

TRENTON PUBLIC SCHOOLS

Video Production II

Curriculum Framework

CURRICULUM OFFICES – TRENTON BOARD OF EDUCATION
108 N. Clinton Avenue
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Adopted September 19, 2016

TRENTON PUBLIC SCHOOLS SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

MISSION AND GUIDING PRINCIPLES OF STEM OFFICE

The mission of the Trenton Public Schools STEM Office is to increase the number of students who are college and career ready. The STEM Office seeks to meet this goal by:

- providing students with courses and strategies that will improve student achievement on standardized tests required for high school graduation and college entrance exams
- providing students with the opportunity to earn college credit by via dual credit STEM courses
- exposing students to STEM careers via guest speakers, field trips, career fairs and the development of partnerships
- providing teachers with professional development on strategies on increasing student achievement and helping students develop the skills they need to graduate and prepare for life after high school

Course Title: Advanced Video Production

Grade Level: 10-12

Timeframe: 170 Instructional blocks

Introduction

Why complete a program of study in video production?

The world is changing. The explosion in new distributive modes in mass media, including internet streaming and non-broadcast TV has meant new job opportunities for skilled producers. This rapidly shifting marketplace rewards skilled individuals who can identify audiences, understand and create powerful images, and tell moving stories. Students in this course develop all these skills through a series of technical and creative hands-on challenges.

Hiring in the media production industries is highly competitive. Individuals who are highly adaptable, dependable and skilled have the greatest opportunities. An aspiring media producer should have a strong network of creative relationships and a collection of their own projects to show. A sampling of a professional's work used to interview for jobs is called a "demo reel". Advanced video students are afforded many opportunities to produce short independent pieces to include in a demo reel for applying to university-level media arts programs and potential employers.

Advanced Video is an opportunity for students who complete Video 1 to expand and refine the skills learned in the first year. Students will be challenged to work independently and in small groups to complete projects with more frequency and complexity than in the previous year. There are four units:

Unit 5 Studio Production: Multi-camera live production; lighting, program, episode and segment development, students produce a series of studio segments- news/talk format journalling daily life of the school community.

Unit 6 Documentary: Advanced news forms, conventional documentary style, alternative doc styles. Students analyze documentary styles and produce short fact-based pieces featuring some refinement of the basic doc style.

Unit 7 DSLR Filmmaking: Advanced single-camera continuity shooting and editing, adaptation. Students adapt a known story in a modern, local cinematic retelling.

Unit 8 Advanced photo/video editing and manipulation: Digital effects and compositing. Students research and use special digital effects to distort reality and redefine a real local "brand" in the school community.

Using all the work completely in high school, advanced video students aim for **curated portfolios** that show off the student's creative and technical growth for submission in college applications and even inclusion in a professional demo reel.

Unit Title: 5- Studio Production
Grade Level: 11-12
Timeframe: 50 instructional blocks

Essential Questions

Students will design and produce a regular news / talk variety program to serve an audience comprised of school students, faculty, staff and community stakeholders. Productivity strategies will help students learn to manage recurring deadlines and unforeseen obstacles to gathering and reporting the news and filling programming time. Students will seek feedback and perform audience-building activities to promote the program. Students gain career awareness and technical skills through emulation of a functioning broadcast outfit. Assessments will include written tests on terms and concepts and a review of each student's process notebook.

What keeps TV audiences watching?

How is studio production distinct from film-style production? (previous learning)

How are TV programs developed?

What tools and strategies for episode preproduction ensure successful production?

What strategies to professional talent use to polish scripted and unscripted performance on-camera?

What technical know-how applies to studio production? How is it organized? Who does what?

