Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: Digital Video Production Unit #1 Intro to Digital Video	Unit Summary: This unit is designed to assist the student develop an understanding of the history and technological developments in video communication and production. Using text selections, software generated activities and related editing lessons each student will explore the three main phases of a quality production. Students will follow the parameters of pre-production, production and post-production to manage, control and produce edited video productions.
Grade Level(s): 10, 11, 12	
Essential Question(s): • How do you define the term video? • What is the purpose of storyboarding. • What is "The Rule of Thirds"? • What settings on a camera are default settings? • What editing methods can be used to develop a "Hook"? • Why is it so important to create separate file or job folders? • What is the function of key frames in editing? • What is the most common transition used in quality productions. • Can text be designed to follow a geometric shape?	**Enduring Understanding(s):** • Develop and discuss text notes to compare and contrast the video and film technologies. • The students will create, develop and prepare informative story boards and descriptive design briefs. • Develop, discuss and save notes about video production, basic and default camcorder controls. Implement proper pre-planning procedures that assist in developing a quality production while managing the shooting session. • Using the Adobe After Effects software, the student will identify, investigate and generate effects that contain moving background, moving text, color and sound. Each student will render and archive final productions. (Design and generate a Logo) • The students will launch the Adobe Premier Pro software, identify and use the different frames on the workspace. Each student will implement methods of adding, rearranging and moving clips on the timeline. Each student will activate the proper effects panel to select and organize motion, position, scale and opacity key frames. (Create a video "A Day in the Life of", "How To", "A School Walk Through") • The use of transitions, proper placement, setting parameters and developing custom transitions and anti-aliasing adjustments will be used to assemble video presentations. • The setup and application of the Titler and Title Templates will assist each student design and select point type text and path text.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Analyze and compare the difference between video and film in the digital age.	1. TEC.9-12.8.1.12 B.3 TEC.9-12.8.1.12 B.6
2. Employ the proper pre-production techniques and prepare a logical linear storyboard	TEC.9-12.8.2.12 A. AR.9-12.1.1.12 B.1
3. Identify the basic controls on the camera use the proper production techniques when filming a video.	2. ELL.9-12.L.A.4 ELL.9-12.L.B.1
4. Create a motion video using still images by using scale, position, and opacity keyframes.	TEC.9-12.8.1.12.B TEC.9-12.8.1.12.E
5. Design a logo using text, images, and sounds , combining them into one compositions with special effects using Adobe After Effects.	3. TEC.9-12. TEC.9-12.8.1.12 A
6. Construct a video in Adobe Premiere by adding, rearranging and moving clips. Create motion by using the effects tab and relating the use of keyframes learned in the lesson before.	4. TEC.9-12.8.1.12 B.4 TEC.9-12.8.1.12 B.12 TEC.9-12.8.1.12 B.1
7. Plan, Design, and Develop an informative video using the pre-production, production, and post production techniques	5. ELL.9-12.L.A.4 ELL.9-12.R.F.1 WORK.9-12.9.1.12.A.1
8. Begin to apply transitions where needed and assemble video presentations	TEC.9-12.8.1.12 B.11
9. Compose and assemble effective titles and introductions using the Titler and Template options in Adobe Premiere.	6. TEC.9-12.8.1.12 B.11 TEC.9-12.8.2.12 B
	7. TEC.9-12.8.2.12 B ELL.9-12.R.F.1 TEC.9-12.8.1.12 A.5 TEC.9-12.8.1.12 B.9
	8. TEC.9-12.8.1.12 A TEC.9-12.8.1.12 A.5 TEC.9-12.8.1.12.B
	9. TEC.9-12.8.1.12.C TEC.9-12.8.1.12.E

Inter-Disciplinary Connections:

English, Technology, Theater Arts, Music

Students will engage with the following text:

Video Communication & Production 1st Edition

Students will write:

1. to understand the procedures for each project
2. their plans for their videos during preproduction phases
3. using Cornell Note Taking

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Project based and self-exploration

Real life digital video production jobs

Examples of solution will be given first then students will problem solve and explore to create their own solutions to the problems:

1. Students will be exploring and contrasting the difference between video and film.
2. Students will develop and actual storyboard.
3. Students will use the camera to record examples of good video techniques.
4. Students will create a composition that gives the illusion of movement by using keyframes.
5. Students will design a production logo and create effects of motion and color.
6. Students will cut clips and rearrange them using Adobe Premiere.
7. Students will design and edit an informative video focusing on effective communication
8. Students will create a video presentation using transitions and effects.
9. Students will design and create titles that are more effective then stationary text.

