

**Freehold Regional High School District
Office of Curriculum and Instruction**

**The Freehold Performing
Arts Center
PA Honors Video Studio**

Course # 155850 15 honors credits

This course meets for 15 periods a week.
This course meets the state requirements for performing arts, career
education, life skills, and technical education.

Submitted by Rachel Burkhardt

Approved by FRHSD Board of Education: August, 2007

PHILOSOPHY

The Freehold Performing Arts Video Studio curriculum fosters a student centered learning environment which allows students to use the knowledge of media driven methods of viewing, listening, reading, writing, creating and using technology. Its primary goal is 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 the building blocks of a successful adult are critical thinking skills, cultural appreciation, research, and writing skills. The FPAC program offers courses that provide the student with a variety of activities that will enable the student to understand and appreciate the Performing Arts as a part of the overall human experience. Our goal is for students to acquire and demonstrate a solid knowledge of the artistic/creative and technical process, as well as, a level of professionalism that will enable them to pursue a career in the arts.

Entertainment Technology - Level 4
PA Honors Video Studio

Course of Study

All components will include history, current trends, applications, and future trends.

1. Advance techniques of cinematic, studio, and field lighting
2. Advance editing and SFX; *Premiere Pro*, *After Effects*
3. Mood and Tone; *Audition* and *Premiere Pro*
4. Interdisciplinary production, development, and presentation of a music video
5. Interdisciplinary production, development, and presentation of a Eve of Entertainment Technology project
6. Production, development and presentation of a Video Fest project
7. Personal college portfolio and reel; *Encore DVD*
8. Video production; marketing and sales of product
9. Technical film analysis and application
10. Film and video production careers

As each new component is introduced its effects on previous components will be addressed.

Video Studio students will work collaboratively with the Music Studio students on a variety of class projects. They may also work a variety of production assignments for performances in the auditorium or other venues deemed appropriate by the FPAC staff.

UNIT 1: Advance Techniques of Cinematic Studio and Field Lighting

Timeframe: 2 weeks

Topical Understandings:

1. Three point lighting is a commonly use technique when setting up lighting.
2. Three point lighting refers to: Key, Back and Fill lighting but is not limited to only using three lights.
3. There are many ways to use types of lighting instruments for each style of lighting.
4. Lighting can be used to create mood and dimensions within any visual work.

Essential Questions:

1. To what extent can lighting affect mood and feel of a visual work?
2. To what extent does understanding advance lighting techniques make a director easier to work with?
3. To what extent does understanding advance lighting techniques help a director present his creative vision?

Objectives: Student will be able to NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5

1. Create an advanced lighting schematic.
2. Set up advanced lighting schematics.
3. Using accessories, manipulate various lighting equipment to create mood, dimension and tone.

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Advanced three point lighting set up
2. Movies and lighting, mood, dimension and tone
3. Horror Films

UNIT 2: Advance Editing and SFX; *Premiere Pro, After Effects*

Timeframe: 4 weeks

Topical Understandings:

1. The industry standard application for creating high quality special effects is *After Effects*.
2. *After Effects* interfaces with many industry editing programs; *Premiere Pro*.
3. Appropriate use of SFX in a film can increase the effectiveness of the director's vision.
4. Appropriate use of *After Effects* can help create scenes that are more realistic and compelling.
5. Knowledge of software; such as *After Effects*, is an asset in the field of production.

Essential Questions:

1. Why are SFX an important element in certain films?
2. To what extent does a command of *After Effects* increase your potential in gaining employment on a creative team?
3. How can your editing skills on *Premiere Pro* be advanced by using *After Effects*?
4. To what extent can the use of *After Effects*, if use improperly, over-shadow the point of a film? What might the consequences of this might be?

Objectives: Student will be able to NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5

1. Master SFX commands within the *After Effects* program
2. Interface *Premiere Pro* editing with *After Effects* SFX
3. Replicate SFX seen in movies using *After Effects*
4. Create a self directed project featuring *After Effects*

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. SFX Replay
2. Horror Short
3. Music Video/ Video Fest

UNIT 3: Setting Mood and Tone; *Premiere Pro, Audition*

Timeframe: 5 weeks

Topical Understandings:

1. The mood and tone of a movie will evoke feelings in the viewer.
2. The director is responsible for the mood and tone of a film.
3. Light and music are two ways to create mood and tone.
4. Different colors create mood and tone.

