner | |
|-------|---------------------------------------|------------------------------------|-------------------------|--------------------------|--------------------|----------------|
| | the functions of: | Tools and the functions | | | to identify Canva, | |
| | Canva | of: | | Identify Canva, Adobe | Adobe Premiere, | |
| | Adobe Premiere | Canva | | Premiere, and Adobe | and Adobe | |
| | Adobe Audition | Adobe Premiere | | Audition their | Audition, their | |
| | | Adobe Audition | | Interface, Tools and | Interface, Tools | |
| | | | | functions. | and functions. | |
| GENER | AL OBJECTIVE 2.0: Know how to creat | te and engage Posts, Sho | orts, Instagram sto | ries, reels and Tiktok | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 5-6 | 2.1 Explain how to create Posts, | Explain how to create | Computer, | Identify the social | Guide the Learner | Internet- |
| | stories, reels, short skits and | Posts, stories, reels, | Multimedia | media platforms and | to identify the | Router, |
| | Tiktok video | short skits and Tiktok | Projector, | their distinct functions | social media | Mobile Phones, |
| | | video | Textbooks, | | platforms and | Computer, |
| | | | Internet, | | their distinct | Software, |
| | | | Marker board, | | functions | Projector |
| | | | Marker | | | writing book, |
| | 2.2 Explain how to create an engaging | Explain how to create | | | | Flip Chart |
| | content for Stories, Reels, Posts, | an engaging content | | | | |
| | and Short Skits on the various | for Stories, Reels, | | Develop an engaging | Guide the learner | |
| | Social Media Platforms | Posts and Short Skits | | concepts and content | on how to | |
| | | on the various Social | | for Stories, Reels, | develop an | |
| | | Media Platforms | | Posts and Short Skits | engaging | |
| | | | | on the Social Media | concepts and | |
| | | | | Platforms | content for | |
| | | | | | Stories, Reels, | |

| Explain how to read comments, likes and reply followers to keep them engaged | Explain how to read comments, likes and replying followers to keep them engaged. | | Identify the rationale behind checking comments and likes, and ways to reply. | Guide the leaner to identify the rationale behind checking comments and likes, and ways to reply. | |
|--|---|--|--|---|--|
| BJECTIVE 3.0: Know the Basic of ecific Learning tcome | f Video Scripting and Edit Teachers Activities | ting Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| Explain what is Video Scripting and Editing. | Explain Video Scripting and Editing | Computer, Multimedia Projector, Textbooks, Internet, Marker board | Carry out how to write a Short Video Script and Editing | Guide the Learner on how to write a Short Video Script and Editing Guide the Learner | Internet- Router, Computer, Software, Projector, Writing Book |
| | | | Marker board | Marker board | Marker board Guide the Learner |

| National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY |
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|---|

| | 3.2 Explain how to conceptualize | and writing it in a script | | Demonstrate how to | different script | |
|-------|------------------------------------|----------------------------|---------------|-------------------------|--------------------|-----------------|
| | story and writing it in a script | format | | conceive and write | format. | |
| | format. | | | different script | | |
| | | | | Formats | Guide the Learner | |
| | | | | | on how to carry | |
| | | Explain the various | | | out edit with | |
| | 3.3 Describe the various types of | types of Script Editing | | | Video Editing | |
| | Script Editing Software packages | Software and how to | | | Software | |
| | and how to edit Videos using | edit Videos using them | | Carry out edit with | | |
| | them | | | Video Editing Software | | |
| | | | | | | |
| | | | | | Guide the Learner | |
| | 3.4 Explain how to edit a video | Explain how to edit a | | | to carry out video | |
| | alongside the script. | video alongside the | | Carry out video editing | Editing using | |
| | | script. | | using script | script | |
| GENER | AL OBJECTIVE 4.0: Know how to crea | te 30 Seconds Social Me | dia Video | | I | 1 |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 11-12 | 4.1 Explain how to create a 30- | Explain how to create a | Computer, | Identify how to | Guide the Learner | Internet-Router |
| | second social media video. | 30-second social | Multimedia | develop a Concept, | on how to | Computer, |
| | | media video. | Projector, | Scripting, Video and | develop a | Software, |
| | | | Textbooks, | Sound Production, and | Concept, | Camera, |
| | | | Internet, | Editing | Scripting, Video | Mobile Phone, |
| | | | Marker board, | | and Sound | Script, |
| | | | Marker | | Production, and | Images, |
| | | | | | Editing | Videos, |

| 4.2 Explain the use of camera and camera angles to tell a story. | Explain the use of camera and camera angles to tell a story. | Carry out video shots according to script | Guide the Learner on how to carry out video shots according to script | Storage Device, Flip Chart Paper |
|--|---|---|---|--|
| 4.3 Describe how to: Create a folder structure Log and Rename Footages Import Videos, Audios, Images and Sound in accordance with production script | Explain how to: Create a folder structure Log and Rename Footages Import Videos, Audios, Images and Sound in accordance with production script | Identify how to Create a folder structure Log and Rename Footages Import Videos, Audios Images and Sound in accordance with production script | Guide the Learner to identify how to Create a folder structure Log and Rename Footages Import Videos, Audios Images and Sound in accordance with production script | |

| | | | Guide the Learner | |
|-------------------------------------|------------------------|---------------------|-------------------|--|
| | | | on how to import | |
| | | | footages for | |
| | | | editing | |
| 4.4 Explain how to edit on timeline | Explain how to edit on | Demonstrate how to | | |
| using imported materials. | timeline using | import footages for | | |
| | imported materials. | editing | | |
| | | | | |
| | | | | |
| 4.5 Explain Rendering and Exporting | | | | |
| the final project. | Explain Rendering and | | | |
| | Exporting the final | | | |
| | project. | | | |
| | | | | |

| FIODOLL 0. | Social Media Engagem | nent and Growth Strategy | COURSE CODE: SAT 212 | CONTACT HOURS: 36 |
|----------------|------------------------|--|--|--------------------------|
| YEAR: 2 | TERM: 1 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This | module is designed to | o provide the trainee with the know | ledge and skills of Social Media Engager | nent and Collaboration |
| 1.0. Know h | ow to Increase Engage | ment | | |
| | 00 | ment nents and Manage Community Dynar | | |
| 2.0. 11000 11 | | nents and Manage Community Dynar | incs | |
| | | | | |
| 3.0. Know h | ow to Collaborate with | Influencers and Brands | | |

| | | | TIFICATE IN SOCIAL ME | DIA & ANIMAT | | | |
|-------|-------------------|------------------------|-------------------------|-----------------|---------------------------|--------------------|----------------|
| MODUL | E 8: Social Medi | a Engagement and Gr | owth Strategy | | COURSE CODE: SAT 2 | 221 CO | NTACT HOURS:36 |
| YEAR: | 2 | TERM: 2 | PRE: REQUISITE: | | Theoretical: 12 Hours | | |
| | | | | | Practical: 24 Hours | | |
| GOAL: | This module is a | lesigned to provide th | e trainee with the know | ledge and skill | s of Social Media Engagem | ent and Collaborat | ion |
| | | Theoretical | Content | | F | Practical Content | |
| GENER | AL OBJECTIVE 1 | .0: Know how to incre | ase engagement | | | | |
| Week | Specific Learni | ng | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | | Activities | Resources | Outcome | Activities | Resources |
| 1-3 | 1.1 Define Socia | ll Media Engagement | Explain social Media | Multimedia | | | Internet- |
| | and how to | increase engagement. | engagement and how | Projector, | | | Router, |
| | | | to increase | Textbooks, | | | Computer, |
| | | | engagement | Internet, | | | Software, |
| | | | | Marker board, | | | Camera, |
| | 1.2 Explain wha | t engagement means | | Marker | | | Sound |
| | in social me | dia and how to relate | Explain what | | Identify major | Guide student to | production |
| | with other s | takeholders | engagement means in | | stakeholders and how | identify | equipment, |
| | | | social media and how | | to relate with them | stakeholders and | Lighting |
| | | | to relate with other | | positively and achieve | demonstrate | instrument, |
| | | | stakeholders. | | desired result. | content that can | Mobile Phones, |
| | | | | | | appeal to audiend | e. Flip Chart, |
| | | | | | | | Videos, |
| | | | | | | | Images, |
| | 1.3 Explain the I | Basics of engagement | | | | | |
| | and engage | ment techniques in | | | Create content of | Guide student to | |
| | social media | a using: | | | interest that can | create content of | |

| Engagement with stakeholders | Explain the Basics and | spark emotions and | interest that can |
|--|---|--------------------|---------------------|
| Comment bumps | engagement | participation. | spark emotions and |
| followership | techniques in social | | participation which |
| stories, short and live videos | media using: | | will translate into |
| | Engagement with | | increased |
| | stakeholders | | engagement. |
| | Comment bump | | |
| | followership | | |
| | stories, short and | | |
| | live videos | | |
| 1.4 Explain best practices in achieving increased engagement through: Interactive contents Shareable contents High-quality visuals/sounds | Explain best practices in achieving increased engagement through: • Interactive content • Shareable content • High-quality visuals/sounds | | |
| 1.5 Explain variety of stakeholders in | | | |
| social media and list the basics | Explain variety of | | |
| techniques of engagement in | stakeholders in social | | |
| social media. | media and list the | | |
| | basics techniques of | | |
| | | | |

| | | engagement in social | | | | |
|-------|--------------------------------------|-------------------------|-----------------|-------------------|------------|-------------|
| | | media. | | | | |
| | | | | | | |
| | 1.6 Explain how to use quizzes and | Explain how to use | | | | |
| | trivia to spark curiosity and invite | quizzes and trivia to | | | | |
| | participation by using texts and | spark curiosity and | | | | |
| | visuals. | invite participation by | | | | |
| | | using texts and | | | | |
| | | visuals. | | | | |
| GENER | AL OBJECTIVE 2.0: Know how to resp | ond to Comments and M | lanage Communit | y Dynamics | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 4-6 | 2.1 Define Community Management. | Define Community | Computer, | | | Internet- |
| | | Management | Multimedia | | | Router, |
| | | | Projector, | | | Computer, |
| | | | Textbooks, | | | Software, |
| | 2.2 Explain the importance of | Explain the | Internet, | | | Flip Chart, |
| | responding to comments, likes, | importance of | Marker board, | | | Videos, |
| | and share on social media | responding to | Marker | | | Images, |
| | | comments, likes, and | | | | |
| | | share on social media | | | | |
| | | Explain strategies for | | | | |
| | 2.3 Explain strategies for community | community building | | | | |
| | building and audience interaction. | and audience | | | | |
| | | interaction | | | | |
| | | | | | | |

