

Video Production III
Course #1206
Credits: 12.5

September, 2017

I. Description

A. Program Description:

The Video Production program is a four year consecutive program with sequences designed to allow students to concentrate on multiple aspects of Television and Digital Media production. In the third year of the four year sequence, students will build on prior knowledge from the level I and II course, allowing for growth and skills to be refined. Students will then learn new concepts building upon that knowledge in various units. Those units of concentration will include:

- **Re-Introduction to Production (new camera level introduction)**
- **Tech Talk (filming and editing school event coverage)**
- **Film Festival in Focus (preparing for create a video for film festival competitions)**
- **Editing for Film Festival (editing for film festival competitions submission)**
- **PBL Project- NASA HUNCH Video Challenge (After Effects incorporation)**
- **Art to Me Project (Art Show Project-Leave Color Saturation effects)**
- **VMIX: Portable, Multi-Camera Live Streaming Digital Media**
- **Portfolio Updating: *LinkedIn* exploration, Resume Creation, and job searching**

B. Course Description- Video Production III

Video Production III course is designed for third year students continuing career preparation within the Video/TV Production and Digital Media fields. In this course students will master the pre-production phases effectively to expedite the production process and use higher level effects to incorporate more visually appealing projects. They will continue to demonstrate proficiency from knowledge acquired in Video Production I in 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. They will demonstrate prior knowledge from Video Production II by incorporating details of storytelling elements such as A-roll, B-roll, 3 point lighting, capturing quality audio and editing proficiencies skills such as reverse, speed, color correction, audio sweetening in

Adobe Premiere. Students should come to Video Production III with a strong understanding of After Effects and its applications including knowledge of how to create composition, create key frames, adding effects and alteration of colors, solids, and basic motion effects including position, scale, rotation, opacity. Students in Video Production III should have already created a moving solid, a lower third, have understanding of Bezier Curves, and understand concepts such as masking and rotoscoping.

As a level III Video Production student, 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. Students 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 master various skills to include a variety of production styles while effectively demonstrating requirements necessary for a successful production. These skills will include ability to pitch ideas, 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 the 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 III course should already have the start of their own Website Portfolio from Video Production levels I & II that showcase evidence of their work from freshman and sophomore years. They will continue to build into throughout the remaining years of the program.

C. Objectives:

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

1. Demonstrate mastery in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
2. Demonstrate mastery in camera shots compositions, shot moves, and audio recording.
3. Demonstrate consistent use of media ethically practices and adhere to copyright law.
4. Demonstrate mastery when filming and editing an interview, feature package or documentary.
5. Write and record, and edit in Tech Talk Show packages (monthly).
6. Perform in and exhibit various production job roles and responsibilities.

7. Create graphics using software *Motion and Adobe After Effects*.
8. Continue to increase the level of abilities in software edits including: chroma keying, speed, filters, behaviors, and 3 D Text/Animation.
9. Full comprehension and execution of workflow, and use of equipment for ENG/EFP productions.
10. Demonstrate basic understanding of studio job roles such as host/talent, camera operator, audio operator, graphics operator, director, technical director, prompter operator and floor manager.
11. Demonstrate basic understanding of production job roles of a studio such as: line producer, producer, associate producer and production assistant.
12. Ability to support the Video IV in their recordings and school coverage.
13. Introduction to the VMIX and filming support at Art Show and Graduation.
14. Ability to embed video and upload artifacts to student portfolio websites (Final Exam).

II. CTE Curriculum Unit Plans

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	“Re-Introduction to Production” <ul style="list-style-type: none"> ● Shot Types, Shot Moves ● Interviewing ● A/B Roll ● Audio for Interviewing ● Animating Graphics ● Introduction to Panasonic P2HD Cameras, New Tripods, New Audio (wireless and handheld microphone use) ● Event Video Project Overview- (monthly project assignment coverage) 		
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.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- 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).

ISTE (International Society for Technology in Education) Standards:

1-Empowered Learner:

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.