Students will need to have access to Adobe After Effects and Adobe Premiere. Project ideas will come from the text and other idea produced by the teacher.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.
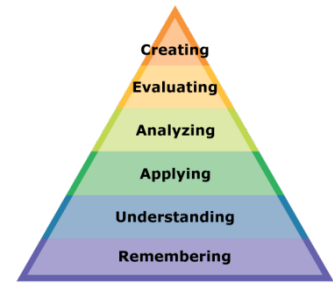
Formative Assessments:

Observation of student progress and skill development, checkpoints of understanding at:
1. Difference between video and film
2. Creation of a storyboard and script
3. Controlling the camera
4. Using Keyframes
5. Design of company logo
6. Editing clips in premiere
7. Constructing a informative video
8. Creating video presentations
9. Creating effective titles

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Accommodations/Modifications:

One-on-one interaction, alternate assessments

Summative Assessments:

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Additional time, alternate assessment, after-school help

Performance Assessments:

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternate videos, additional time, assistance with organization

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: Digital Video Production Unit #2 Mastering Video Composition	Unit Summary: This unit is designed to assist the student develop an understanding of the composition and language of video production. Using text selections, software generated activities and related editing lessons each student will explore more detailed skills to generate quality edited productions. Students will follow more advanced lessons in editing and creating computer generated effects.
Grade Level(s): **10, 11, 12**	
Essential Question(s): • What is the difference between "framing" and framing "off" something? • How many different ways can you show movement in a frame? • On a screen, what determines vertical? • What dimensions are in the video world? • What editing methods can be used to "climb a wall" • What is the purpose for creating a special effect. • Are most effects CG? Why?	**Enduring Understanding(s):** • Develop and discuss text notes on the laws of video space, framing and the power of the frame. • The students will create, develop and prepare computer generated effects including motion tracking, keying, mask development, and control of scale in the "After Effects" software. • Develop, discuss and save notes about the aspects of time in a video production and the use of time coherence while editing video and audio. • The student will continue to enhance their editing creativity while developing 3D lettering on multi layers using the Adobe After Effects software • The students will continue navigating through the Adobe Premier Pro software creating video that complies with the demonstrated lessons and learning activities.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Manage the use of video space and framing in a digital video composition and examine the importance of these factors	1. TEC.9-12.8.1.12.B TEC.9-12.8.1.12.E TEC.9-12.8.2.12.B AR.9-12.1.1.12 A AR.9-12.1.2.12 C
2. Create computer generated effects including motion tracking, keying, mask development, and controlling scale in the computer software, Adobe After Effects.	
3. Assemble a video composition focusing on the use of time in audio and video to effectively communicate a message.	2. TEC.9-12.8.1.12.B.1 TEC.9-12.8.1.12.E MA.9-12.4.2.12 A.1 MA.9-12.4.3.12 B.4.b
4. Design increasingly creative titles by developing 3D layers using the X, Y, and Z planes in Adobe After Effects.	
5. Compose video compositions that employ the learned skills that continue to effectively convey a given message.	3. TEC.9-12.8.1.12.E TEC.9-12.8.2.12.B
	4. MA.9-12.4.2.12 A MA.9-12.4.2.12 A.2 LA.9-12.3.1.A TEC.9-12.8.1.12.B.1
	5. TEC.9-12.8.1.12.B.1 TEC.9-12.8.1.12.E TEC.9-12.8.1.12 A TEC.9-12.8.1.12 B

Inter-Disciplinary Connections:

English, Technology, Theater Arts, Music

Students will engage with the following text:

Students will write:

Use of Cornell Notes will be used to understand the procedures for each project
Students will write their plans for their videos during preproduction phases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

Project based and self-exploration
Real life digital video production jobs
Examples of solution will be given first then students will problem solve and explore to create their own
  solutions to the problems:
  1. **Students will use premiere and line up the shots within the safe frame tool.**
  2. **Students will create computer generated effects using Adobe After Effects.**
  3. **Students will study the use of time in a video and use it to add dramatics to the project.**
  4. **Students will create 3D text using Adobe After Effects.**
  5. **Students will use a Digital Video Composition to persuade and inform a viewer.**
Students will need to have access to Adobe After Effects and Adobe Premiere. Project ideas will come from the text and other idea produced by the teacher.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.
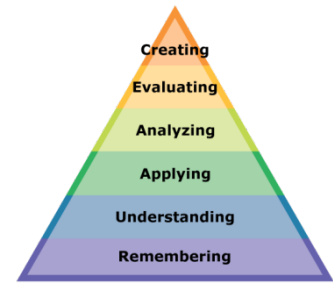
Formative Assessments:

