

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Advanced Digital Video Production

COURSE OF STUDY

Technology Department

Written by:

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Date:

Fall 2018

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Approved by:

Matt Szuchy, Director of Curriculum & Instruction

SYLLABUS

Advanced Digital Video Production

5 Credits

GRADES: 11-12

Prerequisite: Digital Video Production or Digital Video Production for Lab Science

Students will refine and expand on the skills acquired in Digital Video Production and receive advanced instruction in non-linear digital editing, electronic newsgathering and programming formats. Emphasis will be placed on completing assignments to be aired on our District TV Channel 19 of events going on at the high school and community. Organizational skills, writing skills, professionalism, and the ability to work cooperatively are necessary for success in this class. This class is required for students taking the TV and Broadcasting Option II.

Course Content

- 1. Advanced Concepts in Adobe Software (1-2 months)** - This unit provides the students with the foundations to be able to use the Adobe Creative Suite to create advanced digital video productions. After effects will be used to create incredible motion graphics and visual effects for film, TV, video, and web. Visually stunning videos will be edited in Adobe Premiere Pro. Production graphics and artwork will be created in Photoshop and Illustrator. This unit reinforces the students' knowledge and experience with the tools to create advanced digital videos.
- 2. Shot Composition, Lighting and Sound (2-3 months)** - Film is a visual medium. For years, stories were told with no sound at all. In this unit, students will study and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field and students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will create foley, splice and edit tracks, and add sound to their videos to create a truly immersive and multi-sensory experience for the viewer using Adobe Audition.
- 3. Pre-production Techniques (1 month)** - The pre-production phase of the digital workflow includes all research, writing, shot plans, proposals, treatments, storyboards, and scripts. Each pre-production tool listed above has its own set of rules, principles and industry standards that students must follow before they are given cameras to film.
- 4. Field Assignments (4-5 months)** - The students will use the skills learned in the previous units to plan, film, and edit field assignments to serve an audience comprised of students, faculty, staff, and community stakeholders. This will help them to learn to manage deadlines and deal with unforeseen obstacles as they create content. Feedback will be provided by the audiences while students continue to gain career awareness and technical skills through the emulation a functioning broadcast outfit.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Advanced Digital Video Production

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Concepts in Adobe Software</p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary:</p> <p>This unit provides the students with the foundations to be able to use the Adobe Creative Suite to create advanced digital video productions. After effects will be used to create incredible motion graphics and visual effects for film, TV, video, and web. Visually stunning videos will be edited in Adobe Premiere Pro. Production graphics and artwork will be created in Photoshop and Illustrator. This unit reinforces the students' knowledge and experience with the tools to create advanced digital videos.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What types of operations are done in each Adobe program? ● What are some of the key terminologies of graphics? ● Why are the design principles and elements important? ● How are still graphics created and why are they important to the effective communication of a video? ● How can the knowledge of visual techniques enhance video content? ● How and why are animated titles created? ● How can After Effects be used to create stunning visual effects? ● How are animations used in a video production? ● How do you choose whether to use Premiere or After Effects? ● Why is workflow important between the programs? ● What are the options for exporting content and why is important when working with clients? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Recognize the importance and function of all of the Adobe software used in conjunction when creating advanced video productions. ● Identify key terms used by graphic designers and video producers when referring to bitmap images, vector graphics, animations, and video content. ● Compare and contrast the design principles/elements and illustrate the ability to use them when creating content. ● Demonstrate knowledge of image-generating devices, their resulting image types, and how to access and edit resulting images in Photoshop and Illustrator for use in video. ● Interpret the best practices for creating digital content so it is stimulating to today's public and most effectively transfers the specified message. ● Explain the importance of using animated text in a video and how it adds to the overall understanding and appearance of the digital content. ● Choose and Illustrate the use of advanced video effects tools in Adobe After Effects. ● Demonstrate the ability to keyframe effects and animations when using still or motion content. ● Compare and contrast the different types of editing that can be done in After Effects and Premiere. Understand when the best time to use each program would be. ● Make use of dynamic links between the programs and understand how they lead to a more productive workspace. ● Demonstrate knowledge of export options for video and how to export video from Adobe Premiere Pro and Adobe Media encoder.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target (students will be able to:)</u>	<u>NJSLS:</u>
1. Determine and choose the appropriate software when creating assets for their advanced digital videos.	VPA.1.3.12.D.CS1 VPA.1.3.12.D.1 TECH.8.1.12.A.CS1
2. Explain and interpret terms used by graphic designers and video producers when referring to bitmap images, vector graphics, animations, and video content.	TECH.8.1.12.A.1 TECH.8.1.12.A.CS2 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1
3. Plan and compile content that shows effective communication through the use of the design principles and elements.	TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.1
4. Compare and contrast the the various file types used in digital video and choose the appropriate exporting options for each specific use.	TECH.8.1.12.E.CS2 TECH.8.1.12.E.2
5. Create and receive feedback on the use of digital content so it is stimulating to today's public and most effectively transfers the specified message	TECH.8.1.12.F.CS1 TECH.8.1.12.F.CS2 TECH.8.1.12.F.1
6. Design and develop animated text using the design principles and elements that stimulates the audience and clearly conveys the message to the viewer.	TECH.8.2.12.A.3 TECH.8.2.12.C.CS1 TECH.8.2.12.C.CS2
7. Plan, design, and construct advanced video effects in Adobe After Effects for use in Premiere.	TECH.8.2.12.D.CS1 TECH.8.2.12.E.CS1
8. Maximize the use of keyframing in Premiere and After Effects to create complex and detailed animations	TECH.8.2.12.E.1 TECH.8.2.12.E.2 TECH.8.2.12.E.3
9. Select the correct video editing software when performing a specific task.	TECH.8.2.12.E.4
10. Build a project in Premiere that includes dynamic linking from Illustrator, Photoshop, Audition, and After Effects	LA.11-12.W.11-12.2 LA.11-12.W.11-12.4 VPA.1.1.12.B.2
11. Compile content and export is to a form for the given medium.	VPA.1.3.12.B.4

