

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**FINE AND PERFORMING ARTS MAGNET PROGRAM**

**HONORS VIDEO PRODUCTION**

Grade Level: 11

Credits: 10

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 27, 2012**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

## **Board of Education**

Mr. Heshy Moses, President  
Mrs. Jennifer Sutera, Vice President

Mr. Carl Accettola  
Mr. William Bruno  
Mrs. Elizabeth Canario  
Mrs. Kathie Lavin  
Mr. Ronald G. Lawson  
Mr. Michael Messinger  
Ms. Maryanne Tomazic

Mr. Charles Sampson, Superintendent  
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum  
and Instruction

## **Curriculum Writing Committee**

Ms. Rachel Burkhardt

## **Supervisors**

Mr. Craig Chern

# Honors Video Production

## Introduction

## Course Philosophy

The Honors Video Production curriculum fosters a student centered learning environment that allows students to use knowledge and methods of reading, writing, speaking, listening, history, and technology. Its primary goals are to address the developmental nature of each learner, promote critical thinking skills, foster communication, and make connections across the curriculum while infusing real life applications to develop students who are lifelong learners. We believe that critical thinking skills, research, writing, cultural appreciation and a strong knowledge base in technology are the building blocks of a successful career in the entertainment industry. Our goal is for students to achieve skills as critical thinkers, eloquent speakers, and technically savvy individuals as they develop a professional demeanor in the arts.

## Course Description

The Honors Video Production course in the Fine and Performing Arts Academy's Entertainment Technology program focuses on intermediate levels of framing and composition, editing, studio and field production, script writing, directing, live event production and film studies. Students use technology such as prosumer high definition video cameras, real time non-linear editing, DVD creation and digital computer graphic software, and portable lighting and sound equipment to give them a full technology- based education. This course provides students with a variety of activities that will enable him/her to understand and appreciate the application and value of entertainment technology by using up-to-date industry technology and techniques. Students will advance their knowledge of the stages of production, genres of videos and post production techniques.

## Course Map and Proficiencies/Pacing

### Course Map

| Relevant Standards  | Enduring Understandings  | Essential Questions   | Assessments   |   |  |
|---|--|---|---|---|--|
|   |  |   | Diagnostic  | Formative   | Summative  |
| TEC.9-12.<br>AR.9-12.1.2.12<br>A.1<br>12.1.3.12 D.2, D.3, D.4<br>WORK.9-12.9.1.12.1<br>A.1<br>12.2<br>LA.11-12.RST.11-12.3,4,6,7,10<br>ITEC.9-12.9.4.C.1-6  | It is important to know the equipment that is standard in your industry. | What is an industry standard?<br>What equipment is currently industry standard?   | Oral questions/discussion<br>Student survey                                       | In-class exercises<br>Homework assignments<br>Participation<br>Quizzes<br>Critique & analysis | Unit test<br>Individual performance with equipment<br>Individual/group final projects  |
| TEC.9-12.<br>9-12.8.1.12.A.2<br>AR.9-12.1.2.12<br>A.1<br>WORK.9-12.9.1.12.A<br>A.1,A.2 B.1, B.2, B.3, C.1,E.1,F.2<br>LA.11-12.RST.11-12.2,3,9<br>LA.11-12.WHST.11-12.2.a,b,d,e:4,5,7,9<br>ITEC.9-12.9.4.C.1-6 | There are many steps to planning a successful production.                | What are the different steps in planning?<br>In what order do you complete the different steps?<br>Are there different ways to complete the planning steps? | Discussion: Background<br>Oral questions/discussion<br>Anticipatory set questions | Presentation projects<br>Multimedia presentation<br>Homework                                  | Individual/group treatments, scripts, storyboards, shot sheets and production books<br>Individual/group projects<br>Individual/group multimedia presentation |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| <p>AR.9-12.1.2.12<br/>A.1</p> <p>WORK.9-12.9.1.12.1<br/>A.1,A.2,<br/>B.1-3<br/>C1,4<br/>F.2</p> <p>ITEC.9-12.9.4.C.1-6</p>  | <p>A reliable and talented crew and cast will lead to a successful production.</p>      | <p>What are qualities of a reliable crew?</p> <p>What do you look for in a talented cast member?</p>   | <p>Discussion:<br/>Background</p> <p>Oral questions/discussion</p> <p>Written exercises</p> <p>Student survey</p> | <p>Exercises</p> <p>Participation</p> <p>Critique &amp; analysis</p>                       | <p>Individual/group performance</p> <p>Individual/group final projects</p> <p>Individual/group critique &amp; analysis</p>            |
| <p>TEC.9-12.<br/>9-12.8.1.12.A.2</p> <p>AR.9-12.1.2.12<br/>A.1</p> <p>WORK.9-12.9.1.12.1<br/>A1,A2<br/>B1-3</p> <p>LA.11-12.RST.11-12.2,9</p> <p>LA.11-12.WHST.11-12.2.a,b,d,e:4,7</p> <p>ITEC.9-12.9.4.C.1-6</p> | <p>Different demographic audiences have different needs.</p>                            | <p>What is a demographic?</p> <p>How do you cater presentations towards a specific demographic?</p> <p>Why is it important to know your client's demographic audience?</p> | <p>Anticipatory set questions</p>   | <p>Presentation projects</p> <p>Multimedia presentation</p> <p>Critique &amp; analysis</p> | <p>Individual/group critique &amp; analysis</p> <p>Individual/group performance</p> <p>Individual/group final projects</p>            |
| <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>WORK.9-12.9.1.12.1<br/>C1,2,4,5</p> <p>LA.11-12.WHST.11-12.2.a,b,d,e</p> <p>ITEC.9-12.9.4.C.1-6</p>   | <p>An effective director knows how to communicate his needs to those he works with.</p> | <p>What qualities does an effective director possess?</p> <p>How does a director communicate effectively?</p>  | <p>Discussion<br/>Background</p> <p>Oral questions/discussion</p>   | <p>Exercises</p> <p>Participation</p> <p>Critique &amp; analysis</p>                       | <p>Unit test</p> <p>Individual/group critique &amp; analysis</p> <p>Individual performance</p> <p>Individual/group final projects</p> |

|  |   |  |  |   |   |
|--|---|--|--|---|---|
| <p>TEC.9-12.<br/>9-12.8.1.12.A.2</p> <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>WORK.9-12.9.1.12.1<br/>A1,2<br/>E.1</p> <p>LA.11-12.RST.11-<br/>12.3,4,6,7,9,10</p> <p>ITEC.9-12.9.4.C.1-6</p>      | <p>Editing techniques can be purposefully applied to enhance the work of art and influence the message.</p> | <p>What are the differences between basic editing techniques and intermediate editing techniques?</p> <p>Does editing software change the kind of editing techniques that can be accomplished?</p> <p>How can different editing technique change the genre and message of a video?</p> | <p>Oral questions/discussion</p>                               | <p>Exercises</p> <p>Assignment analysis</p> <p>Quizzes</p> <p>Critique &amp; analysis</p>   | <p>Unit test</p> <p>Individual/group critique &amp; analysis</p> <p>Individual performance with editing equipment</p> <p>Individual/group final projects</p>  |
| <p>TEC.9-12.<br/>9-12.8.1.12.A.2</p> <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>WORK.9-12.9.1.12.1<br/>A2<br/>B1-3</p> <p>LA.11-12.WHST.11-<br/>12.2.a,b,d,e:4,5,7,9</p> <p>ITEC.9-12.9.4.C.1-6</p> | <p>One must consider many factors to determine the best way to sell one's vision of a production.</p>       | <p>What are the different ways to communicate your idea?</p> <p>How you do know which way is best to communicate your idea?</p> <p>Which presentation skills are the most appropriate and necessary for this presentation?</p>   | <p>Discussion: Background</p> <p>Written exercises</p>         | <p>Presentation projects</p> <p>Present various examples</p> <p>Multimedia presentation</p> <p>Exercises</p> <p>Homework</p> <p>Critique &amp; analysis</p> | <p>Individual/group treatments, scripts, storyboards, shot sheets and production books</p> <p>Individual/group projects</p> <p>Individual/group multimedia presentation</p> <p>Individual oral presentation skills</p>                          |
| <p>TEC.9-12.</p> <p>AR.9-12.1.2.12<br/>A.1,A.2</p> <p>WORK.9-12.9.1.12.1<br/>A1,2</p> <p>ITEC.9-12.9.4.C.1-6</p>   | <p>Something visually appealing and interesting can be created by altering the standard presentation.</p>   | <p>What is visually appealing?</p> <p>How can I alter the image?</p>   | <p>Discussion: Background</p> <p>Oral questions/discussion</p> | <p>Exercises</p> <p>Interpretation project</p> <p>Homework</p> <p>Participation</p> <p>Quizzes</p> <p>Critique &amp; analysis</p>                           | <p>Unit test</p> <p>Individual/group critique &amp; analysis</p> <p>Individual performance with equipment</p> <p>Individual/group final projects</p> <p>Individual/group treatments, scripts, storyboards, shot sheets and production books</p> |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
| <p>TEC.9-12.</p> <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>WORK.9-12.9.1.12.1<br/>A1,2</p> <p>LA.11-12.RST.11-12.3,4,6,7,10</p> <p>ITEC.9-12.9.4.C.1-6</p> | <p>Special effects are used to create illusions.</p>  | <p>What are special effects?</p> <p>What are illusions?</p>   | <p>Oral questions/discussion</p> <p>Anticipatory set questions</p>                       | <p>Presentation projects</p> <p>Present various examples</p> <p>Homework</p> <p>Participation</p> <p>Research and define terms</p> <p>Quizzes</p> | <p>Unit test</p> <p>Individual/group critique &amp; analysis</p> <p>Individual performance with equipment</p> <p>Individual/group final projects</p> <p>Individual/group treatments, scripts, storyboards, shot sheets and production books</p>         |
| <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>WORK.9-12.9.1.12.1<br/>A1,2</p> <p>ITEC.9-12.9.4.C.1-6</p>   | <p>Sound can be used to enhance the emotion evoked from audience.</p>   | <p>How does sound affect emotion?</p> <p>Do different sounds evoke different feelings?</p> <p>What sounds evoked what feelings?</p>   | <p>Oral questions/discussion</p> <p>Anticipatory set questions</p> <p>Student survey</p> | <p>Present various examples</p> <p>Homework</p> <p>Quizzes</p>  | <p>Unit test</p> <p>Individual/group critique &amp; analysis</p> <p>Individual performance with editing equipment</p> <p>Individual/group final projects</p> <p>Individual/group treatments, scripts, storyboards, shot sheets and production books</p> |
| <p>AR.9-12.1.2.12<br/>A.1, A.2</p> <p>LA.11-12.WHST.11-12.2.a,b,d,e:4,7</p> <p>ITEC.9-12.9.4.C.1-6</p>   | <p>Viewing and analyzing other people's work, as well as one's own, gives insight into one's art.</p>                   | <p>How has film techniques changed over the years?</p> <p>How can new film techniques evoke different emotions from old techniques?</p> <p>What factors contribute to a film's success?</p> | <p>Oral questions/discussion</p> <p>Anticipatory Set questions</p> <p>Student survey</p> | <p>Analysis</p> <p>Homework</p> <p>Participation</p> <p>Quizzes</p> <p>Critique &amp; analysis</p>  | <p>Individual written critique &amp; analysis</p> <p>Essays</p>   |
| <p>WORK.9-12.9.1.12.1<br/>A1,2</p> <p>LA.11-12.RST.11-12.3,4,6,7,9,10</p> <p>ITEC.9-12.9.4.C.1-6</p>   | <p>Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.</p> | <p>How do you make efficient decisions?</p> <p>What is problem solving?</p> <p>What creates credibility in the field of production?</p>   | <p>Discussion: Background</p> <p>Oral questions/discussion</p>                           | <p>Class work assignments</p> <p>Participation</p> <p>Critique &amp; analysis</p>   | <p>Individual performance with equipment</p> <p>Individual/group final projects</p>   |

