FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FINE & PERFORMING ARTS ACADEMY

HONORS MEDIA STUDIES: AUDIO PRODUCTION
HONORS MEDIA STUDIES: VIDEO PRODUCTION

Grade Level: 9

Credits: 2.5 each

Course Code: 15285X & 15286X

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2015

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION

COURSE PHILOSOPHY

The *Fine and Performing Arts Academy* fosters a student centered learning environment which integrates dance, acting, vocal performance, and cross-curricular academic skills. Its primary goal is to address the developmental nature of each learner, promote critical thinking skills, foster communication, and make connections across the curriculum. The *Fine and Performing Arts Academy* offers courses that enable students to appreciate and create art as a part of the overall human experience. Our goal is for students to acquire and demonstrate a solid knowledge of the artistic process, develop a personal artistic voice, and embody a level of professionalism that will enable them to pursue a career in the arts. *Honors Media Studies: Audio & Video Production* provides students with an understanding of music and video recording procedures, media technology development, and their impact on the modern world.

COURSE DESCRIPTION

Honors Media Studies: Audio & Video Production will explore the history of music, audio, and motion picture production and provide students with the fundamental skills needed throughout the Entertainment Technology strand of the *Fine and Performing Arts Academy*. This course focuses on introducing students to recording techniques, genre standards, technical critiquing, basic camera and recording functions, aesthetic concepts, and live event production. Students will learn to use the software and equipment for creating digital media and audio presentations. Students will create novice-level original films and recordings inspired by their exploration of the history of music, audio, and motion picture production.

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze how past technological trends and developments affect the modern world.
CG2: Students will work collaboratively in a production team to create new audio and visual projects by using their understanding of proper production techniques, equipment, and etiquette.
CG3: Students will communicate clearly during the creation and analysis of audio or visual productions.
CG4: Students will create original works that reflect their understanding of media creation techniques.

COURSE ENDURING UNDERSTANDINGS	COURSE ESSENTIAL QUESTIONS
CEU1: Knowledge of the history of entertainment technology helps predict future trends and creates a better understanding of how it influences people's lives.	CEQ1a: Why do we have to study the history of entertainment technology? CEQ1b: Why is it important to have a broad understanding of different styles of media in the entertainment technology field?
CEU2: Knowledge of production equipment, software, roles, and etiquette is key to becoming an effective crew member.	CEQ2a: How do I become an effective crew member? CEQ2b: How do I know when to use which equipment and software programs?
CEU3: Constructive evaluations of any art form must be supported by qualitative and quantitative evidence in order to improve the product.	CEQ3a: What is the difference between critiquing and constructive criticism? CEQ3b: How does an ability to critique improve one's own growth as an artist in the field?

UNIT GOALS & PACING		
UNIT TITLE	**UNIT GOALS**	**RECOMMENDED DURATION**
[Unit 1: History of Music](#)	LG1: Students will effectively assess how music often reflects the times in which it is made. LG2: Students will identify and draw conclusions about how the technology of audio recording and broadcasting has continually evolved and affected the modern world.	4 weeks
[Unit 2: Intro to Audio Production](#)	LG1: Students will demonstrate their understanding of equipment and etiquette to record material in an effective and efficient manner. LG2: Students will use their understanding of basic audio production techniques to edit or manipulate recordings.	5 weeks
[Unit 3: Intro to Live Audio Production](#)	LG1: Students will produce live audio events while effectively working in various crew positions. LG2: Students will follow safety procedures to produce content both effectively and professionally.	4 weeks
[Unit 4: Audio Production Criticism](#)	LG1: Students will effectively critique the productions of others and cite evidence to justify their critique. LG2: Students will effectively gauge the efficacy of any given professional audio production/composition.	4 weeks
[Unit 5: History of Film and Television](#)	LG1: Students will assess the history of motion picture storytelling through each of the major technological advances/paradigm shifts (i.e., sound, color, digital effects). LG2: Students will identify and draw conclusions about how the technology of motion pictures has continually affected the modern world.	4 weeks
[Unit 6: Intro to Video Production](#)	LG1: Students will create polished, professional looking images using appropriate framing and composition. LG2: Students will effectively create professional looking scripts that meet screenwriting standards. LG3: Student will properly utilize the three main phases of production to independently inform storyboarding, camera plans, stage directions in script writing, and editing decisions in shooting, writing, and editing original content, editing original content.	7 weeks
[Unit 7: Intro to Live Video Production](#)	LG1: Students will produce and video live events while effectively working in various crew positions. LG2: Students will follow safety procedures to produce content both effectively and professionally.	3 weeks
[Unit 8: Motion Picture Criticism](#)	LG1: Students will effectively critique the productions of others and defend their opinion using cited evidence. LG2: Students will effectively gauge the efficacy of any given professional film scene.	3 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will effectively assess how music often reflects the times in which it is made.