How can we develop and sustain an audience?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and

techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

21st Century Skills Standard and Progress Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.A.2 Evaluate available resources that can assist in solving problems

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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

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

PATHWAY: A/V TECHNOLOGY & FILM (AR-AV) 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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

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

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.4.12.C.11 Apply active listening skill to obtain and clarify information

9.4.12.C.54 Employ mentoring skills to assist others

9.4.12.C.62 Maintain a career portfolio to document knowledge, skills, and experience in a career field

9.4.12.C.74 Demonstrate the use of technical knowledge and skills that are common to multiple pathways in this cluster to allow for mobility among related occupations

9.4.12.C.75 Summarize knowledge of the systems used in multiple pathways in this cluster to keep abreast of new technological advancements and tools important to work in this cluster 9.4.12.C.(6).

2 Analyze how elements and principles are applied in a broad range of specific works of art

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

Instructional Plan				Reflection
Pretest				http://electronicportfolios.com/reflection.html
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Understand technical structure of multi-camera studio production. Contrast with film style single camera production.	Reading comprehension Cooperative learning Think Pair Share	Do now responses Resubmit homework	Homework 5.1 Homework 5.2	http://electronicportfolios.com/reflection.html
Recall, understand and implement 3-point lighting setup in studio.	Reading comprehension Cooperative learning	Do now responses Resubmit homework	Homework 5.2 Cycle 1 shoot	http://electronicportfolios.com/reflection.html

Explain alternatives to 3-point lighting.	Creativity/ artistic process Hands-on experimentation Peer to Peer Tutoring Graphic Organizers	Studio rehearsals	Cycle 2 shoot Cycle 3 shoot Cycle 4 shoot Cycle 5 shoot	
Recall, understand and implement professional strategies for scripted on-camera performance.	Reading comprehension Cooperative learning Creativity/ artistic process Hands-on experimentation	Do now responses Resubmit homework Studio rehearsals	Homework 5.3 Screen test Cycle 1 shoot Cycle 2 shoot Cycle 3 shoot Cycle 4 shoot Cycle 5 shoot	http://electronicportfolios.com/reflection.html
Recall, understand and implement professional strategies for unscripted on-camera performance.	Reading comprehension Cooperative learning Creativity/ artistic process Hands-on experimentation Word Web	Do now responses Resubmit homework Studio rehearsals	Homework 5.3 Screen test Cycle 1 shoot Cycle 2 shoot Cycle 3	http://electronicportfolios.com/reflection.html http://electronicportfolios.com/rtml

	Cross Classification Contrast Matrix		shoot Cycle 4 shoot Cycle 5 shoot	
Integrate a variety of research techniques and electronic tools to compose and electronically submit a newsworthy story to news editor weekly. Apply knowledge of newswriting format and conventions. Manage time and resources to meet a weekly deadline.	Creativity /Artistic processing Critical thinking Problem solving Cooperative learning Writer's process Flow Charting	Homework 2.5	Cycle 1 table-read Cycle 2 table-read Cycle 3 table-read Cycle 4 table-read	http://electronicportfolios.com/reflection.html
Research and produce a factual or entertaining multi-camera video segment assigned by producer on a rotating two-week cycle. Apply knowledge and techniques of	Comprehension of technical writing Creativity/artistic process Hands-on experimentation Cooperative learning	Cycle 5 best 3 Sound on tape best 10 B roll shots Rough cut conference	Homework 2.4 Homework 2.5 ENG package project	Rubric: Studio production

segment production. Effectively collaborate and manage time and resources to meet a bi-weekly deadline.	Critical thinking Writer's process			
List the various roles in the news production studio. Explain the context and responsibilities for each, and any safety procedures that are relevant to the role.	Reading comprehension Cooperative learning	Do now responses Resubmit homework	Homework 5.1 Homework 5.2	http://electronicportfolios.com/reflection.html
Understand structure of studio TV program and segments. Use rundown sheet to organize program runtime with performance and technical production.	Creativity/ artistic process Use spreadsheet to organize data Cooperative learning Critical thinking Writer's process	Homework 5.1	Cycle 1 table-read Cycle 2 table-read Cycle 3 table-read Cycle 4 table-read	http://electronicportfolios.com/reflection.html
Use reporter and segment producer submissions to organize weekly/ twice-weekly	Comprehension of technical writing Use spreadsheet to organize data	Cycle 1 table-read Cycle 1 rehearsal Cycle 2	Cycle 1 shoot Cycle 2 shoot Cycle 3	Rubric: Studio production

