

TIMELINE FOR

Visual Literacy and Observation

Program	Advanced Visual FX Enhanced by AI
Code	bu-vfx
College	Applied College — Al-Baha University
Number of weeks	15 weeks

Weekly Teaching Plan — Week 1: Fingerprint I

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 1: Fingerprint I	15	Knowledge	Async	Read a still or moving shot for its camera attributes and call each attribute by its practitioner name.
Guided reading: American Cinematographer Manual, 11th Edition	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Six-Attribute Panel	18	Knowledge	Sync	Name the format the shot was acquired in, identify the focal length range from the perspective compression visible in the frame, place the camera height relative to the subject, label the angle as low, eye, or high, locate the focal plane, and describe the movement pattern when the shot is moving.
Theory (learner work): Apply Six-Attribute Panel to short examples	18	Analysis	Sync	Name the format the shot was acquired in, identify the focal length range from the perspective compression visible in the frame, place the camera height relative to the subject, label the angle as low, eye, or high, locate the focal plane, and describe the movement pattern when the shot is moving.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (learner work): Focal Length Reads workshop	18	Application	Sync	Point to the cues in a frame that indicate compression or stretch and explain which focal range produced them.
Challenge activity: Three-Shot Camera-Attribute Read	18	Application & Reflection	Async	Name the movement type present in a moving shot and describe what the movement is doing to attention or pacing.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Retrieval practice recall test

15

Assessment

Sync

Recall lesson content from memory.

Weekly Teaching Plan — Week 2: Fingerprint II

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 2: Fingerprint II	15	Knowledge	Async	Read the lighting in a shot by direction, intensity, quality, and colour temperature.
Guided reading: Cinematography Theory and Practice (Brown) — Chapters 7 and 8	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Two-Clock Light Direction	18	Knowledge	Sync	Place the key light using the two-clock metaphor for horizontal and vertical position, describe the intensity relative to fill, classify the quality as hard, soft, or somewhere on the continuum, and call the colour temperature in warm, neutral, or cool terms.
Theory (learner work): Apply Two-Clock Light Direction to short examples	18	Analysis	Sync	Place the key light using the two-clock metaphor for horizontal and vertical position, describe the intensity relative to fill, classify the quality as hard, soft, or somewhere on the continuum, and call the colour temperature in warm, neutral, or cool terms.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Key, Fill, and Rim	18	Application	Sync	Isolate each lighting contribution by pointing to its shadow boundary or highlight location and explain what each is doing in the shot.
Practical (learner work): Key, Fill, and Rim workshop	18	Application	Sync	Isolate each lighting contribution by pointing to its shadow boundary or highlight location and explain what each is doing in the shot.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 3: Fingerprint III

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 3: Fingerprint III	15	Knowledge	Async	Read depth in a frame from the cues the frame itself offers.
Guided reading: Aerial Perspective and Atmospheric Effects (James Gurney, Gurney Journey)	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Pictorial Depth Cues	18	Knowledge	Sync	Name the occlusion relationships that establish near and far, point to the scale cues that anchor object size, locate the depth-of-field falloff, and describe the atmospheric buildup where it is visible.
Theory (learner work): Apply Pictorial Depth Cues to short examples	18	Analysis	Sync	Name the occlusion relationships that establish near and far, point to the scale cues that anchor object size, locate the depth-of-field falloff, and describe the atmospheric buildup where it is visible.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Three Softening Mechanisms	18	Application	Sync	Point to a soft region in the frame and name which mechanism produced the softness.
Practical (learner work): Three Softening Mechanisms workshop	18	Application	Sync	Point to a soft region in the frame and name which mechanism produced the softness.
Challenge activity: Depth-and-Atmosphere Read	18	Application & Reflection	Async	Name where in the frame contrast loss, blue-shift, or desaturation are doing depth work.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 4: Fingerprint IV