LG2: Students will identify and draw conclusions about how the technology of audio recording and broadcasting has continually evolved and affected the modern world.

UNIT LEARNING SCALE – LG1

4	In addition to score 3 performances, the student can draw comparisons and theorize about how music has changed with the times while drawing from the past.
3	The student can: • explain at least five different kinds of music genres; • assess what key elements makes each genre significant and unique when compared to others.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE - LG2

4	In addition to score 3 performances, the student can critique how recording technology evolved as a result of the times.
3	The student can: • identify various audio and broadcast technologies; • describe how the different kinds of audio recording technologies have continually evolved and assess how they have affected the modern world.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Knowledge of the history of entertainment technology helps predict future trends and creates a better understanding of how it influences people's lives.	CEQ1a: Why do we have to study the history of entertainment technology? CEQ1b: Why is it important to have a broad understanding of different styles of media in the entertainment technology field?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

NJCCCS & COMMON CORE STANDARDS

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1, LG2 CEU1, CEQ1 CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.6, 9.3.12.AR-AV.1, 9.3.12.AR-PRF.7 1.2.12.A.2, 1.4.12.A.1, 1.4.12.B.1, 1.4.12.B.3 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students will create a multimedia presentation that features recordings from a particular era. They will draw conclusions about the emotions evoked by each piece and how it reflects events of the era, by citing specific and thorough evidence. They will also compare and contrast the music's use of instruments, tones, vocals, and lyrical styling with the music recorded in the decade(s) before and after it, emphasizing what makes the period unique. Musical genres can include: ragtime, jazz, rock, punk, rap, and synth. Students must be able to defend what makes the sound unique and how it reflected the time in which it was recorded. Students must also explain how the sound, marketing, and production of the music reflects the technology of the time.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will review at least three sources about how the Internet (e.g., social media, digital downloading, YouTube) is bridging the gap between amateur musicians/artists and professionals. They will then create a multimedia presentation or video comparing the effect of the Internet to the effect of past technological developments.	live streaming file sharing online platform social media creative commons copyright	Use technology to display information dynamically Conduct research to demonstrate understanding of the subject matter Draw evidence from informational texts to support analysis, reflection, and research DOK 2, 3
Students will create a five-song soundtrack to reflect the emotion and time period of a historical event of their choosing. The songs selected for the soundtrack should come from the same general time period as the event it is meant to reflect. Students will write liner notes to explain their choices and why they feel the songs they chose reflect the event. Soundtracks will be played and presented for the class.	genre motif musicology tone instrumentation vocals beat	Analyze the connection between the time and the theme Conduct research to demonstrate understanding of the subject matter DOK 3

15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION
UNIT #2: Intro to Audio Production   **SUGGESTED DURATION: 5 weeks**

UNIT OVERVIEW	
UNIT LEARNING GOALS	
LG1: Students will demonstrate their understanding of equipment and etiquette to record material in an effective and efficient manner.	
LG2: Students will use their understanding of basic audio production techniques to edit or manipulate recordings.	