| stakeholders in the social media ecosystem. | Illustrate the connection within the Social Media Ecosystem | Guide the Learner on how to Illustrate the connection within the Social | |
|---|---|---|--|
| | Social Media | the connection | |
| ecosystem. | | | |
| | Ecosystem | within the Social | |
| | | | |
| | | Media Ecosystem | |
| | | | |
| Explain how to | | Guide the Learner | |
| develop comments | Develop comments | to develop | |
| response strategy: | response strategy: | comments | |
| Positive comments | Positive comments | response strategy: | |
| Negative or | Negative or | Positive | |
| sensitive comments | sensitive | comments | |
| Neutral comments | comments | Negative or | |
| Spam comments | Neutral comments | sensitive | |
| | Spam comments | comments | |
| Explain the role of | | Neutral | |
| hashtags, trends, and | | comments | |
| online challenge in | | Spam comments | |
| growing an audience. | | | |
| | | | |
| | | | |
| • | | | |
| | | | |
| hashtags across | | | |
| | develop comments response strategy: Positive comments Negative or sensitive comments Neutral comments Spam comments Explain the role of hashtags, trends, and online challenge in | develop comments response strategy:Develop comments response strategy:• Positive comments• Positive comments• Negative or sensitive comments• Negative or sensitive comments• Neutral comments• Neutral comments• Spam comments• Spam comments• Explain the role of hashtags, trends, and online challenge in growing an audience.• Spam comments• Explain the rules governing the use of• I I I I I I I I I I I I I I I I I I I | develop comments response strategy:Develop comments response strategy:to develop commentsPositive comments • Negative or sensitive comments• Positive comments • Negative or |

| | 2.7 Explain the rules governing the use | Social Media | | | | |
|-------|---|--------------------------|---------------|------------------------|----------------------|-------------|
| | of hashtags across Social Media | Platforms. | | | | |
| | Platforms. | | | | | |
| GENER | AL OBJECTIVE 3.0: Know how to colla | borate with Influencers | and Brands. | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 7-9 | 3.1 Explain social media Influencers | Explain social media | Computer, | | | Internet- |
| | and Brand Collaborations | Influencers and Brand | Multimedia | | | Router, |
| | | Collaborations | Projector, | | | Computer, |
| | | | Textbooks, | | | Software, |
| | 3.3 Explain how collaborating with | Explain how | Internet, | Identify collaborative | Guide the learner to | Flip Chart, |
| | influencers and brands on social | collaborating with | Marker board, | niche using | identify | Videos, |
| | media can help expand audience | influencers and | Marker | Influencers and | collaborative niche | Images, |
| | base, build credibility, and drive | brands on social | | Brands. | using | |
| | business results. | media can help | | | Influencers and | |
| | | expand audience | | | Brands. | |
| | | base, build credibility, | | | | |
| | | and drive business | | | | |
| | | results. | | | | |
| | 3.3 Explain how to search for | | | | | |
| | influencers and brands that align | Explain how to search | | | | |
| | with values and target audience. | for influencers and | | Identify influencers | Guide the learner | |
| | | brands that align with | | and brands that align | be able to identify | |
| | | values and target | | with the business and | influencers and | |
| | | audience. | | values. | brands that align | |

| | | | | with the business | 1 |
|--|---|--|---|--|---|
| | | | | and values. | |
| L OBJECTIVE 4.0: Know how to do Li | ve-Streaming on Social | Media Platforms. | | | |
| Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| Outcome | Activities | Resources | Outcome | Activities | Resources |
| 4. 1 Explain live-streaming on Social | Explain Live- | Computer, | | | Internet- |
| Media | Streaming on social | Multimedia | | | Router, |
| | media | Projector, | | | Computer, |
| | | Textbooks, | | | Software, |
| 4.2 Explain live-streaming's immense | Explain live | Internet, | | | Flip Chart, |
| importance to social media | streaming's immense | Marker board, | | | Videos, |
| activities | importance to social | Marker | | | Images, |
| | media activities | | | | Paper |
| | Explain Live- | | Carry out: | Guide the Learner | |
| | Streaming Strategy on | | Pre-Streaming | on how to carry out: | |
| 4.3 Explain Live-Streaming Strategy | Social Media such as: | | Strategy | Pre-Streaming | |
| on Social Media such as: | Pre-Streaming | | Content Strategy | Strategy | |
| Pre-Streaming Strategy | Strategy | | Promotion Strategy | Content Strategy | |
| Content Strategy | Content Strategy | | | Promotion | |
| Promotion Strategy | Promotion Strategy | | | Strategy | |
| | | | | | |
| | Explain how to track | | | | |
| | performance through | | | | |
| | viewership, | | | | |
| | Outcome 4. 1 Explain live-streaming on Social Media 4.2 Explain live-streaming's immense importance to social media activities 4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy | OutcomeActivities4. 1 Explain live-streaming on Social MediaExplain Live- Streaming on social media4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activities4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion Strategy• Pre-Streaming Strategy • Promotion Strategy • Promotion StrategyPre-Streaming Strategy • Promotion Strategy | OutcomeActivitiesResources4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesInternet, Marker board, Marker4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion Strategy• Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy | OutcomeActivitiesResourcesOutcome4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,Streaming on social Projector, Textbooks,4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media media activitiesInternet, Marker board, Marker4.3 Explain Live-Streaming Strategy on Social Media such as: • Pre-Streaming Strategy • Content Strategy • Promotion StrategyExplain Live- Streaming Strategy • Content Strategy • Promotion StrategyCarry out: • Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy | OutcomeActivitiesResourcesOutcomeActivities4.1 Explain live-streaming on Social MediaExplain Live- Streaming on social mediaComputer, Multimedia Projector, Textbooks,Multimedia Projector, Textbooks,Activities4.2 Explain live-streaming's immense importance to social media activitiesExplain live streaming's immense importance to social media activitiesInternet, Marker board, MarkerCarry out: • Pre-Streaming Strategy • Content Strategy • Content Strategy • Promotion Strategy • Promotion StrategyGuide the Learner on how to carry out: • Pre-Streaming Strategy • Content Strategy • Promotion Strategy • Promotion StrategyCarry out: • Pre-Streaming Strategy • Content Strategy • Promotion Strategy • Promotion StrategyGuide the Learner on how to carry out: • Pre-Streaming Strategy • Promotion Strategy • Promotion Strategy |

| 4.4 Explain how to track performance through viewership, engagement and comments, to evaluate live- streaming strategy. | engagement and comments, to evaluate live- streaming strategy. Explain how to | Monitor the Performance of Live Streaming through Analytics | Guide the Learner on how to Monitor the Performance of Live Streaming through Analytics | |
|--|---|--|---|--|
| 4.5 Explain how to monitor viewership, how to engage others and how to assess performance. | monitor viewership, how to engage others and how to assess performance. | | | |

| MODULE 9: | Social Media Advert | tising & Monetization | COURSE CODE: SAT 231 | CONTACT HOURS: 36 | | |
|----------------|---------------------------------|---|--|--------------------------|--|--|
| YEAR: 2 | YEAR: 2 TERM: 3 PRE: REQUISITE: | | Theoretical: 12 Hours | | | |
| | | | Practical: 24 Hours | | | |
| GOAL: This | s module is designed | to provide trainee with knowledge | and skills on how to run paid social mee | lia ads, work with | | |
| I | nfluencers, and Mon | etize Content through Multiple Strat | egies. | | | |
| | | | | | | |
| 10 // | he Desire of Freehee | le and Table during Advantising | | | | |
| | | ok and Instagram Advertising | | | | |
| | | ok and Instagram Advertising keting and Brand Partnerships | | | | |
| 2.0. Unders | tand Influencer Mark | 5 5 | isorships) | | | |

| MODUL | E 9: Social Media Advertising & M | onetization | | COURSE CODE: SAT 23 | 31 CONT | ACT HOURS: 36 | |
|---------|---|--|---|---|--|---|--|
| YEAR: 2 | 2 TERM: 3 | PRE: REQUISITE: | | Theoretical: 12 Hours | | | |
| | | | | Practical: 24 Hours | | | |
| GOAL: | This module is designed to provid | e trainee with knowledge | and skills on ho | w to run paid social media a | ds, work with Influ | encers, and | |
| | Monetize Content through Mult | | | | | | |
| | | ical Content | | | ractical Content | | |
| GENER | AL OBJECTIVE 1.0: Know the Bas | cs of Facebook and Insta | gram Advertising | | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning | |
| | Outcome | Activities | Resources | Outcome | Activities | Resources | |
| 1-4 | 1.1 Explain the use of Facebook and Instagram as advertising tools. | Explain the use of Facebook and Instagram as advertising tools. | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Identify major Social Media advertising tools | Guide the Learner to identify major Social Media advertising tools Guide the Learner | Computer, Software, Flip Chart, Videos, Images, Mobile Phone | |
| | 1.2 Explain the interface and navigation of the Advertising Manager Platform. | Explain the interface and navigation of the Advertising Manager Platform. | | Demonstrate how to use the Advertising Manager Platform | on how to use the Advertising Manager Platform Guide the Learner on how to identify | | |

| 1.3 List Facebook and Instagram | Explain Facebook and | Identify Facebook and | Facebook and |
|---|---|--|---|
| advertising Basics. Such as: | Instagram advertising | Instagram advertising | Instagram |
| Campaign Objectives | basics such as: | basics such as: | advertising basics |
| Targeting Options | Campaign | Campaign | such as: |
| Advert Formats | Objectives | Objectives | Campaign |
| Budgeting | Targeting Options | Targeting Options | Objectives |
| | Advert Formats | Advert Formats | Targeting |
| | Budgeting | Budgeting | Options |
| | | | Advert |
| | | | Formats |
| | | | Budgeting |
| 1.4 Explain social media official learning platforms for advertising and the guided rules. | Explain social media official learning platforms for advertising and the guided rules | Identify social media advertising platform and how to navigate for sales. | Guide the Learner on how to Identify social media advertising platform and navigate for sales. |

