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

Course Title: Video Production II

Course #: 1205

Credits: 12.5

Revised: January 2017

I. Course Description- Video Production II

Video Production shop 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 II is designed for second-year students continuing in career preparation within the Video/TV Production and Digital Media fields. In this second level course students will be use the pre-production phase in a more effective manner to expedite the production phase more efficiently. They will refine their use of pre-production elements such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types/purposes of various microphones. In an effort to build on prior knowledge students will focus on details of storytelling using A-roll, B-roll, 3 point lighting, capturing quality audio in an effort to improve the entire production process. Sophomore level students will also build upon their editing skills in *Final Cut X* functioning at a higher level by incorporating technical edit skills such as reverse, speed, color correction, audio sweetening, introduction to animation in *After Effects* and Introduction to editing in a different software, *Adobe Premiere*.

Students will be expected to continue to demonstrate an eagerness for media arts. Students will continue to focus on developing a media "message" and will acquire a keen attention to detail. They will continue to demonstrate employability skills such as work ethic, accountability with equipment, responsibility with deadlines, and teamwork with one another in collaborative projects. The goal of this course is to increase the skill set and knowledge base of students to include a variety of production styles and effectively demonstrate skills necessary for a successful production. These skills will include ability to draw storyboards, write both two-column and narrative scripts, write treatments, cast actors, organize shooting schedules, adhere to copyright law, obtain filming permits & permissions, obtain location releases, obtain media releases, cite in credits sources of facts and third party material, demonstrate effective teamwork in production, capture quality audio and incorporate higher level editing techniques. Students will be expected to do some "leg-work" of their productions outside of class for homework which will include such things as researching topics, facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize class 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 students may be expected to reshoot, rewrite or re-edit. Critique

and reflection are essential parts of the production process and should not be met with defensiveness, but rather 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 II course should already have the start of their own Website Portfolio with evidence of their work from freshman year. They will continue to build into throughout the remaining years of the program.

Objectives:
Upon completion of this course, a student will be able to:
1) Demonstrate proficiency in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
2) Demonstrate proficiency in camera shots compositions, shot moves, and audio recording.
3) Demonstrate proper use of media ethically, and adhere to copyright law.
4) Film and Edit an interview, feature story, and documentary.
5) Film Wraps, Intros, Bridges and Tags needed to create a "package" or "feature" story.
6) Perform in and exhibit various production job roles and responsibilities.
7) Create graphics using software *Motion / Adobe, After Effects*.
8) Edit with an enhanced skill set using techniques such as chroma keying, speed, filters, behaviors, and 3 D Text.
9) Full comprehension of workflow, and use of equipment for ENG/EFP productions.
10) Ability to embed video and upload artifacts to student portfolio websites

II. CTE Curriculum Unit Plans

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	**The Interview**		
	● **Interviewing Setup, Preparation & Writing Open Ended Questions**		

	- **X Axis** - **Single Camera Interview filming** - **A / B Roll** - **3 point Lighting** - **Creating an EDL** - **Logging Soundbites** - **Pre-Production for REAL "Student Spotlight" interview Project**

NJSL Standard(s) Addressed

CTE Standards:
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- 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).

ISTE (International Society for Technology in Education) Standards:

 Standards:
2-Digital Citizen:
2a- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
3-Knowledge Constructor:
3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
6-Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
6d-Students publish or present content that customizes the message and medium for their intended audiences.

Essential Questions (3-5)

Why is it important that the "guest" being interviewed responds in a full sentence?
How does one craft a question so that an answer can function as a sound bite?
Why does having multiple sound bites matter? How does it help the edit?
Why does the "Axis of Action" matter?
What kind of lights are necessary to setup a 3 point lighting?
How does good lighting enhance the interview?
Why does the position of an interview matter?
Why must the guest be asked to say their name and spell it while recording?
Why is it important to follow the "rules" of an interview?

