

**PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey 07470**

Course Title: Video Production I

Course #: 2081

Credits: 12.5

Revised: January 2017

I. Course Description

Video Production is a consecutive four-year program with sequences designed to allow students to concentrate on multiple aspects of Television and Digital Media production. Students will build on prior knowledge each year, allowing for growth and skills to be refined.

Video Production I is designed for ninth grade students whose interests lie in exploration of careers within the Television Production field. In this entry-level course students will mainly be introduced to the first phase of any production which is Pre-Production. They will develop competencies such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types and purposes of various microphones. They will also grasp a firm understanding of the history of television, copyright law, and mass media.

Upon arrival, students will be expected to come ready with a passion for media arts. Students will engage themselves developing a media “message” and will acquire the ability to focus on proper setup of a production. They will develop skills such as work ethic, accountability with equipment, responsibility of meeting deadlines, and teamwork in collaborative projects. The goal of this course is to expose students to the variety of pre-production elements necessary to develop a successful production. These elements include storyboarding, scriptwriting, treatments, casting, shooting schedules, copyright permissions, location releases, media releases, researching of facts, teamwork in production, capturing quality audio, and the application of basic editing techniques. Students will be expected to do some “leg-work” for their productions outside of class. Homework will include: researching topics and facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize time for production “filming” part of the project. In post-production, student work will often be critiqued, not only by the teacher but also by peers, and may be expected to reshoot, rewrite or re-edit. Critique and reflection are essential parts of the production process and should be met with enthusiasm in an effort to make the best possible production.

Students should expect a number of group activities where collaboration is necessary, however, individual student accountability of content knowledge will be measured and expectations will need to be met. Students in the Video Production I course should leave with the start of their own Website Portfolio with evidence of their work from the course of the year, which they will continue to build into throughout all four years of the program.

II. CTE Curriculum Unit Plans

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Pre-Production Pt. 1 (Before Production) <ul style="list-style-type: none"> • Introduction to Communication Arts, • History & Development of TV & Digital Media, Writing for Media		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12.AR- AV.1-Describe the history, terminology, occupations and value of audio, video and film technology. 9.3.12.AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.2-Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. 9.3.12.AR- AV.4-Design an audio, video and/or film production. 9.3.12.AR- JB.2 Demonstrate writing processes used in journalism and broadcasting.			
<u>ISTE (International Society for Technology in Education) Standards:</u> 3a-Knowledge Constructor- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3c-Students curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.			

6d-Students publish or present content that customizes the message and medium for their intended audiences. (Research Paper Published to Portfolio).

Essential Questions (3-5)

What critical technologies were invented to help to accomplish the level of communication that exists today?

Why is it important to recognize the historical contributions made to communication and media industries? How have they evolved to bring us today's level of human interaction?

Why is it important to recognize the ways we communicate as a human with others?

Why is it important to analyze our own media consumption and behavior?

Are we consumers of media or creators of media?

How does one predict the future of media and how it will be consumed by the masses?

How has mass media consumption evolved?

How can you use the current media to establish yourself as an individual, showcasing your own media?

Why is it important to analyze video as a separate entity from audio?

How can focusing on these two separate skills enhance a production or message?

How does visual storyboarding help to communicate the storyline to the production crew?

How does a 2 column script communicate the storyline to a production crew?

Why is it important to continually revise and adhere to the script as outlined?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Instructor Resources PDFs of Text: Television Production & Broadcast Journalism, 3rd Edition Ch.1

Cybercollege Resources:

<http://cybercollege.com/tvp001.htm>

<http://cybercollege.com/tvp001-2.htm>

<http://cybercollege.com/tvp002.htm>

<http://cybercollege.com/tvp003.htm>

<http://cybercollege.com/tvp004.htm>

<http://cybercollege.com/tvp005.htm>

<http://cybercollege.com/readings.htm>

Additional Reading, if available:

C. Francis Jenkins: Pioneer of Film and Television,

Author: Donald Godfrey

Publisher: University of Illinois Press

Date of Publication: 2014

The Boy Who Invented TV: The Story of Philo Farnsworth

Author: Kathleen Krull and Greg Couch

Publisher: Alfred A. Knopf

Date of Publication: 2009

Expected Proficiencies

1. Students will be able to analyze the history television and media by identifying the many contributors to the invention of the television.
2. Students will be able to research and identify key historical technological contributions made by a person or invention to the development of communication.

3. Students will be able to analyze their own use and consumption of Digital Media by tracking their use of it in their daily activities.
4. Students will be able to predict what will be the future of television and digital media and how the skills learned in this class could help in the future.
5. Students will practice writing for broadcast by learning how to create a two column script and corresponding Storyboards, Pitches, Proposals, and Treatments.