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|---------------------------------------|---------------|-------------------|------------|-----------|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 5-6 | 2.1 Define Influencer Marketing | Define Influencer | Computer, | | | |
| | | Marketing. | Multimedia | | | |
| | | | Projector, | | | |
| | | | Textbooks, | | | |
| | 2.2 Explain Influencer Marketing | | Internet, | | | |
| | Basics and the typology of | Explain Influencer | Marker board, | | | |
| | Influencers such as: | Marketing Basics and | Marker | | | |
| | Nano Influencers | the typology of | | | | |
| | Micro Influencers | Influencers such as: | | | | |
| | macro influencers | Nano Influencers | | | | |
| | | Micro Influencers | | | | |
| | | macro influencers | | | | |
| | 2.3 Define Brand Partnership. | | | | | |
| | | Explain Brand | | | | |
| | | Partnership | | | | |
| | 2.4 Explain Brand Partnership | | | | | |
| | Basics and Types of Brand | Explain Brand | | | | |
| | Partnership: | Partnership Basics and | | | | |
| | Sponsored Posts | Types of Brand | | | | |
| | Product Collaborations | Partnership: | | | | |
| | Brand Ambassadorship | Sponsored Posts | | | | |
| | Affiliate Marketing | | | | | |

| | Event Partnerships | Product | | | | |
|-------|--|--|---------------------|------------------------|------------|------------------|
| | · · | Collaborations | | | | |
| | | Brand | | | | |
| | | Ambassadorship | | | | |
| | | Affiliate Marketing | | | | |
| | | Event Partnerships | | | | |
| | | Event i artheremps | | | | |
| | 2.5 Explain Key Components of | Explain Key | | | | |
| | Influencer Marketing and | Components of | | | | |
| | Brand Partnerships such as: | Influencer Marketing | | | | |
| | Content Creation | and Brand Partnerships | | | | |
| | Content Distribution | such as: | | | | |
| | Influencer Marketing | Content Creation | | | | |
| | Platforms | Content Distribution | | | | |
| | Influencer Rates | Influencer | | | | |
| | | Marketing Platforms | | | | |
| | | Influencer Rates | | | | |
| GENER | AL OBJECTIVE 3.0: Know Social Me | edia Monetization Strategi | es (Youtube, Affili | ate Marketing, Sponsor | ships) | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 7-10 | 3.1 Define Affiliate Marketing. | Define Affiliate | Computer, | | | Internet-Router, |
| | | Marketing. | Software, | | | Computer, |
| | | | Multimedia | | | Software, |
| | 3.2 Explain Key Players such as: | Discuss Key Players | Projector, | | | Flip Chart, |
| | | | | | | |

Textbooks,

Internet

Affiliate Marketer

such as:

Videos,

Images,

| Merchant Affiliate | Affiliate | Marker board | | | Mobile Phone |
|--|---|--------------|-------------------------|-------------------|--------------|
| Networks | Marketer | Marker | | | |
| Customers | Merchant | | | | |
| | Affiliate | | | | |
| | Networks | | | | |
| | Customers | | | | |
| | | | | | |
| | Explain Monetizing | | | | |
| 3.3 Explain Monetizing Content on | Content on Social | | | | |
| Social Media such as | Media such as | | | | |
| Sponsored Posts, | Sponsored Posts, | | | | |
| Affiliate Links, | Affiliate Links, | | | | |
| Product Placements, | Product Placements, | | | | |
| Shout Outs, | Shout Outs, | | | | |
| Social Media Shopping, | Social Media | | | | |
| Instagram Shop or | Shopping, | | | | |
| Facebook Shop. | Instagram Shop or | | | | |
| | Facebook Shop. | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Explain how to create | | Identify how to | Guide the learner | |
| | effective affiliate | | produce content in line | on how to | |
| | content such as: | | with the affiliate's | produce content | |
| | High-Quality | | wants and needs. | in line with the | |
| | Content, | | | | |

| GENER | 3.4 Explain how to create effective affiliate content such as: High-Quality Contents, Product Reviews, Tutorials and Guides, Social Media Stories and Disclosures AL OBJECTIVE 4.0: Understand about the second s | Product Reviews, Tutorials and Guides, Social Media Stories and Disclosures | and Audience Seg | gmentation. | affiliate's wants and needs. | |
|-------|--|---|---|-------------------|---------------------------------|-----------|
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 11-12 | 4. 1 Define Advertising Targeting and Audience Segmentation | Explain Advertising Targeting and Audience Segmentation | Computer, Software, Multimedia Projector Textbooks, | | | |

| 4.3 Explain Targeting Options on | Discuss Targeting | | |
|---|---|--|--|
| Social Media Platforms such as: | Options on Social | | |
| Custom Audiences | Media Platforms | | |
| Lookalike Audiences | such as: | | |
| Interest-Based | Custom Audiences | | |
| Targeting | Lookalike | | |
| Demographic Targeting | Audiences | | |
| | Interest-Based | | |
| | Targeting | | |
| | Demographic | | |
| | Targeting | | |
| 4.4 Explain Best Practices starting | | | |
| with: | Explain Best Practices | | |
| Broad Targeting | starting with: | | |
| Use of Multiple Targeting Options | Broad TargetingUse of Multiple | | |
| Respect for User Privacy | Targeting Options | | |
| | Respect for User | | |
| | Privacy | | |
| | Thrucy | | |
| 4.5 Explain Best Practices in | Explain Best Practices | | |
| advertising targeting | in Advertising | | |
| | Targeting. | | |

| PROGRAMME | : NATIONAL TECHNIC | AL CERTIFICATE IN SOCIAL MEDIA | A & ANIM | ATION TECHNOLOGY | | | |
|----------------|---------------------------------|--------------------------------------|-------------|----------------------------------|-------------------|--|--|
| MODULE 10: | 2D Digital Animation Tec | hniques | | COURSE CODE: SAT 221 CONTAC | | | |
| YEAR: 2 | YEAR: 2 TERM: 2 PRE: REQUISITE: | | | Theoretical: 12 Hours | | | |
| | | | | Practical: 24 Hours | | | |
| GOAL: This n | nodule is designed provid | de trainee with knowledge and skil | lls to crea | te 2D Digital Animations using i | industry-standard | | |
| Softw | are packages | | | | | | |
| GENERAL OB | JECTIVES: On completior | of this module, the trainee should b | be able to: | | | | |
| 1.0. Know Too | on Boom Harmony & Adob | e Animate | | | | | |
| 2.0. Know Lay | ering, Backgrounds, and (| Compositing in 2D | | | | | |
| 3.0. Know Lip | -Syncing and Character Ri | gging | | | | | |

| MODUL | E 10: 2D Digital Animation Techniques | | | COURSE CODE: SAT | 222 CO | NTACT HOURS: 36 |
|-------|---|-----------------------------------|--------------------|----------------------------|------------------|-----------------|
| YEAR: | 2 TERM: 1 | PRE: REQUISITE: | | Theoretical: 12 Hours | <u>.</u> | |
| | | | | Practical: 24 Hours | | |
| GOAL: | This module is designed provide traine | e with knowledge and s | skills to create 2 | 2D Digital Animations usin | g industry-stand | lard |
| | Software packages | | | | | |
| | Theoretical C | Content | | Pr | actical Content | |
| GENER | AL OBJECTIVE 1.0: Know Toon Boom Ha | rmony & Adobe Animate | e | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 1-4 | 1.1 Explain the Toon Boom Harmony | Explain the Toon | Computer, | Demonstrate the use | Guide the | Internet- |
| | and Adobe Animate: | Boom Harmony and | Multimedia | of Tools, and navigate | learner on how | Router, |
| | Interface | Adobe Animate: | Projector, | Menu Bar and Panels | to use of Tools, | Computer, |
| | Menu, | Interface | Textbooks, | | and navigate | Software, |
| | Tool Bar | Menu, | Internet, | | Menu Bar and | Flip Chart, |
| | Panels | Tool Bar | Marker board, | , | Panels | • • |
| | | Panels | Marker | | | Videos, |
| | | | | | | Images, |
| | 1.4 Explain how to navigate through the | Explain how to | | | | |
| | interface: | navigate through the | | Demonstrate the use | Guide the | |
| | Toon Boom Harmony | interface: | | of pencil, brush, and | Learner on how | 1 |
| | Adobe Animate | Toon Boom | | shape tools, creating | to use of penci | , |
| | | Harmony | | and editing layers, | brush, and | |
| | | Adobe Animate | | timeline and how to | shape tools, | |
| | | | | create and rig | creating and | |
| | | | | characters | editing layers, | |
| | 1.3 Explain the use of pencil, brush, | Explain the use of | | | timeline, and | |
| | and shape tools, creating and | pencil, brush, and | | | how to create | |
| | editing layers, timeline and how to | shape tools, creating | | | and rig | |
| | create and rig characters | and editing layers, | | | characters | |

| | 1.4 Explain Animation Techniques 1.5 Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing. | timeline and how to create and rig characters Explain Animation Techniques Explain keyframe Animation by demonstrating the basics of keyframe animation, including setting keyframes, and adjusting timing and spacing. | | Carry out Keyframe Animation, Keyframe Setting, Timing and Spacing. | Guide the learner to carry out Keyframe Animation, Keyframe Setting, Timing and Spacing. | | | | | |
|---|--|---|----------------------------|--|--|-----------------------|--|--|--|--|
| GENERAL OBJECTIVE 2.0: Know Layering, Backgrounds and Composition | | | | | | | | | | |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources | | | | |
| 5-8 | 2.1 Explain how Layering works in 2D | Explain how Layering | Computer, | | | Internet- | | | | |
| | Animation: | works in 2D Animation: | Multimedia | | | Router, | | | | |
| | - Foreground | - Feredreund | Projector, | | | Computer, | | | | |
| | ForegroundMidground | ForegroundMidground | Textbooks, | | | Software, | | | | |
| | | | Internet, Marker board, | | | Flip Chart, | | | | |

| Background | Background | Marker | | | Videos, |
|--|---|--------|--|--|---------|
| 2.2 Explain how to separate character parts for easier animation | Explain how to separate character parts for easier animation | | Identify how to design, and separate characters parts, step by step parts for easier animation | Illustrating how to design and do separation Character Parts, step by step for easy animation | Images, |
| 2.3 Explain how to explore Compositing | | | | | |
| Techniques using drawing. | Explain how to explore compositing techniques using drawing. | | | | |
| 2.4 Explain Compositing Techniques using Drawing Tools: Adding Shadow and Lighting for Depth. Using Parallax Scrolling for movement. Adjusting layer order for proper depth in a scene. | Explain Compositing Techniques using Drawing Tools: Adding Shadows and Lighting for Depth. Using Parallax Scrolling movement. Adjusting layer order for proper depth in a scene. | | | | |
| 2.5 Explain frame-by-frame animation vs. symbol-based animation | Discuss frame-by- | | | | |
| (Rigged Animation.) | frame animation vs. | | | | |
| GENER | AL OBJECTIVE 3.0: Know Lip-syncing a | symbol-based animation (Rigged Animation.) nd Character Rigging | | | | |
|-------|--|--|---|--|---|--|
| Veek | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 9-12 | 3.1 Explain the basics of lip-syncing in 2D animation Matching mouth shapes (phonemes) to spoken words. Using pre-made mouth shapes to speed up workflow. Syncing with dialogue audio tracks. | Explain the basics of lip-syncing in 2D animation Matching mouth shapes (phonemes) to spoken words. Using pre-made mouth shapes to speed up workflow. Syncing with dialogue audio tracks. | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Carry out Lip-Syncing | Guide the Learn to Carry out Lip- Syncing | Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers, Puppet, Microphone, Script |
| | 3.2. Explain how character rigging improves animation efficiency: Creating a digital puppet with movable body parts. Using bones, joints, and pivot points for smooth motion. | Explain how character rigging improves animation efficiency: Creating a digital puppet with movable body parts. | | Demonstrate Character rigging using Digital Puppet | Guide the Learner on how to demonstrate Character rigging using Digital Puppet | |