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 4: Fingerprint IV	15	Knowledge	Async	Read the media artifacts in a shot as evidence of acquisition format and processing chain.
Theory (taught): Artifacts as Acquisition Evidence	18	Knowledge	Sync	Name the frame rate from the motion cadence, describe the motion-blur signature the shutter is producing, classify the grain or noise pattern, and connect the artifact set to a plausible acquisition format.
Theory (learner work): Apply Artifacts as Acquisition Evidence to short examples	18	Analysis	Sync	Name the frame rate from the motion cadence, describe the motion-blur signature the shutter is producing, classify the grain or noise pattern, and connect the artifact set to a plausible acquisition format.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Four-Cue-Group Integration	18	Application	Sync	Produce a four-cue read of a frame in which the four sections agree with each other and contradict nothing visible in the frame.
Practical (learner work): Four-Cue-Group Integration workshop	18	Application	Sync	Produce a four-cue read of a frame in which the four sections agree with each other and contradict nothing visible in the frame.
Challenge activity: Full Four-Cue Read with Mantra Closure	18	Application & Reflection	Async	Point to the moment in a read where a working mantra is doing the load-bearing work and explain why that mantra applies.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 5: Fingerprint Assessment

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 5: Fingerprint Assessment	15	Knowledge	Async	Engage with the week's focus.
Guided reading: course context	15	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
1:1 Feedback session: Individual instructor review	15	Assessment	Sync	Receive feedback on submitted work and identify improvements.
Improve & revise work	15	Application	Async	Apply feedback to submitted work.
Break	15	Rest	Async	Rest and rejuvenation before practical work.
Group session 1: Peer showcase	15	Collaboration	Sync	Share work with peers and provide structured feedback.
Group session 2: Group critique and discussion	15	Reflection	Sync	Review feedback and identify key improvements.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Weekly Teaching Plan — Week 6: Reference I

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 6: Reference I	15	Knowledge	Async	Name and version reference files in a way another practitioner can navigate without conversation.
Guided reading: Best Practices for File Naming	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (learner work): Apply Naming Convention to short examples	18	Analysis	Sync	Apply the subject, part, view, version pattern to a folder of mixed reference, with version increments where genuine variants exist.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Version-Up Logic	18	Application	Sync	Describe a working arrangement in which the reference folder is consulted during the working session and named files are pulled by name when needed.
Practical (learner work): Version-Up Logic workshop	18	Application	Sync	Describe a working arrangement in which the reference folder is consulted during the working session and named files are pulled by name when needed.
Challenge activity: Reference Folder: Named and Versioned	18	Application & Reflection	Async	Point to file names that follow the convention, name the ones that do not, and propose corrections that preserve version history.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 7: Reference II

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 7: Reference II	15	Knowledge	Async	Plan and execute a coverage capture pass of a subject from every angle a downstream artist would need.
Guided reading: Capturing Reality — A Practical Guide to Reference Photography for 3D	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Coverage Capture Pass	18	Knowledge	Sync	Produce a coverage set in which the subject is shot from front, three-quarter, side, back, top, and underside where applicable, with frames that read clearly at each angle.
Theory (learner work): Apply Coverage Capture Pass to short examples	18	Analysis	Sync	Produce a coverage set in which the subject is shot from front, three-quarter, side, back, top, and underside where applicable, with frames that read clearly at each angle.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (learner work): Scale Anchor workshop	18	Application	Sync	Include a ruler, a hand, or a named reference object in frame for every shot, sized so the anchor can actually be read against the subject.
Challenge activity: Coverage Capture Pass	18	Application & Reflection	Async	Confirm that the captured frames carry their original EXIF data and explain what each preserved field will be used for downstream.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 8: Reference III

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 8: Reference III	15	Knowledge	Async	Capture the same subject under a series of different light conditions in the Monet relighting tradition.
Guided reading: Digital Lighting and Rendering (3rd ed.), Chapters 3 and 4 (Jeremy Birn)	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Monet-Style Relighting Series	18	Knowledge	Sync	Produce a relighting set with at least three genuinely different light conditions, with the subject framing held consistent enough that the lighting difference reads as the variable.
Theory (learner work): Apply Monet-Style Relighting Series to short examples	18	Analysis	Sync	Produce a relighting set with at least three genuinely different light conditions, with the subject framing held consistent enough that the lighting difference reads as the variable.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Reading a Relighting Series	18	Application	Sync	Describe per-frame what the light direction, intensity, quality, and colour temperature have shifted to, and name what those shifts are doing to the subject's read.
Practical (learner work): Reading a Relighting Series workshop	18	Application	Sync	Describe per-frame what the light direction, intensity, quality, and colour temperature have shifted to, and name what those shifts are doing to the subject's read.
Challenge activity: Monet-Style Relighting Study	18	Application & Reflection	Async	Confirm EXIF preservation across the full set and connect the preserved fields to the lighting read.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 9: Reference IV