Formative & Summative Assessments (1-3)

Formative:

Activity Class Handouts
Digital Media Tracking Log
PowerPoint Presentation.
Video Only Viewing Sheet
2 column Script Backward Design Assignment
Cybercollege Interactive Activities and Readings
Pitch Graphic Organizer

Summative:

Tests
Research Paper
Pitch Assignment

Resources (*software, videos, career exploration-related activities*)

History of TV Resources: -<http://cybercollege.com/frtv/frtv023.htm>
<http://www.farnovision.com/chronicles/>
<http://www.farnovision.com>

Philo Farnsworth Links- “The Farnsworth Chronicles”

http://www.pbs.org/wgbh/amex/telephone/timeline/timeline_text.html

Farnsworth Chronicle Links

Cybercollege Modules

Apple Keynote:

<https://www.youtube.com/watch?v=Qo1LhrZy3do>

TV v. Computer Peter Hirshberg: The Web and TV, a sibling rivalry

<https://www.youtube.com/watch?v=a8AtVBQ8MBE>

Suggested Time Frame:

4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Pre-Production Pt. 2 (Before Production) <ul style="list-style-type: none">• Introduction to Mass Communication• Legal Issues & Ethics• Camera Basics• Media Message Design		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. 9.3.12.AR- AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. 9.3.12.AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. <u>ISTE Standards:</u> Empowered Learner:			

1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Digital Citizen:

2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Innovative Designer:

4c Students develop, test and refine prototypes as part of a cyclical design process. (Shot Types/Moves Project)

Essential Questions (3-5)

Why is it important to understand who owns what network and how that affects the type of media that is consumed? How can a media outlet be biased? Why is it important for media outlets to stay objective when reporting news? Why is cross-promotional synergy important to the success of a network?

What is copyright law and how does it affect the ability to be creative? Why is it important to adhere to copyright law; and how does breaking that law affect artists? What are some ethical considerations when creating media? Why is it important to follow a code of ethics?

How important is the way one crafts a message? What factors must be considered when designing a message so that it is effective, and received well by a demographic?

How are the shots framed; and how can the way the camera moves in that frame help visually support a message? How does a design of a two column script translate a message to crew? How does a storyboard support a vision? Why is it essential to follow the storyboard and script while filming?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

http://cybercollege.com/frtv/frtv_ind.htm
<http://cybercollege.com/freedom.htm>
<http://cybercollege.com/intmed.htm>
<http://cybercollege.com/tvp066.htm>
<http://cybercollege.com/tvp067.htm>
<http://www.teachertube.com/video/a-fairy-use-tale-2523>
<http://cybercollege.com/frtv/frtv035.htm> through
<http://cybercollege.com/frtv/frtv038.htm>
<http://cybercollege.com/frtv/frtv040.htm>
<http://cybercollege.com/tvp006.htm> through <http://cybercollege.com/tvp007.htm>

Additional Text if available,

TV by Design: Modern Art and the Rise of Network Television

Author: Lynn Spiegel

Publisher: The University of Chicago Press Books

Date of Publication: 2009

Make Room for TV: Television and the Family Ideal in Postwar America by Lynn Spiegel

Publisher: The University of Chicago Press Books

Date of Publication: 1992

Expected Proficiencies

1. Students will be able to analyze the business of television, various synergies that exist between networks and current media conglomerates.
2. Students will be able to comprehend copyright law and apply it to all future use of projects. In addition, students will also understand media ethics and legal issues surrounding the medium by creating a Code of Ethics Poster.
3. Students will be able to analyze the ability to effectively communication through the use of Digital and Mass Media.
4. Students will be able to comprehend various shot types and shot moves and incorporate them into a two column PSA Script to effectively reach an audience. Students will also apply the fundamentals of using a camera in the shot move/shot types project incorporating the following:

- Dolly
- Truck
- Pedestal
- Zoom
- Arc
- High/Low Angle
- Medium Close Up
- Extreme Close Up
- Wide Shot
- Extreme Wide Shot
- Over the Shoulder
- Point of View
- Close Up
- Mid-Shot
- 2 Person Shot or 3 Person Shot

Formative & Summative Assessments (1-3)

Formative:

Cybercollege In Class Handouts / Class Participation assessments
Copyright Activity Assignment (Metallica v. Napster)
Fairy Use Tale Assignment
Copyright Vocabulary
Copyright Quiz
Mass Media Readings
Above the Line & Below the Line Handout
PowerPoint of Shot Types & Shot Moves

Summative:

Assessment Project: Create a Poster
Cyber college Interactive Quiz Vocabulary List
2 column Script

Camera Shot Types & Moves Project
 Shot Types/Shot Moves Test

Resources (*software, videos, career exploration-related activities*)

Cybercollege Links
 PowerPoints
 PDF's from Textbook

Suggested Time Frame: 4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Camera Use -Functions and Equipment Overview <ul style="list-style-type: none"> • Capturing Quality Audio • Application of Shot Types & Shot Moves • PSA Script filmed Film Festival • Production Equipment Overview & Camera Basics 		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12.AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). 9.3.12.AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions.			
<u>ISTE Standards:</u> Creative Communicator: 6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b-Students create original works or responsibly repurpose or remix digital resources into new creations.			