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:

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.

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

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

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:

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.

Essential Questions (3-5)

- Why is it essential to know production jargon and abbreviations including various shot types and moves such as: pan, tilt, zoom, dolly, truck, medium close-up, close-up, extreme close up, wide shot, extreme wide shot, full shot, 2-shot, over-the-shoulder shot, etc.?
- Why is it important to learn the various settings of a camera, such as the new P2HD cameras, used in this level course, in order to manipulate and enhance the capturing of video?
- 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?
- How can one use *After Effects* to create animating and more visually appealing graphics?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- [ISBN-10: 0-13-430812-3](#)
- [ISBN-13: 978-0-13-430812-8](#)

Date of Publication: 12/24/2015

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

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

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 understand and apply media management to the Editshare drives.
2. 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 series of interviews called "Tech Talk."
3. Student will be able to research facts outside of class students or teacher, who they would like to "profile". This is an effort to create a real "Tech Talk" project.
4. Student will be able to identify the terms A Roll / B Roll and analyze why B-roll is needed to enhance the visual storytelling.
5. 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).
6. Student will be able to create graphic lower 3rds, school logo lower in right corner, title page and end credit page using *After Effects* on videos.

7. Student will be able to export the video for peer critique and feedback.
8. 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:

- Shot types /moves assessment
- Evidence of questions /Pre-production setup for “Tech Talk”
- Camera /Interview/Audio setup assessments
- Editing in *Premiere* benchmarks activities
- *After Effects* Lower 3rd creation benchmarks

Summative:

- “Tech Talk” filming video incorporating all pre-production benchmarks
- Test: Interviewing; Adobe *Premiere* Chapters 1-4, *After Effects* Chapters 1-3

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

Editing Software (Adobe *Premiere*)

Graphic Software (Adobe *After Effects*)

VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 Interviewing PowerPoints
 Lynda.com

Suggested Time Frame:

4 weeks

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	<p>“Tech Talk”</p> <ul style="list-style-type: none"> ● Proficiency in Filming ● Proficiency in Editing ● Copyright Law and Ethics ● Writing and Visual Storytelling ● Animating Graphics in After Effects 		
NJSL Standard(s) Addressed			
<p><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.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.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.2 Demonstrate writing processes used in journalism and broadcasting.</p>			

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:

1-Empowered Learner:

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.

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:

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.

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

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

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.

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:

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)

- Why must research be done in advance of filming to ensure an interview is well executed?

- How can I formulate questions to dig deeper into meaningful conversation to create meaningful video content?
- How does a well-executed interview make for an easier edit?
- How do visually appealing graphics or transitions enhance the overall story or video project's appeal to an audience?
- How can I incorporate the knowledge I'm learning in the editing software, Adobe *Premiere* and *After Effects*, into my project?
- Why is it important to be able to share video digitally through interactive media platforms? How will having a project embedded on my portfolio help distinguish my work from others competing for interviews, jobs, film festivals or scholarship opportunities?

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Television Production & Broadcast Journalism, 3rd Edition

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ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<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 will be able to demonstrate proficiency in editing with in-points and out-points in the software, *Adobe Premiere*.
2. Student will be able to add B-roll, Music and Voice Overs to their interviews incorporating the rubric requirements in the 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 "Tech Talk" Rubric Grade is given for each of the following projects:

- Score from Pre-Production Assessment(s)
- Evidence of correct setup for interview
- Evidence of correct shot framing
- Evidence of Audio incorporated (Voice Over and Music record properly and mixed)
- Evidence of Reverses / Cutaways
- Evidence of Lower 3rds
- Evidence of Title/End Credit page
- Evidence of Bug on Lower Right
- Exported Correctly
- Fixes made (build into score)
- Able to be uploaded to class YouTube based on fixes made and release forms on file