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

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

Television Production & Broadcast Journalism-Ch. 11, Interviewing

Instructor Resources PDF's from Textbook.
http://www.dpkpr.com/articles/top-10-tips-for-preparing-for-a-tv-interview/
http://schoolvideonews.com/Pre-Production/Two-Column-Split-Page-Script-Format
https://studentreportinglabs.org/resource/lesson-22-interviewingthe-art-asking-questions/
http://www.studenttelevision.com/data/images/pdf/Lesson_Plans/15_INTERVIEW_TIPS.pdf

Expected Proficiencies

1. Student will be able to write open-ended questions, apply the Axis of Action Setup, apply 3 point lighting, properly set-up (a) microphone(s) for recording, and set-up a shot composition for a recording of a "Student Spotlight" interview.
2. Student will be able to research facts outside of class about another student, who they would like to "profile". This is an effort to create a real "Student Spotlight" project.
3. Student will be able to identify the terms A Roll / B Roll and analyze why B-roll is needed to enhance the visual storytelling.
4. Student will be able to log their video, create an EDL (edit decision list), and then edit with others the soundbites from their interviews. This will bridge them; making sense with the VO (Voice Overs).
5. Student will be able to create graphic lower 3rds, school logo lower in right corner, title page and end credit page using *Motion* on the "Student Spotlight" videos.
6. Student will be able to export the video for peer critique and feedback.
7. Student will be able to revise and re-edit making necessary fixes, then embed the final video to distribute on our program's *YouTube* channel, and to their own personal student portfolio.

Formative & Summative Assessments (1-3)

Formative:
- Interviewing setup
- Rough Cut Edits
- Research for Student Spotlight Project

Summative:
- Student Spotlight Filming and Editing Project

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

Interview example: raw without, then with, B-roll:
https://www.youtube.com/watch?v=oBZyymfeLKo
Outreach tutorial: Shot Variety & B-roll
http://www.msgvarsity.com/brooklyn-bronx/outreach-tutorial-shot-variety-b-roll-1.70159
http://www.msgvarsity.com/msg-varsity-s-partner-program-1.34660
https://studentreportinglabs.org/tutorials/

Camera
Tripod
Microphone
Script
Voice Overs / EDL
Editing Software (*Final Cut* or *Adobe Premiere*)
Lighting Kit
Interviewing Power point

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	**Editing a Profile "The Student Spotlight"** • **Proficiency in Filming** • **Proficiency in Editing** • **Copyright Law and Ethics** • **Visual Storytelling** • **Animating Graphics**		

NJSL Standard(s) Addressed

CTE Standards:
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.

ISTE Standards:

2-Digital Citizen-Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a-Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

3- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6-Creative Communicator-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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.

Essential Questions (3-5)

How similar or different is *Adobe Premiere* to *Final Cut*? Why is it important to understand various editing platforms?

Why are all the requirements of the rubric there? Will these types of requirements be expected in the future whenever conducting an interview? If so, why is having them important?

How similar/ different is *Adobe After Effects* compared to *Motion*? Why is it important that one know both platforms? And which is better to use based on the project requirements?

Why is it important to recognize my errors? How is a peer critique helpful? How can one get accustomed to handling constructive criticism and dealing with the frustration of implementing corrections?

Why is it important to be able to share video digitally? How will having a project embedded on my portfolio help?

Why is it important to apply these new terms in future projects?

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://schoolvideonews.com/Broadcast-Journalism/Ethical-Considerations
https://studentreportinglabs.org/resource/lesson-22-interviewingthe-art-asking-questions/
https://studentreportinglabs.org/resource/lesson-32-field/
http://www.studenttelevision.com/data/images/pdf/Lesson_Plans/EDITING_TECHNIQUES.pdf

Expected Proficiencies

1. Student able to proficient in editing with points and outpoints, instead will be able to try their application of those skills to a new software, *Adobe Premiere*.
2. Student will be able to edit their interviews incorporating the rubric requirements, but within a new software, *Adobe Premiere*.
3. Student will be able to create *Adobe After Effects* lower 3rd's, logos and animating title and end credit pages.
4. Student will be able to give one another: peer critiques; and make necessary fixes so that their content is accurate and clean.
5. Student will be able to export and upload/ digitally distribute their final edited video to the class, *YouTube* channel, & portfolio websites.
6. Student will be able to define the vocabulary used in the interviewing lesson.