6d-Students publish or present content that customizes the message and medium for their intended audiences.

Innovation Designer:

4d-Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Essential Questions (3-5)

Why is it important to identify the functions of a camera? How can the manipulation of a setting help enhance a shot? How can one use the lens and focus settings to one's advantage when filming?

Why do these settings and factors matter in a particular shot? How can one use this knowledge base to evoke feelings in my audience?

How can a waveform/vectorscope ensure correct color levels? Why does this matter in a production?

Which mount is best to use for a particular scene? How can one use a tripod or mount to stabilize my shot? How will doing so enhance a production?

Why is important to have cameras' white / black balanced?

Why is it important to have a speaker properly on microphone? Which microphone should be used for which kinds of audio recording?

How can following my scripts shot types and shot moves enhance my production?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

<http://cybercollege.com/tvp010.htm> THROUGH <http://cybercollege.com/tvp014.htm>

<http://cybercollege.com/tvp015.htm> & <http://cybercollege.com/tvp016.htm>

<http://cybercollege.com/tvp017.htm> through

<http://cybercollege.com/tvp017-2.htm>

<http://cybercollege.com/tvp018.htm>

<http://cybercollege.com/tvp019.htm>

<http://cybercollege.com/tvp038.htm>

through

<http://cybercollege.com/tvp043.htm>

<http://cybercollege.com/tvp020.htm>

<http://cybercollege.com/tvp022.htm>

<http://cybercollege.com/tvp023.htm>

<http://cybercollege.com/tvp024.htm>

<http://cybercollege.com/tvp025.htm>

Additional Text, Video Basics, Herbert Zettl

Expected Proficiencies

1. Students will be able to identify, setup and/or properly use the use following:
 - Lenses (Zoom v. Prime)
 - Focal Length
 - Zoom Ratio / Angles
 - Lenses (Distance, Speed, and Perspective)
 - F Stop
 - Depth of Field
 - Types of Focus: “Brokh” (selective) Focus, Rack Focus, Follow Focus, Auto Focus, Macro Lens Focus, Continuous Lens Focus
 - Filters
 - Lens Attachments (Lens Shades, Neutral, Polarizing, Contrast Control, Film Look, Day vs. Night, Florescent, Special Effect (star filter, etc.).
 - Camera Attachments:
Matte Box, Rain Jackets, Periscope,
 - Three Classes of Cameras: ENG / Studio / Electronic Cinematography.
 - Lens Cover & Lens Care
2. Students will be able to understand the functions of color levels, waveform / vectorscope and the concept of chipping cameras.
3. Students will be able to identify the various tripods (and parts of them), mounts, jibs, we have and proper function/use of them:
 - Fluid head
 - Tripod Legs

- Dollies
- Spreader Bars
- Wedge Plates
- Shoe Mounts
- Pan and Tilt Drags
- Work the Rolling Dolly

4. Students will be able to balance the white/black camera levels; and comprehend why videographers adjust / control shutter speeds.

5. Students will be able to comprehend how to capture quality audio using a variety of different microphones:

- Lavalier (wireless)
- Boom
- Zoom
- dynamic
- XY stereo setup
- Directional
- Omi-Directional
- Dynamic

Formative & Summative Assessments (1-3)

Formative:

Class Participation Notes and Cybercollege Interactive Quizzes.

Practical Quiz

Cybercollege Interactive Activities

Practical Quiz Identifying parts of tripod / Mounting a Camera to it.

Cybercollege Activities

Practical Quiz on White Balancing a camera and adjusting shutter speeds and manual/auto focus)

Audio Quiz-Cybercollege

Practical Quiz, on capturing audio properly.

Summative:

Formal Test- (same test will be repeated at the start of Sophomore year to ensure understanding throughout the 4 year program).

Project Rubric:

Filming Benchmark (50% shot) completion of filming their PSAs Projects

Media Management Qtr.1 Grade

Resources (*software, videos, career exploration-related activities*)

Computer / Cameras

Cybercollege Links

PowerPoints

PDF's from Textbook

Suggested Time Frame:

4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Post-Production: Editing Basics <ul style="list-style-type: none"> • Setting Up Work Flow • Intro to <i>Final Cut</i> & Premier Introductions • Intro/Basic <i>Motion/After Effects</i> / Animation Assignment • Film Festival Editing 		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12. AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12. AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12. AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). 9.3.12. AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.			