news show. Rehearse and edit script. Perform in accordance with industry safety practices.	Creativity/ artistic process Hands-on experimentation Cooperative learning Observation, participation in demonstration Critical thinking	table-read Cycle 2 rehearsal Cycle 3 table-read Cycle 3 rehearsal Cycle 4 table-read Cycle 4 rehearsal	shoot Cycle 4 shoot Cycle 5 shoot	
Edit video of various sources into a coherent product. Manage and archive video source material.	Cooperative learning Hands-on experimentation	Rough cut conference	Homework 1.8	http://electronicportfolios.com/reflection.html
Evaluate finished product and recommend specific remediating strategies for ensuing productions.	Critical thinking Cooperative learning Hands-on experimentation	Rough cut conference	Self-crit notes	http://electronicportfolios.com/reflection.html
Seek audience feedback. Devise means of audience monitoring and generate	Inquiry based Critical thinking Problem solving Cooperative learning	Conference Do now response	Self-crit notes Submit strategy	http://electronicportfolios.com/reflection.html

authentic data about the size and makeup of audience. Make recommendations based on data.	Hands-on experimentation Use spreadsheet to organize data		Present findings	
Devise and execute means of show promotion. Plan and conduct specific activities to build audience.	Inquiry based Critical thinking Problem solving Cooperative learning Hands-on experimentation	Conference Do now response	Do now response Submit strategy Present findings	http://electronicportfolios.com/reflection.html
Complete a pre-production safety checklist for safe and efficient use of the TV studio space.	Reading comprehension Cooperative learning	Spot check Do nows via email	Homework 5.2 Checklist via Do now email	Rubric: Studio production
Anticipate, organize and manage the logistical aspects of news production cycle. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review.	Use electronic tools to organize, create, retrieve and share data. Critical thinking Problem solving Journaling Graphic Organizer Open Ended	Spot check Do nows via email	September portfolio	http://electronicportfolios.com/reflection.html

	Projects Illustrate			
Demonstrate awareness of studio production strategies and segment organization through the analysis of a found broadcast segment. Produce a slideshow to share synthesis of research data. Use spreadsheets to organize and share data.	Active listening Cooperative learning, Inquiry model. Research based. Use slideshow to synthesize and share information.	Topic commitment homework Rough draft of slides Seminar presentation of research	Research and present: TV segments Sample slideshow: TV segments	Research presentation rubric
Explain dangers of lighting and other studio equipment. Explain care of studio equipment. Make safety recommendations.	Recall. Critical thinking. Production of printed media.	On the job conferencing	Safety poster	http://electronicportfolios.com/reflection.html
Benchmark assessment: Quiz 5A Wordwall paragraph Wordwall paragraph Wordwall paragraph				http://electronicportfolios.com/reflection.html

Summative written assessments	
Unit 5 Test	http://electronicportfolios.com/reflection.html
Summative performance assessments	
<p>Cycle 1 Segment final cut presentation/Self-critique Cycle 2 Segment final cut presentation/Self-critique Cycle 3 Segment final cut presentation/Self-critique Cycle 4 Segment final cut presentation/Self-critique Cycle 5 ENG Package final cut presentation/Self-critique</p>	Rubric: Studio production

Unit Title: 6- Advanced News and Documentary Style

Grade Level: 11-12

Timeframe: 32 instructional blocks

Essential Questions

Students will be challenged to develop, plan, shoot and edit several documentary videos in a periodic production cycle. First we will review the classical documentary style and then investigate alternate styles.

What practices and techniques can we use to make our fact based videos our fact-based video productions with quality and efficiency?

What are the strengths and limitations of classical documentary style?

What alternative documentary styles are there?