Formative & Summative Assessments (1-3)

Summative Assessments:
  A Student Spotlight Rubric Grade is given for each of the following projects:
  • Score from Pre-Production
  • Evidence of correct setup for interview
  • Evidence of correct shot framing
  • Evidence of Audio Recorded properly
  • Evidence of Reverses
  • Evidence of Lower 3rds
  • Evidence of Title/End Credit page
  • Evidence of Bug on Lower Right
  • Exported Correctly

- Fixes made (build into score)
- Uploaded to Class YouTube

Formative Assessments will include benchmark activities of above as well as,
- Peer Critique (CP)
- Self-Reflection (HW)
- Portfolio Grade (HW)
- Quiz on Vocab & Interviewing. (Q)

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

http://www.videocopilot.net/tutorials
http://www.msgvarsity.com/msg-varsity-s-partner-program-1.34660
Camera
Tripod
Microphone
Script
Voice Overs / EDL
Editing Software *(Final Cut* or *Adobe Premiere)*
Lighting Kit
Interviewing PowerPoints

Suggested Time Frame:	**4 weeks**

Course:	**Video Production II**	**Grade(s)**	**10**
Unit Plan Title:	**Producing a Package: Feature Package or News Story Package**		
NJSL Standard(s) Addressed			

CTE Standards:

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:

1-Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a-Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b-Students build networks and customize their learning environments in ways that support the learning process.

1c-Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

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.

2-Digital Citizen-Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

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

3- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Essential Questions (3-5)

Why is it important to know how to connect different interviews together?

How can one use a voice over and a walk and talk shot to interview the next guest as a "lead in" or to set up the Soundbite when the interview begins?

What is a "walk and talk?"

What is the purpose of getting a lot of shot variety?

How can one use cutaways to bridge into the next soundbite?

How does the functions of wraps, intros, tags, bridges and throws help weave a story together?

Anchor Text(s)

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ISBN: 978-1-63126-275-3
Date of Publication: October, 2016

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

https://www.videomaker.com/article/f16/14803-how-to-make-a-documentary-part-1-story-development
http://www.filmmakingstuff.com/12-tips-how-to-make-a-documentary/
http://www.filmmakingstuff.com/the-official-65-step-film-production-checklist/

Expected Proficiencies

1. Student will be able to comprehend how multiple interviews can make a package when voice overs, throws, bridges, intros, and tags are written "around" content.
2. Student will be able to conduct additional pre-production necessary to cover a "topic" and setup the necessary multiple interviews to cover that topic for their film festival submission.
3. Student will be able to demonstrate evidence of scripted on camera intros, tags, bridges and throws to weave their packages together.
4. Student will be able to film multiple interviews with potential guests for their feature stories.

Formative & Summative Assessments (1-3)

Formative-
    Preproduction Evidence:
- Emailed Correspondence with potential guests and CCed teacher.
- Shooting Schedule Sheet completed
- Outline Script into 3 parts: Beginning / Middle / End
- Writing a Script

- Self-Reflection
- Film Festival Paperwork / Release Forms

Class Participation:
- Filming Benchmark (50%) by end of week 2
- Editing Benchmark (50%) end of week 3.
- Peer Critique

Summative:
- Elements of a Feature Test
- Final Edited Project of Feature Package incorporative multiple formative elements such as:
  VO/SOTS/WRAPS/Intro/Tag/Bridges/Throws

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

https://studentreportinglabs.org/tutorials/
https://www.videomaker.com/article/f5/3151-the-unblinking-eye-seven-keys-to-good-on-camera-delivery

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	Editing a Feature Package: • Perform in and exhibit various production job roles and responsibilities • Create Graphics using software *Motion* and Adobe *After Effects* • Edit with an enhanced skill set using techniques such as Chroma Keying, Speed, Adding Filters, Behaviors, 3 D Text		
NJSL Standard(s) Addressed			

CTE Standards:

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.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.

ISTE Standards:

6-Creative Communicator-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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.

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 understand the various roles of a studio control room?

How does a studio recording differ from an ENG recording?

Why is it imperative that each job be done correctly and effectively?