9.3.12. AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions.

ISTE Standards:

Computational Thinker:

5a-Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

5d-Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Creative Communicator:

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Essential Questions (3-5)

Why is it important that we do NOT store media on our local hard drives of the computer? What will happen to the computers if we do? How should workflow be setup to run successfully?

Why is it important to know where the play, preview, timeline, playhead, timecode, transitions, backgrounds, filters and text are? How can use of these tools to make a production better?

How can learning shortcuts help to enhance my editing skills?

How does having bad or incorrectly recorded audio effect a production?

Why is it important to record proper audio and have even levels throughout the production?

How can animation of text enhance my visual message?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

The Technique of Film and Video Editing

Author: Ken Dancyger

Publisher: Taylor & Francis

Copyright: 2011

Lynda.com Tutorials

Expected Proficiencies

Students will be able to set up *Final Cut* and Adobe to work with files on external drives

Students will be able to comprehend the interface of *Final Cut* (or Adobe for higher level students) apply basic editing concepts and keyboard shortcuts:

- Inpoints (i)
- Outpoints (o)
- Arrow /Selector (a)
- Razor Blade (b)
- Transitions (t)
- Play/Stop (space bar)
- backgrounds
- titles/text
- transitions
- filters
- crop/rotate/transform

Students will be able to comprehend the functions of editing audio.

- understanding RF
- Stereo v. Mono
- Balanced v. Unbalanced
- EQing
- Making Key frames to heighten or lower audio
- Adding Music and Mixing Levels

Students will be able to comprehend how to create, colorize, and add behaviors to text or graphics of their PSA projects using the software *Motion*.

Formative & Summative Assessments (1-3)

Formative

Practical Quiz-Media Management
Benchmark of Film Festival PSA Submission (100%) filmed
Benchmark of 50% edited by week 2
Animation Assignment -Graphics incorporated into Project Rubric
Benchmark –Website Tab Creations for Portfolio

Summative

Editing Test
Audio Test
PSA must be 100% Editing by end of Month
PSA's Uploaded to Student Website Portfolios

Resources (*software, videos, career exploration-related activities*)

Mac Computer
Microphones
Audio Board Mixer
Editing Software: *Final Cut* / Adobe

Suggested Time Frame: 4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Short Film-Making Pre-Production & Production <ul style="list-style-type: none">• Pre-Production of Film:• Narrative Script & Character Development• Blocking Camera Shots / Moves		

- **Building Story Arcs**

NJSL Standard(s) AddressedCTE Standards:

9.3.12.AR- JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

ISTE Standards:Creative Communicator:

6d-Students publish or present content that customizes the message and medium for their intended audiences.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Global Collaborator:

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Essential Questions (3-5)

What do all good stories contain?

Why are character flaws essential to a developing a good character?

How does a story arc contribute to a successful story?

Why are camera angles important to telling the story visually?

Why is good pre-production essential to a production?

How are the pre-production elements of scripts, storyboards, and camera blocking sheets essential to accomplishing the story?

Why must we adhere to the filming production schedule of scenes in order to create a movie?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing
ISBN: 978-1-63126-275-3
Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

<http://www.indiewire.com/2013/11/screenwriting-101-5-tips-for-writing-better-characters-into-your-screenplay-33156/>
<http://www.storyofmovies.org/common/11041/default.cfm?clientID=11041>

Expected Proficiencies

1. Students will be able to demonstrate the pre-production requirements for a 3 person interaction/ short film including creation and execution of:

- a-Narrative Script
- b-Storyboards
- c-Camera Blocking Sheet
- d-Acting /Casting
- e-Wardrobe / Makeup
- f-Equipment Pre-production setup.
- g-Filming Scene Production Schedule

Students will be able to produce a short story 3 person interaction narrative with evidence of a story arc.

Formative & Summative Assessments (1-3)

Formative:

Narrative Pitch Idea
Camera Blocking Sheet
Storyboards
Character Description Sheet / Casting Requirements
Cybercollege Supporting Activities

Summative:

Filming Benchmark 50% by end of week 2

Active Use of Scripts, Storyboards and Camera blocking sheets as GUIDES in production.

Media Management Qtr. 2 Grade

Resources (*software, videos, career exploration-related activities*)

Mac Computer

Cameras / SD/P2 Cards

Blocking Sheets

Storyboard Sheets

Narrative Script

Storyboard Sheets

Treatments

<http://cybercollege.com/tvp062.htm>

<http://cybercollege.com/tvp022.htm> through <http://cybercollege.com/tvp025.htm>

Suggested Time Frame:

4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Short Film-Making Production & Post Production <ul style="list-style-type: none">• Filming a 3 person interaction• Editing a 3 person interaction and combining class scenes for a short movie		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12. AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			

9.3.12. AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR- AV.4 Design an audio, video and/or film production.
9.3.12.AR- AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

ISTE Standards:

Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
6b-Students create original works or responsibly repurpose or remix digital resources into new creations.
6d-Students publish or present content that customizes the message and medium for their intended audiences.
6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Global Collaborator:

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Essential Questions (3-5)

Why is it important to incorporate editing techniques, such as flashbacks with black and white, foreshadowing, music, sound effects, etc. to help enhance the visual and emotional connection of a story?
Why is it important to maintain continuity throughout a filming schedule?
How do all the phases of production affect one another?
Why is it important to properly plan all of these factors when creating a film?
Was the message of the scene important?
How did the scene connect?
How could the connections/storylines been improved?
Why or why not did they work well?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris
Publisher: Goodheart-Wilcox Publishing
ISBN: 978-1-63126-275-3
Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

<http://www.indiewire.com/2013/11/screenwriting-101-5-tips-for-writing-better-characters-into-your-screenplay-33156/>
<http://imgur.com/gallery/E8xe0>
Pixar Storytelling Rules Videos 1-13:
https://www.youtube.com/watch?v=u8CpDHJuyF4&list=PLY6PCL9ylnRSaO608L0ocvzxusr_35XfC&spfreload=5

Expected Proficiencies

Students will be able to edit the short story three person interaction narrative, building upon prior editing experience, and adding new techniques such as:

- Motion or After Effects*> Animation of Narrative “Title Page”
- Editing for Continuity
- Editing Techniques to enhance Story Arc in Editing
- Individual Updated scripts
- Individual Updated Storyboards

(All documents are reflective of final edited video)

Students will be able to combine all individual scenes together to create a final movie.

Students will be able to critique the final movie and understanding the various production requirements of pre-production, production, and post production phases of creating a media message.

Formative & Summative Assessments (1-3)

Formative:

Editing Benchmark-Creating Title Page in *Motion or After Effects*
Editing Benchmark-Editing for Continuity
Editing Benchmark-Techniques of Editing to enhance a Story Arc

Script and Storyboard Updated or Revised
 Character Description Sheet / Casting Requirements
 Cybercollege Supporting Activities
 Peer Critique

Summative:

Project Rubric- Final Edited Scene

*(Project Goal: Students will be able to combine all individual scenes together to create a final movie. Students will be able to critique the final movie and understanding the various production requirements of pre-production, production, and post-production phases of creating a media message).

Written Reflection Paper

Resources (*software, videos, career exploration-related activities*)

Mac Computer
 Cameras / SD/P2 Cards
 Blocking Sheets
 Storyboard Sheets
 Narrative Script
 Storyboard Sheets
 Treatments
<http://cybercollege.com/tvp062.htm>
<http://cybercollege.com/tvp022.htm> through <http://cybercollege.com/tvp025.htm>
 (framing and composing shots)

Suggested Time Frame:	4 weeks
------------------------------	----------------

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Interviewing		

- **Conducting Interviews**
- **ENG v. EFP**
- **Axis of Action**
- **A Roll / B Roll**
- **Sound Bites**
- **Single Camera Shoot**
- **2 Shot Interview**
- **On Camera Presence / Talent**

NJSL Standard(s) Addressed

CTE Standards:

9.3.12.AR- JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

9.3.12.AR- JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR- JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

9.3.12.AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

ISTE Standards:

Innovative Designer:

4b-Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (Script and Production Elements designed).

Creative Communicator:

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

Essential Questions (3-5)

Why is it important to consider the factors?

How does one search for an interview with elements of Newsworthiness?

Why is it important to follow the rules of an interview?

How does A Roll's audio & Room Tone matter to the interview's storyline?
How does gathering B-roll enhance the interview?
How does one find a soundbite in what is recorded? How do the rules of an interview help to record the interview successfully for the edit?
How can using Motion visual effects add a level of visual comprehension for the viewer? What other ways can a student producer use Motion to enhance productions?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris
Publisher: Goodheart-Wilcox Publishing
ISBN: 978-1-63126-275-3
Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Powerpoint- Interviewing

<https://www.youtube.com/watch?v=4eOynrI2eTM>

<https://www.youtube.com/watch?v=wr9-DoMOzZo&list=PLvzhEUuAOoAs1LJebd8WjrgEtJELmWZrG&index=1> (Part 1-3)

Expected Proficiencies

Students will be able to understand the difference between EFP & ENG in creating News Packages.

Students will be able to identify the responsibilities of Video Journalists.

Students will be able to write open ended questions and comprehend the different interview setups which incorporate: Gathering Releases, Axis of Action, A Roll, B Roll, Soundbites, Room Tone, Open ended questions.

Students will be able to identify 12 factors of Newsworthiness: timeliness, proximity, exceptional quality, possible future impact, prominence, conflict, the number of people involved or affected, consequence, human interest, pathos, shock value, titillation component.

Students will be able to setup and film an interview, applying the rules of an interview and incorporating A Roll and B-roll.