Formative Assessments will include benchmark activities of above as well as,

- Peer Critique (CP)
- Self-Reflection (HW)
- Portfolio Grade (HW)
- Adobe *Premiere* Chapter 1-4 (Q)
- Adobe *After Effects* Quiz (Q)
- Quiz on Vocabulary of 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

Editing Software (*Adobe Premiere*)

Graphic Software (*Adobe After Effects*)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

Interviewing PowerPoints

Lynda.com

Suggested Time Frame:

4 weeks

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	“Film Festival in Focus” <ul style="list-style-type: none"> ● Exploring Genres: Talk, Music Videos, Narrative, Animation and Documentary ● Production Requirements: Storyboarding/Scriptwriting/Crew/Cast Lists/Equipment Lists / Locations Scouting/ Securing 		

Permits / Release Forms / Music Legal and Copyright

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-AV.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-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).

ISTE Standards:

1-Empowered Learner:

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-

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.

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

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to

track their navigation online.

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.

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:

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.

7-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.

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 analyze the various ways to appeal to an audience's demographic?
- How do genres appeal to a particular demographic?
- Why must one identify particular criteria in the "pitch"?
- Why are certain requirements necessary to identify in order for filming to begin?
- How can filming be more successful when more of the requirements are identified and visualized?

Anchor Text(s)

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Author: Adobe Creative Team

Publisher: Adobe Press

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Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

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- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

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

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<http://www.storyboardthat.com>

<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. Students will be able to pitch a story idea that incorporates the following key requirements: a) Basic Idea b) Program Objective c) Target Audience d) Plot e) Setting f) Genre
2. Students will be able to write a 2 column script or a narrative script based upon their approved pitches.
3. Students will be able to create a film for the film festival in the genre category of their choice. (Juniors ideally will not do prior categories such as PSA)
4. Students will then complete pre-production activities such as storyboarding, crew and cast lists, equipment requirements in anticipation of filming.
5. Students will film, once approved.

Formative & Summative Assessments (1-3)

Formative:

- Pitch
- Script
- Storyboards
- Crew and Cast Lists
- Filming Benchmark (50%) by end of week 2
- Editing Benchmark (50%) end of week 3
- Peer Critique

Summative:

- Elements of a Production Test
- Film Festival Test

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>

Camera

Tripod

Microphone

Script

Voice Over
 Editing Software (Adobe *Premiere*)
 Graphic Software (Adobe *After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Lessons
 Lynda.com

Suggested Time Frame: 4 weeks

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	<p>“Editing for Film Festival”</p> <ul style="list-style-type: none"> ● Production continues for Film Festival projects ● Create Graphics using software Adobe <i>After Effects</i> ● Adobe <i>Premiere</i> Editing with an enhanced skill set using techniques such as Chroma Keying, Speed, Adding Filters, Behaviors, 3 D Text 		
NJSL Standard(s) Addressed			
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9.3.12. AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

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6-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.

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 must the Pre-production and Production phases be completed well in order to execute the Post-Production phase

successfully?

- How will proper Pre-Production help the Production and Post-Production phases to be executed well?
- How can one incorporate the techniques and tools in *Adobe Premiere* and *After Effects* into the Film Festival Project?

Anchor Text(s)

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Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<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. Students will be able to learn then apply various advanced editing skills including chroma keying, animated titles/end credits using *After Effects*' filters, behaviors and backgrounds.
2. Students will be able to complete the filming and start the editing of their film festival projects for festival submission.
3. 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.
4. Student will be able to upload their final projects to their student portfolio websites.

Formative & Summative Assessments (1-3)

Formative:

- Production Requirements met by benchmark deadlines
- Post-Production Requirements met by benchmark deadlines
- Written Self-Critique Paper

Summative:

- Overall Final Film Festival Project grade

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

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

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (*Adobe Premiere*)

Graphic Software (Adobe *After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Supplemental Tutorials
 Lynda.com

Suggested Time Frame:

4 weeks

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	<p>“PBL Project- NASA <i>HUNCH</i> Video Challenge”</p> <ul style="list-style-type: none"> ● NASA Archival Footage Video Project ● Culinary Arts Competition Video ● Culinary Arts Reception Video ● Manufacturing Reception Video ● Engineering Reception Video 		
NJSL Standard(s) Addressed			
<p>CTE Standards:</p> <p>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.</p> <p>9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12. AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12. AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12. AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12. AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12. AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p>			

ISTE Standards:

1-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.