## Proficiencies and Pacing

| Unit Title                                  | Unit Understanding(s) and Goal(s)  | Recommended Duration |
|---|--|----------------------|
| Unit 1<br><br>Field Production              | <p>There are many steps to planning a successful production.<br/>           A reliable and talented crew and cast will lead to a successful production.<br/>           Different demographic audiences have different needs.<br/>           An effective director knows how to communicate his needs to those he works with.<br/>           One must consider many factors to determine the best way to sell one's vision of a production.<br/>           Employers look for efficient decision makers and problem solvers who are experienced and easy to work with.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of how to properly brainstorm ideas for a field production.<br/>           Demonstrate knowledge of how to create a proper treatment.<br/>           Understand the importance of targeting your audience.<br/>           Create a presentation that caters towards a specific demographic and client.<br/>           Demonstrate knowledge of proper presentation skills, including body language and public speaking.<br/>           Demonstrate knowledge of the first two stages of production in a field production: pre-production, and set-up and rehearsal.<br/>           Demonstrate knowledge of how to create a script and storyboard for an intermediate field production video.<br/>           Understand the importance of a production schedule.<br/>           Create numerous types of production schedules.<br/>           Demonstrate knowledge of how to run a casting session.<br/>           Understand the role of a strong leader in a group and the role of a strong group member.</p> | 8 weeks              |
| Unit 2<br><br>Intermediate Field Production | <p>It is important to know the equipment that is standard in your industry.<br/>           There are many steps to planning a successful production.<br/>           A reliable and talented crew and cast will lead to a successful production.<br/>           An effective director knows how to communicate his needs to those with whom he works.<br/>           Editing techniques can be purposefully applied to enhance a work of art and influence its message.<br/>           Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with cooperatively.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of the last two stages of production in a field production; production and post production.<br/>           Understand the role of successful crew member/director during production.<br/>           Demonstrate knowledge of appropriate usage concerning prosumer digital video camera.<br/>           Demonstrate knowledge of proper intermediate production techniques.<br/>           Demonstrate ability to time manage in cooperation with production schedules.<br/>           Create a full production video for the 8th grade orientation.<br/>           Display an understanding of appropriate social and professional communication.<br/>           Demonstrate how to use editing techniques as means of communication.</p>  | 8 weeks              |

|   |   |                |
|---|---|----------------|
| <p>Unit 3</p> <p>Intermediate<br/>Filming Techniques</p>  | <p>It is important to know the equipment that is standard in your industry.<br/>         Something visually appealing and interesting can be created by altering the standard presentation.<br/>         Special effects are used to create illusions.<br/>         Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.<br/>         At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of filming techniques used to create point of view shots.<br/>         Demonstrate ability to effectively use point of view shot set-ups to enhance a video.<br/>         Demonstrate knowledge of the depth planes.<br/>         Illustrate how to effectively use the depth planes when filming to create illusions.<br/>         Create a video that demonstrates creative use point of view shot set-ups.<br/>         Create a scene that demonstrates creative use of depth planes with shot set-ups.</p>  | <p>3 weeks</p> |
| <p>Unit 4</p> <p>Intermediate<br/>Editing Techniques</p>  | <p>It is important to know the equipment that is standard in your industry.<br/>         Different demographic audiences have different needs.<br/>         Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/>         One must consider many factors to determine the best way to sell one's vision of a production.<br/>         Something visually appealing and interesting can be created by altering the standard presentation.<br/>         Special effects are used to create illusions.<br/>         Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.<br/>         At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of intermediate editing techniques.<br/>         Demonstrate ability to technically alter an image using editing techniques.<br/>         Create a video that demonstrate creative use of depth planes with shot set-ups.<br/>         Demonstrate knowledge of the evolution of the movie trailer.<br/>         Create a recut movie trailer that changes the genre of the original movie.</p> | <p>2 weeks</p> |
| <p>Unit 5</p> <p>Basic Special<br/>Effects Techniques</p> | <p>It is important to know the equipment that is standard in your industry.<br/>         Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/>         Something visually appealing and interesting can be created by altering the standard presentation.<br/>         Special effects are used to create illusions.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of what current and past technology was used to create special effects.<br/>         Demonstrate knowledge of how to use industry standard/prosumer editing special effects software.<br/>         Create a special effects video using industry standard/prosumer editing special effects software.</p>   | <p>1 week</p>  |

|   |   |                |
|---|---|----------------|
| <p>Unit 6</p> <p>Basic Stop Motion</p>            | <p>There are many steps to planning a successful production.<br/> Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/> Something visually appealing and interesting can be created by altering the standard presentation.<br/> Sound can be used to enhance the emotion evoked from an audience.<br/> Viewing and analyzing other people's work, as well one's own gives insight into one's art.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of the evolution of stop motion and key people in the industry.<br/> Demonstrate the ability to plan the production of an original stop motion video.<br/> Illustrate how to affectively use music and SFX's to enhance a stop motion video.<br/> Create an original stop motion video using production and editing techniques.</p>   | <p>2 weeks</p> |
| <p>Unit 7</p> <p>Basic Music Video Techniques</p> | <p>There are many steps to planning a successful production.<br/> A reliable and talented crew and cast will lead to a successful production.<br/> An effective director knows how to communicate his needs to those he/she works with.<br/> Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/> Something visually appealing and interesting can be created by altering the standard presentation.<br/> Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of how to create a proper treatment.<br/> Demonstrate knowledge of the four stages of production in a field production: pre-production, set-up, and rehearsal, production and post production.<br/> Demonstrate knowledge of how to create a storyboard and location shot sheet for an original music video.<br/> Understand the importance of a production schedule.<br/> Create numerous types of production schedules.<br/> Create and follow numerous types of production schedules.<br/> Understand the role of a strong leader in a group and the role of a strong group member.<br/> Demonstrate knowledge of the evolution of music videos.<br/> Create an original music video using proper production and editing techniques.</p> | <p>3 weeks</p> |
| <p>Unit 8</p> <p>Basic Documentary Techniques</p> | <p>There are many steps to planning a successful production.<br/> Different demographic audiences have different needs.<br/> Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/> One must consider many factors to determine the best way to sell one's vision of a production.<br/> Sound can be used to enhance the emotion evoked from an audience.</p> <p>At the conclusion of this unit, students will be able to:</p> <p>Demonstrate knowledge of the different styles and elements of documentaries.<br/> Demonstrate knowledge of the four stages of production in a field production: pre-production, set-up and rehearsal, production, and post production.<br/> Demonstrate knowledge of how to write a script for a documentary.<br/> Understand the importance of a proper research.<br/> Demonstrate knowledge of the flexible scheduling and planning.<br/> Create an original documentary using proper production and editing techniques.</p>   | <p>2 weeks</p> |

|   |   |  |
|---|---|--|
| <p>Unit 9</p> <p>Independent Field Production</p> | <p>There are many steps to planning a successful production.<br/> A reliable and talented crew and cast will lead to a successful production.<br/> An effective director knows how to communicate his needs to those he works with.<br/> Editing techniques can be purposefully applied to enhance the work of art and influence the message.<br/> Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.</p> <p>At the conclusion of this unit, students will be able to:<br/> Demonstrate knowledge of the four stages of production in a field production.<br/> Demonstrate knowledge of how to properly brainstorm ideas for a field production.<br/> Demonstrate knowledge of how to create a proper treatment.<br/> Demonstrate knowledge of how to create a script and storyboard for an intermediate field production video.<br/> Understand the importance of a production schedule.<br/> Create numerous types of production schedules.<br/> Understand the role of a strong leader in a group and the role of a strong group member.<br/> Demonstrate knowledge of intermediate editing techniques.<br/> Create an original video of choice.</p> | <p>3 weeks</p>                             |
| <p>Unit 10</p> <p>Intermediate Film Studies</p>   | <p>Viewing and analyzing other people's work, as well one's own gives insight into one's art.</p> <p>At the conclusion of this unit, students will be able to:<br/> Demonstrate the ability to give constructive criticism and discuss various works of art.<br/> Understand the importance of viewing works of art with an open mind.<br/> Create their own personal opinions about films that are considered great classics.<br/> Demonstrate knowledge of how technology has influenced filmmaking.</p>  | <p>4 weeks infused throughout the year</p> |

# 1 - Field Production

## Unit Plan

### Enduring Understandings:

- There are many steps to planning a successful production.
- A reliable and talented crew and cast will lead to a successful production.
- Different demographic audiences have different needs.
- An effective director knows how to communicate his needs to those he works with.
- One must consider many factors to determine the best way to sell one's vision of a production.
- Employers look for efficient decision makers and problem solvers who are experienced and easy to work with.