How do wrap arounds help to introduce a topic?

How can chroma keying, animated titles or effects enhance the video?

Why do embellishments give a competitive edge?

How does peer critique help to improve an assignment?

Why is it important to make necessary fixes to projects?

Why is it beneficial to upload work to a portfolio?

How can uploading work to a portfolio, help in future career endeavors?

Anchor Text(s)

Television Production & Broadcast Journalism, 2nd Edition

Author: Phillip Harris
Publisher: Goodheart-Wilcox Publishing
ISBN: 978-1-60525-350-3

Date of Publication: 2011

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

http://schoolvideonews.com/Production/Edit-Post-Production/
http://schoolvideonews.com/Edit-Post-Production/Guidelines-for-the-Aesthetics-of-Editing
http://schoolvideonews.com/Edit-Post-Production/The-Art-of-the-Dissolve
https://www.videomaker.com/article/c01/18645-5-editing-mistakes-you-don-t-know-you-re-making

Expected Proficiencies

1. Student will be able to comprehend the roles and responsibilities of studio production jobs.
2. Student will be able to film wrap-arounds for their packages to roll-in to using the studio while performing in the recently learned job roles.
3. Student will be able to learn then apply various advanced editing skills including chroma keying, animated titles/end credits using *Motion / After Effects'* filters, behaviors and backgrounds.
4. Student will be able to peer critique and then export their projects in anticipation of film festivals and complete necessary paperwork for film festival submissions.
5. Student will be able to upload their final projects to their student portfolio websites.

Formative & Summative Assessments (1-3)

Formative:
- Production Roles Quiz
- Production Jobs Quiz
- Animation/Effects Creation and Class Participation
- Peer Critique
- Self-Reflection Writing

Summative:
- Production Roles Job Rotation
- Portfolio Website

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

http://www.videocopilot.net/tutorials/
https://vimeo.com/17861306

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10

Unit Plan Title:	**Creating a Documentary** - **History of a Documentary** - **Pitching a Documentary- "Project Greenlight"** - **Researching & Writing a Treatment**

NJSL Standard(s) Addressed

CTE Standards:
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.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
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).

ISTE Standards:

1-Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

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.

3- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Essential Questions (3-5)

What kinds of pre-production, production and post production elements must a documentary contain?
How does understanding the history of a documentary help comprehend how to create one? What makes a good documentary and why?
Why is it important to analyze the components required in a documentary?
What is a treatment?
How does a treatment explain the production process and media 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.]*

http://www.filmmakingstuff.com/the-official-65-step-film-production-checklist/

https://www.videomaker.com/article/f16/14803-how-to-make-a-documentary-part-1-story-development
https://www.videomaker.com/videonews/2012/12/documentary-tip-answers-the-question-do-i-really-need-to-use-release-form

Expected Proficiencies

1. Student will be able to analyze the history of making a documentary by choosing a documentary to watch, critique and create a google slideshow to explain the elements of a documentary.
2. Student will be able to pitch an idea for a documentary topic and include the pre-production, production and post-production elements and tentative timeline for a shooting schedule for approval.
3-Student will be able to research and present material to support their documentary in the form of a treatment.

Formative & Summative Assessments (1-3)

Formative:
- Google Slideshow about History of a documentary
- The Pitch Graphic Organizer
- Practice Treatment Assignments

Summative:
- "The Pitch" Presentation
- Treatment Writing

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

https://docs.google.com/document/d/10rryUHVtl1ju36mh3Y0U7rHyMgyFbueytvTEbJWHYVM/edit
https://vimeo.com/64729691

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10

Unit Plan Title:	**Pre-Production of Documentary:** • **Filming Timelines** • **Writing Treatments** • **Organizing Soundbites** • **Creating Rough Cut** • **3 point lighting**

NJSL Standard(s) Addressed

CTE Standards:
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.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.

ISTE Standards:
1-Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
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.
3- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Essential Questions (3-5)

Why is it important to ensure that the upcoming interviews are properly lit and positioned for 3 point lighting?

How can proper research prior to an interview enhance the likelihood of getting quality sound bites?