2-Digital Citizen:

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.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

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.

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:

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.

7-Global Collaborator:

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)

- Why is it important to know how to research through archival video files in an effort to construct new and original messages?
- How can one learn from a NASA video about the NASA HUNCH program and its benefits?
- How can the craft of interviewing combined with creatively written voice overs and artful graphics using the Adobe programs enhance the school's' stories about the various NASA projects?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

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

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<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. Students will be able to organize various interviews with students in other programs in an effort to interview and then edit a piece to design a research-based video about what was accomplished by being involved in the NASA HUNCH Challenge.
2. Students will be able to film and edit using *Adobe Premiere*, *After Effects* and Panasonic P2HD cameras, while also incorporating research based information into their video pieces.
3. Students will create scripts, storyboards, and include videos directly from NASA's Archives into the NASA HUNCH Video Challenge.
4. Students will be able to research NASA's archives to develop a concept informing an audience about a particular topic they have researched and craft a message communicating it to NASA's larger demographic audience.

Formative & Summative Assessments (1-3)

Formative:

- NASA Pitch
- NASA Script
- NASA Researched Video Clips
- Interview Benchmarks
- NASA Editing Benchmarks

Summative:

- NASA Video Summative Project Grade

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

<https://vimeo.com/64729691>

Project Overview:

https://docs.google.com/a/pcti.mobi/document/d/1CG9eKTafRBKpUGUhSmuQjv41lnQTR0rk_33KX70JY/edit?usp=sharing

Johnson Space Center Archival Links

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (Adobe *Premiere*)

Graphic Software (Adobe *After Effects*)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

After Effects Supplemental Tutorials

Lynda.com

Suggested Time Frame:

12 weeks

Content Area:

Video Production III

Grade(s)

11

Unit Plan Title:

“Art to Me” Project

- **The Annual Art Show Video 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.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:

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.

2-Digital Citizen:

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:

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:

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

7-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.

Essential Questions (3-5)

- Why is it important to translate your definition of art to an audience?
- How can I translate my view of art to others through the medium of video production?
- Why is it important to incorporate the “Leave Color Effect” in order to visually identify that which I identify as something artistic so others may see it as art too?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

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Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

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

Television Production & Broadcast Journalism, 3rd Edition

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

Expected Proficiencies

1. Student will be able to use the Leave Color Effect in *Adobe Premiere* in order to learn how to saturate and desaturate objects they identify as “Art to Me.”
2. Students will write and record voice overs to narrate what they believe is Art and why.
3. Students will be able to be creative with this project and are encouraged to use artful and creative shots, or spoken word poems, or animations.
4. Students will be able to showcase their projects to our local community outside the school walls communicating enriching the perspectives of their viewers at the Art Show.

Formative & Summative Assessments (1-3)

Formative:

- Art Show Pitch/Script
- Art Show Filming
- Art Show Edit

Summative:

- Use of Leave Color Effect in Art Show overall Project Rubric

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

Adobe After Effects Tutorials
Frame lines
Video Co-pilot
Camera
Tripod
Microphone

Script
 Voice Overs
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Supplemental Tutorials
 Lynda.com

Suggested Time Frame:	4 weeks
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Content Area:	Video Production III	Grade(s)	11
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Unit Plan Title:	“VMIX: Portable, Multi-Camera Livestreaming Digital Media” <ul style="list-style-type: none"> • Producing a Live Multi-Camera Show
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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:
 3- Knowledge Constructor:
 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.

6-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.

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.

7-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.