Inter-Disciplinary Connections:

STEAM, English, Technology, Theater Arts, Music

Students will engage with the following text:

Adobe After Effects CC Classroom in a Book

Adobe Premiere Pro CC Classroom in a Book

Video: Digital Communication & Production, 4th 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 pre-production phases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

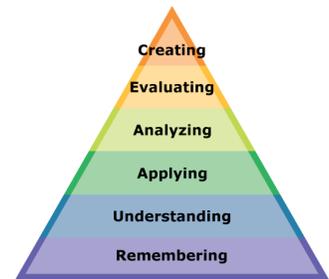
How will students uncover content and build skills.

- Project based and self-exploration
 - Real-life media production
 - Students will problem solve and explore to create their own solutions to the problems.
1. Students will need to use the right program to create the specified files for the software.
 2. Students will be tested and must use the correct terminology when referring to bitmap images, vector graphics, animations, and video content like professionals in the field.
 3. Students will create visual movie posters and accompanying videos that demonstrate effective communication through the use of the design principles and elements.
 4. Students will stay organized and use the correct file types for each operation which include; video, effects, graphics, photos, sounds, and uploading content.
 5. Students will show their video to an audience, receive and give feedback on the use of digital content so it is stimulating to today's public and most effectively transfers the specified message
 6. Students will create a text only video that demonstrates the use of text to convey a given message.
 7. Students will create original content that showcase advanced video effects. Each group will need to teach the class the effect that they created.
 8. Students will create an animated video from still images that maximizes the use of keyframing in Premiere and After Effects
 9. Students will select the correct video editing software when performing a specific task and fits their specific skill set to reach an end goal.
 10. Students will build a project in Premiere that brings at least one asset from from Illustrator, Photoshop, Audition, and After Effects
 11. Students will choose to demonstrate the correct exporting options for the given medium.

Students will need to have access to Video Editing Software (ex. Premiere, After Effects, and Audition) and Graphic Manipulation Software (ex. Illustrator and Photoshop)

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:

WARM UP ACTIVITIES

Students will read the timeline, direction and constraint page for the current design journal page.
Students will check the daily entry log to ensure see where they left off and ensure it is up to date
Students will get into groups and get their plans and materials ready.

CHECKPOINTS OF UNDERSTANDING

The design journals with be checked and graded after every component of learning.

Accommodations/Modifications:

Students have guided packets with questions that outline the research, and brainstorming.
The students will have an adjusted writing and mathematics packet to suit particular needs.
Students will receive extra one on one instruction to ensure safety and understanding.