What kinds of fact based stories can we document in this community / for our audience?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.4 outline a variety of pathways and the requisite training for careers in the visual arts

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.A.2 Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art

1.5.A.1 Parallel historical events and artistic development found in visual art

1.5.B.1 Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times

1.5.B.2 Compare and contrast the stylistic characteristics of a given historical period through visual art

21st Century Skills Standard and Progress Indicators:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1.4.D.1 Use effective oral and written communication in face to face and online interactions and when presenting to an audience

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

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Tech & communications Career Pathway

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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

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

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

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

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

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.4.12.C.(6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway

9.4.12.C.31 Analyze and summarize the history and evolution of this industry to understand the current place the field holds within society and the economy 9.4.12.C.(6). 4 Research careers and the qualifications they require to build an understanding of opportunities in the pathway

Instructional Plan				Reflection
Pretest Oral Pretest				http://electronicportfolios.com/reflection.html
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Understand and implement advanced principles of visual	Reading comprehension	Do now responses	Homework 6.1 Homework 6.2	http://electronicportfolios.com/reflection.html

storytelling and continuity editing.	Cooperative learning	Resubmit homework	Homework 6.3 Homework 6.4	
Integrate a variety of research techniques and electronic tools to compose and electronically submit a newsworthy story to news editor weekly. Apply knowledge of newswriting format and conventions. Manage time and resources to meet a weekly deadline.	Comprehension of technical writing Use spreadsheet to organize data Creativity/ artistic process Hands-on experimentation Cooperative learning Observation, participation in demonstration Critical thinking	Cycle 6 Doc Rough cut conference Cycle 7 Doc Rough cut conference Cycle 8 Doc Rough cut conference	Cycle 6 Doc Final cut Cycle 7 Doc Final cut Cycle 8 Doc Final cut	http://electronicportfolios.com/reflection.html
Demonstrate awareness of various documentary approaches and styles. Synthesize data from various resources to present a analysis of a particular style.	Active listening Cooperative learning, Inquiry model. Research based. Use slideshow to synthesize and share information.	Topic commitment homework Rough draft of slides Seminar presentation of research Research Checklist	Research & present: Doc styles	Research presentation rubric
Recall and implement professional strategies for ensuring quality of recorded audio in the field	Recall Application of technical principles Hands-on experimentation.	Enumerate strategies, Self-critique Effective Questioning	Practical quiz Interview for clarity and interest challenge.	http://electronicportfolios.com/reflection.html
Recall and implement basic	Recall	Informal group	B roll mini-contest	http://electronicportfolios.com/reflection.html

professional shooting disciplines for attention and communicative power.	Application of technical principles Hands-on experimentation.	critique Peer to Peer critique		m/reflection.html
Benchmark assessment: Demo reel (portfolio) conference Wordwall paragraph				http://electronicportfolios.com/reflection.html
Summative written assessments				
Unit 6 Test				http://electronicportfolios.com/reflection.html
Summative performance assessments				
Cycle 6 Doc Final cut presentation /Self-critique Cycle 7 Doc Final cut presentation /Self-critique Cycle 8 Doc Final cut presentation /Self-critique				Shoot/self-crit rubric

Unit Title: 7- Advanced Narrative & DSLR Filmmaking

Grade Level: 11-12

Timeframe: 28 instructional blocks

Essential Questions

Students are challenged to compound previous learning with information and hand-on experimentation with DSLR video equipment, exploring the advanced capabilities presented by the camera's high resolution, sensitivity to light and shallow depth of field. Students will use found texts to produce adapted screenplays for an authentic audience.

What technical and aesthetic advantages do DSLR equipment present to professionals?

What does focal length mean and how is it used by filmmakers?

What advanced principals of visual storytelling and continuity enable filmmakers to tell lengthy, complex stories?

How are texts adapted for screen media audiences?

How should an aspiring media producer organize a demo reel (portfolio)?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

21st Century Skills Standard and Progress Indicators:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.A.2 Evaluate available resources that can assist in solving problems

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts,

audio/video technology and communications activities and facilities.