How can having a pre-interview with a guest help ensure filming is done correctly?

How does organizing a shooting schedule help to stick to a firm's timeline and make it work more effectively?

How does writing questions based on a pre-interview ensure more effective time management with equipment? How does it also help ensure one will obtain quality sound bites?

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.]*

https://www.videomaker.com/article/c17/14579-video-production-scheduling
http://www.brighthub.com/multimedia/video/articles/5377.aspx
https://www.videomaker.com/article/c06/18356-how-to-gain-access-in-documentary-production-0

Expected Proficiencies

1. Student will be able to demonstrate understanding and application of 3 point lighting for use in upcoming interviews.
2. Student will be able to research and plan filming according to their treatment and timeline.
3. Student will be able to conduct pre-interviews based on their treatment and timeline.
4. Student will be able to schedule upcoming interviews.
5. Student will be able to write questions for their upcoming interviews.

Formative & Summative Assessments (1-3)

Formative:

- Lighting Design Assignments
- Timeline Schedule pre-production activities
- Pre-interviewing evidence homework
- Open Ended question writing homework

Summative:
- Lighting Test
- Filming Project

Resources *(software, videos, career exploration-related activities)*
http://www.cybercollege.com/tvp002.htm (Treatment) http://www.cybercollege.com/tvp004.htm (Production Schedule) http://www.cybercollege.com/tvp031.htm -http://www.cybercollege.com/tvp032.htm (lighting) http://www.cybercollege.com/tvp064.htm (documentary pre-production)

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	Producing a Documentary "Where I am From" Production		

NJSL Standard(s) Addressed
CTE Standards: 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- 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).

ISTE Standards:

3- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
6-Creative Communicator-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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.
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)

How do previously learned skills come together when filming an interview?
Why is it important for framing and lighting to be consistent?
Why is quality audio imperative?
How does B-roll enhance the visual storytelling of a documentary?
Why is it important that the guest provide "soundbites?"
How can making an EDL (Edit Decision List) organize edit for an editor?
How does having Voice Overs in a script help to tell a story?
Why does an intro and a tag contribute to the story arc of a video?
How can one be creative and original throughout the process?
What skills are already known that can be used to make a documentary unique?

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.]*

https://www.videomaker.com/videonews/2014/10/5-tips-for-more-useful-storyboards
https://vimeo.com/17451230
http://www.studenttelevision.com/data/images/pdf/Lesson_Plans/BASIC_MICROPHONE_USAGE.pdf

Expected Proficiencies

1. Student will be able to film scheduled interviews as production schedule outlines using prior correct use of equipment for video recording, camera framing, x axis, reverses shot, 3 point lighting, proper audio recordings and open ended questions obtaining soundbites.
2. Student will be able to film supplementary B-roll (Secondary Video) used to enhance interview content and visually storytell.
3. Student will be able to begin deciding what soundbites they will use from their interviews to craft their documentary using an EDL (Edit Decision List).
4. Student will be able to begin writing a VO's (Voice Overs) needed to bridge the sound bites and write intros/tags for wrap arounds.
5. Student will be able to film their intros, tags, wraps and record necessary VO's.

Formative & Summative Assessments (1-3)

Formative:
- Benchmarks met for final Project Rubric
- (1)At least 5 interviews within the unit-
- All interviews with quality (2) audio, (3) framing, and (4) lighting, (5)-reverses, and quality (6) soundbites to support documentary topic/story.
- (7)Evidence of supporting B-roll for interviews and voice-overs. (P).

- Evidence of an (8) EDL written, (9) Script Written based upon Sound bites.
- Evidence of: (10)-Voice-overs, (11)Intros, (12) Tags.
- Evidence of (13) Wraps and (14) voice-overs.

Summative:
- Final Project of Documentary Production
- Documentary Test

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

http://www.cybercollege.com/tvp031.htm (lighting)
http://www.cybercollege.com/tvp064.htm (documentary pre-production)

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	Documentary Post-Production "Where I am From" -Post-Production		

NJSL Standard(s) Addressed

CTE Standards:
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- 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).

ISTE Standards:
7-Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and

working effectively in teams locally and globally.