Essential Questions:

1. To what extent does an overall understanding of mood and tone lead to the success of a production?
2. Why is it important to have a command of different types of lighting?
3. How does music help with setting the tone of a scene?
4. What is the significance of different colors?

Objectives: Student will be able to NJCCCS: 1.1, 1.2, 1.4, 1.5

1. Produce a 3-5 minute suspense/horror short.
2. Use color to set mood and tone.
3. Manipulate lights to create desired mood.
4. Write a script with a suspense/horror tone.
5. Manipulate field equipment.
6. Execute a score that creates a desired mood.
7. Design, build, and prop a set.

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Mood and Tone film analysis.
2. "Let's Set the Mood"
3. Horror Short

Interdisciplinary project for Music and Video production
**UNIT 4: Production, development and presentation of
a Music Video**

Timeframe: 7 weeks

Topical Understandings:

1. There are a variety of styles of music videos.
2. Music will dictate the mood and tone of a music video.
3. Choice of talent, choice of location and set design are key decisions in the pre-production stage.
4. Many music videos are driven by symbolism.

Essential Questions:

1. To what extent is good communication important for a successful production?
2. How can symbolism be used as a persuasive tool?
3. Why is it important for the composer and the director to have the same understanding of the final creative vision?

Objectives: Student will be able to
NJCCCS: 1.1, 1.2, 1.4

1. Create visual images that compliment a piece of music.
2. Work with ET music to plan and execute a music video production.
3. Execute all four stages of production.
4. Create a mood and tone that fits a piece of music.

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Create a Music Video

Interdisciplinary project for Music and Video production
**UNIT 5: Production, development and presentation of
a Eve of ET production**

Timeframe: 7 weeks

Topical Understandings:

1. When presenting portfolio work it is important to choose a style that demonstrates your ability as a producer.
2. Self directed production projects involve the highest level of planning and attention to detail.
3. Choice of talent, choice of music, choice of effects, and development of script are key decisions in the pre-production stage.
4. Communication is key when working together in a creative team.

Essential Questions:

1. To what extent does a self directed project reflect the director individuality?
2. What are the factor and consequences of selecting a creative team?
3. To what extent does understanding demographics play a role in selection and presentation of material?
4. To what extent does the verbal presentation, or “pitch”, affect the reception of your work?
5. Why is it important for all members of the creative team to know the creative goal?

**Objectives: Student will be able to
NJCCCS: 1.1, 1.2, 1.3, 1.4**

1. Research and develop a topic and style of project
2. Assemble a creative team
3. Upon approval, execute all four stages of production
4. Present their work to the class and submit it for Eve of ET

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Create a Eve of ET production.

UNIT 6: Production, development and presentation of a Video Fest Project

Timeframe: 7 weeks

Topical Understandings:

1. When presenting portfolio work it is important to choose and style that demonstrates your ability as a producer.
2. Self directed production projects involve the highest level of planning and attention to detail.
3. Choice of talent, choice of music, choice of effects and development of script are key decisions in the pre-production stage.

Essential Questions:

1. To what extent does a self directed project reflect the director individuality?
2. What are the factor and consequences of selecting a creative team?
3. To what extent does understanding demographic play a role in select and presentation of material?
4. To what extent does the verbal presentation “pitch” affect the reception of your work?

Objectives: Student will be able to

NJCCCS: 1.1, 1.2, 1.3, 1.4

1. Research and develop a topic and style of project
2. Assemble a creative team
3. Upon approval, execute all four stages of production
4. Present their work to the class and submit it for Video Fest

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Create a Video Fest entry

UNIT 7: Personal Portfolio and Reel; *Advanced Encore DVD*

Timeframe: 3 week

Topical Understandings:

1. Employers, as well as colleges, look for people that are focused and prepared.
2. Proper selection of demo material is essential to creating a great reel.
3. A well prepared portfolio and demo reel is key when presenting oneself.
4. There are four stages of production: pre-production, set-up and rehearsal, production and post production.
5. Knowing industry specific protocols make one an asset in the field of production.