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of video space
2. Creation of computer generated effects
3. Use of time and space to create dramatics
4. Creation of 3D titles
5. Develop and compose a Public Service Announcement
6. Create an persuasive commercial

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Accommodations/Modifications:

One-on-one interaction, alternate assessments

Summative Assessments:

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Additional time, alternate assessment, after-school help

Performance Assessments:

Completion of Portfolio

Completion of a real object that the students bring in will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternate videos, additional time, assistance with organization

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: Digital Video Production Unit #3 Advanced Editing Techniques and Sound	**Unit Summary**: This unit is designed to challenge each student editor to create more professional quality productions while implementing learned skills. The software generated activities and related editing lessons become more demanding as each student advances. Students will be introduced to Adobe "Sound Booth" while they follow exercises editing and generating sound effects.
Grade Level(s): 10, 11, 12	
Essential Question(s): • What types of camera angles are commonly used? • Is the term fade and dissolve the same? • Why are DVE's so widely used in commercials? • How does sound create a sense of locale? • Aside from music what other sounds typically enhance mood? • What is the reason for music in a documentary, training film or movie?	**Enduring Understanding(s):** • Develop and discuss text notes on the language and proper terms use in the video world. • Sound editing software will be explored as each student develops a professional quality audio track. (Create a voiceover cartoon, speech) • In the "Premiere Pro" and "After Effects" software, the students will research, create, develop and prepare a montage that describes an approved theme. Computer generated effects and editing skills are to be incorporated from prior lessons. (Create a music montage, appreciation montage, highlights) • "Video Sound", Develop, discuss and save notes involving the ways program audio delivers information and how to enhance audio for mood. • Using the Adobe After Effects, Premiere Pro, and Sound Booth software, the student will continue to enhance their editing creativity while developing required learning activities.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Differentiate between the different videography terms and use the language of the video world.	1. LA.9-12.3.1.D LA.9-12.3.1.F TEC.9-12.8.1.12.A
2. Create and develop professional quality audio tracks by using the proper programs and experimenting with different techniques.	TEC.9-12.8.1.12.F TEC.9-12.8.2.12.A
3. Combine a variety of information that adheres to an approved theme. Employ computer generated techniques to make the information more distinguished.	2. AR.9-12.1.2 AR.9-12.1.2.12 B
4. Apply video sound to enhance the mood of a video composition.	TEC.9-12.8.1.12.B TEC.9-12.8.2.12.G
5. Prepare advanced video compositions by using the skills learned to this point in Adobe After Effects, Premiere Pro, and Sound Booth software	3. TEC.9-12.8.2.12.F TEC.9-12.8.2.12.G TEC.9-12.8.2.12.B AR.9-12.1.2.12 C
	4. AR.9-12.1.3.12 B LA.9-12.3.2.12.A.3 TEC.9-12.8.1.12.A TEC.9-12.8.1.12.F
	5. AR.9-12.1.3.12 B LA.9-12.3.2.12.A.3 AR.9-12.1.2.12 C TEC.9-12.8.1.12.B TEC.9-12.8.2.12.G TEC.9-12.8.1.12.A

Inter-Disciplinary Connections:

   English, Technology, Theater Arts, Music

Students will engage with the following text:

Video Communication & Production 1st Edition

Students will write:

Use of Cornell Notes will be used to understand the procedures for each project
Students will write their plans for their videos during preproduction phases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Project based and self-exploration
Real life digital video production jobs
Examples of solution will be given first then students will problem solve and explore to create their own
   solutions to the problems:

1. Students will be contrasting the different video terms when doing pre-production and post-production.
2. Students will use sound booth to create professional quality audio tracks.
3. Students will combine a montage of information into a coherent video production.
4. Students will apply video sound to a composition to enhance the mood of a project.
5. Students will develop and design an advanced video production focusing on all aspects of pre-
   production, production, and post-production.

Students will need to have access to Adobe After Effects and Adobe Premiere. Project ideas will come from the
text and other idea produced by the teacher.