### Essential Questions:

- What are the different steps in planning?
- In what order do you complete the different steps?
- Are there different ways to complete the planning steps?
- What are the qualities of a reliable crew?
- What do you look for in a talented cast member?
- What is a demographic?
- How do you cater presentations towards a specific demographic?
- Why is it important to know your client's demographic audience?
- What qualities does an effective director possess?
- How does a director communicate effectively?
- What are the different ways to communicate your idea?
- How do you know which way is best to communicate your idea?
- Which presentation skills are the most appropriate and necessary for this presentation?
- How do you make efficient decisions?
- What is problem solving?
- What creates credibility in the field of production?

### Unit Goals:

- At the conclusion of this unit, students will be able to:
- Demonstrate knowledge of how to properly brainstorm ideas for a field production.
- Demonstrate knowledge of how to create a proper treatment.
- Understand the importance of targeting an audience.
- Create a presentation that caters towards a specific demographic and client.
- Demonstrate knowledge of proper presentation skills, including body language and public speaking.
- Demonstrate knowledge of the first two stages of production in a field production: pre-production, and set-up and rehearsal.
- Demonstrate knowledge of how to create a script and storyboard for an intermediate field production video.
- Understand the importance of a production schedule.
- Create numerous types of production schedules.
- Demonstrate knowledge of how to run a casting session.
- Understand the role of a strong leader in a group and the role of a strong group member.

**Recommended Duration:** 8 weeks

| Guiding/Topical Questions  | Content/Themes/Skills  | Resources and Materials   | Suggested Strategies   | Suggested Assessments   |
|--|--|---|--|---|
| <p>How does one determine their target demographic?</p> <p>What types of demographic groups are there?</p> | <p>Identify characteristics of a demographic group</p> <p>Research and analyze demographic information</p>   | <p>Multimedia presentation</p> <p>Internet research</p>   | <p>Lesson explaining demographics</p> <p>Student demographic research</p>  | <p>Individual or group assignment where the students are given a specific group in order to research the current demographics of the group</p> <p>Demographic terminology quiz</p>                |
| <p>What needs to be accomplished during the first stage of production (pre-production)?</p>                | <p>Develop a concept/idea</p> <p>Develop a client presentation</p> <p>Create a script and storyboard</p> <p>Demonstrate knowledge of how to conduct a Pre-Pro Meeting</p>  | <p>Blank paper and writing utensils</p> <p>Computer with word processing software</p> <p>Multimedia presentation device</p>           | <p>Cooperatively create and propose an 8th grade orientation video concept to the "client"</p> <p>Create a scripted storyboard for approved orientation video</p>  | <p>Presentation skills</p> <p>Multimedia presentation</p> <p>Production and clarity of script and storyboard created for orientation video</p>  |
| <p>What needs to be accomplished during the second stage of production (set-up and rehearsal)?</p>         | <p>Demonstrate knowledge of location scouting</p> <p>Demonstrate knowledge of a casting call</p> <p>Develop a location shot sheet</p> <p>Illustrate ability to create a shooting schedule</p> <p>Demonstrate knowledge of talent / camera blocking</p> | <p>Blank paper and writing utensils</p> <p>Computer with word processing software</p>   | <p>Create floor plan based upon visual assessment of location</p> <p>Create a location shot sheet which will later be used to implement video concept</p> <p>Create a list of desirable attributes for potential cast</p> <p>Work cooperatively with teacher to design a shooting schedule that models the best practices of the individual student concepts</p> <p>Block camera and talent based upon student created floor plans</p> | <p>Student generated floor plans in consideration of talent and camera blocking</p> <p>Shot sheets</p> <p>Casting attribute list</p> <p>Individual ability to schedule as well as collaborate</p> |
| <p>How do you find the proper talent to cast in a role?</p>  | <p>Illustrate ability to conduct a casting call</p> <p>Create a talent information sheet</p> <p>Create audition scripts</p>  | <p>Blank paper and writing utensils</p> <p>Computer with word processing software</p> <p>Websites with appropriate related videos</p> | <p>View a variety of successful casting sessions via visual technology</p> <p>Revise full script to create audition script</p> <p>Conduct a casting call in collaboration with peer drama groups</p>   | <p>Presentations and performance conducting casting call</p> <p>Audition script</p>   |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>What are the different methods of presentation?</p> <p>Which method of presentation will best suit your client?</p> <p>Will using different resources help you better communicate your idea?</p> | <p>Demonstrate ability to present an idea using oral skills</p> <p>Develop a multimedia presentation</p> <p>Develop a written proposal of an idea</p>  | <p>Multimedia presentation device</p> <p>Computer with presentation software</p> <p>Websites with appropriate related videos</p> | <p>Execute presentation of approved orientation video concept to the "client"</p> <p>Create a treatment modeling industry standard treatment forms</p> | <p>Group presentation</p> <p>Individual oral presentation skills</p> <p>Final process/product of treatment</p> |
| <p>Are there different ways to communicate with a client?</p> <p>Are there different ways to communicate to a talent?</p>   | <p>Demonstrate knowledge of acting terminology</p> <p>Demonstrate ability to present yourself as a professional</p> <p>Demonstrate ability to speak publicly</p> <p>Illustrate knowledge of content area to client</p> | <p>Multimedia presentation device</p>  | <p>Lecture and discussion with multimedia presentation</p> <p>Mock improvisation presentation scenario followed by discussion and critique</p>         | <p>Class discussion</p> <p>Performance and critique</p>  |
| <p>What techniques can be used to solve problems?</p> <p>Why is time management important?</p> <p>What is a production schedule?</p>  | <p>Demonstrate knowledge of process of elimination to problem solve</p> <p>Illustrate knowledge of time management skills</p> <p>Develop a production schedule</p>   | <p>Computer with word processing software</p> <p>Production related equipment</p>  | <p>Role playing: develop solutions to presented scenarios and discuss choices made</p> <p>Reflection on time management and project responsibility</p> | <p>Student generated response/discussion</p> <p>Reflection</p>   |

LA.11-12.RST.11-12.2  
 LA.11-12.RST.11-12.3  
 LA.11-12.RST.11-12.4  
 LA.11-12.RST.11-12.6  
 LA.11-12.RST.11-12.7  
 LA.11-12.RST.11-12.9  
 LA.11-12.RST.11-12.10  
 LA.11-12.WHST.11-12.2.a  
 LA.11-12.WHST.11-12.2.b  
 LA.11-12.WHST.11-12.2.d  
 LA.11-12.WHST.11-12.2.e  
 LA.11-12.WHST.11-12.4  
 LA.11-12.WHST.11-12.5  
 LA.11-12.WHST.11-12.7  
 LA.11-12.WHST.11-12.9  
 AR.9-12.1.2.12.A.1  
 TEC.9-12.8.1.12.A.2  
 WORK.9-12.9.1.12.A.1  
 WORK.9-12.9.1.12.A.2  
 WORK.9-12.9.1.12.B.1  
 WORK.9-12.9.1.12.B.2  
 WORK.9-12.9.1.12.B.3  
 WORK.9-12.9.1.12.C.1  
 WORK.9-12.9.1.12.C.4  
 WORK.9-12.9.1.12.E.1  
 WORK.9-12.9.1.12.F.2  
 ITEC.9-12.9.4.12.C.1  
 ITEC.9-12.9.4.12.C.2  
 ITEC.9-12.9.4.12.C.4  
 ITEC.9-12.9.4.12.C.6

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  
 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  
 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  
 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  
 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  
 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  
 Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
 Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  
 Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
 Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).  
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  
 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.  
 Draw evidence from informational texts to support analysis, reflection, and research.  
 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  
 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.  
 Apply critical thinking and problem-solving strategies during structured learning experiences.  
 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  
 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.  
 Create and respond to a feedback loop when problem solving.  
 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.  
 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.  
 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.  
 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.  
 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.  
 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.  
 Examine and summarize careers in this pathway to build an understanding of available opportunities.  
 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.  
 Design an audio-video production to acquire an understanding of the entire production process.

## Differentiation

When creating multimedia projects, students will have the freedom to choose from a variety of software/programs that meet their individual compositional needs.

In performance and presentation models, students can present the material in a manner/mode that best suits their individual comfort level with public speaking via software that allows for animated/virtual presentation.

## Technology

All presentations in this unit incorporate technology as a means of effective communication. In both process and product, technology is treated as an essential component in video production. As much as budget and opportunity will allow, every effort will be made within this unit to incorporate new industry standards.

## College and Workplace Readiness

An individual's ability to present themselves to potential employees, employers and/or clients is essential to success in the real world. This unit encourages and reinforces habits that lead to confidence in communication.

The ability to collaborate and work in a team to set and achieve deadlines is a skill that translates across subjects and disciplines.

Encouraging creative thinking, as well as more practical planning and organization, meets the needs of a variety of workplace readiness objectives.

# 2- Intermediate Field Production

## Unit Plan

### Enduring Understandings:

It is important to know the equipment that is standard in your industry.

There are many steps to planning a successful production.

A reliable and talented crew and cast will lead to a successful production.

An effective director knows how to communicate his needs to those he works with.

Editing techniques can be purposefully applied to enhance the works of art and influence the message.

Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.

### Essential Questions:

What is an industry standard?

What equipment is currently industry standard?

What are the different steps in planning?

In what order do I complete the different steps?

Are there different ways to complete the planning steps?

What are the qualities of a reliable crew?

What do you look for in a talented cast member?

What qualities do effective directors possess?

How does a director communicate effectively?

What are the differences between basic editing techniques and intermediate editing techniques?

Does editing software change the kind of editing techniques that can be accomplished?

How do you make efficient decisions?

What is problem solving?

What creates credibility in the field of production?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of the last two stages of production in a field production: production and post-production.

Understand the role of successful crew member/director during production.

Demonstrate knowledge of appropriate usage concerning prosumer digital video camera.

Demonstrate knowledge of proper intermediate production techniques.

Demonstrate ability to time manage in cooperation with production schedules.

Create a full production video for the 8th grade orientation.

Display an understanding of appropriate social and professional communication.

Demonstrate how to use editing techniques as means of communication.