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)

- Why is it important to understand how a well edited “package” fits into a show?
- How can I incorporate my smaller stories into one larger broadcast?
- Why is it important to understand various inputs, such as SDI, HDMI, Composite and Component as well as Audio inputs such as XLR, Stereo, Etc. in the VMIX?
- How can I live cut various cameras as if editing live using the VMIX?
- Why is it important to recognize how the various production and technical components can merge together during a live broadcast?

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

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ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<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 demonstrate proficiency in the setup, use, and live multi-camera production operation of the VMIX.
2. Students will be able to properly pre-produce a multi-camera “show” by live switching on the VMIX.
3. Students will be able to communicate with one another using *EarTec* Wireless headsets and software called *Rundown Creator* to

properly time and plan out a show's elements.

4. Students will be able to practice for the next year's Graduation live stream using the VMIX.

5. Students will practice in the studio job roles for next year's broadcasts and control room/studio production work.

Formative & Summative Assessments (1-3)

Formative:

- VMIX Quiz
- VMIX Practical Setup Quiz
- Rundown Creator Show Setup Activity

Summative:

- VMIX Live Switch Production Execution
- VMIX "Show"

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

Rundown Creator - <http://www.rundowncreator.com/features/>

VMIX Tutorials-<http://www.vmix.com/support/training-videos.aspx>

Adobe After Effects Tutorials

Framelines

Video Co-pilot

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (Adobe Premiere)

Graphic Software (Adobe After Effects)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

After Effects Supplemental Tutorials

Lynda.com

Suggested Time Frame:

4 weeks

Content Area:	Video Production III	Grade(s)	11
Unit Plan Title:	“That’s a Wrap” <ul style="list-style-type: none">● Final Exam Preparation● Resume Writing● Job Search sites● Linked In Exploration and Setup● Junior Level Scriptwriting Summer Assignment● Portfolio Website Updating● Multi-Camera Studio Production Introductions● Portfolio Website Peer Reviews		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> <p>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.</p> <p>9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>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</p> <p>9.3.12. AR.3-Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p>			

ISTE Standards:

6-Creative Communicator:

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

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 a 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?

Anchor Text(s)

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Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

*ADD RESUME LINK **

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<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 demonstrate proficiency in the setup, use, and live multi-camera production operation of the VMIX.
2. Students will be able to properly pre-produce a multi-camera “show” by live switching on the VMIX.
3. Students will be able to communicate with one another using *EarTec* Wireless headsets and software called *Rundown Creator* to properly time and plan out a show’s elements.
4. Students will be able to practice for the next year’s Graduation live stream using the VMIX.
5. Students will practice in the studio job roles for next year’s broadcasts and control room/studio production work.

Formative & Summative Assessments (1-3)

Formative:

Student Survey

Safety Quiz

Exit documents

Resume

Linked In Profile URL

Summative:

Final Exam

- Portfolio Completion

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

Weebly.com

Linked IN

<http://wiredjersey.com/>

Suggested Time Frame:

2 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. Methods of Student Evaluation:

FORMATIVE:

Daily Participation /Individual Project Benchmarks in Rubric/ Scriptwriting Assessments / Storyboarding / Filming Rubric / Editing Rubric

SUMMATIVE:

Final Exam /Quiz/Tests/Projects/ RST

III. 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 <i>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 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	I	D	R	M

Level Concentrations in Media Studies, Film, Video Production, or Communications				
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 <i>Motion</i> 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

IV. 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. *Rundown Creator* Software

- g. Video Blocks and Audio Blocks Stock Library
- h. Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

ISBN-10: 0-13-466531-7

ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

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- j. Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris Publisher: Goodheart-Wilcox Publishing

Date of Publication: October, 2016

ISBN: 978-1-63126-275-3

V. Pacing Chart:

Marking Period 1
Introduction to new cameras, tripods, audio equipment and how to use them
Introduction to the Editshare, and overview of media management and workflow
Introduction to how to coil cables, the kinds of cables we have and uses for them
Introduction to kinds audio: microphones (Lav, Dynamic, Boom) and cables for them