| | Using bones, joints, and pivot points for smooth motion. | | | |
|---|---|--|---|--|
| 3.3 Explain the difference between frame-by-frame animation and rigged animation and when to use each. | Explain the difference between frame-by- frame animation vs. rigged animation and when to use each. | Carry out the difference between Frame by Frame Animation and Rigged Animation | Illustrate the difference between Frame by Frame Animation and Rigged Animation | |

| FIUDULE II. 3L | D Digital Animation Techn | iques | COURSE CODE: SAT 222 | CONTACT HOURS: 36 |
|------------------|------------------------------|-------------------------------------|---------------------------------------|-------------------|
| YEAR: 2 | TERM: 2 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | | Practical: 24 Hours | |
| GOAL: This mo | dule is designed to provid | de trainee with knowledge and skill | ls of 3D animation and modeling using | Blender and Maya |
| 1.0. Introductio | on to Blender/Maya | | | |
| | | | | |
| 2.0. Know 3D M | lodelling basics (Polygon, S | Sculpting) | | |

| MODUL | E 11: 3D Animation Modelling | | | COURSE CODE: SAT 2 | 222 CO | NTACT HOURS: 36 |
|---------|---|---|-------------------|-----------------------|------------------|-----------------|
| YEAR: 2 | 2 TERM: 2 | Theoretical: 12 Hours | | | | |
| | | | | Practical: 24 Hours | | |
| GOAL: | This module is designed to provide tra | | l skills of 3D an | | - | - |
| | Theoretical | | | P | ractical Content | t |
| GENER | AL OBJECTIVE 1.0: Introduction to Blen | der/Maya | | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 1-4 | 1.1 Understand the role of 3D | Explain the role of 3D | Computer, | | | Internet- |
| | Animation software in Film, games | Animation software in | Multimedia | | | Router, |
| | and Digital Media | Film, games and | Projector, | | | Computer, |
| | | Digital Media. | Textbooks, | | | Software, |
| | | | Internet, | | | Flip Chart, |
| | | | Marker board, | | | Videos, |
| | | Explain the | Marker | | | Images, |
| | 1.2 Explain the differences between: | differences between: | | | | Papers |
| | Blender | Blender | | | | |
| | Autodesk Maya | Autodesk Maya | | | | |
| | | | | | | |
| | 1.3 Explain the Navigation and Tools in | Explain the Navigation | | | | |
| | both software packages: | and tools in both | | | | |
| | Viewport navigation | software packages: | | Carry out Navigation | Guide the | |
| | Object transformation | Viewport navigation | | and the Uses of Tools | Learner on how | N |
| | Workspaces. | Object transformation | | in Blender and Maya | to Navigate an | d |

| | | Workspaces | | | use Tools in Blender and | |
|-------|--|---|--|--|---|---|
| GENER | AL OBJECTIVE 2.0: Know 3D Modelling | Basics (Polygons, Sculp | ting) | | Maya | |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 5-9 | 2.1 Define Polygon Modeling2.2 Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders) | Explain polygon modeling Explain how to Create 3D objects from basic shapes (cubes, spheres, cylinders). | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker, | Identify the Basic Polygon and Modelling Shapes. | Guide the learner to use the Basic Polygon and Modelling Shapes. | Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers |
| | 2.4 Explain the following: Vertices Edges Faces Extrusion Bevelling Subdivision Modelling. | Discuss the Following: • Vertices • Edges • Faces • Extrusion • Bevelling • Subdivision Modelling. | | Carry out the uses of the following in Character Modelling: • Vertices • Edges • Faces • Extrusion • Bevelling • Subdivision | Guide the Learner to carry out the uses of the following in Character Modelling: • Vertices • Edges • Faces • Extrusion • Bevelling | |

| | 2.4 Explain Sculpting Tools, and Building Blocks of 3D Models 2.5 Explain Topology and Edge Flow, clean modelling and smooth animation | Explain Sculpting Tools, and Building Blocks of 3D Models Explain Topology and Edge Flow, clean modelling and smooth animation | | Identify the Sculpting Tools and how to use them. Identify how to create topology and smooth animation | Subdivision Demonstrate the process of using Sculpting Tools Guide the Learner on how to create topology and smooth animation | |
|----------------|---|--|---|---|--|---|
| GENER/ Week | AL OBJECTIVE 3.0: Know Texturing, ligi Specific Learning | nting, and rendering Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 10-12 | 3.1 Explain the Basics of Texturing: Applying materials and textures to 3D models. Understanding UV Mapping for proper texture placement. Using PBR (Physically Based Rendering) materials for realistic surfaces. | Explain the Basics of Texturing: Applying materials and textures to 3D models. Understanding UV mapping for proper texture placement. Using PBR (Physically Based | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Identify how to create and map texture, and how to use them | Guide learner to know how to create and map texture, and how to use them | Internet- Router, Computer, Software, Flip Chart, Videos, Images, Papers |

| | | | | | [] |
|---------|--|--|--|---|----|
| | | Rendering) | | | |
| | | materials for | | | |
| | | realistic surfaces. | | | |
| | 3.2. Explain Lighting Techniques Key, fill, and rim lighting for depth and realism. Adding HDRI environments for realistic reflections | Explain Lighting Techniques Key, fill, and rim lighting for depth and realism. Adding HDRI environments for realistic reflections | Identify how to add: • Key, fill, and rim lighting for depth and realism. • Adding HDRI environments for realistic reflections | Guide the learner to Identify how to add: Key, fill, and rim lighting for depth and realism. Adding HDRI | |
| | 3.3 Explain Rendering and Export Basics: Render Engines Samples and Resolution | Explain Rendering and Export Basics: Render Engines Samples and Resolution | | environments for realistic reflections | |

| PROGRAMME: | NATIONAL TECHNICAL CE | RTIFICATE IN SOCIAL MEDIA & AN | IMATION TECHNOLOGY | |
|-------------------|--|--|---|-----------------------------|
| MODULE 12: Intro | oduction to Motion Graphi | cs & Visual Effects (VFX) | COURSE CODE: SAT 232 | CONTACT HOURS: 36 |
| YEAR: 2 | YEAR: 2 TERM: 3 PRE: REQUISITE: 1 | | | |
| | | | Practical: 24 Hours | |
| GOAL: This modu | Ile is designed to provide | trainees with the knowledge and ski | lls of motion graphics and VFX using Ad | obe After Effects, covering |
| kinetic | typography, compositing, | , and special effects. | | |
| GENERAL OBJEC | TIVES: On completion of th | nis module, the trainee should be able | to: | |
| 1.0. Introduction | to Adobe After Effects | | | |
| 2.0. Know Typogra | aphic and Kinetic Text Anin | nations | | |
| | sition and Special Effect | | | |

| MODUL | E 12: Introduction to Motion Graphics | & Visual Effects (VFX) | | COURSE CODE: 232 | | CONTACT HOURS: 36 |
|---|---|---|---|------------------------------|-----------------------|--|
| YEAR: 2 TERM: 3 PRE: REQUISITE: 1 | | | Theoretical: 12 Hours Practical: 24 Hours | | | |
| GOAL: | This module is designed to provide tr kinetic typography, compositing, | - | e and skills of r | notion graphics and VFX | using Adobe | e After Effects, coverir |
| | Theoretica | Content | | | Practical Co | ntent |
| GENERA | AL OBJECTIVE 1.0: Introduction to Af | ter Effects | | | | |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activitie | 5 |
| 1-4 | 1.1 Explain what is Motion Graphics and VFX | Explain what is Motion Graphics and VFX Explain how Motion | Computer, Multimedia Projector, Textbooks, | | | Internet- Router, Computer, Software, |
| | 1.2 Explain how Motion Graphics and VFX differ from Traditional Animation. | Graphics and VFX differ from Traditional Animation. | Internet, Marker board, Marker | | | Flip Chart, Videos, Images, Papers |
| | 1.3 Explain After Effects as the industry standard for Motion Graphics and Compositing. | Discuss After Effects as the industry standard for motion graphics and compositing. | | | | |

| 1.4 Explain the After Effects Interface Composition Setting Tools Timeline and Layers. Keyframes and animation basics. Effects, Plug-ins and Presets Masking and Track Mattes Panels Precomp | Explain the After Effects Interface Composition Setting Tools Timeline and Layers. Keyframes and animation basics. Effects, Plug-ins and Presets Masking and Track Mattes Panels Precomp | Identify how to use and set: Composition Setting Tools Timeline and Layers. Keyframes and animation basics. Effects, Plug-ins and Presets Masking and Track Mattes Panels Precomp | Guide the Learner on how to use and set: Composition Setting Tools Timeline and Layers. Keyframes and animation basics. Effects, Plug- ins and Presets Masking and Track Mattes Panels Precomp | |
|--|--|---|--|--|
| 1.5 Explain how After Effects integrate other Software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc). | Explain how After Effects integrate other software packages (Photoshop, Blender, Illustrator, Premiere Pro, Finalcut Pro etc). | | | |

| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|------|--|--|--|---|--|--|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 5-8 | 2.1 List the Importance of Typography | Explain the Importance of Typography | Computer, Projector, Textbooks, Internet, | | | Internet- Router, Computer, Software, |
| | 2.2 Explain the different types of Text Animation Techniques: Kinetic Typography Text Tracking and Leading Fade-ins, pop-ups, and Typewriter Effects. | Explain the different types of Text Animation Techniques: • Kinetic Typography • Text Tracking and Leading • Fade-ins, pop-ups, and Typewriter Effects. | Marker board, Marker | Carry out Text Animation | Guide Learner to carry out Text Animation | Flip Chart, Videos, Images, Papers |
| | 2.3 Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement. | Explain the use of Motion Paths and Ease-in and Ease-out for smooth text movement. | | Illustrate Motion Paths, Ease-in and Ease-out | Show the learner how to use Motion Paths, Ease-in and | |
| | 2.5 Explain how to apply text effects like:Glow, | Explain how to apply text effects like: | | | Ease-out | |

| GENERA | Shadows, Reflection 3D Extrusion | Glow, Shadows, Reflection 3D Extrusion and Special Effect | | | | |
|--------|--|---|-------------------------|----------------------|------------------|----------------------|
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 8-12 | 3.1 Define Compositing | Explain Compositing | Computer, Multimedia | | | Internet- Router, |
| | 3.3 Explain how to Combine | Explain how to | Projector, | | | Computer, |
| | multiple layers to create a | Combine multiple | Textbooks, | | | Software, |
| | seamless Composition | layers to create a | Internet, | | | Camera Chain, |
| | | seamless Composition | Marker board, | | | Light Chain, |
| | | | Marker | | | Flip Chart, |
| | 3.4 Explain how to use Green | Explaining how to use | | | | Videos, |
| | screen (chroma keying) to | green screen (Chroma | | | | Images, |
| | replace backgrounds. | Keying) to replace | | Identify how to use | Show the learner | Papers, |
| | | backgrounds. | | green background for | how to carry out | Green |
| | | | | composition | the Chromakey | Background, |
| | 3.3 Explain how VFX is used in | Explain how VFX is | | | Process | |
| | movies, TV, and commercials. | used in movies, TV, and commercials | | | | |
| | 3.4 Explain masking techniques to | Explaining masking | | | | |
| | cut out objects and create | techniques to cut out | | | | |
| | smooth transitions. | objects and create | | | | |
| | | smooth transitions. | | | | |