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.

Essential Questions (3-5)

Why is it important to understand the various techniques that can be incorporated into an edit and how certain editing techniques will enhance my project?

How can one make creative and unique animations?

Why do export settings matter?

Why is it important to listen to the feedback from peers?

How will that enhance a level of communication?

Why is it important to recognize my successes and obstacles in this project?

How does sharing video in one's portfolio help demonstrate one's level of knowledge?

Anchor Text(s)

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Date of Publication: October, 2016

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

https://fstoppers.com/editorial/tips-critiquing-your-own-photo-concepts-and-video-edits-3177
http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Why-Every-Student-Needs-Critical-Friends.aspx

Expected Proficiencies

1. Student will be able to improve editing techniques using *Adobe Premiere* and will incorporate the following while editing their

documentaries:
   a. Keyframing for Audio / Balancing Audio levels
   b. Adding Music
   c. Colorizing
   d. Split Edits
   e. Transitions
   f. Effects
   g. Filters

2. Student will be able to create *After Effects* Lower 3rds, credits, and title page for documentary video.
3. Student will be able to edit soundbites together using A Roll & B Roll.
4. Student will be able to export using correct aspect ratio, and settings, upload to Google Drive/Classroom.
5. Student will be able to peer critique one another's project, based on feedback, make all necessary fixes and re-uploaded to drive / classroom.
6. Student will be able to write a reflection on their documentary analyzing the various pre-production, production, and post-production steps and analyze all issues they may have encountered during the edit process.
7. Student will be able to upload to their portfolio their final project and reflective writing.

Formative & Summative Assessments (1-3)

Formative:
Editing Benchmarks-
   - 1a) Evidence of After-effects used in Lower 3rd's, Credits, and Title Pages.
   - 1b) Evidence of A roll w/B-roll for all of Soundbites included
   - 1c) Evidence of edits completed with export under correct settings.
   - 2) Peer Critique (CP).
   - 3) Self Reflection (HW).

Summative:
   - Final Documentary Project Grade
   - Test-Documentary Editing
   - Student Portfolio

Resources *(software, videos, career exploration-related activities)*
Computers/ *After Effects/ Adobe Premiere* https://www.videomaker.com/videonews/2013/12/10-video-editing-habits-to-give-up http://www.videocopilot.net/basic/ Lynda.com

Suggested Time Frame:	4 weeks

Course:	Video Production II	Grade(s)	10
Unit Plan Title:	Special Effects *After Effects* Project Level 1		

NJSL Standard(s) Addressed

CTE Standards:
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.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

ISTE Standards:
3c-Students curate information from digital resources using a variety of tools and methods to
 create collections of artifacts that demonstrate meaningful connections or conclusions.
6-Creative Communicator-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Essential Questions (3-5)

How can one create effects using *After Effects* to enhance a storyline with special effects?
How has work evolved and where does one need to improve in the future?
How can keeping a digital record help college career goals?
How can a particular scene be enhanced by this program?
How can one be creative in both images and graphics with it?
How can skills of graphic animation enhance videos?

Anchor Text(s)

Television Production & Broadcast Journalism, 3rd Edition

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ISBN: 978-1-63126-275-3
Date of Publication: October, 2016

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

http://schoolvideonews.com/Edit-Post-Production/Guidelines-for-the-Aesthetics-of-Editing
http://www.studenttelevision.com/data/images/pdf/Lesson_Plans/EDITING_TECHNIQUES.pdf
http://schoolvideonews.com/Edit-Post-Production/Our-Camcorder-Classroom-Post-Production-Edit

Expected Proficiencies

1. Student will be able to comprehend what they will learn on the field trip at the *Digital Film Academy* by reviewing what they learned about visual effects.
2. Student will be able to update their website portfolios to reflect upon what they learned their field trip.
3. Student will be able to create a graphic scene using *After Effects* "Light Saber" project.
4. Student will be able to export project and upload to their website portfolios.