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Summative Assessments:

Final evaluation of the project based on a rubric.
Final grade of design journal as it is re-graded in its entirety
Reflection paper about the entire project

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Allow students to get their work checked frequently as the assessments are build-ups.

Performance Assessments:

Completion of Portfolio

Completion of a final video project will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Allow students to get their work checked frequently as the assessments are build-ups.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Advanced Digital Video Production

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Shot Composition, Lighting and Sound</p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary:</p> <p>Film is a visual medium. For years, stories were told with no sound at all. In this unit, students will study and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field and students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will create foley, splice and edit tracks, and add sound to their videos to create a truly immersive and multi-sensory experience for the viewer using Adobe Audition.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the rule of thirds? ● What are balance and symmetry? ● What are some of the basic rules for film composition? ● How do you show a character's motion on screen? ● How are dialogue scenes filmed? ● What is continuity? ● How is lighting different in the studio vs. in the field? ● How can lighting influence the emotion of a scene? ● How can Adobe Audition be used to create professional grade sound? ● What is foley and how can it be created in a studio? ● What are the rules, regulations and laws regarding copyrighted music and sound clips? ● How can film be a multi-sensory experience? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Identify key shot composition terms and styles used by filmmakers and cinematographers when framing a scene. ● Compare and contrast scenes with good composition to ones with poor composition and offer input and suggestions for improvement. ● Using a single or multi-camera setup, film a character's motion through an environment, with particular attention to screen direction. ● Demonstrate knowledge of camera placement and continuity within a dialogue scene between two characters. ● Identify the various light placement terminology: key light, fill light, back light, top and bottom light, etc. ● Examine the use of lighting in a film and provide a rationale for how effectively or ineffectively that filmmaker used lighting to enhance the emotion of the scene. ● Differentiate the similarities and differences of lighting setups of studio lighting to field lighting. ● Recognize the importance and function of Adobe Audition as it pertains to editing and creating professional grade sound for a film. ● Create foley tracks in the studio and add them to a video project to enhance the movie watching experience. ● Demonstrate knowledge of export options for audio and how to export audio from Adobe Audition to Adobe Premiere Pro. ● Identify common copyright laws, rules and regulations, as they pertain to filmmakers and the music industry. ● Evaluate a scene in a film and describe the unique multi-sensory experiences that film has to offer to its viewer.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS:
1. Explain and interpret key shot composition terms and styles used by filmmakers and cinematographers when framing a scene.	VPA.1.3.12.D.CS1 VPA.1.3.12.D.1
2. Compare and contrast scenes with good composition to ones with poor composition and offer input and suggestions for improvement.	TECH.8.1.12.A.CS1 TECH.8.1.12.A.1
3. Create a digital short where students film a character's motion through an environment, with particular attention to screen direction.	TECH.8.1.12.A.CS2 TECH.8.1.12.B.CS2
4. Film a dialogue scene between two characters, with particular attention to the character's framing in the shot, the camera's placement, and continuity.	TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4
5. Explain and interpret the various light placement terminology: key light, fill light, back light, top and bottom light, etc.	TECH.8.1.12.D.1 TECH.8.1.12.E.CS2
6. Watch a variety of professional and amateur films and compare and contrast how each filmmaker uses lighting to enhance or diminish the emotion of the scene.	TECH.8.1.12.E.2 TECH.8.1.12.F.CS1
7. Plan out and create ideal lighting setups, both in the studio and in the field.	TECH.8.1.12.F.CS2 TECH.8.1.12.F.1
8. Select the correct audio editing software when performing a certain task.	TECH.8.2.12.A.3
9. Capture sound from a variety of sources to create foley and then edit these tracks in Adobe Audition to before importing them into Premiere Pro.	TECH.8.2.12.C.CS1 TECH.8.2.12.C.CS2
10. Demonstrate knowledge of export options for audio and how to export audio from Adobe Audition to Adobe Premiere Pro.	TECH.8.2.12.D.CS1 TECH.8.2.12.E.CS1
11. Research common copyright laws, rules and regulations, as they pertain to filmmakers and the music industry.	TECH.8.2.12.E.1 TECH.8.2.12.E.2
12. Watch a scene in a film and, within small groups, describe the unique multi-sensory experiences that film has to offer to its viewer.	TECH.8.2.12.E.3 TECH.8.2.12.E.4 LA.11-12.W.11-12.2 LA.11-12.W.11-12.4 VPA.1.1.12.B.2 VPA.1.3.12.B.4