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

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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

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

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

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

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

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.4.12.C.11 Apply active listening skill to obtain and clarify information

9.4.12.C.54 Employ mentoring skills to assist others

9.4.12.C.62 Maintain a career portfolio to document knowledge, skills, and experience in a career field

9.4.12.C.74 Demonstrate the use of technical knowledge and skills that are common to multiple pathways in this cluster to allow for mobility among related occupations

9.4.12.C.75 Summarize knowledge of the systems used in multiple pathways in this cluster to keep abreast of new technological advancements and tools important to work in this cluster

9.4.12.C.(6). 2 Analyze how elements and principles are applied in a broad range of specific works of art

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

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Instructional Plan				Reflection
Pretest				http://electronicportfolios.com/reflection.html
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Understand, identify and explain camera equipment options	Reading comprehension Cooperative learning Hands-on experimentation	Do now responses Resubmit homework	Homework 7.1	http://electronicportfolios.com/reflection.html
Understand, identify and explain lens options	Reading comprehension Cooperative learning Hands-on experimentation	Do now responses Resubmit homework	Homework 7.2	http://electronicportfolios.com/reflection.html
Benchmark assessment: Quiz 7A				
Understand and implement advanced principles of visual storytelling and continuity editing.	Reading comprehension Cooperative learning	Do now responses Resubmit homework	Homework 7.3	http://electronicportfolios.com/reflection.html
Understand, identify and explain second-system sound equipment,	Reading comprehension Cooperative	Do now responses	Homework 7.4	http://electronicportfolios.com/reflection.html

rationale and procedures	learning Hands-on experimentation	Resubmit homework		
Explain rationale for screen adaptation and “remakes”	Reading comprehension Cooperative learning	Do now responses	Homework 7.5	http://electronicportfolios.com/reflection.html
Adapt text for narrative screenplay	Writer’s process Critical thinking Creativity /Artistic processing	Progress Conference	Adaptation project	http://electronicportfolios.com/reflection.html
Produce video from adapted screenplay	Creativity/ artistic process Hands-on experimentation Cooperative learning Observation, participation in demonstration Critical thinking	Rough Cut Conference	Adaptation project Cycles 10-13 Adaptation Final cut	http://electronicportfolios.com/reflection.html
Recall and implement basic professional shooting disciplines for attention and communicative power.	Hands on experimentation Recall Application of technical principles	Peer critique Checklist Student Self Assessment Adjustable Projects	Refresher shooting challenge Peer critique	http://electronicportfolios.com/reflection.html
Benchmark assessment: Quiz 7B				http://electronicportfolios.com/reflection.html

Demo reel (portfolio) conference Wordwall paragraph	
Summative written assessments	
Unit 7 Test	
Summative performance assessments	
Cycles 10-13 Adaptation Final cut presentation /Self-critique	Shoot/self-crit rubric

Unit Title: 8- Advanced Advertising, Effects and Compositing

Grade Level: 11-12

Timeframe: 34 instructional blocks

Essential Questions

Creative possibilities are explored through visual effects and video compositing in various post-production software. Students are challenged to propose a brand redesign and create supporting video media materials at the direction of a school-based client using visual effects to engage and sustain audience interest.

How can we use Final Cut Pro to composite various video and photo elements?

How can we use ISO to our advantage?

How can we use chromakey techniques to digitally isolate talent or props from a background?

How can we use Adobe Aftereffects to produce simple visual effects?

How should an aspiring media producer organize a demo reel (portfolio)?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

21st Century Skills Standard and Progress Indicators:

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.A.2 Evaluate available resources that can assist in solving problems 9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities 9.4.12.C.11 Apply active listening skill to obtain and clarify information

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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

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

PATHWAY: A/V TECHNOLOGY & FILM (AR-AV) 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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

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

9.3.12.AR-AV.4 Design an audio, video and/or film production.