| PROGRAMME: | NATIONAL TECHNICAL C | ERTIFICATE IN SOCIAL MEDIA & ANI | MATION TECHNOLOGY | | |
|-----------------|--------------------------------|---|--|---------------------------|--|
| MODULE 13: So | ound Design and Editing | | COURSE CODE: SAT 311 | CONTACT HOURS: 36 | |
| YEAR: 3 | EAR: 3 TERM: 1 PRE: REQUISITE: | | Theoretical: 12 Hours | | |
| | | | Practical: 24 Hours | | |
| GOAL: This mo | odule is designed to provid | e trainee with the knowledge and skil | ls of sound design, Foley art, voice actin | g, and syncing sound with | |
| anim | ation. | | | | |
| GENERAL OBJE | CTIVES: On completion of | this module, the trainee should be able | to: | | |
| 1.0. Understand | I the Basic of Sound Design | and Foley Art | | | |
| 2.0. Know Synch | nronizing Sound with Anima | tion | | | |
| 3.0. Know Voice | Acting and Lip-Syncing | | | | |
| 4.0. Know how t | to add effects to an animate | ed clip | | | |

| MODULE | E 13: Sound Design and Editing | | | COURSE CODE: SAT | 311 | CONTACT HOURS: 36 |
|---------------------|---|-------------------------|-------------------------------------|----------------------------|----------------|--------------------------|
| YEAR: 3 | | TERM: 1 PRE: REQUISITE: | | Theoretical: 12 Hours | | |
| | | - | | | | |
| GOAL: T | his module is designed to provide train | ee with the knowledge a | and skills of sou | Ind design, Foley art, voi | ce acting, and | d syncing sound with |
| animatio | on. | - | | | • | |
| Theoretical Content | | | | Practical Content | | |
| GENERA | ERAL OBJECTIVE 1.0: Understand the Basics of Sound Design and Foley Art | | | | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 1-2 | 1.1 Define Sound Design | Explain Sound Design | Computer, Software, Textbook, | | | |
| | | Explain the Role of | Internet, | | | |
| | 1.2 Explain the Role of Sound Design | Sound Design in | Multimedia | | | |
| | in Animation and Film. | Animation and Film. | Projector, Marker board, | | | |
| | | | Marker | | | |
| | | Discuss the different | Books | | | |
| | 1.3 Explain the different types of | types of Sound | | | | |
| | Sound Elements: | Elements: | | | | |
| | Dialogue | Dialogue | | | | |
| | Sound Effects (SFX) – | Sound Effects (SFX) – | | | | |
| | Music | Music | | | | |
| | Ambience | Ambience | | | | |
| | | Explain Foley Art | | | | |
| | 1.4 Define Foley Art | | | | | |
| | | | | | | |

| CENER | 1.5 Explain how Foley Artists record custom sounds using household objects. | Explain how Foley artists record custom sounds using household objects. | | | | |
|-------|---|---|--|--|---|---|
| | AL OBJECTIVE 2.0: Know Synchronizing | | Loorning | Specific Learning | Taaabara | Loorning |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-6 | 2.1 Explain why syncing sound to animation is crucial for realism and immersion. | Explain why syncing sound to animation is crucial for realism and immersion. | Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, | | | Computer Software Videos Projector Slides Pictures Videos |
| | 2.2 Explain how to match sound effects with movements and actions. | Explain how to match sound effects with movements and actions. | Papers | | | Electronic Board Papers |
| | 2.3 Explain the basics of waveforms and audio editing in software like: Adobe Audition Audacity (free) Premiere Pro DaVinci Resolve | Explain the basics of waveforms and audio editing in software like: Adobe Audition Audacity (free) Premiere Pro DaVinci Resolve | | Demonstrate the process using: Adobe Audition, Audacity, Premiere Pro, DaVinci Resolve for Sound and Video Synchronization. | Guide learners to know how to use Video and Audio Editing Software for Sound Synchronization | |

| | 2.4 Explain the Timing Techniques such as: Cutting and aligning audio with frames. Using fade-ins, fade-outs, and crossfades for smooth transitions. Layering sound effects and background music for depth | Explain the Timing Techniques such as: Cutting and aligning audio with frames. Using fade-ins, fade- outs, and crossfades for smooth transitions. Layering sound effects and background music for depth | | Carry out Timing Techniques such as: Cutting and aligning audio with frames. Using fade-ins, fade-outs, and crossfades for smooth transitions. Layering sound effects and background music for depth | Demonstrate the Timing Techniques such as: Cutting and aligning audio with frames. Using fade-ins, fade-outs, and crossfades for smooth transitions. Layering sound effects and background music for depth | |
|-------|---|--|--|---|--|--|
| Week | AL OBJECTIVE 3.0: Know Voice Acting a Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| VVCCK | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 7-9 | 3.1 Define Voice-Over and Lip- Syncing 3.2 Explain how to record voice-overs for animated characters. | Explain Voice-Over and Lip-Syncing Explain how to record voice-overs for animated characters. | Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers | Carry out Voice-over Recording and Lip- Syncing. | Guide the Learner to know how to record Voice- overs Artist and Lip-Syncing | Computer Software Videos Projector Slides Pictures Videos Electronic Board Papers Microphone India Series |

| 3.4 3.8 Re | 3 Explain the Basics of Lip-Syncing: Matching mouth movements to spoken dialogue. Using mouth shape charts (phonemes) for accurate lip- syncing. Adjusting timing to make speech look natural. 4 Explain the Voice Modulation Techniques to match character emotions. 5 Explain ADR (Automated Dialogue eplacement) for re-recording and ting dialogue mistakes | Explain the Basics of Lip-Syncing: Matching mouth movements to spoken dialogue. Using mouth shape charts (phonemes) for accurate lip- syncing. Adjusting timing to make speech look natural. Explain the Voice Modulation Techniques to match character emotions. Explain ADR (Automated Dialogue Replacement) for re- recording and fixing dialogue mistakes | | Identify how to identify Voice Modulation Techniques to match character emotions. Carrry out Sound Studio Recording with Voice-over Artist for ADR using India eries | Guide the Learner on how to identify Voice Modulation Techniques to match character emotions. Demonstrate Sound Studio Recording with Voice-over Artist for ADR | |
|------------------|--|--|-----------------|---|---|---|
| | | | | | using India series | |
| | BJECTIVE 4.0: Group Project: Know | how to add effects to a | n Animated Clip | | · | |
| 10-12 | | | | Know sound effects, dialogue, and background music. | Explain sound effects, dialogue, and background music. | Computer, Software, Video Projector, |

| | Know how to record or gather sound effects, and edit them using: • Adobe Audition • Audacity • Adobe Premiere | Explain how to Record or gather sound effects. and edit, them using: • Adobe Audition • Audacity • Adobe Premiere | Slides, Pictures, Videos, Electronic Board, Papers |
|--|---|---|---|
| | Explain Syncing the sounds with the animation for realistic timing. Know how to Render and Export the final | Explain Syncing the sounds with the animation for realistic timing Discuss the how to Render and Export the final video with | |
| | and Export the final video with complete sound design | complete sound design | |

| MODULE 14: G | ame Animation and Inter | ractive Media | COURSE CODE: SAT 321 | CONTACT HOURS: 36 | |
|---|--|---|----------------------|-------------------|--|
| YEAR: 3 TERM: 2 PRE: REQUISITE: | | Theoretical: 12 Hours | | | |
| | | | Practical: 24 Hours | | |
| | LLCI AIIIIIIALIUII. AIIU AIV 1 | VR DASILS. | | | |
| | cter animation, and AR/\ ECTIVES: On completion | of this module, the trainee should b | be able to: | | |
| GENERAL OBJ 1.0. Know the F | ECTIVES: On completion | of this module, the trainee should k ftware (Unity & Unreal Engine) | be able to: | | |
| GENERAL OBJ 1.0. Know the F 2.0. Know Anim | ECTIVES: On completion | of this module, the trainee should k ftware (Unity & Unreal Engine) es | be able to: | | |

| characte Theoreti | This module is designed to provide trai er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines | | and skills of ga | Practical Content eal Engine) | tive media, coverin | g game engine |
|--|---|--------------------------------------|------------------|----------------------------------|---------------------------------------|---------------|
| characte Theoreti GENERA Week | er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines | ntals of Game Software (Teachers | Unity and Unre | Practical Content | tive media, coverin | g game engine |
| characte Theoreti GENERA Week | er animation, and AR/VR basics. ical Content AL OBJECTIVE 1.0: Know the Fundamen Specific Learning Outcome 1.1 Explain the Role of Game Engines | ntals of Game Software (Teachers | Unity and Unre | Practical Content eal Engine) | tive media, coverin | g game engine |
| Theoreti GENERA Week | Cal Content AL OBJECTIVE 1.0: Know the Fundament Specific Learning Outcome 1.1 Explain the Role of Game Engines | Teachers | | eal Engine) | | |
| GENERA Week | AL OBJECTIVE 1.0: Know the Fundame Specific Learning Outcome 1.1 Explain the Role of Game Engines | Teachers | | eal Engine) | | |
| Week | Specific Learning Outcome 1.1 Explain the Role of Game Engines | Teachers | | | | |
| | Outcome 1.1 Explain the Role of Game Engines | | Learning | | · · · · · · · · · · · · · · · · · · · | |
| 1-4 | 1.1 Explain the Role of Game Engines | Activities | | Specific Learning | Teachers | Learning |
| 1-4 | | | Resources | Outcome | Activities | Resources |
| | | Understand the Role | Computer, | | | Computer, |
| | in animation and interactive | of Game Engines in | Software, | | | Software, |
| | media. | Animation and | Textbook, | | | Video |
| | | interactive media | Internet, | | | Projector, |
| | | | Multimedia | | | Slides, |
| | | | Projector, | | | Pictures, |
| | | | Marker board, | | | Videos, |
| | | Explain the | Marker | | | Electronic |
| | 1.2 Explain the differences between | differences between | | Identify the | Guide the | Board, |
| | Unity and Unreal Engine | Unity and Unreal | | difference between | Learner on how | Papers |
| | | Engine | | Unity and Unreal | to identify Unity | |
| | | U | | Engine | and Unreal | |
| | | Explain the Basic | | 5 | Engine | |
| | 1.3 Explain the Basic interface and | interface and Tools of | | | 0 | |
| | Tools of Unity & Unreal Engine: | Unity & Unreal Engine: | | Navigate the | Guide the | |
| | Scene view & game objects | Scene view & | | Interface and use the | Learner on how | |
| | Animation tools & timeline | game objects | | Tools in Unity and | to navigate the | |
| | Physics and lighting effects | Animation tools & | | Unreal Engine | Interface and | |
| | | timeline | | | use the Tools in | |
| | | Physics and | | | Unity and Unreal | |
| | | lighting effects | | | Engine | |