Formative & Summative Assessments (1-3)

Formative:

- Benchmarks of Light Saber Project Rubric
- Reflections
- Quiz on *After Effects* Lessons

Summative:
- Light Saber Project
- Portfolio Grade
- *After Effects* Test

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

After Effects Tutorials-animation project
http://www.videocopilot.net/tutorials/saber_plug-in/
Lynda.com
After Effects lessons from Manhattan Edit Workshop

Suggested Time Frame:	**4 weeks**

Course:	**Video Production II**	**Grade(s)**	10
Unit Plan Title:	**Final Exam Preparation** **Junior Level Scriptwriting Summer Assignment** **Portfolio Website Reviews** **Multi-Camera Studio Production Introductions** **Portfolio Website Reviews & Studio Introduction**		

NJSL Standard(s) Addressed

CTE Standards:
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.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.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 communications workplace.

ISTE Standards:

7-Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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 skills were introduced, built upon or mastered by creating a digital portfolio?

How will that digital portfolio help one to compete in the market of the 21st Century?

How can one conduct some pre-production to start out the school year with a clear and accomplishable script?

How does one care for our equipment and secure our shop's equipment?

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

https://www.videomaker.com/article/f2/15781-entry-level-jobs-for-video-the-building-blocks-of-your-career
http://www.portfolioday.net/portfolio-day-faqs/11-can-i-present-my-portfolio-digitally
http://www.educationworld.com/a_tech/tech/tech111.shtml

Expected Proficiencies

1. Student will be able to review concepts from the course of their second year in Video Production shop in anticipation of their final exam.
2. Student will be able to comprehend anticipated 3rd Level course by viewing next year's syllabus and website.
3. Student will be able to analyze the summer scriptwriting assignment for next year's Junior incoming project.
4. Student will be able to secure and clean up all wires and equipment used throughout the school year for storage.
5. Student will be able to begin assembling exit materials for next year hard copy portfolio for exit from program.
6. Student will be able to learn multi-camera studio job roles in anticipation of Junior Year studio production.

Formative & Summative Assessments (1-3)

Formative:
Student Survey
Safety Quiz
Exit documents

Summative:
Final Exam
Portfolio Completion

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

Weebly.com
http://wiredjersey.com/

III. Instructional Strategies:

Guided Practice

Think-Pair-Share

Graphic Organizers

Checking for Understanding-Exit Tickets / Responses in Google Classroom

Scaffolding

Reflection Writing

Critiques

Rubrics-Backwards Design

Facilitate Note Taking and Homework Study Skills

Design and develop digital age learning experiences (ISTE Teacher Standard)

Facilitate and inspire student learning and creativity (ISTE Teacher Standard)

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 Adobe *Premiere* and *Final Cut*	ID	DR	DR	M
Comprehend and apply editing techniques, filters, effects and shortcuts in editing software *Final Cut* X and *Adobe Premiere*	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 and B-roll	ID	DR	DR	M
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**
Interviewing Setup, Preparation & Writing Open Ended Questions	**N/A**	**ID**	**R**	**M**
Single Camera Interview filming	**N/A**	**ID**	**R**	**M**
A / B Roll	**N/A**	**ID**	**R**	**M**
3 point Lighting	**N/A**	**ID**	**R**	**M**
Creating an EDL	**N/A**	**ID**	**R**	**M**
Logging Soundbites	**N/A**	**ID**	**R**	**M**
Pre-Production for REAL "Student Spotlight" interview Project	**N/A**	**ID**	**R**	**M**
Edit a Profile "Student Spotlight"	**N/A**	**ID**	**R**	**M**
Demonstrate proficiency in filming	**I**	**D**	**R**	**M**
Demonstrate proficiency in editing	**I**	**D**	**R**	**M**

Comprehend and apply copyright law/ethics	N/A	ID	R	M
Demonstrate Mastery in Visual Storytelling	I	D	R	M
Demonstrate Mastery in Graphics	I	D	R	M
Produce a "package"	I	D	R	M
Perform in and exhibit various production job roles and responsibilities	I	D	R	M
Create Graphics using software *Motion* and Adobe After Effects	N/A	ID	R	M
Analyze the history of making a documentary	N/A	ID	R	M
Pitch an idea for a documentary topic and include the pre-production, production and post-production elements and tentative timeline for a shooting schedule for approval.	N/A	ID	R	M
Research and present material to support their documentary in the form of a treatment.	N/A	ID	R	M
Plan and manage time, resources and production according to pre-production planning	I	D	R	M
Organizing Soundbites to weave with Voice Over for Story	N/A	I	R	M
Write Intros/ Tags/Voice Overs	N/A	ID	R	M