Students will be able to edit their interviews by logging an EDL, finding Soundbites, and editing A Roll, covering with Broll, adding music. (graphics in next lesson).

Students will be able to incorporate Motion as titles for their interviews by completing a title animation lesson.

Formative & Summative Assessments (1-3)

Formative:

First Amendment Quiz
Cybercollege Quiz
Evidence of Written Open Ended Questions
Interviewing Quiz
News Gathering Quiz
Cybercollege Activities
After Effects/Motion Graphic Activity Lesson completion

Summative:

Filming Interview Project Rubric
Edited Interview Project Rubric
After Effects/Motion Graphic Titles incorporated into Interview Final Edit
Media Management Qtr 3 Grade

Resources (*software, videos, career exploration-related activities*)

<http://cybercollege.com/tvp064.htm>

Computers
Microphones
Adobe Premiere/ Final Cut
After Effects / Motion Software

Suggested Time Frame:

4 weeks

Course:

Video Production I

Grade(s)

9

Unit Plan Title:	Event Filming <ul style="list-style-type: none"> • Application of EFP/EFG In Recording a School Event • Editing ENG style for PCTI Report
NJSL Standard(s) Addressed	
<p><u>CTE Standards:</u> 9.3.12.AR- JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 9.3.12.AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). 9.3.12.AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12.AR- AV.4 Design an audio, video and/or film production.</p> <p><u>ISTE Standards:</u> Innovative Designer: 4b-Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (Script and Production Elements designed). Creative Communicator: 6b-Students create original works or responsibly repurpose or remix digital resources into new creations. 6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d-Students publish or present content that customizes the message and medium for their intended audiences.</p>	
Essential Questions (3-5)	
<p>How does one research the team roster, club, activity (career and technical student organizations such as Skills USA or HOSA) or staff information to better prepare for the project that will be created? How does a project’s visual elements help enhance the story? How do the soundbites selected tell a story? Is the story complete? If not, how can it be reshot or edited differently to tell a complete story? How can I report on a school event by filming and conducting a series of relevant interviews? How is that ENG/EFP?</p>	
Anchor Text(s)	

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

N/A

Expected Proficiencies

Students will be able to further apply Electronic Field Production & Electronic News Gathering to enhance their knowledge of interviewing by filming a school sport or news event.

Students will be able to create motion graphics for the event video upcoming edit by completing Motion lesson #2.

Students will be able to edit their event videos incorporating Motion for Title, Graphic Lower 3rds, and end credits.

Students will be able to identify industry related terms to applications as it pertains to filming and editing an interview.

Formative & Summative Assessments (1-3)

Formative:

Motion Lesson#2

Filming Interview Setup Practical Quiz

A Roll & B Roll Editing Quiz

ENG/Interviewing Terminology Quiz

Summative:

ENG/EFP EVENT Filming Project #1 Rubric

EVENT Project EDIT RUBRIC #1 incorporating *Motion/After Effects*

Motion Project #2

Resources (software, videos, career exploration-related activities)

-Interviewing links:
<http://cybercollege.com/tvp063.htm>
<http://www.splc.org/>
<http://www.splc.org/page/story-ideas>
Motion / Adobe/ Final Cut
 Computers

Suggested Time Frame:	4 weeks
------------------------------	----------------

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Event Filming <ul style="list-style-type: none"> • Digital Media-Portfolio Applications • Field Trip- Museum of the Moving Image 		
NJSL Standard(s) Addressed			
<p><u>CTE Standards:</u> 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communication 9.3.12.AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p><u>ISTE Standards:</u> Global Collaborator: 7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>			

7b-Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d-Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Essential Questions (3-5)

How has the media evolved over time?

How has past productions improved and influenced today's current media production capabilities?

Where is the future of media and television headed?

How have we grown over the past year personally and professionally?

How has our work evolved and where do I need to improve in the future?

How can keeping digital records help our college career goals?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

N/A

Expected Proficiencies

Students will be able to evaluate exhibits at the Museum of the Moving Image by responding to what they learned about historical perspectives all the way through current day video production.

Students will be able to update their website portfolios to reflect upon what they learned their field trip, and also incorporate the event project, the interview project, and the final 3 person interaction filming movie & individual scene.

Formative & Summative Assessments (1-3)	
<p><u>Formative:</u> Written Reflection from Field Trip to Museum of the Moving Image (What do you hope to learn or see at the Museum of the Moving Image? How can you incorporate what you learn into your appreciation of media in future projects?) Portfolio Tab Benchmarks</p> <p><u>Summative:</u> Portfolio Website Final Project Rubric Grade</p>	
Resources (<i>software, videos, career exploration-related activities</i>)	
Computer-Research the field trip site. Computer Pictures from Field Trip Upload/Embedded Prior Projects	
Suggested Time Frame:	4 weeks

Course:	Video Production I	Grade(s)	9
Unit Plan Title:	Production Reflection <ul style="list-style-type: none"> • Final Exam Preparation • Introduction to Sophomore Level Scriptwriting Summer Assignment 		
NJSL Standard(s) Addressed			
CTE Standards: 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology &			

Communications Career Pathways.