Inter-Disciplinary Connections:

STEAM, English, Technology, Theater Arts, Music

Students will engage with the following text:

Adobe After Effects CC Classroom in a Book

Adobe Premiere Pro CC Classroom in a Book

Video: Digital Communication & Production, 4th 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 pre-production phases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

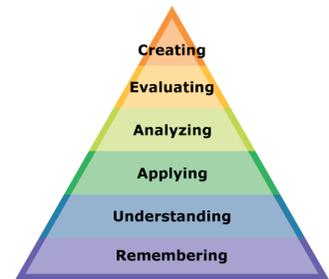
How will students uncover content and build skills.

- Project based and self-exploration
 - Real-life media production
 - Students will problem solve and explore to create their own solutions to the problems.
1. Students will be tested on and must use the correct terminology when referring to shot composition styles and terms.
 2. Students will create a digital short that and critique each other's work with specific regard to shot composition and framing of the characters.
 3. Students will create a digital short in which they film a character's motion through an environment.
 4. Students will film a dialogue scene where they will apply advanced digital video shot composition techniques. These scenes will be shown to the class and critiqued together.
 5. Students will be tested on and must use the correct terminology when referring to lighting setups in the studio and in the field.
 6. Students will watch a series of digital shorts in small groups and as a whole class and analyze the effect lighting has on the emotion of the scene.
 7. Students will work in small groups to safely set up the lighting equipment in the studio and in the field and position them according to the director's and cinematographer's vision.
 8. Students will need to use the right program to to edit audio.
 9. Students will use the built-in microphones in the cameras as well as external microphones to plan and capture foley, which will then be edited in Adobe Audition.
 10. Students will choose the demonstrate the correct exporting options for the given medium.
 11. Students will research copyright laws, rules and regulations, and will produce a written report on their findings.
 12. Students will analyze scenes from popular movies and, in small groups, consider how film can be so much more than just a visual medium.

Students will need to have access to Video Editing Software (ex. Premiere, After Effects, and Audition) and Graphic Manipulation Software (ex. Illustrator and Photoshop)

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:

WARM UP ACTIVITIES

Students will read the timeline, direction and constraint page for the current design journal page.
Students will check the daily entry log to ensure see where they left off and ensure it is up to date
Students will get into groups and get their plans and materials ready.

CHECKPOINTS OF UNDERSTANDING

The design journals with be checked and graded after every component of learning.

Accommodations/Modifications:

Students have guided packets with questions that outline the research, and brainstorming.
The students will have an adjusted writing and mathematics packet to suit particular needs.
Students will receive extra one on one instruction to ensure safety and understanding.

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Summative Assessments:

Final evaluation of the project based on a rubric.
Final grade of design journal as it is re-graded in its entirety
Reflection paper about the entire project

Completed videos, tests, design journal, pre-production

Accommodations/Modifications:

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Allow students to get their work checked frequently as the assessments are build-ups.

Performance Assessments:

Completion of Portfolio

Completion of a final video project will be the culmination of the understanding the unit.

Accommodations/Modifications:

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Allow students to get their work checked frequently as the assessments are build-ups.