**Recommended Duration:** 8 weeks

| <b>Guiding/Topical Questions</b>  | <b>Content/Themes/Skills</b>   | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>   | <b>Suggested Assessments</b>   |
|---|--|---|---|--|
| <p>How does technology affect industry standard equipment?</p> <p>What differentiates industry standard equipment from non-industry standard equipment?</p>   | <p>Demonstrate understanding of current industry standard equipment</p> <p>Indicate knowledge of standards and materials based upon current research</p>                             | <p>Computer with internet access</p> <p>Industry standard equipment</p> | <p>Research and define industry standard and prosumer quality</p> <p>Discuss differences and map a comparison to classification of district studio equipment</p>  | <p>Student discussion</p> <p>Comparative map</p> <p>9th grade orientation video</p>  |
| <p>Are there different ways to communicate to crew members?</p> <p>Are there different ways to communicate to talent?</p>   | <p>Demonstrate understanding of industry jargon/terminology</p> <p>Indicate knowledge of appropriate usage regarding industry language</p>   | <p>Computer with internet access</p>                                    | <p>Research and define terminology related to working with production crews/talent</p> <p>Practice start-up filming sequence commands</p> <p>Create and present mock communication scenarios between production crew and talent to be discussed/critiqued</p> | <p>Objective assessment/quiz</p> <p>Student scenarios</p> <p>Class discussion</p> <p>9th grade orientation video</p>   |
| <p>What is a production schedule?</p> <p>Why is time management important?</p>  | <p>Demonstrate ability to revise a production schedule as necessary</p> <p>Indicate awareness of timelines and importance of schedules in accordance with collaborative planning</p> | <p>Computer with word processing software</p>                           | <p>Follow and revise (as needed) previously created production schedule</p> <p>Reflection of experiences working with a timeline</p> <p>Meet preset production expectations</p>   | <p>Production revisions and deadline achievement</p> <p>Reflection</p> <p>Accomplishment of task including awareness of an response to necessary adjustment</p> <p>9th grade orientation video</p> |
| <p>What determines the necessity of basic vs. advanced editing?</p> <p>How does level of continuity affect video production?</p> <p>How can editing be used to alter the final video?</p>             | <p>Demonstrate understanding of editing types</p> <p>Define and recognize the role that continuity plays in successful video production</p>  | <p>Computer with editing software</p> <p>Streaming videos</p>           | <p>Watch current episodes in order to replicate professional editing techniques</p>   | <p>Student response/feedback to videos</p> <p>Student replication of video</p> <p>9th grade orientation video</p>  |
| <p>How does a director use camera angles to communicate his vision?</p> <p>How does a director establish a rapport with the crew that fosters a successful and professional working relationship?</p> | <p>Verbalize and recognize the significance of social behavior in production</p>   | <p>Digital video camera</p>   | <p>Film subjects using planned storyboard and shot sheets</p> <p>Direct and work with talent to accomplish goals set forth in scripts</p>   | <p>Student performance during production shoots</p> <p>9th grade orientation video</p>   |

|  |   |                             |  |  |
|--|---|-----------------------------|--|--|
| <p>How important are delegation and trust to production efforts?</p> <p>Why does respect for all roles and responsibilities matter when creating artistic endeavors?</p> | <p>Experience a variety of position responsibilities within the production crew</p> <p>Identify the unique role of each crew member as contributing to a whole unit</p> | <p>Digital video camera</p> | <p>Crew position rotation during production allowing students to understand each contributing responsibility</p> | <p>Student performance as determined by teacher and peer response of crew</p> <p>9th grade orientation video</p> |
|--|---|-----------------------------|--|--|

LA.11-12.RST.11-12.2  
 LA.11-12.RST.11-12.3  
 LA.11-12.RST.11-12.4  
 LA.11-12.RST.11-12.6  
 LA.11-12.RST.11-12.7  
 LA.11-12.RST.11-12.9

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  
 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  
 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  
 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  
 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LA.11-12.RST.11-12.10  
 LA.11-12.WHST.11-12.1.a

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  
 Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LA.11-12.WHST.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.11-12.WHST.11-12.1.d  
 LA.11-12.WHST.11-12.1.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.4  
 LA.11-12.WHST.11-12.5  
 LA.11-12.WHST.11-12.7

Provide a concluding statement or section that follows from or supports the argument presented.  
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  
 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.

LA.11-12.WHST.11-12.9  
 AR.9-12.1.2.12.A.1  
 AR.9-12.1.2.12.A.2  
 AR.9-12.1.3.12.D.2  
 AR.9-12.1.3.12.D.3  
 AR.9-12.1.3.12.D.4

Draw evidence from informational texts to support analysis, reflection, and research.  
 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  
 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.  
 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.  
 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.  
 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

TEC.9-12.8.1.12.A.2  
 TEC.9-12.

Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.  
 The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.  
 The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

WORK.9-12.9.1.12.1  
 WORK.9-12.9.1.12.A.1  
 WORK.9-12.9.1.12.A.2  
 WORK.9-12.9.1.12.2  
 WORK.9-12.9.1.12.B.1  
 WORK.9-12.9.1.12.B.2  
 WORK.9-12.9.1.12.B.3

Apply critical thinking and problem-solving strategies during structured learning experiences.  
 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  
 Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.  
 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.  
 Create and respond to a feedback loop when problem solving.  
 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.1  
 WORK.9-12.9.1.12.2  
 WORK.9-12.9.1.12.C.2  
 WORK.9-12.9.1.12.C.4  
 WORK.9-12.9.1.12.C.5  
 WORK.9-12.9.1.12.E.1  
 WORK.9-12.9.1.12.F.2

Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.  
 Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  
 Analyze the common traits of effective state, national, or international leaders.  
 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.  
 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.  
 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

ITEC.9-12.9.4.12.C.1  
 ITEC.9-12.9.4.12.C.2  
 ITEC.9-12.9.4.12.C.3

Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences  
 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.  
 Examine and summarize careers in this pathway to build an understanding of available opportunities.  
 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

ITEC.9-12.9.4.12.C.4  
 ITEC.9-12.9.4.12.C.5  
 ITEC.9-12.9.4.12.C.6

Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.  
 Edit audio and video productions to demonstrate basic production system skills.  
 Design an audio-video production to acquire an understanding of the entire production process.

## Differentiation

Opportunities to research can be easily differentiated for students of varying levels by allowing individual time frames in accordance with pacing and ability and providing reading materials at a variety of Lexile levels.

Students who learn through movement and visualization will learn from the improvisation scenarios while those who need auditory reinforcement will benefit from class discussion.

Students will have an opportunity to participate in a variety of roles and positions that each speak to different personal strengths and skills.

## Technology

Creating and editing with digital video cameras and editing software allows students to use technology as a method of communication as well as entertainment and information.

## College and Workplace Readiness

Research in a variety of journals and industry guides translates to habits of inquiry that are valuable in any scholarly or vocational endeavor.

The ability to recognize appropriate indications for the use of specific terminology affords the students opportunities to practice a variety of communications which will benefit them in whatever industry they are employed.

Setting, revising, and meeting deadlines are essential skills for success both in an academic setting and in the workplace. The ability to acknowledge when deadlines can and cannot be adjusted allows for the individual to establish habits of work ethic that are helpful in any real world scenario.

Social and professional communication skills are essential to confidence in both academic and work settings. Understanding the difference between types of communication allows the student to define his or her own means of relaying messages to peers and superiors alike.

# 3 - Intermediate Filming Techniques

## Unit Plan

### **Enduring Understandings:**

It is important to know the equipment that is standard in your industry.

Something visually appealing and interesting can be created by altering the standard presentation.

Special effects are used to create illusions.

Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.

### **Essential Questions:**

What equipment is currently industry standard?

What is visually appealing?

How can I alter the image?

What are illusions?

How do you make efficient decisions?

What is problem solving?

What creates credibility in the field of production?

### **Unit Goals:**

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of filming techniques used to create point of view shots.

Demonstrate ability to effectively use point of view shot set-ups to enhance a video.

Demonstrate knowledge of the depth planes.

Illustrate how to effectively use the depth planes when filming to create illusions.

Create a video that demonstrates creative use point of view shot set-ups.

Create a scene that demonstrates creative use of depth planes with shot set-ups.

**Recommended Duration:** 3 weeks

| <b>Guiding/Topical Questions</b>  | <b>Content/Themes/Skills</b>   | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>  | <b>Suggested Assessments</b>   |
|---|--|---|--|--|
| <p>What is a point of view shot set up?</p> <p>How does the use of point of view shots enhance a video?</p>                 | <p>Demonstrate understanding of point of view</p> <p>Identify successful use of point of view to accomplish directorial objective</p>                | <p>Multimedia presentation</p> <p>Websites with appropriate related videos</p>  | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>View videos demonstrating examples of use of point of view shots</p>   | <p>Student discussion</p> <p>Question and feedback</p>   |
| <p>What camera techniques can I use to alter an image?</p> <p>What techniques can be used to create a point of view?</p>    | <p>Conceptualize and develop a shooting plan to accomplish point of view</p> <p>Illustrate ability to present point of view using digital camera</p> | <p>Blank paper and writing utensils</p> <p>Industry standard digital video camera</p> <p>Computers equipped to run industry standard editing software</p> | <p>Create a shooting plan to show how they plan to create a point of view video</p> <p>Practice using digital video cameras to set up point of view shots</p> <p>Produce a point of view video based on the point of view of something other than a person</p> | <p>Shooting plan</p> <p>Student produced video</p>   |
| <p>What are the depth planes?</p> <p>What is an illusion?</p>   | <p>Articulate understanding of depth planes</p> <p>Demonstrate knowledge of depth planes and illusions using prosumer quality digital cameras</p>    | <p>Multimedia presentation</p> <p>Websites with appropriate related videos</p>  | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>View videos demonstrating examples of depth and illusions in shots</p>   | <p>Student discussion</p> <p>Question and feedback</p>   |
| <p>How do I manually alter the image?</p>   | <p>Conceptualize and develop a shooting plan to utilize depth planes</p> <p>Illustrate ability to create illusion using depth planes</p>             | <p>Blank paper and writing utensils</p> <p>Industry standard digital video camera</p> <p>Computers equipped to run industry standard editing software</p> | <p>Create a shooting plan to recreate examples of uses of depth in shot set-ups</p> <p>Practice using digital video cameras to set up shots that create illusions using the depth planes</p>   | <p>Shooting plan</p> <p>Student video production practice</p>  |
| <p>How can you create depth in a shot set-up?</p>   | <p>Demonstrate knowledge of depth planes and their appropriate usage in video production</p>   | <p>Industry standard digital video camera</p> <p>Computers equipped to run industry standard editing software</p>   | <p>Produce scenes that demonstrate creative use of depth planes with shot set-ups</p>  | <p>Student generated production</p>  |
| <p>What kind of production problems can one expect?</p> <p>How does one properly time manage these kinds of production?</p> | <p>Understand and reflect upon time management practices</p>   | <p>Blank paper and writing utensils</p>   | <p>Create different productions schedules and work within other generated schedules</p>  | <p>Student generated production schedules</p> <p>Reflection</p> <p>Feedback and peer criticism of suggested schedule</p> |

|                       |   |
|-----------------------|---|
| LA.11-12.RST.11-12.3  | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                             |
| LA.11-12.RST.11-12.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.                            |
| LA.11-12.RST.11-12.6  | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.   |
| LA.11-12.RST.11-12.7  | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.                                 |
| LA.11-12.RST.11-12.9  | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.                   |
| LA.11-12.RST.11-12.10 | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.   |
| AR.9-12.1.2.12.A.1    | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  |
| AR.9-12.1.2.12.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.   |
| AR.9-12.1.3.12.D.2    | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.   |
| AR.9-12.1.3.12.D.3    | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.                                      |
| AR.9-12.1.3.12.D.4    | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. |
| TEC.9-12.             | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  |
| WORK.9-12.9.1.12.1    | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   |
| WORK.9-12.9.1.12.A.1  | Apply critical thinking and problem-solving strategies during structured learning experiences.  |
| WORK.9-12.9.1.12.A.2  | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.   |
| WORK.9-12.9.1.12.2    | Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  |
| ITEC.9-12. 9.4.12.C.1 | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.  |
| ITEC.9-12. 9.4.12.C.2 | Examine and summarize careers in this pathway to build an understanding of available opportunities.   |
| ITEC.9-12. 9.4.12.C.3 | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.  |
| ITEC.9-12. 9.4.12.C.4 | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.  |