V. Complete List of Course Textbooks, Instructional Resources & Software
   a. *Final Cut X*
   b. *Motion* / Adobe *After Effects*
   c. *Adobe Premiere*
   d. *Weebly*
   e. *Cybercollege*
   f. <u>Television Production & Broadcast Journalism, 3rd Edition</u>

   Author: Phillip Harris Publisher: Goodheart-Wilcox Publishing

   Date of Publication: October, 2016

   ISBN: 978-1-63126-275-3

VI. Student Handout

Program Description: The Video Production shop is a four-year consecutive 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:

- Interviewing setup-X axis, single camera interview filming.
- Demonstration of proficiency in camera use, filming techniques, shot composition, shot moves and audio recording
- Understanding content knowledge and requirements in both studio and field production
- Video production editing techniques in *Final Cut X* & basics of *Adobe Premiere*
- Animated graphics using Apple Software *Motion* or Adobe's *After Effects*
- Multi-camera studio television production careers
- Digital media video production distribution and new media careers exploration

Course Description- Video Production II

Video Production II course is designed for 10th Grade PCTI students whose wish to continue to explore careers within the Video/TV Production and Digital Media fields. In this secondary level course students will be use the pre-production phase in a more effective manner to expedite the production phase more efficiently. They will refine their use of pre-production elements such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types/purposes of various microphones. In an effort to build on prior knowledge students will focus on details of storytelling using A-roll, B-roll, 3 point lighting, capturing quality audio in an effort to improve the entire production process. Sophomore level students will also build upon their editing skills in *Final Cut X* functioning at a higher level by incorporating technical edit skills such as reverse, speed, color correction, audio sweetening, introduction to animation skills such as compositing, key framing, masking, and layering in *After Effects* and Introduction to editing in a different software, *Adobe Premiere*.

Students will be expected to continue to demonstrate an eagerness for media arts. Students will continue to focus on developing a media "message" and will acquire a keen attention to detail. They will continue to demonstrate employability skills such as work ethic, accountability with equipment, responsibility with deadlines, and teamwork with one another in collaborative projects. The goal of this course is to increase the skill set and knowledge base of students to include a variety of production styles and

effectively demonstrate skills necessary for a successful production. These skills will include ability to draw storyboards, write both 2-column and narrative scripts, write treatments, cast actors, organize shooting schedules, adhere to copyright law, obtain filming permits & permissions, obtain location releases, obtain media releases, cite in credits sources of facts and 3rd party material, demonstrate effective teamwork in production, capture quality audio and incorporate higher level editing techniques. Students will be expected to do some "leg-work" of their productions outside of class for homework which will include such things as researching topics, facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize shop 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 students may be expected to reshoot, rewrite or re-edit. Critique and reflection are essential parts of the production process and should not be met with defensiveness, but rather 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 II course should already have the start of their own Website Portfolio with evidence of their work from Freshman year which they will continue to build into throughout the remaining years of the program.

Proficiencies:
Upon completion of this course, a student will be able to:
1) Demonstrate proficiency in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and Adobe *Premiere*.
2) Demonstrate proficiency in camera shots compositions, shot moves, and audio recording.
3) Demonstrate proper use of media ethically and adhere to copyright law.
4) Film and Edit an interview, feature story, and documentary.
5) Film Wraps, Intros, Bridges and Tags needed to create a "package" or "feature" story.
6) Perform in and exhibit various production job roles and responsibilities.
7) Create graphics using software *Motion* and Adobe *After Effects*.
8) Edit with an enhanced skill set using techniques such as chroma keying, speed, filters, behaviors, and 3 D Text.
9) Full comprehension of workflow, and use of equipment for ENG/EFP productions.
10) The ability to embed video and upload artifacts to student portfolio websites.