Black Horse Pike Regional School District Curriculum Template

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

Course Name: Advanced Digital Video Production

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Pre-Production Techniques	Unit Summary:
Grade Level(s): 11-12	The pre-production phase of the digital workflow includes all research, writing, shot plans, proposals, treatments, storyboards, and scripts. Each pre-production tool listed above has its own set of rules, principles and industry standards that students must follow before they are given cameras to film.
Essential Question(s): <ul style="list-style-type: none"> ● What are your goals as a filmmaker? ● Who is your target audience? ● What makes a good story? ● What is the significance of the pre-production workflow? ● Why is a treatment so important? ● What are the basic elements of a script? ● How is script writing similar to other forms of writing you have done in the past? How is it different? ● What are the basic elements that are required in all storyboards? ● What tools and software can you use to develop your storyboard? ● Why are storyboards such a necessity for film, as opposed to other entertainment mediums? ● How do you develop a shoot plan based on a storyboard? ● What kinds of careers exist in the film industry for writers and artists who don't want to necessarily be behind the camera? 	Enduring Understanding(s): <ul style="list-style-type: none"> ● Develop a list of personal goals you'd like to achieve as a filmmaker. ● Identify the main goals, purpose and theme for your story and consider how to meet those goals, while still appealing to your target audience and genre. ● Compare and contrast "good" stories to "bad" ones in a variety of mediums, including films, books, short stories, audio narratives, etc. ● Provide a rationale for the importance of the pre-production phase in the digital filmmaking workflow. ● Create a proposal and a treatment for an original digital video project. ● Develop a script that makes use of all the basic elements of a script and adheres to the industry's standards for formatting. ● Examine scripts and consider ways in which they are similar and different from other forms of writing students have done in other classes. ● Identify the basic elements found in all storyboards and apply these elements to create a storyboard for an original digital video short. ● Determine which software is best for each of the following steps in the pre-production workflow: treatments and proposals, scripts, and storyboards. ● Use a storyboard to create an effective shooting schedule that is planned and mapped out on a calendar. ● Recognize the importance of effective communication with a team when planning a shooting schedule. ● Research and summarize the various careers in the film industry that center around artists and writers.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Identify and set personal goals one would like to achieve for a given video project.	VPA.1.3.12.D.CS1
2. Create a list of all the goals for an individual video project and use this list to develop a theme, target audience, and a genre.	VPA.1.3.12.D.1 TECH.8.1.12.A.CS1
3. Using pieces from a variety of mediums (radio, television, film, short stories, etc.), compare and contrast what makes a “good” story versus a “bad” one.	TECH.8.1.12.A.1 TECH.8.1.12.A.CS2
4. Explain the components that make up the pre-production stage and their significance to the larger digital video project as a whole.	TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2
5. Using the list of goals and target theme, develop a proposal and treatment for an original digital video short.	TECH.8.1.12.C.CS4 TECH.8.1.12.D.1
6. Create an original script that adheres to the script writing industry’s standards for an original digital video short.	TECH.8.1.12.E.CS2 TECH.8.1.12.E.2
7. Compare and contrast the scriptwriting process as it compares to other forms of writing students have done in other classes.	TECH.8.1.12.F.CS1 TECH.8.1.12.F.CS2
8. Apply the basic elements of a storyboard to create a storyboard for an original digital video short.	TECH.8.1.12.F.1 TECH.8.2.12.A.3
9. Differentiate between the various software used for each of the following: treatments and proposals, scripts, and storyboards.	TECH.8.2.12.C.CS1 TECH.8.2.12.C.CS2
10. Create a shooting schedule on a calendar, with direct references and links to the storyboard.	TECH.8.2.12.D.CS1 TECH.8.2.12.E.CS1
11. Create a project plan, milestones, and roles within a team when planning and creating a shooting schedule within a group.	TECH.8.2.12.E.1 TECH.8.2.12.E.2 TECH.8.2.12.E.3
12. Compare the various jobs in the film industry that revolve around writers and animators. Become aware of the ones that suit your skillset.	TECH.8.2.12.E.4 LA.11-12.W.11-12.2 LA.11-12.W.11-12.4 VPA.1.1.12.B.2 VPA.1.3.12.B.4

Inter-Disciplinary Connections:

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

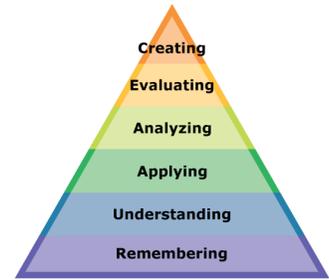
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Project based and self-exploration
 - Real-life media production
 - Students will problem solve and explore to create their own solutions to the problems.
1. Students will develop a list of goals they'd like to achieve as a filmmaker. For examples, some want to entertain, others want to document and invoke change, some want to scare the audience, some want to use it as a means to travel and see the world.
 2. Students will develop a list of goals they'd like to achieve for the assigned video project, with regards to the general themes, the genre, and the target audience.
 3. Students will analyze stories from radio, television, short stories, etc. to develop a list of qualities that makes a "good" story good.
 4. Students will be tested on the steps of the pre-production process and must provide a written rationale for its importance in the movie making process.
 5. Students will create a proposal and a treatment for an original digital video short before they begin scripting and storyboarding.
 6. Students will create an original script using CeltX or another scripting software of their choosing, that adheres to the industry's strict formatting guidelines.
 7. Students will take a short story writing prompt from their English classes and turn it into a multi-page script.
 8. Students will use a storyboarding software of their choosing to create a storyboard for an original digital video short.
 9. Students will need to use the right program for treatments and proposals, scriptwriting, and storyboarding.
 10. Students will use their storyboards as a model to create a shooting schedule for an original digital video short.
 11. Students will work with teams creating a project plan, milestones, and roles within a team when creating a shooting schedule as a group.
 12. Students will perform the various jobs in film pre-production. They will be good at some tasks but others will take them out of their comfort zone. This will create an awareness to the jobs that make the best use of their skills.