## Differentiation

While the video must demonstrate an understanding of various concepts, the nature of the creative process lends itself to varying degrees of ability. The process itself can be differentiated according to comfort and ability with equipment. Additionally, students can create maps and schedules on their own time after school. In cases where school editing equipment and cameras must be used, students can have access to the studio before and after school.

## Technology

Students can view additional videos and tutorials to help gain a greater understanding of the assignment and tasks. Additionally, viewing other sources can inspire and motivate the students to use technology in new and inventive ways.

## College and Workplace Readiness

The creative processes contained within this unit foster an "outside of the box" approach to thinking that is necessary to success in the real world. The ability to see beyond a presented reality is an invaluable asset to any future employee. Organizations, especially those in the field of technology, seek out candidates who are comfortable working within set guidelines, but who are also equally at ease challenging conventions and establishments when necessary.

# 4 - Intermediate Editing Techniques

## Unit Plan

### Enduring Understandings:

- It is important to know the equipment that is standard in your industry.
- Different demographic audiences have different needs.
- Editing techniques can be purposefully applied to enhance the work of art and influence the message.
- One must consider many factors to determine the best way to sell one's vision of a production.
- Something visually appealing and interesting can be created by altering the standard presentation.
- Special effects are used to create illusions.
- Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.

### Essential Questions:

- What equipment is currently industry standard?
- How do you cater presentations towards a specific demographic?
- What are the differences between basic editing techniques and intermediate editing techniques?
- Does editing software change the kind of editing techniques that can be accomplished?
- How can different editing techniques change the genre and message of a video?
- What are the different ways to communicate your idea?
- How do you know which way is best to communicate your idea?
- What is visually appealing?
- How can I alter the image?
- What are special effects?
- What are illusions?
- How do you make efficient decisions?
- What is problem solving?
- What creates credibility in the field of production?

### Unit Goals:

- At the conclusion of this unit, students will be able to:
- Demonstrate knowledge of intermediate editing techniques.
- Demonstrate ability to technically alter an image using editing techniques.
- Create a video that demonstrate creative use of depth planes with shot set-ups.
- Demonstrate knowledge of the evolution of the movie trailer.
- Create a recut movie trailer that changed the genre of the original movie.

**Recommended Duration:** 2 weeks

| <b>Guiding/Topical Questions</b>   | <b>Content/Themes/Skills</b>  | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>   | <b>Suggested Assessments</b>   |
|--|---|---|---|--|
| <p>What are the editing capabilities of different types of editing software?</p> <p>What are the differences between basic editing techniques and intermediate editing techniques?</p> | <p>Demonstrate knowledge of how to use industry standard/prosumer editing software</p> <p>Demonstrate ability to recreate taught editing techniques</p>   | <p>Computer equipped to run industry standard/prosumer editing software</p>               | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>Demonstration of editing techniques using industry standard/prosumer editing software</p>   | <p>Response to discussion questions</p> <p>Performance using editing software</p> <p>Final production of depth and illusion video and re-cut movie trailer</p> |
| <p>How do I technically alter the image?</p> <p>What editing techniques can I use to alter an image?</p>   | <p>Illustrate ability to create an illusion combining camera angles and editing techniques</p>  | <p>Computer equipped to run industry standard editing software</p>                        | <p>Create a depth and illusion video using previously produced scenes that demonstrate creative use of depth planes within shot set-ups and industry standard/prosumer editing software</p>       | <p>Performance using editing software</p> <p>Final production of depth and illusion video</p>  |
| <p>Where did movie trailers originate from?</p> <p>What elements make up a movie trailer?</p>  | <p>Demonstrate knowledge of the origin of movie trailers</p> <p>Identify the different elements used to make a movie trailer</p>                          | <p>Multimedia presentation</p> <p>Website with appropriate related videos</p>             | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>Show examples of movie trailers, production techniques used, and examples of recut trailers that switch the genre of the film</p> | <p>Response to discussion questions</p> <p>Performance on unit test</p> <p>Final production of recut movie trailer</p>   |
| <p>What kind of demographic group am I targeting with this genre of film?</p>  | <p>Demonstrate knowledge of demographic groups</p> <p>Illustrate ability to use demographic data</p>  | <p>Internet research</p>  | <p>Select a film that they would like to switch the genre of by creating a recut movie trailer</p>  | <p>Recut movie trailer</p>   |
| <p>How can editing techniques be used to alter a message?</p> <p>What editing techniques are most commonly used in movie trailers?</p>   | <p>Demonstrate knowledge of proper editing techniques</p> <p>Illustrate ability to use industry standard/prosumer editing software</p>                    | <p>Computer equipped to run industry standard editing software</p>                        | <p>Create a recut movie trailer that switches the film's genre while using proper movie trailer editing techniques</p>  | <p>Performance using editing software</p> <p>Final production of recut movie trailer</p>   |
| <p>What kind of post-production problems can one expect?</p> <p>How does one properly time manage post-production events?</p>  | <p>Understand and reflect upon time management practices</p> <p>Illustrate ability to problem shoot and use user manuals to solve production problems</p> | <p>Computer equipped to run industry standard editing software</p> <p>Internet access</p> | <p>Distribute mock post-production problem and scenarios</p>  | <p>Solution to scenarios</p> <p>Use of resources</p>   |

|                         |  |
|-------------------------|--|
| LA.11-12.RST.11-12.2    | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.11-12.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.11-12.RST.11-12.4    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.   |
| LA.11-12.RST.11-12.6    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  |
| LA.11-12.RST.11-12.7    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| LA.11-12.RST.11-12.9    | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| LA.11-12.RST.11-12.10   | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| LA.11-12.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.  |
| AR.9-12.1.2.12.1        | Cultural and historical events impact art-making as well as how audiences respond to works of art.   |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| AR.9-12.1.3.12.D.2      | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.  |
| AR.9-12.1.3.12.D.3      | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.   |
| AR.9-12.1.3.12.D.4      | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.  |
| TEC.9-12.               | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.   |
| TEC.9-12.8.1.12.A.2     | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.   |
| WORK.9-12.9.1.12.1      | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  |
| WORK.9-12.9.1.12.A.1    | Apply critical thinking and problem-solving strategies during structured learning experiences.   |
| WORK.9-12.9.1.12.A.2    | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  |
| WORK.9-12.9.1.12.2      | Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.  |
| WORK.9-12.9.1.12.B.1    | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.   |
| WORK.9-12.9.1.12.B.2    | Create and respond to a feedback loop when problem solving.  |
| WORK.9-12.9.1.12.B.3    | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.   |
| WORK.9-12.9.1.12.E.1    | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.   |
| ITEC.9-12.9.4.12.C.1    | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12.9.4.12.C.2    | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |
| ITEC.9-12.9.4.12.C.3    | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12.9.4.12.C.4    | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12.9.4.12.C.5    | Edit audio and video productions to demonstrate basic production system skills.  |
| ITEC.9-12.9.4.12.C.6    | Design an audio-video production to acquire an understanding of the entire production process.   |

## Differentiation

Students have the opportunity to choose the type of movie trailer that they would like to work, as well as the genre to which they would like to adapt their trailer. Students have freedom of choice concerning the elements they will change in addition to the techniques they will use to make those changes. The amount of changes made as well as the techniques used may be influenced by the individual student's level of ability with the editing software. Students then have the opportunity to use a variety of resources in order to problem solve.

## Technology

Students will be learning how to use editing software and manipulate technology. This applies not only to the trailers with which they will be working, but any type of editing project one might come across. They will use the internet and other technological resources and manuals in order to problem solve.

## College and Workplace Readiness

Research, editing, and problem solving are important skills for students to acquire and practice for any field of study or work. In this unit, students must identify their audience in order to make appropriate decisions. They then must complete research; the ability to locate appropriate, applicable information is important in any field. Editing one's work, being able to evaluate choices made, and being open to change are important assets to have. The ability to work with others in order to problem solve and accomplish a goal is a necessary skill for all workplaces. Time management is vital not only in the workplace, but also in our daily lives.

# 5 - Basic Special Effects Techniques

## Unit Plan

### **Enduring Understandings:**

It is important to know the equipment that is standard in your industry.

Editing techniques can be purposefully applied to enhance the work of art and influence the message.

Something visually appealing and interesting can be created by altering the standard presentation.

Special effects are used to create illusions.

### **Essential Questions:**

What equipment is currently industry standard?

What are the differences between basic editing techniques and intermediate editing techniques?

How can different editing technique change the genre and message of a video?

How can I alter the image?

What are special effects?

What are illusions?

### **Unit Goals:**

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of what current and past technology was used to create special effects.

Demonstrate knowledge of how to use industry standard/prosumer editing special effects software.

Create a special effects video using industry standard/prosumer editing special effects software.