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 9: Reference IV	15	Knowledge	Async	Reproduce a captured lighting setup on the same subject at an equivalent setup and present the pair side by side.
Guided reading: James Gurney — Colour and Light for Realist Painters	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Match-Lighting Study	18	Knowledge	Sync	Produce a match-lighting pair in which the relit reproduction reads against the captured plate on direction, intensity, quality, and colour temperature, with discrepancies named honestly where they remain.
Theory (learner work): Apply Match-Lighting Study to short examples	18	Analysis	Sync	Produce a match-lighting pair in which the relit reproduction reads against the captured plate on direction, intensity, quality, and colour temperature, with discrepancies named honestly where they remain.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Floor-Competency Read	18	Application	Sync	Produce a written read that names the composition decisions in the captured frames, the colour reading in linear and HSV terms, and the aerial-perspective behaviour where it applies.
Practical (learner work): Floor-Competency Read workshop	18	Application	Sync	Produce a written read that names the composition decisions in the captured frames, the colour reading in linear and HSV terms, and the aerial-perspective behaviour where it applies.
Challenge activity: Reference Portfolio Assembly	18	Application & Reflection	Async	Organise the naming, coverage, re-lighting, match-lighting, and written read into one folder in which every file is findable and every section refers to the others where it should.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Retrieval practice recall test

15

Assessment

Sync

Recall lesson content from memory.

Weekly Teaching Plan — Week 10: Reference Assessment

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 10: Reference Assessment	15	Knowledge	Async	Engage with the week's focus.
Guided reading: course context	15	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
1:1 Feedback session: Individual instructor review	15	Assessment	Sync	Receive feedback on submitted work and identify improvements.
Improve & revise work	15	Application	Async	Apply feedback to submitted work.
Break	15	Rest	Async	Rest and rejuvenation before practical work.
Group session 1: Peer showcase	15	Collaboration	Sync	Share work with peers and provide structured feedback.
Group session 2: Group critique and discussion	15	Reflection	Sync	Review feedback and identify key improvements.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Weekly Teaching Plan — Week 11: Canon I

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 11: Canon I	15	Knowledge	Async	Orient inside the named cinema canon as a body of shots one is expected to know.
Guided reading: Painting With Light	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): The Cinema Canon Corpus	18	Knowledge	Sync	Name each canon film, locate at least one shot per film that is referenced for a specific cue or technique, and explain what that shot is taught for.
Theory (learner work): Apply The Cinema Canon Corpus to short examples	18	Analysis	Sync	Name each canon film, locate at least one shot per film that is referenced for a specific cue or technique, and explain what that shot is taught for.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Canon Four-Cue Read	18	Application	Sync	Produce a four-cue read of a canon shot in which each section names cue values that are actually present in the frame and not imported from another shot.
Practical (learner work): Canon Four-Cue Read workshop	18	Application	Sync	Produce a four-cue read of a canon shot in which each section names cue values that are actually present in the frame and not imported from another shot.
Challenge activity: Canon Shot Four-Cue Read	18	Application & Reflection	Async	Locate a passage from Visions of Light that speaks to a specific canon shot's choices and connect the testimony to what the frame shows.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Retrieval practice recall test

15

Assessment

Sync

Recall lesson content from memory.