Demonstrate knowledge of Shot Types and Shot Moves (Pre-assessment)
Demonstrate filming and editing of an Interview (Pre-assessment) Assessment Includes: Axis of Action, 3 pt. Lighting, Audio Recording, A and B Roll, Voice Over, EDL creation, Research and Fact Checking, Shot Sheets, Editing Skill level in Adobe Premiere (In points / Outpoints /Tools /Techniques) and After Effects-lower third creation and use.
Peer Critique / Self Reflection (Writing-Pre-assessment)
Pre-Production for Film Festival Projects: Pitch for Film Festival Projects -Music, Narrative, or Animation (PSA is only for Freshman/Sophomore level) (Documentary for Senior Level)
Demonstrate Scriptwriting / Storyboarding for Film Festival Approved Pitches (pre-assessment)
Event Coverage Assignments for Tech Talks
Marking Period 2
Introduction to studio equipment, care and job roles and responsibilities
Production for Film Festival Projects: Filming of Festival Projects
Lesson projects in Adobe <i>Premiere</i>
Lesson projects in Adobe <i>After Effects</i>
Lesson Project in Adobe's <i>Character Animator</i>
Comprehend and apply roles and responsibilities of studio production jobs
Event Video Project-Create a package using multiple interviews and elements
Benchmarks for Film Festivals being met throughout MP 1 & 2- Film Festival Project Due at End of MP 2

Marking Period 3
NASA HUNCH Video Competition Projects (Including those for other shops: Culinary-2 videos-One Competition, One Reception, Engineering Individual Reception Videos per project, Manufacturing Reception Video)
Art Show Projects (Leave Color EFFECT project)
Assessments in Adobe <i>Premiere</i> and After <i>Effects</i> (if possible Certification testing)
Participation in other Film Festivals including Alliance for Women in Media “The Gracies,” NJ High School Film Festival, Passaic County Film Festival, Ocean County Library Film Festival, Montclair Film Festival, Black Maria -NJ Young Film Festival.
Possible Incorporation and Implementation of STN (Student Television Network) and PBS Student Reporting Labs
Marking Period 4
Demonstrate understanding of the VMIX and use of it for the Art Show and graduation Live Stream
Comprehend media production on the field trip at Video Production Facility (TBD)
Write reflection about learned their field trip
Update Tabs of the Portfolio Website for Final Exam 50% Grade
Export projects and embed all projects to their website portfolios
Review concepts from the course of their second year in Video Production shop in anticipation of the 50% written portion of final exam
Prepare for 4th Level course by viewing next year’s syllabus and website
Analyze the summer scriptwriting assignment for next year’s Senior incoming project.
Comprehend and perform in multi-camera studio job roles in anticipation of Senior Year studio production

Secure and clean up all wires and equipment used throughout the school year for storage

Assembling exit materials for next year hard copy portfolio for exit from program

VI. Student Handout:

VIDEO PRODUCTION III

I. Program Description:

The Video Production program is a four year consecutive program with sequences designed to allow students to concentrate on multiple aspects of Television and Digital Media production. In this third year of the four year sequence, students will build on prior knowledge from the level I and II course, allowing for growth and skills to be refined. Students will then learn new concepts building upon that knowledge in various units. Those units of concentration will include:

- **Re-Introduction to Production (new camera level introduction)**
- **Tech Talk (filming and editing school event coverage)**
- **Film Festival in Focus (preparing for create a video for film festival competitions)**

- **Editing for Film Festival (editing for film festival competitions submission)**
- **PBL Project- *NASA HUNCH* Video Challenge (After Effects incorporation)**
- **Art to Me Project (Art Show Project-Leave Color Saturation effects)**
- **VMIX: Portable, Multi-Camera Live Streaming Digital Media**
- **Portfolio Updating: Linked In exploration, Resume Creation, and job searching**