**Recommended Duration:** 1 week

| Guiding/Topical Questions   | Content/Themes/Skills  | Resources and Materials   | Suggested Strategies  | Suggested Assessments  |
|---|--|---|---|--|
| <p>How have special effects changed over the years?</p> <p>How has technology changed special effects?</p>  | <p>Demonstrate knowledge of the evolution of special effects</p> <p>Identify the major technological advances made over the years with special effects</p>   | <p>Multimedia presentation</p> <p>Websites with appropriate related videos</p>      | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>Present favorite special effect and describe how it was accomplished and what level of technical special effects was used</p> | <p>Response to discussion questions</p> <p>Performance on student special effects presentation</p> <p>Performance on unit test</p> |
| <p>What industry standard technology is currently used in the creation of special effects?</p> <p>What technology do we have that can create special effects?</p> | <p>Demonstrate knowledge of types of current technology use for special effects</p> <p>Ability to use industry standard editing special effects software</p> | <p>Computers equipped to run industry standard editing special effects software</p> | <p>Demonstrate use of industry standard/prosumer editing special effects software</p>   | <p>Performance on special effects video</p>  |
| <p>What are some basic special effects I can create?</p>  | <p>Ability to use industry standard editing special effect software</p>  | <p>Computers equipped to run industry standard editing special effects software</p> | <p>Recreate basic special effects shown in class</p> <p>Create a basic special effects video using techniques taught in class</p>   | <p>Performance on special effects video</p>  |

LA.11-12.RST.11-12.3  
 LA.11-12.RST.11-12.4  
 LA.11-12.RST.11-12.6  
 LA.11-12.RST.11-12.7  
 LA.11-12.RST.11-12.9

LA.11-12.RST.11-12.10  
 AR.9-12.1.2.12.A.1  
 AR.9-12.1.2.12.A.2  
 AR.9-12.1.3.12.D.2  
 AR.9-12.1.3.12.D.3  
 AR.9-12.1.3.12.D.4

TEC.9-12.  
 TEC.9-12.8.1.12.A.2  
 WORK.9-12.9.1.12.1  
 WORK.9-12.9.1.12.A.1  
 WORK.9-12.9.1.12.A.2  
 WORK.9-12.9.1.12.2  
 WORK.9-12.9.1.12.E.1  
 ITEC.9-12. 9.4.12.C.1  
 ITEC.9-12. 9.4.12.C.2  
 ITEC.9-12. 9.4.12.C.4  
 ITEC.9-12. 9.4.12.C.5

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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.

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Apply critical thinking and problem-solving strategies during structured learning experiences.

Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.

Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.

Examine and summarize careers in this pathway to build an understanding of available opportunities.

Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

Edit audio and video productions to demonstrate basic production system skills.

## **Differentiation**

Students will have the opportunity to choose the level and type of special effect with which they will work as well as the way in which they present their special effect to the class.

## **Technology**

In this unit, students are learning how to create special effects using technology to create interest and visual stimulation in multimedia situations.

## **College and Workplace Readiness**

While special effects software is not used in an everyday setting, the ability to think creatively and find ways to intrigue one's audience can be applied to a variety of situations and settings.

# 6 - Basic Stop Motion Techniques

## Unit Plan

### Enduring Understandings:

There are many steps to planning a successful production.

Editing techniques can be purposefully applied to enhance the work of art and influence the message.

Something visually appealing and interesting can be created by altering the standard presentation.

Sound can be used to enhance the emotion evoked in an audience.

Viewing and analyzing other people's work, as well one's own gives insight into one's art.

### Essential Questions:

What are the different steps in planning?

In what order do you complete the different steps?

Are there different ways to complete the planning steps?

What are the differences between basic editing techniques and intermediate editing techniques?

Does editing software change the kind of editing techniques that can be accomplished?

How can different editing techniques change the genre and message of a video?

What is visually appealing?

How can I alter the image?

How do I technically alter the image?

What camera techniques can I use to alter an image?

What editing techniques can I use to alter an image?

How does sound affect emotion?

Do different sounds evoke different feelings?

What sounds evoke what feelings?

How has film techniques changed over the years?

How can new film techniques evoke different emotions from old techniques?

What factors contribute to a film's success?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of the evolution of stop motion and key people in the industry.

Demonstrate the ability to plan the production of an original stop motion video.

Illustrate how to effectively use music and special effects to enhance a stop motion video.

Create an original stop motion video using production and editing techniques.

**Recommended Duration:** 2 weeks

| <b>Guiding/Topical Questions</b>   | <b>Content/Themes/Skills</b>  | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>  | <b>Suggested Assessments</b>   |
|--|---|---|--|--|
| <p>Where did stop motion originate from?</p> <p>Who is considered a master of stop motion?</p> | <p>Demonstrate knowledge of when stop motion was developed</p> <p>Identify people in the industry who have mastered the technique of stop motion</p>              | <p>Multimedia presentation</p> <p>Websites with appropriate related videos</p> <p>Related movies</p>                  | <p>Lecture and discussion</p> <p>Multimedia presentation</p> <p>Compare and contrast different examples of stop motion work</p> <p>Critique a full-length stop motion film</p> | <p>Response to discussion questions</p> <p>Written critiques on a stop motion movie</p> <p>Performance on a unit test</p>                            |
| <p>What are the pre-production steps to creating a stop motion video?</p>                      | <p>Develop a concept/idea for an original stop motion</p> <p>Develop a storyboard for an original stop motion</p>   | <p>Blank paper and writing utensils</p> <p>Computer with word processing software</p>                                 | <p>Brainstorm and create a detailed treatment for an original stop motion video</p> <p>Create a storyboard to further explain their original stop motion video</p>             | <p>Layout and detail on the stop motion treatment</p> <p>Production and clarity of storyboard created for original stop motion video</p>             |
| <p>What production techniques are used to create a stop motion?</p>                            | <p>Illustrate ability to properly manipulate an object</p> <p>Demonstrate knowledge of proper camera techniques</p> <p>Knowledge of basic lighting techniques</p> | <p>Digital still camera with large size memory card</p> <p>Object to be manipulated</p> <p>Basic lighting sources</p> | <p>Create a stop motion video using proper stop motion production techniques</p>   | <p>Performance during production</p> <p>Ability to use equipment and manipulate object</p> <p>Final production of original stop motion video</p>     |
| <p>How does one add music and sound to enhance a stop motion?</p>                              | <p>Use music and special effects in an original stop motion video.</p>  | <p>Access to digital music and special effects</p>  | <p>View stop motion films with sound off and then with sound on</p> <p>Explain if the sounds used in the video were what they expected them to be</p>                          | <p>Ability to effectively use music and special effects to enhance their original stop motion videos</p>   |
| <p>What editing techniques are used in creating a stop motion?</p>                             | <p>Demonstrate knowledge of proper editing techniques</p> <p>Illustrate ability to use industry standard/prosumer editing software</p>                            | <p>Computers equipped to run industry standard editing software</p>   | <p>Create a stop motion video using proper stop motion editing techniques</p>  | <p>Time management skills</p> <p>Performance during post-production using editing software</p> <p>Final production of original stop motion video</p> |

|                         |  |
|-------------------------|--|
| LA.11-12.RST.11-12.2    | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.11-12.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.11-12.RST.11-12.4    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.   |
| LA.11-12.RST.11-12.6    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  |
| LA.11-12.RST.11-12.7    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| LA.11-12.RST.11-12.9    | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| LA.11-12.RST.11-12.10   | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| LA.11-12.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.  |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| TEC.9-12.               | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.   |
| TEC.9-12.8.1.12.A.2     | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.   |
| WORK.9-12.9.1.12.1      | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  |
| WORK.9-12.9.1.12.A.1    | Apply critical thinking and problem-solving strategies during structured learning experiences.   |
| WORK.9-12.9.1.12.A.2    | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  |
| WORK.9-12.9.1.12.B.1    | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.   |
| WORK.9-12.9.1.12.B.2    | Create and respond to a feedback loop when problem solving.  |
| WORK.9-12.9.1.12.B.3    | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.   |
| WORK.9-12.9.1.12.C.1    | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.   |
| WORK.9-12.9.1.12.E.1    | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.   |
| WORK.9-12.9.1.12.F.2    | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.   |
| ITEC.9-12. 9.4.12.C.1   | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12. 9.4.12.C.2   | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |
| ITEC.9-12. 9.4.12.C.3   | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.4   | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.5   | Edit audio and video productions to demonstrate basic production system skills.  |
| ITEC.9-12. 9.4.12.C.6   | Design an audio-video production to acquire an understanding of the entire production process.   |

## Differentiation

Offer students extra time to continue work during free periods or after school; however, students should still be held to the due date and deadline set forth in the production schedule to reinforce workplace readiness skills.

Offer students the opportunity to work in groups to instill confidence and promote collaboration of ideas.

## Technology

Students may decide to upload final stop motion videos to websites with feedback sections. Reading feedback from viewers is a way students can gain further insight into their art.

## College and Workplace Readiness

This unit has a production schedule with assigned due dates and deadlines that the students must meet. The due dates and deadlines set forth in the production schedule are there to reinforce industry standards as well as college and workplace readiness skills.

# 7 - Basic Music Video Techniques

## Unit Plan

### Enduring Understandings:

There are many steps to planning a successful production.

A reliable and talented crew and cast will lead to a successful production.

An effective director knows how to communicate his needs to those he works with.

Editing techniques can be purposefully applied to enhance the work of art and influence the message.

Something visually appealing and interesting can be created by altering the standard presentation.

Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.

### Essential Questions:

What are the different steps in planning?

In what order do you complete the different steps?

Are there different ways to complete the planning steps?

What are qualities of a reliable crew?

What do you look for in a talented cast member?

What qualities does an effective director possess?

How does a director communicate effectively?

What are the differences between basic editing techniques and intermediate editing techniques?

Does editing software change the kind of editing techniques that can be accomplished?

What is visually appealing?

How do you make efficient decisions?

What is problem solving?

What creates credibility in the field of production?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of how to create a proper treatment.

Demonstrate knowledge of the four stages of production in a field production: pre-production, set-up and rehearsal, production, and post-production.

Demonstrate knowledge of how to create a storyboard and location shot sheet for an original music video.

Understand the importance of a production schedule.

Create numerous types of production schedules.

Create and follow numerous types of production schedules.

Understand the role of a strong leader in a group and the role of a strong group member.

Demonstrate knowledge of the evolution of music videos.

Create an original music video using proper production and editing techniques.