UNIT LEARNING SCALE- LG1	
4	In addition to score 3 performances, the student can provide assistance and support to other students in the class.
3	The student can: • identify at least three key pieces of equipment; • demonstrate safe and appropriate use of microphones; • demonstrate safe and appropriate use of cables; • demonstrate appropriate use of recording software; • demonstrate professionalism in collaborating with classmates.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE- LG2	
4	In addition to score 3 performances, the student can provide assistance and support to other students in the class.
3	The student can: • select at least two audio tracks appropriate for mixing; • use appropriate programs to prepare the tracks for mixing; • create a 30-second mix of at least two audio tracks.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU2: Knowledge of production equipment, software, roles, and etiquette is key to becoming an effective crew member.	CEQ2a: How do I become an effective crew member? CEQ2b: How do I know when to use which equipment and software programs?

NJCCCS & COMMON CORE STANDARDS
NJCCCS: CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. 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.

NJCCCS & COMMON CORE 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.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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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

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

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 CEU2, CEQ2a, b CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.6, 9.3.12.AR-AV.1, 9.3.12.AR-PRF.7 1.4.12.A.1, 1.4.12.B.1 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students will work in small groups or pairs to create a professional-quality radio commercial designed to market/sell a product of their choosing. They will create a script, record voiceovers using the appropriate technology, and incorporate suitable music and sound effects. Projects will be graded based on clarity of recording, selection of music, mixing of sound effects, overall presentation, and group professionalism.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Using a *Jeopardy*-style PowerPoint, students will be split into three teams and will be given the opportunity to answer questions and identify various types of cables, microphones, and studio terminology.	shotgun omnidirectional hyper cardioid lavaliere XLR HDMI	Distinguish between varying types of cables and studio gear DOK 2
Students will work in groups of two to four to select two tracks of songs, speeches, sound effects, or combinations and create a 90-second mix using editing software. Students should demonstrate a professional work ethic and rotate at timed intervals with their group members to share editing responsibilities.	gain crossfade noise compression channel balance mixer reverb	Create a mix of multiple tracks into one cohesive audio file. DOK 4

15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION

UNIT #3: Intro to Live Audio Production **SUGGESTED DURATION: 4 weeks**

UNIT OVERVIEW	
UNIT LEARNING GOALS	

LG1: Students will produce live audio events while effectively working in various crew positions.
LG2: Students will follow safety procedures to produce content both effectively and professionally.

UNIT LEARNING SCALE	
4	In addition to score 3 performances, the student can describe and enact all key on-set positions.
3	The student can: • describe and demonstrate responsibilities related to at least three key on-set positions; • describe and demonstrate correct safety procedures; • describe and demonstrate correct use of at least three on-set commands.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE- LG2	
4	In addition to score 3 performances, the student can safely supervise and teach others the proper safety procedures when handling equipment and setting up gear.
3	The student can: • safely and appropriately secure cables above and below stage and in the audience; • safely and appropriately lift and move equipment; • safely and appropriately activate the soundboard, lighting board, and amps; • safely and appropriately deactivate the soundboard, lighting board, and amps.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU2: Knowledge of production equipment, software, roles, and etiquette is key to becoming an effective crew member.	CEQ2a: How do I become an effective crew member?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

NJCCCS & COMMON CORE 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.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.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations 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-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 CEU2, CEQ2a CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.6, 9.3.12.AR-AV.1, 9.3.12.AR-PRF.7 1.4.12.A.1, 1.4.12.B.1 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students simulate a live audio show. A team of students alternate between working as stage manager, production manager, stagehand, lighting, director, and front-of-house. During the simulation, students will demonstrate appropriate safety protocols and execute chain-of-command prompts.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will work in small groups to create a slideshow describing/demonstrating effective safety techniques for securing cables above and below the stage and in the audience, lifting and moving equipment, and powering the soundboard, lighting board, and amps.	Hertz amp feedback reverb acoustics follow spot	Create a slideshow or video demonstrating mastery of safety procedures DOK 3
Students will watch a video that showcases several production commands and safety procedures performed in an incorrect manner. Students will identify the mistakes and recommend appropriate corrections/alternatives. Students will explain the effect of not performing these tasks in a safe and professional manner.	bogey amp phantom power impedance equalization bus doors kill strike lights	Determine correct and incorrect safety techniques and work etiquette Assess a scenario and revise accordingly DOK 3

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UNIT #4: Intro to Audio Production Criticism   **SUGGESTED DURATION: 4 weeks**

UNIT OVERVIEW	
UNIT LEARNING GOALS	
LG1: Students will effectively critique the productions of others and cite evidence to justify their critique. LG2: Students will effectively gauge the efficacy of any given professional audio production/composition.	