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

ISTE Standards:

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7c- Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Essential Questions (3-5)

What are the techniques that were introduced this year?

Why is it important to review all basic concepts presented in Video Production this year?

What will the expectations be for next year in order for you to enhance your skill set?

How can one conduct writing and pre-production over the summer to better prepare for the start of the school year?

How is equipment cared for and stored?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

N/A

Expected Proficiencies

Students will be able to review and summarize concepts from the Video Production I course.
Students will come familiar with the Video Production II course syllabus on the school website.
Students will analyze next year's project and assess the expectations of Summer Scriptwriting Assignment .
Students will properly secure, maintain, and store all equipment and supplies.
Students will be demonstrate safety procedures and proper use of equipment.

Formative & Summative Assessments (1-3)

Formative:

Student Survey
Safety Quiz
Summer Assignment Quiz (about project & Rubric for it)

Summative:

Final Exam
Media Management Qtr. 4 Grade

Resources (*software, videos, career exploration-related activities*)

Prior Notes, Resources, Review Study Guide
Sophomore Syllabus
Rubric for Summer Assignment
Safety Quiz

Suggested Time Frame:

4 weeks

III. Instructional Strategies

- A. Guided Practice
- B. Think-Pair-Share
- C. Graphic Organizers
- D. Checking for Understanding-Exit Tickets / Responses in Google Classroom
- E. Scaffolding
- F. Reflection Writing
- G. Critiques
- H. Rubrics-Backwards Design
- I. Facilitate Note Taking and Homework Study Skills
- J. Design and develop digital age learning experiences (ISTE Teacher Standard)
- K. Facilitate and inspire student learning and creativity (ISTE Teacher Standard)
- L. Model digital age work and learning (ISTE Teacher Standard)

IV. Scope and Sequence

Key: I = Introduce | D = Develop | R = Reinforce | M = Master/Maintain

Skill to be learned:	Grade 9	Grade 10	Grade 11	Grade 12
Analyze the history of television and media	I	DR	DR	M
Identify Contributors to the invention of the television	I	DR	DR	M
Identify key historical technological contributions made	I	DR	DR	M
Analyze the use of Digital Media	I	DR	DR	M
Analyze one's own use of Digital Media	I	D	R	M

Predict the future of media	I	D	R	M
Write a pitch for a script	ID	D	DR	M
Write a Narrative Script	ID	D	DR	M
Write a 2 Column Script	ID	D	DR	M
Draw Storyboards	ID	D	DR	M
Write a Shot Sheet	ID	D	DR	M
Block a Scene	ID	D	DR	M
Pitch a Video Idea	ID	D	DR	M
Understand and adhere to copyright law	ID	D	DR	M
Understand the synergy between various media outlets	ID	D	DR	M
Analyze the business of television and ad revenue	ID	D	DR	M
Comprehend and apply various shot types and shot moves	ID	D	DR	M
Identify parts and function of a video camera	ID	DR	DR	M
Identify various functions of the lens and types of camera lenses	ID	DR	DR	M
Identify various attachments to a camera, tripods, and cords	ID	DR	DR	M
Identify and apply the correct microphone for capturing quality audio	ID	DR	DR	M
Organize media files, comprehending metadata SD and P2 card structure and apply the correct applications when editing in both <i>Adobe Premiere</i> and <i>Final Cut</i>	ID	DR	DR	M
Comprehend and apply editing techniques, filters, effects and shortcuts in editing software <i>Final Cut X</i> and <i>Adobe Premiere</i>	ID	DR	DR	M
Create a Public Service Announcement	ID	DR	DR	M
Identify the responsibilities of Video Journalists	ID	DR	DR	M
Setup and film an interview, applying the rules of an interview and incorporating A Roll	ID	DR	DR	M

and B-roll				
Film and Edit an Interview Project	ID	DR	DR	M
Create and Edit Animating Titles, Graphic Lower 3rds and end credits into a project	ID	DR	DR	M
Record a Voice Over	ID	DR	M	M
Create a Website Portfolio	I	D	R	M
Understand Job Roles in Production	I	D	R	M
Research possible careers and industry professions	I	D	R	M
Set Goals and Job Transition Requirements or College Level Concentrations in Media Studies, Film, Video Production, or Communications	I	D	R	M

V. List of Textbook, Instructional Materials & Software

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Adobe Premiere Editing Software

Adobe After Effects

Apple Motion

Canon Vixia Cameras / Tripods / Azden Microphones

VI. Student Handout

VIDEO PRODUCTION 9TH GRADE SHOP SYLLABUS

Program Description

Video Production is a consecutive four-year program with sequences designed to allow students to concentrate on multiple aspects of Television and Digital Media production. Students will build on prior knowledge each year, allowing for growth and skills to be refined.