Weekly Teaching Plan — Week 12: Canon II

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 12: Canon II	15	Knowledge	Async	Read a canon shot for its composition decisions in practitioner vocabulary.
Theory (taught): Composition as Decision	18	Knowledge	Sync	Name the rule-of-thirds placement, the positive and negative space distribution, the z-axis blocking, and the tangency conditions present in a canon frame.
Theory (learner work): Apply Composition as Decision to short examples	18	Analysis	Sync	Name the rule-of-thirds placement, the positive and negative space distribution, the z-axis blocking, and the tangency conditions present in a canon frame.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): HSV and Colour Reading	18	Application	Sync	Describe the colour reading in HSV terms, name where warm and hot are doing different work, and connect the colour relations to the lighting and storytelling logic of the shot.
Practical (learner work): HSV and Colour Reading workshop	18	Application	Sync	Describe the colour reading in HSV terms, name where warm and hot are doing different work, and connect the colour relations to the lighting and storytelling logic of the shot.
Challenge activity: Canon Read: Composition, Colour, and Aerial-Perspective Sections	18	Application & Reflection	Async	Name where contrast loss, blue-shift, and desaturation are doing depth work in the frame and where the shot is or is not honouring those cues.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 13: Canon III

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 13: Canon III	15	Knowledge	Async	Name the historical figures the corpus treats as anchors and the techniques each is known for.
Guided reading: Painting With Light, John Alton (1949), University of California Press	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Figures as Lineage Anchors	18	Knowledge	Sync	Identify each figure by name, period, and primary technique, and name at least one shot or sequence the figure is associated with.
Theory (learner work): Apply Figures as Lineage Anchors to short examples	18	Analysis	Sync	Identify each figure by name, period, and primary technique, and name at least one shot or sequence the figure is associated with.
Practical (taught): The Lineage Read	18	Application	Sync	Name the figure or technique the shot is in conversation with and describe what the shot inherits from that lineage.
Practical (learner work): The Lineage Read workshop	18	Application	Sync	Name the figure or technique the shot is in conversation with and describe what the shot inherits from that lineage.
Challenge activity: Historical-Situation Section Draft	18	Application & Reflection	Async	Locate which book a given piece of practitioner vocabulary descends from and connect the term back to its source treatment.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.

Retrieval practice recall test

15

Assessment

Sync

Recall lesson content from memory.

Weekly Teaching Plan — Week 14: Canon IV

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 14: Canon IV	15	Knowledge	Async	Write a closing stance statement in the contributor's own voice that does not retreat into checklist language.
Guided reading: Reflections on a Cinematic Life (Roger Deakins, American Cinematographer, March 2020)	18	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
Theory (taught): Working Mantras as Stance	18	Knowledge	Sync	Produce a closing paragraph in first-person voice that names one of the working mantras the read leans on and what holding to that mantra cost in the reading.
Theory (learner work): Apply Working Mantras as Stance to short examples	18	Analysis	Sync	Produce a closing paragraph in first-person voice that names one of the working mantras the read leans on and what holding to that mantra cost in the reading.
Break	18	Rest	Async	Rest and rejuvenation before practical work.
Practical (taught): Contributor Voice	18	Application	Sync	Confirm that the four cue-group sections, the floor-competency section, the historical-situation section, and the closing stance read as one document, with no checklist headings or rubric language visible in the deliverable.
Challenge activity: Cinema Canon Shot Breakdown (Complete Draft)	18	Application & Reflection	Async	Produce a breakdown in which every section refers correctly to the same shot, every claim is checkable against the frame, and the closing voice carries the read rather than restating it.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.
Retrieval practice recall test	15	Assessment	Sync	Recall lesson content from memory.

Weekly Teaching Plan — Week 15: Canon Assessment

Subject / Topic	Time (min)	Tools & techniques	Methods	Learning objectives
Introduction to Week 15: Canon Assessment	15	Knowledge	Async	Engage with the week's focus.
Guided reading: course context	15	Reading / Discussion	Async	Introduce learners to the week's readings and the discipline language they establish.
1:1 Feedback session: Individual instructor review	15	Assessment	Sync	Receive feedback on submitted work and identify improvements.
Improve & revise work	15	Application	Async	Apply feedback to submitted work.
Break	15	Rest	Async	Rest and rejuvenation before practical work.
Group session 1: Peer showcase	15	Collaboration	Sync	Share work with peers and provide structured feedback.
Group session 2: Group critique and discussion	15	Reflection	Sync	Review feedback and identify key improvements.
Review & reflection journaling	10	Reflection	Async	Consolidate learning, highlight key takeaways, and reflect on challenges.