**Recommended Duration:** 3 weeks

| <b>Guiding/Topical Questions</b>   | <b>Content/Themes/Skills</b>  | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>  | <b>Suggested Assessments</b>   |
|--|---|---|--|--|
| <p>What were some of the original forms of a music video?</p> <p>What happened to the music industry when music videos went mainstream?</p> <p>What is a music video's main purpose?</p>   | <p>Demonstrate knowledge of the evolution of music videos</p> <p>Identify the main purpose of a music video</p>   | <p>Multimedia presentation</p> <p>Website with appropriate related videos</p>         | <p>Lecture and discussion</p> <p>Multimedia presentation</p>   | <p>Response to discussion questions</p> <p>Performance on unit test</p>  |
| <p>What are the elements that make up a music video?</p> <p>What types of music videos are there?</p> <p>What production techniques are most commonly used when creating a music video?</p> <p>How can symbolism be used in a music video?</p> | <p>Demonstrate knowledge of types of music video and the elements of a music video</p> <p>Indicate knowledge of common production techniques</p> <p>Demonstrate understanding of the use of symbolism</p> | <p>Multimedia presentation</p> <p>Website with appropriate related videos</p>         | <p>View examples of different types of music videos</p> <p>Show students examples of different production techniques used in music videos</p> <p>Compare different examples of music videos</p> <p>Present their favorite music video and identify the type of music video, the techniques used, and symbolism</p> | <p>Response to discussion questions</p> <p>Critiques of music videos</p> <p>Presentation of favorite music video</p>                                   |
| <p>What are the pre-production steps to creating a music video?</p>  | <p>Develop a concept/idea for an original music video</p> <p>Develop a storyboard for an original music video</p>   | <p>Blank paper and writing utensils</p> <p>Computer with word processing software</p> | <p>Brainstorm and create a detailed treatment for an original music video</p> <p>Create a storyboard and location shot sheet to further explain their original music video</p>   | <p>Treatment, storyboard and location shot sheet for original music video</p>  |
| <p>What production techniques are used to create a music video?</p>  | <p>Demonstrate knowledge of proper camera techniques</p> <p>Knowledge of basic lighting techniques</p>  | <p>Industry standard digital video camera</p> <p>Basic lighting sources</p>           | <p>Create a music video using proper production techniques</p>   | <p>Performance during production</p> <p>Final production of original music video</p>   |
| <p>What editing techniques are used in creating a music video?</p>   | <p>Demonstrate knowledge of proper editing techniques</p> <p>Illustrate ability to use industry standard/prosumer editing software</p>  | <p>Computers equipped to run industry standard editing software</p>                   | <p>Create a music video using proper editing techniques</p>  | <p>Student time management skills</p> <p>Performance during post-production using editing software</p> <p>Final production of original music video</p> |

|  |   |  |  |   |
|--|---|--|--|---|
| Are there different ways to communicate to crew members? | Demonstrate understanding of industry jargon/terminology  | Computer with internet access          | Use the start-up filming sequence commands                           | Interaction with crew and talent  |
| Are there different ways to communicate to talent?       | Indicate knowledge of appropriate usage regarding industry language                                   |  | Collaborate with production crew and talent to create a music video  | Crew and talent critique forms<br>Final production of original music video                      |
| What is a production schedule?                           | Demonstrate ability to revise a production schedule as necessary                                      | Computer with word processing software | Follow and revise (as needed) previously created production schedule | Production revisions and deadline achievement   |
| Why is time management important?                        | Indicate awareness of timelines and importance of schedules in accordance with collaborative planning |  | Reflection of experiences working with a timeline                    | Reflection<br>Accomplishment of task including awareness of an response to necessary adjustment |
|  |   |  | Meet preset production expectations                                  | Final production of original music video  |

|                         |  |
|-------------------------|--|
| LA.11-12.RST.11-12.2    | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.11-12.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.11-12.RST.11-12.4    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.   |
| LA.11-12.RST.11-12.6    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  |
| LA.11-12.RST.11-12.7    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| LA.11-12.RST.11-12.9    | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| LA.11-12.RST.11-12.10   | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| LA.11-12.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.  |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| TEC.9-12                | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.   |
| TEC.9-12.8.1.12.A.2     | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.   |
| WORK.9-12.9.1.12.A.1    | Apply critical thinking and problem-solving strategies during structured learning experiences.   |
| WORK.9-12.9.1.12.A.2    | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  |
| WORK.9-12.9.1.12.B.1    | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.   |
| WORK.9-12.9.1.12.B.2    | Create and respond to a feedback loop when problem solving.  |
| WORK.9-12.9.1.12.B.3    | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.   |
| WORK.9-12.9.1.12.C.1    | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.   |
| WORK.9-12.9.1.12.C.4    | Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.   |
| WORK.9-12.9.1.12.C.5    | Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.   |
| WORK.9-12.9.1.12.E.1    | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.   |
| WORK.9-12.9.1.12.F.2    | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.   |
| ITEC.9-12.9.4.12.C.1    | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12.9.4.12.C.2    | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |
| ITEC.9-12.9.4.12.C.3    | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12.9.4.12.C.4    | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12.9.4.12.C.5    | Edit audio and video productions to demonstrate basic production system skills.  |
| ITEC.9-12.9.4.12.C.6    | Design an audio-video production to acquire an understanding of the entire production process.   |

## **Differentiation**

In creating one's music video, students may choose a genre and appropriate song that interests them. They have creative license in the way in which they interpret the song. Even if multiple students choose the same song, each student will have a different vision and resulting video. Students are also able to create their own timeline of production.

## **Technology**

Students may apply the learned ability to use different and appropriate technologies and techniques available to complete any type of project.

## **College and Workplace Readiness**

The production of a music video requires students to use skills that they will need in their daily lives as well as in any school or workplace setting. Students must plan efficiently, set specific goals, and adhere to a schedule in reaching these goals. They must effectively communicate with others and balance strong leadership with teamwork. The ability to reflect on one's work and actions is also a required component of the unit and an essential life skill.

# 8 - Basic Documentary Techniques

## Unit Plan

### Enduring Understandings:

There are many steps to planning a successful production.

Different demographic audiences have different needs.

Editing techniques can be purposefully applied to enhance the work of art and influence the message.

One must consider many factors to determine the best way to sell one's vision of a production.

Sound can be used to enhance the emotion evoked from an audience.

### Essential Questions:

What are the different steps in planning?

In what order do you complete the different steps?

Are there different ways to complete the planning steps?

How do you cater presentations towards a specific demographic?

What are the differences between basic editing techniques and intermediate editing techniques?

Does editing software change the kind of editing techniques that can be accomplished?

How do you know which way is best to communicate your idea?

Do different sounds evoke different feelings?

What sounds evoked what feelings?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of the different styles and elements of documentaries.

Demonstrate knowledge of the four stages of production in a field production: pre-production, set-up and rehearsal, production, and post-production.

Demonstrate knowledge of how to write a script for a documentary.

Understand the importance of a proper research.

Demonstrate knowledge of the flexible scheduling and planning.

Create an original documentary using proper production and editing techniques.

**Recommended Duration:** 2 weeks

| <b>Guiding/Topical Questions</b>  | <b>Content/Themes/Skills</b>  | <b>Resources and Materials</b>  | <b>Suggested Strategies</b>  | <b>Suggested Assessments</b>   |
|---|---|---|--|--|
| <p>What are the different styles of documentaries?</p> <p>What are the elements needed to make a documentary?</p>                       | <p>Demonstrate knowledge of types of documentaries and the elements that make them</p>  | <p>Examples of documentaries</p> <p>Multimedia presentation</p> <p>Website with related videos</p>                | <p>Lecture and discussion</p> <p>Multimedia presentation</p>   | <p>Response to discussion questions</p> <p>Performance on unit test</p>  |
| <p>Why is research important when making a documentary?</p> <p>What are the different ways to research?</p>                             | <p>Develop a concept/idea for a documentary</p> <p>Demonstrate ability to complete many forms of research</p>   | <p>Computer with word processing software</p> <p>Internet access</p>  | <p>Lecture and discussion</p> <p>Demonstrate research techniques</p> <p>Document and show findings of research completed for original documentary</p>                    | <p>Performance on documentary research</p> <p>Performance on final original documentary</p>  |
| <p>How do you plan a documentary?</p> <p>How do you write a documentary script?</p> <p>In what order do you plan for a documentary?</p> | <p>Ability to plan a documentary</p> <p>Demonstrate knowledge of documentary script writing</p>   | <p>Computer with word processing software</p> <p>Multimedia presentation device</p>                               | <p>Give examples of different planning strategies</p> <p>Demonstrate documentary script writing</p> <p>Create planning/production schedules for original documentary</p> | <p>Performance on planning/production schedules</p> <p>Performance on final original documentary</p>   |
| <p>What production and post-production techniques are used when creating a documentary?</p>   | <p>Demonstrate knowledge of proper interview techniques</p> <p>Ability to perform proper documentary filming techniques</p> <p>Ability to perform proper documentary editing techniques</p> | <p>Industry standard digital video camera</p> <p>Computers equipped to run industry standard editing software</p> | <p>Create an original documentary using proper production and editing techniques</p>   | <p>Performance during production</p> <p>Performance during post-production using editing software.</p> <p>Final production of original documentary</p> |

|                         |  |
|-------------------------|--|
| LA.11-12.RST.11-12.2    | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.11-12.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.11-12.RST.11-12.4    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.   |
| LA.11-12.RST.11-12.6    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  |
| LA.11-12.RST.11-12.7    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| LA.11-12.RST.11-12.9    | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| LA.11-12.RST.11-12.10   | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| LA.11-12.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.  |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| TEC.9-12.               | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.   |
| TEC.9-12.8.1.12.A.2     | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.   |
| WORK.9-12.9.1.12.1      | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  |
| WORK.9-12.9.1.12.A.1    | Apply critical thinking and problem-solving strategies during structured learning experiences.   |
| WORK.9-12.9.1.12.A.2    | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  |
| WORK.9-12.9.1.12.B.1    | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.   |
| WORK.9-12.9.1.12.B.2    | Create and respond to a feedback loop when problem solving.  |
| WORK.9-12.9.1.12.B.3    | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.   |
| WORK.9-12.9.1.12.C.1    | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.   |
| WORK.9-12.9.1.12.E.1    | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.   |
| WORK.9-12.9.1.12.F.2    | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.   |
| ITEC.9-12. 9.4.12.C.1   | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12. 9.4.12.C.2   | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |
| ITEC.9-12. 9.4.12.C.3   | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.4   | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.5   | Edit audio and video productions to demonstrate basic production system skills.  |
| ITEC.9-12. 9.4.12.C.6   | Design an audio-video production to acquire an understanding of the entire production process.   |

## **Differentiation**

All students will be creating a documentary, but the topics, planning strategies, and techniques used will differ with each student.