UNIT LEARNING SCALE- LG1	
4	In addition to score 3 performances, the student can self-critique their own works, by completing a technical and narrative analysis.
3	The student can: - effectively evaluate and provide constructive criticism of others' work in audio clarity, transitions, levels, voice over (if applicable), audio effects (if applicable); - use relevant evidence to support their critiques, rather than personal opinion; - clearly communicate their feedback to their peers both verbally and in writing.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE – LG2	
4	In addition to score 3 performances, the student can theorize how certain creative choices influence audience emotions.
3	The student can: - identify the core genres of music; - critique a piece of music to determine if it fits the conventions of the intended genre; - clearly communicate their conclusions to their peers both verbally and in writing.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: Constructive evaluations of any art form must be supported by qualitative and quantitative evidence in order to improve the product.	CEQ3a: What is the difference between critiquing and constructive criticism? CEQ3b: How does an ability to critique improve one's own growth as an artist in the field?

NJCCCS & COMMON CORE STANDARDS
NJCCCS: CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

NJCCCS & COMMON CORE 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.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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
CCSS:
9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 CEU3, CEQ3a, b CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.6, 9.3.12.AR-AV.1, 9.3.12.AR-PRF.7 1.4.12.A.1, 1.4.12.B.1 9-10.RST.7 9-10.WHST.7, 9 DOK3, DOK4	Students listen to the radio commercials that were created in Unit 2: Intro to Audio Production. Students evaluate the projects (including their own) using a standardized evaluation form. The evaluation will includes factors such as creativity, clarity of audio, use of audio effects, and editorial choices. Students will then compare the peer feedback on their project to their self-critique to determine if they effectively self-critiqued their work. Students will then detail possible changes to their work based on the feedback received.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will listen to professionally produced pieces (e.g., radio commercial, score, pop song) to determine the pieces' target audience and the purpose of the piece.	target audience demographic market research	Analyze content for strengths and weaknesses Hypothesize about the creator's intended target audience DOK3
Students will review an existing album from a genre of their choice. They will identify the purpose of the album. Students will also critique the sequencing, cohesion, emotion, memorability, and technical merits of the album. Students should be able to articulate and justify their critique.	Genre Technique	Analyze technical elements Support opinions with relevant evidence DOK3

15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION
UNIT #5: History of Film and Television   **SUGGESTED DURATION: 4 weeks**

UNIT OVERVIEW	

UNIT LEARNING GOALS
LG1: Students will assess the history of motion picture storytelling through each of the major technological advances/paradigm shifts (i.e., sound, color, digital effects).
LG2: Students will identify and draw conclusions about how the technology of motion pictures has continually affected the modern world.

UNIT LEARNING SCALE- LG1	
4	In addition to score 3 performances, the student can draw comparisons and theorize about how modern storytellers may have drawn inspiration from previous eras.
3	The student can: • cite at least one example of a significant work from the introduction of sound to film; • cite at least one example of a significant work from the introduction of color to film; • cite at least one example of a significant work from the introduction of digital effects to film.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE- LG2	
4	In addition to score 3 performances, the student can explain how current technological trends have been influenced by the past and theorize about how they may continue to develop in the future.
3	The student can independently explain at least one effect of film and television in each of the following domains: • current and historical events (e.g., Kennedy election); • cross-cultural impact (e.g., visual interpretation of war in TV and film); • economic impact (e.g., advertising, creation of jobs in the entertainment industry); • effects on novel forms of entertainment (e.g., on-line entertainment).
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Motion pictures of all mediums have effected multiple generations due to its power to spread message of all forms.	EQ1a: Why have certain filmmakers become so successful? EQ1b: How did certain films or television shows have widespread influence? EQ1c: What are some of the factors that result in a film gaining importance?
EU2: Future trends can be predicted when viewed through the lens of past industry developments.	EQ2a: What effect has the development of the Internet and social media had on the industry and audiences? EQ2b: How has media evolved at various times to match the needs of its audience? EQ2c: How have manufacturing costs affected the history of film and television? EQ2d: How has the gap between "professional" and "amateur" storyteller closed?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