| | 1.4 Explain Real-Time Rendering vs. Pre-Rendered Animation in Film. | Explain the Real-Time Rendering vs. Pre- Rendered Animation in Film. | | | | |
|-------|--|--|--|--|---|---|
| GENER | AL OBJECTIVE 2.0: Know Animating Ch | aracters for Games | | | | |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 5-7 | 2.1 Explain the key differences between Game Animation vs. Film Animation | Explain the key differences between Game Animation vs. Film Animation Explain the Game | Computer, Software, Books, Internet, Multimedia Projector, Video, | | | Computer Software Videos Projector Slides Pictures |
| | 2.2 Explain the Game Character Animation Techniques: Idle Animations Run, Jump Attack Cycles Blend Trees | Character Animation Techniques: Idle Animations Run, Jump Attack Cycles Blend Trees | Audio Books, Papers | Carry out Character Animation Techniques: Idle Animations Run, Jump Attack Cycles Blend Trees | Demonstrate how to carry out Character Animation Techniques: • Idle Animations • Run, Jump • Attack Cycles • Blend Trees | Videos Electronic Board Papers |
| | 2.3 Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement | Explain the Basic Rigging and Inverse Kinematics (IK) affect character movement | | | | |
| | | Explain the Unity's | | | | |

| GENER Week | 2.4 Explain the Unity's Animator and Unreal's Sequencer for animation control. AL OBJECTIVE 3.0: Understand the Bas Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
|----------------------|---|---|--|-------------------|------------|-----------|
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 8-9 | 3.1 Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences. | Explain how Augmented Reality (AR) and Virtual Reality (VR) enhance interactive experiences. | Internet, Computer, Software, Textbook, Images, Videos, Multimedia Projector, | | | |
| | 3.2 Explain the Key Components of AR/VR Animation: Real-World Tracking (AR) 360-degree Animation (VR) | Explain the Key Components of AR/VR Animation: • Real-World Tracking (AR) • 360-degree Animation (VR) | Marker board, Marker, VR Gadget | | | |
| | 3.3 Explain the Tools for AR/VR Development: Unity + ARKit / ARCore for Mobile AR apps. Unreal Engine + Oculus SDK for VR Games | Explain the Tools for AR/VR Development: Unity + ARKit / ARCore for Mobile AR apps. Unreal Engine + | | | | |

| National Technical Certificate CURRICULUM AND MOUDULE SPECIFICATIONS IN SOCIAL MEDIA AND ANIMATION TECHNOLOGY |
|---|
|---|

| | 3.4 Explain Motion Capture (MoCap) and its role in VR Character Animation. | Oculus SDK for VR Games Explain Motion Capture (MoCap) and its role in VR Character Animation. | | | | |
|--------|---|---|--|--|---|--|
| GENERA | L OBJECTIVE 4.0: Group Project: Knov | v Mini-Game Animation | Project | | | |
| 10-12 | 4.1 Explain now to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment | Explain now to Create a Mini-Game Animation Sequence where a character moves and interacts with the environment | Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, | | | Internet- Router Computer Software Textbook Projector Marker board Marker |
| | 4.2 Explain the sound effects, dialogue, and background music 4.3 Explain the following: Step 1: Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene). Step 2: Design a basic 3D character or use a pre-built | Explain the sound effects, dialogue, and background music. Explain the following: Step 1 : Choose a game concept (e.g., side-scrolling platformer, simple RPG, interactive VR scene). Step 2 : Design a basic | Paper | Guide the Learner to know how to create sequence for Game Animation | Demonstrate the process of creating sequence for Game Animation using Unity and Unreal Engine | Paper |

| model. | 3D character or use a | | | |
|---|-------------------------|-------------------|----------------|--|
| Step 3: Animate character | pre-built model. | | | |
| movement (walking, jumping, | Step 3: Animate | | | |
| idle). | character movement | | | |
| Step 4 : Implement animations | (walking, jumping, | | | |
| into Unity or Unreal Engine. | idle). | | | |
| Step 5: Add basic interactivity | Step 4: Implement | | | |
| (pressing a button to jump, | animations into Unity | | | |
| changing animations on | or Unreal Engine. | | | |
| command). | Step 5: Add basic | | | |
| | interactivity (pressing | | | |
| | a button to jump, | | | |
| | changing animations | | | |
| | on command). | | | |
| | | | | |
| | Explain the Game | | | |
| | concept, 3D Character | | | |
| | Design, Animation | | | |
| | Involved, use Unity or | | | |
| | Unreal Engine, Create | | Guide the | |
| | Interaction | | Learner on how | |
| 4.4 Explain the Game concept, 3D | | Carry out Game | to carry out | |
| Character Design, Animation | | concept, and 3D | Game concept, | |
| Involved, use Unity or Unreal | Explain Playtest and | Character Design, | and 3D | |
| Engine, Create Interaction | refine animations for a | Animation with | Character | |
| | smooth experience. | Interaction | Design, | |
| 4. E. E. m. I. Sin. Disc. As a strain diverting | | | Animation with | |
| 4.5 Explain Playtest and refine | | | Interaction | |
| animations for a smooth | | | | |
| experience. | | | | |

| PROGRAMME | : NATIONAL TECHNIC | AL CERTIFICATE IN SOCIAL MEDI | A & ANIMATION TECHNOLOGY | |
|----------------|-----------------------------|--------------------------------------|--|------------------------|
| MODULE 15: 9 | Social Media Analytics 8 | Performance Tracking | COURSE CODE: SAT 312 | CONTACT HOURS: 36 |
| YEAR: 3 | TERM: 1 | PRE: REQUISITE: | Theoretical: 12 Hours | |
| | | | Practical: 24 Hours | |
| | U . | • | and skills to measure social media succe | ess, track performance |
| usir | ng analytics tools, and o | otimize content based on data. | | |
| | JECTIVES: On completion | n of this module, the trainee should | be able to: | |
| 1.0. KIIOW Key | inetite (engagement, rea | | | |
| 2.0. Know Too | ols for tracking social med | lia performance (Meta Business Suit | te, Google analytics) | |
| 3.0. Know A/E | B Testing and Optimizing | Content for better Results | | |

| MODULE | 15: Social Media Analytics & Pe | rformance Tracking. | | COURSE CODE: SAT 3 | 12 C | ONTACT HOURS: 36 |
|----------------|--|---|--|--|--|-----------------------|
| YEAR: 3 | TERM: 1 | PRE: REQUISITE: | | Theoretical: 12 Hours | | |
| | | | | Practical: 24 Hours | | |
| GOAL: 1 | ۲his module is designed to provid analytics tools, and optimize o | | edge and skills | to measure social media s | uccess, track | performance using |
| | Theoretic | al Content | | Р | ractical Conte | nt |
| GENERA | L OBJECTIVE 1.0: Know Key Met | ric (engagement, reach, e | conversions) | | | |
| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 1-4 | 1.1 Explain the Importance of Social Media Analytics for improving engagement. 1.2 Explain the Key Metrics and their impact such as: Engagement Rate Reach vs. Impressions Click-Through Rate (CTR) Conversion Rate Follower Growth Rate | Explain the Importance of Social Media Analytics for improving engagement. Discuss the Key Metrics and their impact such as: Engagement Rate Reach vs. Impressions Click-Through Rate (CTR) Conversion Rate Follower Growth Rate | Computer, Multimedia Projector, Textbooks Internet, Marker board, Marker | Carry out Analyses using Analytics Tools. | Guide the Learner how use Analytic: Tools | - |

| GENER | 1.3 Explain how to set Key Performance Indicators (KPIs) to measure success. AL OBJECTIVE 2.0: Know Tools for | Explain how to set Key Performance Indicators (KPIs) to measure success. tracking social media pe | erformance (Meta | Business Suite, Google | analytics) | |
|-------|--|--|---|------------------------|------------|---|
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 5-9 | 2.1 Explain how Analytics Tools help track and improve performance. 2.2 Explain how to use: Meta Business Suite Instagram Insights TikTok Analytics content Google Analytics Twitter/X Analytics | Explain how Analytics Tools help track and improve performance. Explain how to use: Meta Business Suite Instagram Insights TikTok Analytics content Google Analytics Twitter/X Analytics | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | | | Internet- Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone |
| | 2.3 Explain how to interpret data reports and make content adjustments. | Explain how to interpret data reports | | | | |

| | and make content adjustments. | | Identify data reports and be able to make adjustments | Illustrate data interpretation and make simple adjustments. | |
|---|--|---|---|---|--|
| Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3.1 Explain what A/B testing is and its importance in social media marketing. 3.2 Explain how to test different content variations: Trying different headlines or captions Changing posting times. Comparing image with Video posts | Explain what A/B testing is and its importance in social media marketing Discuss how to test different content variations: • Trying different headlines or captions • Changing posting | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Carry out different content variations | Guide the learner to carryout different content variations | Computer, Software, Videos, Projector, Slides, Pictures, Videos, Electronic, Board, Papers |
| | Specific Learning Outcome 3.1 Explain what A/B testing is and its importance in social media marketing. 3.2 Explain how to test different content variations: Trying different headlines or captions Changing posting times. | adjustments. <td>Adjustments.adjustments.<td>adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations</td><td>adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations:</td></td> | Adjustments.adjustments. <td>adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations</td> <td>adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations:</td> | adjustments.and be able to make adjustmentsand be able to make adjustmentsand be able to make adjustmentsadjustments.and be able to make adjustmentsActivitiesTeachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Teachers ActivitiesLearning Resources3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Hultimedia3.2 Explain how to test different content variations:Discuss how to test different content variations:MarkerCarry out different content variations• Trying different headlines or captions • Changing posting times. • Comparing image withDiscuss how to test or captionsMarkerCarry out different content variations | adjustments.adjustments.and be able to make adjustmentsinterpretation and make simple adjustmentsLOBJECTIVE 3.0: Know A/B Testing and optimizing Content for better ResultsTeachers ActivitiesSpecific Learning OutcomeTeachers ActivitiesSpecific Learning OutcomeActivitiesEearning ResourcesSpecific Learning OutcomeTeachers Activities3.1 Explain what A/B testing is and its importance in social media marketing.Explain what A/B testing is and its importance in social media marketingComputer, Textbooks, Internet, MultimediaComputer, Computer, MultimediaCarry out different content variations:Guide the learner to carryout different headlines or captionsGuide the learner to carryout different headlines or captionsGuide the learner to carryout different content variations: |

| res | plain how to analyze test sults and apply provements. | Explain how to analyze test results and apply improvements | Carry out Analysis, Test and improvement | Demonstrate how to carry out Analysis, Test and | |
|-----|--|---|---|--|--|
| so | plain how to optimize cial media posts for etter performance ashtags, timing, visuals). | Explain how to optimize social media posts for better performance (hashtags, timing, visuals). | | improvement | |

| PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN SOCIAL MEDIA & ANIMATION TECHNOLOGY | | | | | | | | |
|--|---|--|--|--------------------|--|--|--|--|
| MODULE 16: Portfolio Development and Career Preparation (Animation) COURSE CODE: SAT 331 CONTACT HOURS: 36 | | | | | | | | |
| YEAR: 3 TERM: 3 PRE: REQUISITE: | | | Theoretical: 24 Hours | · | | | | |
| | | | Practical: 12 Hours | | | | | |
| GOAL: This mod | lule is designed to provide | the trainee with the knowledge and | I skills to build a strong online portfolio ar | nd prepare for job | | | | |
| intervi | ews in the animation and c | ligital media industry. | | | | | | |
| GENERAL OBJEC | CTIVES: On completion of t | nis module, the trainee should be able | e to: | | | | | |
| 1.0. Understand | now to create a Demo | | | | | | | |
| 2.0. Understand | how to build an on-line Portf | olio (Artstation, Behance and YouTub | e. Etc) | | | | | |
| 3.0. Understand | 3.0. Understand the Freelancing Vs. Working in a Studio | | | | | | | |
| 4.0. Know how to | Prepare for Animation Job | Interview | | | | | | |

| MODUL | E 16: Portfolio D | evelopment and Career | [•] Preparation in (Animat | tion) | COURSE CODE: SAT | 331 | CONTACT HOURS: 3 |
|-------|---|--|---|---|------------------------------|------------------------|------------------|
| YEAR: | 3 | TERM: 3 | PRE: REQUISITE | PRE: REQUISITE: | | Theoretical: 12 Hours | |
| | | | | | Practical: 24 Hours | | |
| | | lesigned to provide the tion and digital media i | | edge and skills t | to build a strong online po | ortfolio and p | repare for job |
| | | Theoretical C | | | | Practical Con | itent |
| GENER | AL OBJECTIVE 1 | 0: Understand how to o | create a Demo | 1 | | | |
| Week | Specific Learn Outcome | ing | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | 0 |
| 1-2 | why it's ess careers. 1.2 Explain the creating a s Keep it Start an animat Show a Include | variety of skills e breakdowns ckground music or | Explain what a Demo Reel is and why it's essential for Animation Careers. Explain the best practices for creating a strong demo reel: • Keep it short (30- 90 seconds) • Start and end with strong animations • Show a variety of skills • Include breakdowns | Computer, Software, Textbook, Internet, Multimedia Projector, Marker board, Marker, Books | | | |

| GENER | 1.3 Explain how to use Editing Tools for Demo Reels (Premiere Pro, DaVinci Resolve, After Effects) AL OBJECTIVE 2.0: Understand how to | Add background music or sound effects Explain how to use Editing Tools for Demo Reels (Premiere Pro, DaVinci Resolve, After Effects) build an on-line Portfolio | o (Artstation. Beha | ance and YouTube, Etc) | | |
|-------|--|---|---|------------------------|------------|-----------|
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-6 | 2.1 Explain why an online presence is crucial for animation careers. 2.2 Explain where to showcase your work: ArtStation Behance YouTube/Vimeo Personal Website Linkedin | Explain why an online presence is crucial for animation careers. Explain where to showcase your work: ArtStation Behance YouTube/Vimeo Personal Website Linkedin | Computer, Software, Books, Internet, Multimedia Projector, Video, Audio Books, Papers | | | |
| | | Explain how to promote your portfolio | | | | |

| | 2.3 Explain how to promote your portfolio on LinkedIn, Instagram, and X. | on LinkedIn, Instagram, and X. | | | | |
|---------------|--|--|--|------------------------------|------------------------|-----------------------|
| GENER Week | AL OBJECTIVE 3.0: Understand the Fre Specific Learning Outcome | elancing Vs. Working in a Teachers Activities | a Studio Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 7-9 | 3.1 Explain the Key Differences between Freelancing and Studio Work 3.2 Explain where to find Freelance Animation Work: Upwork, Fiverr, and Freelancer LinkedIn and Social Media Direct Outreach to Studios and Businesses for Contract Work | Explain the Key Differences between Freelancing and Studio Work Explain where to find Freelance Animation Work: Upwork, Fiverr, and Freelancer LinkedIn and Social Media Direct Outreach to Studios and Businesses for Contract Work | Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Papers | | | |

| 3.3 Explain Pricing and Contracts for | Explain Pricing and | | |
|--|--|--|--|
| Freelance Work: | Contracts for | | |
| How to set rates (hourly vs. project-based). | Freelance Work: How to set rates | | |
| Writing a basic contract for animation services. | (hourly vs. project- based). | | |
| Managing client expectations and deadlines. | Writing a basic contract for | | |
| | animation services. | | |
| | Managing client | | |
| | expectations and | | |
| | deadlines. | | |
| 3.4 Explain career paths in animation, | | | |
| including: | | | |
| Film & TV Studios | | | |
| Gaming Companies | Explain career paths | | |
| Advertising Agencies | in animation, | | |
| YouTube & Social Media | including: | | |
| | Film & TV Studios | | |
| | Gaming Companies | | |
| | Advertising | | |
| | Agencies | | |
| | YouTube & Social | | |
| | Media | | |

| Week | Specific Learning Outcome | Teachers Activities | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
|-------|---|--|---|--|--|--|
| 10-12 | 4.1 Explain how to write a strong Animation Resume: Highlight Technical Skills List Relevant Projects and Demo Reel links. Include Team Collaborations and Freelance Work. | Explain how to write a strong Animation Resume: Highlight Technical Skills List Relevant Projects and Demo Reel links. Include Team Collaborations and Freelance Work. | Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper | Carry out writing of Animation Resume | Guide the Learner on how to write Animation Resume | Internet- Router, Computer, Software, Textbook, Projector, Marker board Marker, Paper, Flip Chart |
| | 4.2 Explain what recruiters look for in an animator: Creativity & storytelling ability. Strong Animation Fundamentals Ability to take Feedback and Improve. 4.3 Explain how to utilise Networking Strategies to connect with Industry Professionals | Explain what recruiters look for in an animator: Creativity & storytelling ability. Strong Animation Fundamentals Ability to take Feedback and Improve Explain how to utilise Networking Strategies to connect with Industry Professionals | | | | |

| YEAR: 3 TERM: 2 PRE: REQUISITE: Theoretical: 12 Hours GOAL: This module is designed to provide the trainee on how to navigate social media, protecting digital privacy, identifying misinforma GENERAL OBJECTIVES: On completion of this module, the trainee should be able to: 1.0. Know Social Media Policies and guidelines. 2.0. Know Digital Privacy, Security and Data Protection 2.0. Lindeartand Mininformation and fast checking | MODULE 17: Et | hics, Privacy & Online Safe | ty | COURSE CODE: SAT 322 CONTACT HO | | |
|---|---|-------------------------------|-------------------------------------|---|---------------------------|--|
| GENERAL OBJECTIVES: On completion of this module, the trainee should be able to: 1.0. Know Social Media Policies and guidelines. 2.0. Know Digital Privacy, Security and Data Protection | YEAR: 3 TERM: 2 PRE: REQUISITE: | | | | | |
| 1.0. Know Social Media Policies and guidelines.2.0. Know Digital Privacy, Security and Data Protection | GOAL: This mo | dule is designed to provide | e the trainee on how to navigate so | cial media, protecting digital privacy, ide | entifying misinformation. | |
| 2.0. Know Digital Privacy, Security and Data Protection | | | | ble to: | | |
| | 1.0. Know Socia | l Media Policies and guidelin | es. | | | |
| 2.0. Understand Misinformation and fact checking | 2.0. Know Digita | l Privacy, Security and Data | Protection | | | |
| S.U. Understand Misimonnation and fact-checking | 3.0. Understand | Misinformation and fact-che | ecking | | | |
| MODULE 17: Ethics, Privacy & Online Safety | | | | COURSE CODE: SAT 322 CONT | | NTACT HOURS: 24 |
|---|---|---|---|--|--|---|
| YEAR: 3 TERM: 2 | | PRE: REQUISITE: | PRE: REQUISITE: | | Theoretical: 12 Hours Practical: 12 Hours | |
| GOAL: This module is designed to provide the trainee on how to navigate socia misinformation. | | | l media, protecting digi | tal privacy, ide | ntifying | |
| 051155 | | al Content | | F | Practical Content | : |
| Week | AL OBJECTIVE 1.0: Know Social Med Specific Learning Outcome | Teachers | Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 1-4 | 1.1 Explain Platform-specific standards (Facebook, Instagran Twitter/X, TikTok, YouTube) 1.2 Explain key social media rules an policies, including: Community standards Terms of Service | (Facebook, Instagram, Twitter/X, TikTok, YouTube) Explain key social media rules and policies, including: Community | Computer, Multimedia Projector, Textbooks, Internet, Marker board, Marker | Identify Community standards, Content Moderation and Terms of Service | Guide the Learner on how to identify Community | Internet- Router, Computer, Software, Textbook, Projector, Marker board, Marker, Mobile Phone |
| | Content Moderation | standards, Terms of Service Content Moderation | | | standards, Content Moderation an Terms of Servi | - |

| | 1.3 Explain consequences of violating platform policies (shadow banning, account suspension). 1.4 Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules | Explain consequences of violating platform policies (shadow banning, account suspension). Explain ethical content sharing, original source crediting, avoiding plagiarism, copyright rules | | | | |
|---------------|---|--|--|------------------------------|------------------------|-----------------------|
| GENER Week | AL OBJECTIVE 2.0 Understand Digital Specific Learning Outcome | Privacy, Security and Da Teachers Activities | Ita Protection Learning Resources | Specific Learning Outcome | Teachers Activities | Learning Resources |
| 5-7 | 2.1 Explain how Personal Data is collected by social media platforms. 2.2 Explain Privacy Settings on | Explain how Personal Data is collected by social media platforms. | Computer, Multimedia Projector, Textbooks, Internet, | | | |
| | 2.2 Explain Privacy Settings on different platforms. 2.3 Explain Data Security Risks, including: | Explain Privacy Settings on different platforms. | Marker board, Marker | | | |
| | Phishing Scams.Hacked Accounts | Explain Data Security Risks, including: | | | | |

| | Location Tracking 2.4 Explain how to protect accounts using: Two-Factor Authentication (2FA). Strong Passwords and Security Checks. Private vs. Public Account Settings. | Phishing Scams. Hacked Accounts Location Tracking Explain how to protect accounts using: Two-Factor Authentication (2FA). Strong Passwords and Security Checks. Private vs. Public Account Settings. | | | | |
|------|--|--|--|-------------------|------------|-----------|
| - | AL OBJECTIVE 3.0: Understand Misinfor | | , v | 1 | | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 8-12 | 3.1 Explain what is misinformation and | Explain what | Computer, | | | |
| | why it spreads quickly on social media. 3.2. Explain the difference between: | misinformation is and why it spreads quickly on social media. Explain the difference | multimedia Projector, Textbooks, Internet, Marker board, | | | |