II. Course Description- Video Production III

Video Production III course is designed for third year students continuing in career preparation within the Video/TV Production and Digital Media fields. In this third level course students will master the pre-production phases effectively to expedite the production process and use higher level effects to incorporate more visually appealing projects. They will continue to demonstrate proficiency from knowledge acquired in Video Production I in 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. They will demonstrate prior knowledge from Video Production II by incorporating details of storytelling elements such as A-roll, B-roll, 3 point lighting, capturing quality audio and editing proficiencies skills such as reverse, speed, color correction, audio sweetening in Adobe Premiere. Students should come to Video Production III with a strong understanding of After Effects and it's applications including knowledge of how to create composition, create key frames, adding effects and alteration of colors, solids, and basic motion effects including position, scale, rotation, opacity. Students in Video Production III should have already created a moving solid, a lower third, should have understanding of Bezier Curves, and understand concepts such as masking and rotoscoping.

As a level III Video Production student, they 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 master various skills to include a variety of production styles while effectively demonstrating production requirements necessary for a successful production. These skills will include ability to pitch ideas, 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 III course should already have the start of their own Website Portfolio from Video Production levels I & II that showcase evidence of their work from freshman and sophomore years. They will continue to build into throughout the remaining years of the program.

III. Expected Proficiencies:

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

- Demonstrate mastery in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
- Demonstrate mastery in camera shots compositions, shot moves, and audio recording.
- Demonstrate consistent use of media ethically practices and adhere to copyright law.
- Demonstrate mastery when filming and editing an interview, feature package or documentary.
- Write and record, and edit in Tech Talk Show packages (monthly).
- Perform in and exhibit various production job roles and responsibilities.
- Create graphics using software *Motion* and *Adobe After Effects*.
- Continue to increase the level of abilities in software edits, including chroma keying, speed, filters, behaviors, and 3 D Text/Animation.
- Full comprehension and execution of workflow, and use of equipment for ENG/EFP productions.
- Demonstrate basic understanding of studio job roles such as host/talent, camera operator, audio operator, graphics operator, director, technical director, prompter operator and floor manager.
- Demonstrate basic understanding of production job roles of a studio such as line producer, producer, associate producer and production assistant.
- Ability to support the Video IV in their recordings and school coverage.
- Introduction to the VMIX and filming support at Art Show and Graduation.
- Ability to embed video and upload artifacts to student portfolio websites (Final Exam) Create a Pitch that incorporates essential production elements including a program objective, target audience, plot, genre, character description and setting.
- Create a Storyboard that corresponds to a script and pitch and contains essential details such as camera angles, shot types, and audio for each shot.

- Create a Narrative /Two-Column Script that incorporates movement details each shot, as well as video shot composition and relevant audio in the forms of music, VO or dialogue.
- Creation of an interview using the X Axis, Reverses, Cutaways, A Roll, Broll and properly recording with Wireless Lav Microphones or handheld microphones.
- Creation of a completed story “package” that incorporates visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
- Demonstrate proficiency in using Panasonic HD cameras include ability to white balance, properly frame, operate the camera and mount, use, then unmount camera from a tripod.
- Demonstrate proper use of media ethically, obtain release forms and adhere to copyright law.
- Film and Edit a school event coverage (Tech Talk), film festival project, NASA Hunch Project, and Art Show Project.
- Comprehend the need for Wraps, Intros, Bridges and Tags needed to create a “package” or “feature” story
- Perform in and exhibit various production job roles and responsibilities
- Create graphics using software *Motion* and *Adobe After Effects*
- Create video in *Adobe Premiere* that uses advanced skills such as chroma keying, speed, filters, behaviors, and 3 D Text
- Demonstrate understanding of workflow in 3 phases of production
- Ability to embed video and upload artifacts to student portfolio websites
- Use and Livestream a multi camera event using the VMIX
- Demonstrate responsibilities of various roles of studio crew and production jobs
- Understand media and file management using the Editshare media drives.