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:

WARM UP ACTIVITIES

Students will read the timeline, direction and constraint page for the current design journal page.
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CHECKPOINTS OF UNDERSTANDING

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Accommodations/Modifications:

Students have guided packets with questions that outline the research, and brainstorming.
The students will have an adjusted writing and mathematics packet to suit particular needs.
Students will receive extra one on one instruction to ensure safety and understanding.

Alternative assignments, additional time for assignments, preferential seating arrangements one on one interaction, after school help, and assistance for organization. Check frequently for student understanding.

Summative Assessments:

Final evaluation of the project based on a rubric.
Final grade of design journal as it is re-graded in its entirety
Reflection paper about the entire project

Completed videos, tests, design journal, pre-production

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Allow students to get their work checked frequently as the assessments are build-ups.

Performance Assessments:

Completion of Portfolio

Completion of a final video project will be the culmination of the understanding the unit.

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Black Horse Pike Regional School District Curriculum Template

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

Course Name: Advanced Digital Video Production

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Field Assignments</p> <p>Grade Level(s): 11-12</p>	<p>Unit Summary:</p> <p>The students will use the skills learned in the previous units to plan, film, and edit field assignments to serve an audience comprised of students, faculty, staff, and community stakeholders. This will help them to learn to manage deadlines and deal with unforeseen obstacles as they create content. Feedback will be provided by the audiences while students continue to gain career awareness and technical skills through the emulation a functioning broadcast outfit.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How does the target audience effect a video project? ● What kind of jobs and careers are in a production studio? ● What is a multi-camera production? ● How can RAW footage be edited into an exciting video? ● What are the steps from start to finish when producing a news story? ● How is an impactful public service announcement created? ● How are marketing strategies used in video? ● How can client relations and their goals effect a project. ● How is an interview planned, filmed, and edited? ● What power does video hold on the public's opinion? ● What is the purpose of a documentary? ● How can you market yourself to potential employers? ● What effects does the public reaction to your content mean? ● What are potential digital video careers and how do you prepare for them? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Recognize how audience, purpose, and goal impact a final video product. ● Understand 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. ● Understand how to capture action as a sequence using multiple cameras. ● Demonstrate the ability to capture and edit a school event that creates excitement for the viewer ● Demonstrate knowledge of how to plan, shoot, and create a news story with b-roll and narration. ● Identify audience, purpose, and perspective of Public Service Announcements. ● 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. ● Understand the roles of a producer working with a client to create a commercial. ● Demonstrate the knowledge and ability to create a project plan and schedule by interviewing a client. ● Understand the power of a documentary and all content that is created. ● Recognize the importance of effective communication with a team when creating a short documentary. ● Understand the importance and use of compiling selected content into a portfolio for a selected audience. ● Gain valuable feedback by screening the content to an audience. ● Demonstrate job ready skills by taking the NOCTI Visual Arts Pathway Exam.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target (students will be able to:)</u>	<u>NJSLS:</u>
1. Determine the audience, purpose, and goal and use these as constraints when planning a video project.	VPA.1.3.12.D.CS1 VPA.1.3.12.D.1
2. Compare the various jobs in film production showcase the skills of each one. Become aware of the ones that suit your skillset.	TECH.8.1.12.A.CS1 TECH.8.1.12.A.1 TECH.8.1.12.A.CS2
3. Create video productions that use the multicamera to capture footage with multiple cameras.	TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2
4. Plan and create a video of the highlights of school event that creates excitement for the viewer.	TECH.8.1.12.C.CS4 TECH.8.1.12.D.1
5. Create a public service announcement that raise public awareness of a topic.	TECH.8.1.12.E.CS2 TECH.8.1.12.E.2
6. Maximize the use of marketing strategies to develop a plan for an advertisement of a particular brand.	TECH.8.1.12.F.CS1 TECH.8.1.12.F.CS2 TECH.8.1.12.F.1
7. Communicate with a client to create content that conveys their message and fits the set constraints given to them.	TECH.8.2.12.A.3 TECH.8.2.12.C.CS1
8. Conduct an interview with a client. Design and create rough cuts and assembly cuts to present views to readers, listeners, or viewers.	TECH.8.2.12.C.CS2 TECH.8.2.12.D.CS1 TECH.8.2.12.E.CS1
9. Influence the public by their media message resulting in either a change or reinforcement in audience or individual beliefs.	TECH.8.2.12.E.1 TECH.8.2.12.E.2
10. Create a project plan, milestones, and roles within a team when creating content as a group.	TECH.8.2.12.E.3 TECH.8.2.12.E.4
11. Communicate and receive valuable feedback that assesses your skills and message effectiveness. Redesign as needed according to the feedback.	LA.11-12.W.11-12.2 LA.11-12.W.11-12.4 VPA.1.1.12.B.2
12. Practice lifelong career skills and be adaptable to an ever changing medium such as video.	VPA.1.3.12.B.4