CRP2.Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP6.Demonstrate creativity and innovation.

CRP7.Employ valid and reliable research strategies.

CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, b, c EU2, EQ2a, b, c, d CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.1, 3, 6 9.3.12.AR-AV.1 9.3.12.AR-PRF.1, 7 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students will read at least three articles or view at least three online news vlogs about how digital storytelling is bridging the gap between amateur filmmakers and professionals. This can include the debate over "prosumer" equipment, the rise of social media marketing, online distribution platforms such as Netflix or Hulu, and the dominance of web content aggregators such as YouTube. They will then create a multimedia presentation or video comparing this shift in technology (i.e., on-line media) to a previous shift in the industry (i.e., color, sound, digital effects), citing specific and thorough evidence.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will research the impact new media technologies (e.g., vlog, web series) have on world events and culture. They will then use the information to construct a logical debate regarding the positive and negative effects of new media technologies on a specific event or culture.	vlog upload web series viral video FTP streaming net neutrality	Analyze the effect of media on specific events and culture Draw evidence from informational texts to support analysis, reflection, and research DOK 3
In groups, students will create a multimedia presentation focusing on a television show from the Golden Age (1945-1965). They will draw conclusions on the significance in terms of cultural impact, and creative and technological innovation. Students will use video clips from the show and other supplemental materials to support their claim. Suggested shows: *I Love Lucy, The Honeymooners, Adventures of Superman, Ed Sullivan Show, The Twilight Zone,* and *Alfred Hitchcock Presents*.	Golden Age sitcom drama scripted/unscripted improvisation cable FCC	Use technology to display information dynamically Conduct research to demonstrate understanding of the subject matter Draw evidence from informational texts to support analysis, reflection, and research DOK 3

15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION
UNIT #6: Intro to Video Production   **SUGGESTED DURATION: 7 weeks**

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will create polished, professional looking images using appropriate framing and composition.

LG2: Students will effectively create professional looking scripts that meet screenwriting standards.

LG3: Student will properly utilize the three main phases of production to independently inform storyboarding, camera plans, stage directions in script writing, and editing decisions in shooting, writing, and editing original content.

UNIT LEARNING SCALE – LG1

4	In addition to score 3 performances, the student can correct or assist other group members in improving their camera shots and techniques.
3	The student can independently and effectively translate the script's imagery by: - framing the subject(s) in the shot; - blocking or placing actors within a frame; - lighting the subject(s) to the emotion and setting of the scene; - using props for the emotion and setting of the scene; - using costumes for the emotion and setting of the scene; - positioning crew members outside of the shot such that they are not visible within the frame.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE – LG2

4	In addition to score 3 performances, the student can correct other group members' scripts for formatting mistakes.
3	The student can write a short film script in the appropriate software package without assistance from the teacher, with only cosmetic errors.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE – LG3

4	In addition to score 3 performances, the student can safely aid others in their projects by doing various production tasks without being guided.
3	The student can assist in any of the three phases of production.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Effective videography requires close attention to the details both within the camera and around it.	EQ1a: How can the arrangement of imagery affect the viewer's feelings? EQ1b: How does motion with a camera affect the energy of a scene? EQ1c: How can the camera be used to maximum the effect?
EU2: Motion picture production follows a process with specific roles that join together to generate creative and clear final products.	EQ2: Do you have to use all three phases of production to generate creative and clear final products?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU3: Script writing is a form of technical writing used to detail what the final media production will look like.	EQ3a: How is script writing similar to other forms of writing that you have done? EQ3b: How is script writing unique from other writing?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

CRP2.Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP6.Demonstrate creativity and innovation.