Essential Questions:

1. How does understanding what an employer is looking for help in obtaining a job?
2. How does proper presentation of yourself and your work lead to a successful career?
3. How will understanding all of the production responsibilities in a shoot make an individual more marketable?
4. To what extent can a well put together demo reel highlight your abilities?
5. How do understanding ones tools and ones resources create creditability in the field of production?

Objectives: Student will be able to NJCCCS: 1.1, 1.2, 1.3, 1.4

1. Identify and implement significant and strategic components of individual portfolio
2. Construct, revise and edit personal portfolio
3. Use advance knowledge of Encore DVD to master their reel

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Personal Portfolio
2. Demo Reel

UNIT 8: Technical Film Analysis and Application

Timeframe: Throughout the 40 weeks

Topical Understandings:

1. Films are created for many reasons.
2. When viewing films one should have an open mind about what one is seeing.
3. You don't always view a film for entertainment only.
4. The advancement of technology has allowed directors to make their creative visions come to life.
5. Computers have changed the way movies have been made over the years.
6. Key elements to a great film are; mood, tone and dimension.

Essential Questions:

1. To what extent can SFX's have a positive or negative effect on a film?
2. What role has technology advancement played over the last few years in the field of film production?
3. How does a good director evoke emotions in the viewer?
4. Aesthetically speaking, what is the balance between human talent and technical support?

Objectives: Student will be able to NJCCCS: 1.1, 1.3, 1.4, 1.5

1. View selected films
2. Create topics for debate
3. Research the topics
4. Execute in class discussion about selected films
5. Replicate SFX seen in films

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Word Splashes.
2. Identify production techniques.
3. Question sheets.
4. Essay assignments.
5. Debates

UNIT 9: Video Production, Marketing, Sales of a Product

Timeframe: Throughout the 40 weeks

Topical Understandings:

1. It is essential that one understands that art and product are not mutually exclusive.
2. Software applications; such as *Encore*, can help package the product.
3. In terms of programming and design a DVD, the creator must think three dimensionally.
4. All media is designed to gather and persuade a demographic audience.

Essential Questions:

1. How can understanding your demographic target audience improve the effectiveness of your advertisement?
2. To what extent does packaging and promotion affect the success of a piece of art or product?
3. How does ones pitch effect the work?

Objectives: Student will be able to NJCCCS: 1.1, 1.2, 1.3, 1.4

11. Tape and edit a live performance
12. Market, sell and distribute product
13. Operate *Encore DVD* software
14. Design a DVD menu and packaging
15. Design formats and functions of a DVD
16. Burn and duplicate DVD's

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Create video production DVD

UNIT 10: Film and Video Production Careers

Timeframe: Throughout the 40 weeks

Topical Understandings:

1. It is essential that one understands the many areas of the production field.
2. Knowledge and information is a valuable tool in aesthetic and commercial success.
3. Trends and technology in the industry are always changing.
4. Education and experience are assets to an employee.
5. All productions involve teamwork.

Essential Questions:

1. Why is it important to have a specialty?
2. To what extent does being knowledgeable in many aspect of production make you an asset?
3. What kinds of careers are there in the video/film production field?
4. What kind of schooling is needed for different careers?
5. What are the responsibilities of different production jobs?

Objectives: Student will be able to

NJCCCS: 1.3, 1.4, 1.5

1. Discuss different types of career opportunities
2. Have intelligent conversations with industry professionals
3. Identify, evaluate and discuss different types of schooling
4. Prepare a cover letter and resume at the professional entry level

Performance Tasks and Assessments:

1. In class discussion
2. Projects
3. Quizzes
4. Tests
5. Participation
6. Professional Credit

Suggested Activities:

1. Field trips to professional production studios
2. Guest speakers
5. Career day