Inter-Disciplinary Connections:

STEAM, English, Technology, Theater Arts, Music

Students will engage with the following text:

Adobe After Effects CC Classroom in a Book

Adobe Premiere Pro CC Classroom in a Book

Video: Digital Communication & Production, 4th 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 pre-production phases.

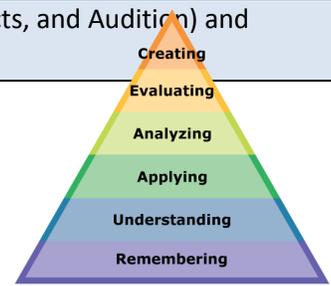
PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Project based and self-exploration
 - Real-life media production
 - Students will problem solve and explore to create their own solutions to the problems.
1. Students will plan, film and edit content using the given the audience, purpose, and goal as constraints.
 2. Students will perform the various jobs in film production. They will be good at some tasks but others will take them out of their comfort zone. This will create an awareness to the jobs that make the best use of their skills.
 3. Students will use the multicaster with a team to capture footage with multiple cameras.
 4. Students will plan and create a video highlighting a school event that creates excitement for the viewer.
 5. Students will create a public service announcement with a message in the public interest disseminated without charge, with the objective of raising awareness, changing public attitudes and behavior towards a social issue.
 6. Students will create an advertisement that has emotional force, and that influence purchasing behaviour, often unconsciously.
 7. Students will work with a client, creating content that fits the within the set constraints given to them.
 8. Students will conduct an interview with a client and present views to readers, listeners, or viewers.
 9. Students will create a documentary for the purposes of instruction, education, or maintaining a historical record.
 10. Students will work with teams creating a project plan, milestones, and roles within a team when creating content as a group.
 11. Students will screen their footage to receive valuable feedback assessing their skills and message effectiveness. They will then redesign as needed according to the feedback. They will also create a final portfolio and awards will be given out like the Oscars
 12. Students will demonstrate job ready skills by taking the NOCTI Visual Arts Pathway Exam.

Students will need to have access to Video Editing Software (ex. Premiere, After Effects, and Audition) and Graphic Manipulation Software (ex. Illustrator and Photoshop)



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:

WARM UP ACTIVITIES

Students will read the timeline, direction and constraint page for the current design journal page.
Students will check the daily entry log to ensure see where they left off and ensure it is up to date
Students will get into groups and get their plans and materials ready.

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Job Ready Assessment Blueprint

Television Production



Test Code: 3527 / Version: 01

General Assessment Information

Blueprint Contents

General Assessment Information	Sample Written Items
Written Assessment Information	Performance Assessment Information
Specific Competencies Covered in the Test	Sample Performance Job

Test Type: The Television Production industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Montana, New Jersey, New York, Oregon, Pennsylvania, and Utah.