| 3.3 Explain Fact-Checking Tools. | Check, Snopes, | | |
|--|--|--|--|
| (Google Fact Check, Snopes, | Politifact). | | |
| Politifact). 3.4 Explain how to spot fake news, including: Checking sources and credibility. Looking for bias and emotional language. Cross-checking with reliable news sources. | Explain how to spot fake news, including: Checking sources and credibility. Looking for bias and emotional language. Cross-checking with reliable news sources. | | |
| 3.5 Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots). | Explain the role of AI in detecting and spreading misinformation (Deepfakes and Bots). | | |

| MODULE 18: Portfolio Development and Career Preparation (Social Media) | | COURSE CODE: SAT 332 | CONTACT HOURS: 36 | | | |
|--|--|---|--|------------------------|--|--|
| YEAR: 3 | TERM: 3 PRE: REQUISITE: | | Theoretical: 24 Hours | | | |
| | | | Practical: 12 Hours | | | |
| GOAL: This mo | odule is designed to provide | the trainee with the knowledge and s | kills to build a professional social media | a portfolio, develop a | | |
| perso | onal brand, and prepare for | job or freelance opportunities | | | | |
| GENERAL OBJE | CTIVES: On completion of t | this module, the trainee should be able t | :0: | | | |
| | • | this module, the trainee should be able t ortfolio (LinkedIn, Behance, Personal We | | | | |
| 1.0. Understand | • | ortfolio (LinkedIn, Behance, Personal We | | | | |
| 1.0. Understand 2.0. Know how t | how to create an On-Line Po to build a Personal Brand for | ortfolio (LinkedIn, Behance, Personal We | | | | |

| MODULE 18: Portfolio Development and Career Preparation (Social Media) | | | | COURSE CODE: SAT | 332 | CONTACT HOURS: 36 |
|--|--|--|---------------|-----------------------|--------------|--------------------------|
| YEAR: 3 | TERM: 3 | PRE: REQUISITE | : | Theoretical: 24 Hours | | |
| | | | | Practical: 12 Hours | | |
| GOAL: | This module is designed to provid develop a personal brand, and | | | | sional socia | l media portfolio, |
| | Theoretica | al Content | | | Practical Co | ntent |
| - | L OBJECTIVE 1.0: Understand how | | | | <u> </u> | |
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | 3 |
| | Outcome | Activities | Resources | Outcome | Activitie | s Resources |
| 1-2 | 1.1 Explain why a Portfolio is | Explain why a | Computer, | | | |
| | important for Social Media | Portfolio is important | Software, | | | |
| | Careers. | for Social Media | Textbook, | | | |
| | | Careers. | Internet, | | | |
| | | | Multimedia | | | |
| | 1.2 Explain where to create a | Explain where to | Projector, | | | |
| | Portfolio: | create a Portfolio: | Marker board, | | | |
| | | | Marker, | | | |
| | LinkedIn | LinkedIn | Papers | | | |
| | BehancePersonal Website | BehancePersonal | | | | |
| | - reisonal websile | Website | | | | |
| | 1.3 Explain what to include in a | Explain what to | | | | |
| | Portfolio: | include in a Portfolio: | | | | |

| GENER | About Me (bio and career goals). Social Media Projects and Campaigns. Case Studies and Analytics of Past Works. Links to Social Media Profiles or Brand Accounts managed. | About Me (bio and career goals). Social Media Projects and Campaigns. Case Studies and Analytics of Past Work. Links to Social Media Profiles or Brand Accounts managed. a Personal Brand for Job |) Opportunities | | | |
|-------|--|---|--|------------------------------------|--|---|
| Week | Specific Learning | Teachers | Learning | Specific Learning | Teachers | Learning |
| | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 3-6 | 2.1 Explain the importance of Personal Branding in the digital space. 2.2 Explain how to optimize Personal Social Media Profiles | Explain the importance of Personal Branding in the digital space. Explain how to | Computer, Books, Internet, Multimedia Projector, Video, | | | Computer Software Videos Projector Slides Pictures Videos |
| | to attract employers | optimize Personal Social Media Profiles to attract employers | Audio Books, Papers | Carry out how to write | Guide the | Electronic Board Papers |
| | 2.3 Explain how to develop a brand voice and niche (e.g., social media strategist, content creator, influencer, digital marketer) | Explain how to develop a brand voice and niche (e.g., social | | a Personal Social Media Profile | Learner on how to write a Personal Social Media Profile | |

| | 2.4 Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram. | media strategist, content creator, influencer, digital marketer) Explain how to Network Effectively through LinkedIn, Twitter/X, and Instagram. | | | | |
|----------------|--|---|---|----------------------------------|------------|-----------|
| GENERA Week | AL OBJECTIVE 3.0: Understand how to Specific Learning | Prepare for Social Media Teachers | Linternships and F | Freelance Work Specific Learning | Teachers | Learning |
| week | Outcome | Activities | Resources | Outcome | Activities | Resources |
| 7-8 | 3.1 Explain how to find internships and freelance gigs in social media marketing | Explain how to find internships and freelance gigs in social media marketing | Internet, Computer, Textbook, Images, Videos, Multimedia | | | |
| | 3.2 Explain how to pitch to clients or brands as a Freelancer | Explain how to pitch to clients or brands as a Freelancer | Projector, Marker board, Marker | | | |
| | 3.3 Explain how to discover essential skills for social media jobs, including: | Explain how to discover essential skills for social media jobs, including: | | | | |

| | Content creation and scheduling. Community management Analytics and performance tracking Social media advertising | Content creation and scheduling. Community management Analytics and performance tracking Social media advertising | | | | |
|--------|---|---|---|---|--|--|
| CENEDA | 3.4 Explain how to prepare for job interviews and learn how to answer common social media- related questions | Explain how to prepare for job interviews and learn how to answer common social media- related questions | | | | |
| 9-12 | 4.1 Explain how to write a strong Resume for Social Media Job: Highlight Technical Skills List Relevant Projects Include Team Collaborations and Freelance Work. | Explain how to write a strong Resume for Social Media Job: Highlight Technical Skills List Relevant Projects Include Team Collaborations and Freelance Work. | Internet, Computer, Software, Textbook, Multimedia Projector, Marker board, Marker, Paper | Carry out the act of writing a Strong Social Media Resume | Guide the Learner on how to write a Strong Social Media Resume | |

| 4.2 Explain what recruiters look for in an Expert: Creativity & storytelling ability. Strong Social Media Presence and Fundamentals Ability to take Feedback and Improve | Explain what recruiters look for in an Expert: Creativity & storytelling ability. Strong Social Media Presence and Fundamentals Ability to take Feedback and Improve | |
|---|--|--|
| 4.3 Explain how to discover Networking Strategies to connect with Industry Professionals | | |
| | Explain how to discover Networking | |
| | Strategies to connect | |
| | with Industry | |
| | Professionals | |

LIST OF EQUIPMENT/INSTRUMENTS FOR

| S/N | NAME OF EQUIPMENT | QUANTITY |
|-----|----------------------------------|----------|
| | Equipment/Devi | ce |
| 1 | Computer | 60 |
| 2 | Projector | 4 |
| 3 | Marker Board | 6 |
| 4 | Marker | Assorted |
| 5 | Pictures | Assorted |
| 6 | Flip Chart | 10 |
| 7 | Films | Assorted |
| 8 | Software | Various |
| 9 | Internet-Router | 3 |
| 10 | Images | Assorted |
| 11 | Videos | Assorted |
| 12 | Camera Chain | 3 |
| 13 | Diagrams | Assorted |
| 14 | 2TB Storage Devices (Hard Drive) | 3 |
| 15 | Papers | Assorted |
| 16 | Books | Various |
| 17 | Mobile Phones | 3 |
| 18 | Audio Chain | 3 |
| 19 | Light Chain | 3 |
| 20 | Video Production Gears | 3 |
| 21 | Audio Production Gears | 3 |
| 22 | Light Production Gears | 3 |
| 23 | Table Tennis | 1 |
| 24 | Tennis Bat | 6 |
| 25 | Ping pong | 6 |

| 26 | Bouncing ball | 2 |
|----|----------------------|-------------|
| 27 | Clay | Assorted Kg |
| 28 | Onion | Assorted |
| 29 | Puppets | Various |
| 30 | Microphone | 3 |
| 31 | Mixer | 3 |
| 32 | Scripts | Various |
| 33 | 52-inch Television | 2 |
| 32 | Quadcopter DJI Drone | 2 |
| 33 | Electrical cables | Various |
| 34 | Wacom Tablets | 60 |

Video Workstation Studio

Apple Mac System (2)

Specifications:

- a. Retina 5K, 27 inches
- b. Intel core i7
- C. Graphics: AMD Radeon Pro 550 XT 8GB
- d. 8GB-16GB MHz DDR4
- **e.** 1 terabyte Internal Storage

1. External Storage (2)

a. 1GB Transcend

2. Sound Microphone

- a. Blue Yeti Microphone (2)
- b. Rode Microphone Stand (2)

3. Video Workstation Set-Up

- a. Table for Equipment (1)
- b. Seating Chairs for Editor and Director (3)
- 4. Display
 - a. Hisense 52 inch 4K TV (1)

5. Sound Speaker

a. Behringer Speaker (2)

6. Software:

- a. Adobe Master Collections
- b. Blender
- c. Cinema 4D
- d. Auto Desk Maya
- e. Davinci Resolve
- f. Final Cut Pro
- g. Microsoft Office
- h. Final Draft
- i. Hand Brake
- 7. Sketch and Graphics Tablet
 - a. Wacom Tablet (60)
- 8. Laptops for Practical (60)
- 9. Live Streaming Set-Up

RODE RODEcaster Video All-in-One

10. Headphones

Rode Headphones (4)

Audio Workstation Studio

11. Apple Mac System (2)

Specifications:

- f. Retina 5K, 27 inches
- g. Intel core i7
- h. Graphics: AMD Radeon Pro 550 XT 8GB
- i. 8GB-16GB MHz DDR4
- j. 1 terabyte Internal Storage
- 12. External Storage (2)
 - b. 1GB Transcend

13. Sound Microphone

- c. Blue Yeti Microphone (2)
- d. Rode Microphone Stand (2)

14. Audio Workstation Set-Up

- c. Studio Acoustic
- d. Table for Equipment (1)
- e. Seating Chairs for Editor and Director (3)

15. Display

b. Hisense 52 inch 4K TV (1)

16. Sound Speaker

b. Behringer Speaker (2)

17. Software:

- j. Adobe Master Collections
- k. Protools
- l. Audacity
- m. Microsoft Office
- n. Hand Brake

18. Digital Piano

- b. Roland V-Stage Pro II Integrated Audio Production Studio
- **19.** Laptops for Practical (60)
- 20. Live Streaming Set-Up

RODE RODEcaster Video All-in-One

21. Headphones

Rode Headphones (4)

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