## **Technology**

Students will be able to apply documentary techniques to a variety of informative multimedia presentations or streaming video.

## **College and Workplace Readiness**

The research and writing skills necessary to create a documentary are skills that can be applied to multiple fields of study and work. The ability to fact check and clearly present one's ideas are important skills. In addition, learning how to create one's schedule and manage one's time are necessary skills for everyone.

# 9 - Independent Field Production

## Unit Plan

### Enduring Understandings:

There are many steps to planning a successful production.

A reliable and talented crew and cast will lead to a successful production.

An effective director knows how to communicate his needs to those he works with.

Editing techniques can be purposefully applied to enhance the work of art and influence the message.

Employers will look for efficient decision makers and problem solvers who are experienced and easy to work with.

### Essential Questions:

What are the different steps in planning?

In what order do you complete the different steps?

Are there different ways to complete the planning steps?

What are the qualities of a reliable crew?

What do you look for in a talented cast member?

What qualities does an effective director possess?

How does a director communicate effectively?

What are the differences between basic editing techniques and intermediate editing techniques?

Does editing software change the kind of editing techniques that can be accomplished?

How can different editing techniques change the genre and message of a video?

How do you make efficient decisions?

What is problem solving?

What creates credibility in the field of production?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate knowledge of the four stages of production in a field production.

Demonstrate knowledge of how to properly brainstorm ideas for a field production.

Demonstrate knowledge of how to create a proper treatment.

Demonstrate knowledge of how to create a script and storyboard for an intermediate field production video.

Understand the importance of a production schedule.

Create numerous types of production schedules.

Understand the role of a strong leader in a group and the role of a strong group member.

Demonstrate knowledge of intermediate editing techniques.

Create an original video of choice.

**Recommended Duration:** 3 weeks

| <b>Guiding/Topical Questions</b>  | <b>Content/Themes/Skills</b>   | <b>Resources and Materials</b>   | <b>Suggested Strategies</b>  | <b>Suggested Assessments</b>  |
|---|--|--|--|---|
| What needs to be accomplished during the first stage of production (pre-production)?        | Develop a concept/idea<br>Develop a treatment proposal<br>Create a script and storyboard   | Blank paper and writing utensils<br>Computer with word processing software               | Create and propose an independent field production video concept<br>Create a scripted storyboard for an independent field production video concept               | Treatment<br>Script<br>Storyboard   |
| What needs to be accomplished during the second stage of production (set-up and rehearsal)? | Demonstrate knowledge of location scouting<br>Develop a location shot sheet<br>Illustrate ability to create a shooting schedule<br>Demonstrate knowledge of talent/camera blocking | Blank paper and writing utensils<br>Computer with word processing software               | Create a location shot sheet<br>Block camera and talent based upon student created floor plans<br>Design a shooting schedule                                     | Detail and clarity of location shot sheets<br>Student created floor plans in consideration of talent and camera blocking<br>Individual ability to create a production schedule as well as met set deadlines |
| What needs to be accomplished during the third stage of production (production)?            | Demonstrate ability to use industry standard/prosumer video camera<br>Demonstrate knowledge of responsibilities of a director  | Industry standard video camera<br>Various production equipment (light kit, tripod, etc.) | Direct and work with talent and crew to complete the production stage<br>Complete all the necessary filming  | Performance directing their independent field production video<br>Performance using proper camera techniques and shot set-ups   |
| What are the different ways to communicate to and work with talent and crew members?        | Demonstrate understanding of industry jargon/terminology<br>Indicate knowledge of appropriate usage regarding industry language  | Multimedia presentation  | Work with talent and crew members during the production  | Performance working with talent and crew members during the production<br>Peer critiques  |
| What is a production schedule?<br>Why is time management important?                         | Demonstrate ability to revise a production schedule as necessary<br>Indicate awareness of timelines and importance of schedules in accordance with production schedules            | Computer with word processing software   | Follow and revise (as needed) previously created production schedule<br>Reflection of experiences working with a timeline<br>Meet preset production expectations | Production revisions and deadline achievement<br>Reflection<br>Accomplishment of task, including awareness and response to necessary adjustment   |
| What techniques can be used to solve problems?  | Demonstrate knowledge of process of elimination to problem solve   | Computer with word processing software<br>Production related equipment                   | Reflection on time management and project responsibility   | Reflection<br>Teacher observed performance of students problem solving during production  |
| What needs to be accomplished during the fourth stage of production (post-production)?      | Demonstrate knowledge of how to use industry standard/prosumer editing software  | Computer equipped to run industry standard editing software                              | Edit independent field production video  | Performance using editing software<br>Final production of their independent field production video  |

|                         |  |
|-------------------------|--|
| LA.11-12.RST.11-12.2    | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.11-12.RST.11-12.3    | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.11-12.RST.11-12.4    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.   |
| LA.11-12.RST.11-12.6    | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  |
| LA.11-12.RST.11-12.7    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  |
| LA.11-12.RST.11-12.9    | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.  |
| LA.11-12.RST.11-12.10   | By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  |
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| LA.11-12.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.  |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| TEC.9-12.               | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.   |
| TEC.9-12.8.1.12.A.2     | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.   |
| WORK.9-12.9.1.12.A.1    | Apply critical thinking and problem-solving strategies during structured learning experiences.   |
| WORK.9-12.9.1.12.A.2    | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.  |
| WORK.9-12.9.1.12.B.1    | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.   |
| WORK.9-12.9.1.12.B.2    | Create and respond to a feedback loop when problem solving.  |
| WORK.9-12.9.1.12.B.3    | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.   |
| WORK.9-12.9.1.12.C.1    | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.   |
| WORK.9-12.9.1.12.C.4    | Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.   |
| WORK.9-12.9.1.12.C.5    | Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.   |
| WORK.9-12.9.1.12.E.1    | Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.   |
| WORK.9-12.9.1.12.F.2    | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.   |
| ITEC.9-12. 9.4.12.C.1   | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12. 9.4.12.C.2   | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |
| ITEC.9-12. 9.4.12.C.3   | Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.4   | Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.   |
| ITEC.9-12. 9.4.12.C.5   | Edit audio and video productions to demonstrate basic production system skills.  |
| ITEC.9-12. 9.4.12.C.6   | Design an audio-video production to acquire an understanding of the entire production process.   |

## Differentiation

This unit represents an end-of-course culminating project. Since students make an individual choice on what genre their culminating project will follow, students will address enduring understandings and essential questions in different ways. Schedules and deadlines will be different for each student to allow the appropriate amount of time for the individual culminating project. Students will be offered extra times to work during free periods or after school; however, students should still be held to the due dates and deadlines set forth in their schedules to reinforce workplace readiness skills.

## Technology

Students will have the opportunity within this unit to utilize any of the technology previously taught within this course. The flexibility of this project allows students to take the initiative and attempt to try other technology not covered in the course to enhance their work.

Students will have access to user manuals and internet help associated with industry standard/prosumer equipment and software to allow them to research and experiment with other technical concepts and techniques.

## College and Workplace Readiness

Creating and planning a large scale project requires skills that will be utilized in all areas of life, study, and work. Brainstorming, scheduling, and following through with ideas and plans are essential to making any project or undertaking a success.

# 10 - Intermediate Film Studies

## Unit Plan

### Enduring Understandings:

Viewing and analyzing other people's work, as well one's own gives insight into one's art.

### Essential Questions:

How have film techniques changed over the years?

How can new film techniques evoke different emotions from old techniques?

What factors contribute to a film's success?

### Unit Goals:

At the conclusion of this unit, students will be able to:

Demonstrate the ability to give constructive criticism and discuss various works of art.

Understand the importance of viewing works of art with an open mind.

Create their own personal opinions about films that are considered great classics.

Demonstrate knowledge of how technology has influenced film making.

**Recommended Duration:** 4 weeks infused throughout the year

| Guiding/Topical Questions   | Content/Themes/Skills   | Resources and Materials  | Suggested Strategies   | Suggested Assessments  |
|---|---|--|--|--|
| How has technology caused film to evolve throughout the years?<br><br>How did the history of film lead to future innovations in technology? | Describe how film has evolved over the years<br><br>Demonstrate knowledge of modern day technological advances in film making | Multimedia presentation<br><br>Websites with related videos<br><br>DVDs and DVD player | Lecture and class discussion<br><br>Viewing different films  | Responses to discussion questions  |
| What kinds of film techniques are used?<br><br>How can I recreate some of the techniques used?  | Demonstrate knowledge of different film techniques<br><br>Identify ways in which film techniques can evoke certain emotions   | Multimedia presentation<br><br>Websites with related videos<br><br>DVDs and DVD player | Written opinions on how certain production techniques were accomplished<br><br>Viewing of behind the scenes footage                | Performance on writing assignments   |
| Do you feel this film is a success or not?<br><br>How do you explain your feelings about a film to others?                                  | Identify and explain why a film is successful or not<br><br>Demonstrate knowledge of how to critique elements of a film       | Multimedia presentation<br><br>Websites with related videos<br><br>DVDs and DVD player | Class discussions on opinions of viewed films<br><br>Formatted writing assignments<br><br>Comparison of original vs. remade movies | Participation in class discussions<br><br>Performance on writing assignments |

|                         |  |
|-------------------------|--|
| LA.11-12.WHST.11-12.2.a | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.              |
| LA.11-12.WHST.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.11-12.WHST.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.                     |
| LA.11-12.WHST.11-12.2.e | Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |
| LA.11-12.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.11-12.WHST.11-12.7   | 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. |
| AR.9-12.1.2.12.A.1      | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| AR.9-12.1.2.12.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.  |
| ITEC.9-12. 9.4.12.C.1   | Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.   |
| ITEC.9-12. 9.4.12.C.2   | Examine and summarize careers in this pathway to build an understanding of available opportunities.  |

## Differentiation

Student opinions will vary from film to film. As students continue to learn and develop, they may find their own opinions changing as well. The way in which they present their opinions to the class may vary with each project (e.g. written critiques, multimedia presentations).

## Technology

Students will use a word processor or other productivity suite to organize their opinions and critiques. They may also use other forms of streaming media to find examples to support their ideas. Knowledge of these programs has become more essential in the workforce.

## College and Workplace Readiness

Throughout the year students will practice listening and evaluation skills. They will learn to provide constructive critiques and form well-supported opinions. Students will compare and contrast ideas and techniques and make informed decisions based on these comparisons. These aural and evaluative skills are desirable in all life situations.