CRP7.Employ valid and reliable research strategies.

CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

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

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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

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-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, b, c EU2, EQ2a, b, c, d CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.1, 2, 3, 5, 6 9.3.12.AR-AV.1, 2, 3, 4 9.3.12.AR-PRF.1, 6, 7 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students will use screenplay writing software to write an industry-standard screenplay in a pre-chosen genre that includes key details, locations, transitions, timing, actors, action, and dialogue. The script should include proper formatting of dialogue, scene description, and set direction. Plot details can be determined by the students or assigned by the teacher to address a particular theme or subject matter.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
In small groups students will create a simple set of videos demonstrating proper framing and composition techniques. The subject should be fellow classmates in simple poses. Students should use their photo collages from previous project work as a guideline. Final projects can be in black and white or in color.	framing composition essential area close up medium/wide/bust/bird's eye/ over-shoulder shot	Identify and apply composition and framing techniques Distinguish the significance and symbolism behind the use of each shot type DOK 2, 3
Students are given a variety of still images displaying an incorrect framing or composition technique (e.g., too much/too little headroom, poor subject placement, backlighting, height differentials between subjects, profile shots, lack of lookspace). Students will identify what is wrong with the image and draw an example of the correction.	headspace/lookspace field of view depth of field fore-, middle-, background	Identify errors in composition and framing Modify the imagery to reflect the proper photographic technique DOK 3
In small groups, students will view a scene from a film or television show. They are then given a folder with a script that has been cut up into multiple pieces that are broken down into dialogue, description, transitions, character names, parentheticals, and scene headings. They will analyze the context of the individual pieces to construct the final scene.	dialogue parentheticals scene heading interior/exterior fade cut whip pan transition	Identify and rearrange the parts of an existing script Construct the formatting using context clues and existing knowledge of screenwriting technique DOK 3

15285X & 15286X: HONORS MEDIA STUDIES: AUDIO & VIDEO PRODUCTION

UNIT #7: Intro to Live Video Production   **SUGGESTED DURATION: 3 weeks**

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will produce and video live events while effectively working in various crew positions.

LG2: Students will follow safety procedures to produce content both effectively and professionally.

UNIT LEARNING SCALE – LG1

4	In addition to score 3 performances, the student can describe and enact all key on-set positions.
3	The student can: • describe and demonstrate responsibilities related to at least three key on-set positions; • describe and demonstrate correct safety procedures; • describe and demonstrate correct use of at least three on-set commands.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE- LG2

4	In addition to score 3 performances, the student can safely supervise and teach others the proper safety procedures when handling equipment and setting up gear.
3	The student can: • set up lights; • gaff cables down; • set up gear; • follow other safety protocols with no assistance from the teacher.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Film production, specifically live production, poses many potential hazards.	EQ1a: What can be done to minimize potential injury on set? EQ1b: What equipment poses a hazard to the health of crew members? EQ1c: How can equipment be safely moved without bodily harm?
EU2: Professional etiquette is essential to being treated like a professional and to preserving the safety of those around you while filming.	EQ2a: What considerations are necessary when developing live production teams? EQ2b: How does a live set affect your professional etiquette?
EU3: Use of professional terminology and jargon allows for faster, more effective communication between crew members.	EQ3a: What terms are most important to know for filming on set and on location? EQ3b: How does film jargon protect the project's workers?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

CRP2.Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP6.Demonstrate creativity and innovation.

CRP7.Employ valid and reliable research strategies.

CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

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

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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

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-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

CCSS:

9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, b, c EU2, EQ2a, b, c CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.1, 2, 3, 5, 6 9.3.12.AR-AV.1, 2, 3, 4 9.3.12.AR-PRF.1, 6, 7, 8 9-10.RST.7, 9 9-10.WHST.6, 7, 8, 9 DOK3, DOK4	Students simulate a live video feed. A team of students will alternate between working as stage manager, production manager, stagehand, lighting, director, and front-of-house. During the simulation, students will demonstrate appropriate safety protocols and execute chain-of-command prompts.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will work in small groups to create a slideshow describing/demonstrating effective safety techniques for live video feed production.	pan tilt truck dolly whip	Apply safety protocols and execute chain-of-command prompts DOK 3
Students will watch a video that showcases several production commands, safety procedures, and filming techniques performed in an incorrect manner. Students will identify the mistakes and recommend appropriate corrections/alternatives. Students will explain the effect of not performing these tasks in a safe and professional manner.	stinger dirt gaff C-47s	Appraise the images to correct safety techniques and work etiquette Assess the situation and revise accordingly DOK 3

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will effectively critique the productions of others and defend their opinion using cited evidence.

LG2: Students will effectively gauge the efficacy of any given professional film scene.

UNIT LEARNING SCALE – LG1

4	In addition to score 3 performances, the student can self-critique their own works, by completing a technical and narrative analysis.
3	The student can: • effectively evaluate and provide constructive criticism of others' work in framing and composition, script writing and format, direction, editing, and visual aesthetic; • use relevant evidence to support their critiques, rather than personal opinion; • clearly communicate their feedback to their peers both verbally and in writing.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

UNIT LEARNING SCALE – LG2

4	In addition to score 3 performances, the student can theorize how certain creative choices made by the creative team influence audience emotions.
3	The student can: • identify all of the core genres of film; • critique a film's visual aesthetic and basic story components i the conventions of each genre; • clearly communicate their feedback to their peers both verbally and in writing.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes larger errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: Constructive evaluations of any art form must be supported by qualitative and quantitative evidence in order to improve the product.	CEQ3a: What is the difference between critiquing and constructive criticism? CEQ3b: How does an ability to critique improve one's own growth as an artist in the field?
EU1: The way a story is constructed through the camera on set and in the post production suite can influence audience reaction as much as the performance of an actor.	EQ1a: How can a producer manipulate the audiences' interpretation and the message of a film? EQ1b: How can you balance personal opinion with professional observations about performance and technical achievement?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:
CRP2.Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP6.Demonstrate creativity and innovation.
CRP7.Employ valid and reliable research strategies.
CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

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.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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

CCSS:
9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1, LG2 CEU3, CEQ3a, b EU1, EQ1a, b CRP 2, 4, 6, 7, 8, 11 9.3.12.AR.1, 5, 6 9.3.12.AR-AV.1, 2, 3 9.3.12.AR-PRF.1 9.3.12.AR-VIS.2 9-10.RST.7 9-10.WHST.7, 9 DOK3, DOK4	Students will view the projects created in Unit 6: Intro to Video Production. Students evaluate the projects (including their own) using a standardized evaluation form. The evaluation will includes factors such as narrative creativity, visual aesthetics, and editorial choices. Students will then compare the peer feedback on their project to their self-critique to determine if they effectively self-critiqued their work. Students will then detail possible changes to their work based on the feedback received.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will watch professionally produced film trailers and determine the trailer's target audience as well as generate an accurate description of what the film is about.	target audience demographic message narrative continuity selling points star system	Analyze content for strengths and weaknesses Hypothesize about the creator's intended target audience DOK 3
Students will review an existing scene from a film that has clear continuity errors, like *The Dark Knight Rises*. They will then try to identify key points of the editorial process that obviously went wrong. They will then identify what makes the scene memorable.	continuity script supervision editorial	Critique a professional film scene Analyze technical elements Support opinions with evidence DOK 3
Students will listen to a scene from a film without being able to see it, then watch it without sound, and finally watch it with sound. After each viewing, they are to write out positive and negative technical details that catch their attention. A class discussion can follow to debate the merits, for better or worse, of the scene.	outline screenplay montage narrative linear and non-linear plotting voice over sound design sound effects narration dubbing insert second unit ADR natural sound	Assess the content for strengths and weaknesses Differentiate the different visual and auditory elements that create one's opinion of a scene DOK3