Those units of concentration will include:

- Mass Media and Ethics/Copyright
- Production Jobs
- Audio production
- Video production
- Animated Graphics
- Multi-camera studio television production
- Digital Media production
- Introductory Basic Editing

Course Description- Video Production I

Video Production I is designed for ninth grade students whose interests lie in exploration of careers within the Television Production field. In this entry-level course students will mainly be introduced to the first phase of any production which is Pre-Production. They will develop competencies such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types and purposes of various microphones. They will also grasp a firm understanding of the history of television, copyright law, and mass media.

Upon arrival, students will be expected to come ready with a passion for media arts. Students will engage themselves developing a media “message” and will acquire the ability to focus on proper setup of a production. They will develop skills such as work ethic, accountability with equipment, responsibility of meeting deadlines, and teamwork in collaborative projects. The goal of this course is to expose students to

the variety of pre-production elements necessary to develop a successful production. These elements include storyboarding, scriptwriting, treatments, casting, shooting schedules, copyright permissions, location releases, media releases, researching of facts, teamwork in production, capturing quality audio, and the application of basic editing techniques. Students will be expected to do some “leg-work” for their productions outside of class. Homework will include: researching topics and facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize time for production “filming” part of the project. In post-production, student work will often be critiqued, not only by the teacher but also by peers, and may be expected to reshoot, rewrite or re-edit. Critique and reflection are essential parts of the production process and should be met with enthusiasm in an effort to make the best possible production.

Students should expect a number of group activities where collaboration is necessary, however, individual student accountability of content knowledge will be measured and expectations will need to be met. Students in the Video Production I course should leave with the start of their own Website Portfolio with evidence of their work from the course of the year, which they will continue to build into throughout all four years of the program.

Expected Proficiencies

Upon completion of this course, a student will be able to:

1. Analyze and recall historical and theoretical contributions to the creation of the television and modern day media.
2. Develop an understanding of how video works as a medium of communication and analyze consumption through various forms, including digital media while predicting future uses of video related media.
3. Write a pitch, write and storyboard a video.
4. Analyze the business of television, various synergies that exist between networks and current media conglomerates.
5. Apply theoretical background, copyright law and media ethics to all future use of projects.
6. Understand and identify video production terminology throughout the three phases of production.
7. Comprehend various shot types, shot moves and fundamental knowledge of aesthetic and technical requirements of video.
8. Identify, setup and/or properly use the use following: Lenses, Focal length, Zoom, F Stop, Depth of Field, Types of Focus, Zoom Ratio, Filters, Attachments (camera and lens),Classes of Cameras, Len Covers and Lens Care.

9. Apply functions of color levels, waveform / vectorscope and chip cameras.
10. Identify the various tripods and proper function/use of them.
11. Balance the white/black camera levels; and comprehend why videographers adjust / control shutter speeds.
12. Comprehend how to capture quality audio using a variety of different microphones.
13. Comprehend the interface of Final Cut/Adobe when applying basic editing concepts and keyboard shortcuts.
14. Comprehend the functions of editing audio.
15. Create, colorize, and add behaviors to text or graphics of their PSA projects using the software Motion/After Effects.
16. Demonstrate the pre-production requirements for a 3 person interaction/ short film including creation and execution of it.
17. Edit the short story three person interaction narrative, building upon prior editing experience, and adding new techniques.
18. Combine all individual scenes together to create a final movie.
19. Critique the final movie and understanding the various production requirements of pre-production, production, and post production phases of creating a media message.
20. Differentiate between EFP and ENG in creating News Packages.
21. Identify the responsibilities of Video Journalists and acquire an understanding of various technical and non-technical production crew job responsibilities.
22. Write open ended questions and comprehend the different interview setups which incorporate: Gathering Releases, Axis of Action, A Roll, B Roll, Sound bites, Room Tone, Open ended questions.
23. Identify 12 factors of Newsworthiness: timeliness, proximity, exceptional quality, possible future impact, prominence, conflict, the number of people involved or affected, consequence, human interest, pathos, shock value, titillation component.
24. Setup and film an interview, applying the rules of an interview and incorporating A Roll and B-roll.
25. Edit their interviews by logging an EDL, finding soundbites, and editing A Roll, covering with Broll and adding/mixing music.
26. Incorporate After Effects/Motion as titles for their interviews by completing a title animation lesson.
27. Create website portfolios to reflect upon projects and classwork throughout the year.
28. Properly secure, maintain, and store all equipment and supplies.
29. Demonstrate safety procedures, proper use and storage of equipment.