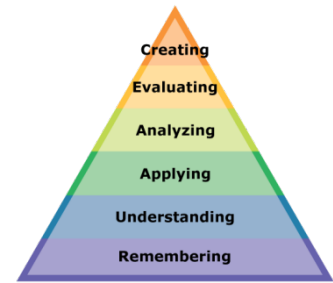Real life digital video production jobs
Examples of solution will be given first then students will problem solve and explore to create their own
   solutions to the problems:

1. Students will be contrasting the different video terms when doing pre-production and post-production.
2. Students will use sound booth to create professional quality audio tracks.
3. Students will combine a montage of information into a coherent video production.
4. Students will apply video sound to a composition to enhance the mood of a project.
5. Students will develop and design an advanced video production focusing on all aspects of pre-
   production, production, and post-production.

Students will need to have access to Adobe After Effects and Adobe Premiere. Project ideas will come from the
text and other idea produced by the teacher.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of video language
2. Creation of audio track
3. Create voiceover
4. Develop speech
5. Music montage
6. Mood enhancement project
7. Advanced project

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Accommodations/Modifications:

One-on-one interaction, alternate assessments

Summative Assessments:

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Additional time, alternate assessment, after-school help

Performance Assessments:

Completion of Portfolio

Completion of a real object that the students bring in will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternate videos, additional time, assistance with organization

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Digital Video Production Unit #4 Production Teams	This unit is designed to create and develop a culmination activity show casing the learned skills from throughout the year. The students will generate a menu DVD archiving the years completed activities. Each student is encouraged to add his best work to his digital portfolio.
Grade Level(s): 10, 11, 12	

Essential Question(s):	Enduring Understanding(s):
- What types of activities go into developing a production schedule. - How do you calculate the cost of production? - How can you motivate your cast and crew? - What special effect can you think of to develop and implement into your short. - What costs and fees determine the final production cost of a production? - What is a menu DVD ?	"Production Planning", Develop and discuss text notes to determine the production requirements for a small-scale video production. - Each student will assemble people, equipment and other resources for a small-scale video production that will showcase the editing techniques developed as a result of the curriculum exposure and personal investigation. - Each student will develop a production schedule and calculate cost and budget for their production. - The Adobe editing software will be used to develop effects, edit the video assets, enhance sound and finally design and create a menu DVD.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Develop production requirements, assemble people and resources to create a small-scale video.	1. TEC.9-12.8.1.12.B TEC.9-12.8.1.12.E TEC.9-12.8.2.12.B AR.9-12.1.1.12 A AR.9-12.1.2.12 C
2. Manage, budget and calculate production costs of the small-scale video production	
3. Manage and control production schedules for the small-scale video	2. TEC.9-12.8.1.12.B.1 TEC.9-12.8.1.12.E MA.9-12.4.2.12 A.1 MA.9-12.4.3.12 B.4.b
4. Asses and solve problems that are associated with common video recording situations.	3. MA.9-12.4.2.12 A MA.9-12.4.2.12 A.2 LA.9-12.3.1.A TEC.9-12.8.1.12.B.1
	4. TEC.9-12.8.1.12.B TEC.9-12.8.1.12.E TEC.9-12.8.2.12.B AR.9-12.1.1.12 A

Inter-Disciplinary Connections:

English, Technology, Theater Arts, Music

Students will engage with the following text:

Video Communication & Production 1st Edition

Students will write:

Use of Cornell Notes will be used to understand the procedures for each project
Students will write their plans for their videos during preproduction phases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

Project based and self-exploration
  Real life digital video production jobs
  Examples of solution will be given first then students will problem solve and explore to create their own
   solutions to the problems:
  1. Students will explore the production jobs and work as a team to create a small scale production
      company.
  2. Students will create a personal investigation into a topic of their choice within their production
      companies.
  3. Students will determine the budget of a project and create a production schedule for a given video
      project.
  4. Students will finalize the year by creating a DVD showcasing their work as a portfolio.
Students will need to have access to Adobe After Effects and Adobe Premiere. Project ideas will come from the
text and other idea produced by the teacher.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
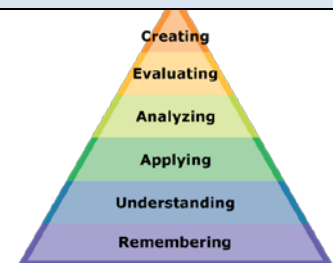
Formative Assessments:

Observation of student progress and skill development, checkpoints of understanding at:
  1. Small scale production organization
  2. Production jobs
  3. Personal Investigation
  4. Curriculum exposure
  5. Production Schedule
  6. Cost and Budget
  7. Adobe Encore DVD
Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Accommodations/Modifications:

One-on-one interaction, alternate assessments

Summative Assessments:

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Additional time, alternate assessment, after-school help

Performance Assessments:

Completion of Portfolio

Completion of a real object that the students bring in will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternate videos, additional time, assistance with organization