9.4.12.C.54 Employ mentoring skills to assist others

9.4.12.C.62 Maintain a career portfolio to document knowledge, skills, and experience in a career field

9.4.12.C.74 Demonstrate the use of technical knowledge and skills that are common to multiple pathways in this cluster to allow for mobility among related occupations

9.4.12.C.75 Summarize knowledge of the systems used in multiple pathways in this cluster to keep abreast of new technological advancements and tools important to work in this cluster

9.4.12.C.(6). 2 Analyze how elements and principles are applied in a broad range of specific works of art

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

Instructional Plan				Reflection
Pretest				http://electronicportfolios.com/reflection.html
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Understand and implement principles of advances ISO settings	Evaluate written information Hands on experimentation Observation	Lab report	ISO lab workshop and present	http://electronicportfolios.com/reflection.html
Understand, identify and explain visual and special effects production process	Evaluate text information Cooperative learning Creativity/ artistic process Hands-on experimentation	Do now prompt and response Homework short answer Resubmission of homework without penalty	Homework 8.1	http://electronicportfolios.com/reflection.html
Understand, identify and explain basic image compositing strategies and techniques.	Evaluate text information Cooperative learning Creativity/ artistic process Hands-on experimentation	Do now prompt and response Homework short answer Resubmission of homework without	Homework 8.2	http://electronicportfolios.com/reflection.html

		penalty		
Understand, identify and explain visual effects software features and functions. Demonstrate basic functions.	Evaluate text information Cooperative learning Creativity/ artistic process Hands-on experimentation	Do now prompt and response Homework short answer Resubmission of homework without penalty	Homework 8.3	http://electronicportfolios.com/reflection.html
Benchmark assessment: Quiz 8A				
Demonstrate awareness of brand redesign as a persuasive marketing strategy. Synthesize data from various resources to present a analysis of a particular brand redesign in history.	Active listening Cooperative learning, Inquiry model. Research based. Use slideshow to synthesize and share information.	Topic commitment homework Rough draft of slides Seminar presentation of research	Research & present: Brand redesign	Research presentation rubric
Pitch a client several alternative workable ideas that address a real brand liability, synthesizing knowledge of advertising appeals with client needs.	Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking	Table read: P/F grading, multiple tries OK	Homework 3.4 slide 7	Pitching rubric
Apply knowledge of the	Creativity/	Table-read,	30 second	http://electronicportfolios.com/reflection.html

<p>creative process and tools to develop pitch into a feasible plan using appropriate process documents and tools- e.g. treatments, storyboards, etc.</p> <p>Apply knowledge of screen testing process to brand re-development as a mid-process check. Devise and implement strategies based on the results.</p>	<p>artistic process Hands-on experimentation Cooperative learning Critical thinking Problem solving Graphic Organizers Think Pair Share Concept Map Content Talk</p>	<p>submit preproduction packet</p>	<p>rebrand project</p>	
<p>Produce a 30 sec commercial spot which addresses a research-determined liability of the client. Anticipate, organize and manage the logistical aspects of a short film-style production.</p>	<p>Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking Problem solving</p>	<p>Rough cut conference</p>	<p>30 second rebrand project Self-crit notes</p>	<p>http://electronicportfolios.com/reflection.html</p>
<p>Re-edit 30 second spot; produce 1 min and 15 second alternate versions.</p>	<p>Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking Problem solving</p>	<p>Rough cut conference</p>	<p>30 second rebrand project part 2 Self-crit notes</p>	<p>http://electronicportfolios.com/reflection.html</p>
<p>Recall and implement basic professional shooting disciplines for attention and communicative power</p>	<p>Recall Hands-on experimentation</p>	<p>Peer review/ critique Student Self</p>	<p>Peer critique preceding informal class</p>	<p>http://electronicportfolios.com/reflection.html</p>

	Application of technical principles	Assessment	critique	
Benchmark assessment:				http://electronicportfolios.com/reflection.html
Quiz 7B	Demo reel (portfolio) conference	Wordwall paragraph		
Summative written assessments				
Unit 8 Test				http://electronicportfolios.com/reflection.html
NOCTI concept test				
Summative performance assessments				
Rebrand 30 second final cut presentation /Self critique				Rubric- 30 sec spot Rubric- Self-crit presentation
Rebrand Alternate versions final cut presentation /Self critique				
Demo reel presentation				
NOCTI practicum				