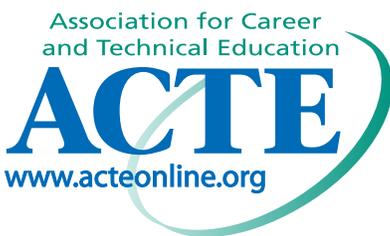
10.0202-Radio and
Television Broadcasting
Technology/Technician



Career Cluster 2-Arts, AV Technology
and Communications



27-4012.00-
Broadcast Technician



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in Television
Production or Communications.

Written Assessment

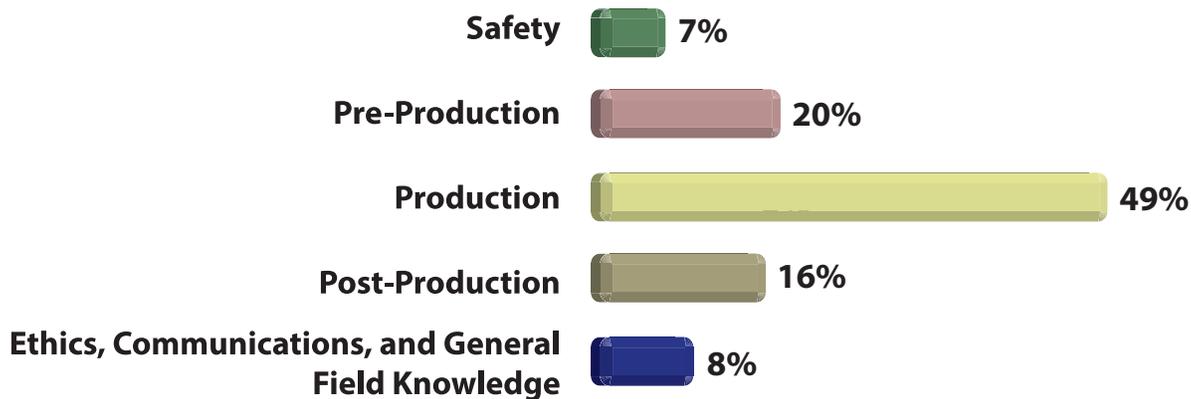
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 174

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety

- Demonstrate understanding of fire safety
- Demonstrate understanding of personal safety
- Demonstrate knowledge of equipment safety

Pre-Production

- Define target audience, including demographics and ratings
- Create or prepare production schedule/timeline
- Identify various budget/financial issues
- Demonstrate knowledge of concept development
- Demonstrate knowledge of various script formats, including storyboarding
- Determine technical requirements and site survey/location scout
- Identify and describe various communication distribution methods
- Select crew and cast talent for appropriate production requirements
- Design and construct sets and lighting



(Continued on the following page)

Specific Standards and Competencies (continued)

Production

- Prepare graphics appropriate to production
- Execute various lighting designs
- Direct and produce a studio production
- Direct and produce a field production
- Produce or select appropriate music for production
- Perform on-camera production skills
- Identify parts of cameras, accessories, and camera support systems
- Perform camera movements (e.g., tilt, pan, truck, dolly)
- Properly adjust cameras (e.g., exposure, white balance)
- Demonstrate appropriate lens operation and framing
- Identify various live distribution methods
- Identify and maintain various recording and file management systems
- Determine microphone selection and application
- Identify and operate various audio devices in a recording environment



(Continued on the following page)

Specific Standards and Competencies (continued)

Post-Production

- Identify and describe proper editing techniques
- Demonstrate editing aesthetics
- Identify and manage various file formats
- Import, capture, and export media appropriately
- Describe and apply motion graphics and video compositing
- Evaluate the finished product with the client/audience
- Identify and describe essential computer hardware for editing

Ethics, Communications, and General Field Knowledge

- Identify and define various career paths in the video production/broadcasting field
- Exhibit knowledge of copyrights, contracts, ethics, images, talent, and industry legalities
- Demonstrate knowledge of the business aspects of the video/broadcasting field and professional behavior with clients, coworkers, and supervisors



Sample Questions

If a light catches on fire, the first step is to

- A. spray the fire with water
- B. get out of the building
- C. call the supervisor
- D. shut off the power

In the traditional two-column script format, what information is placed in the left column?

- A. thumbnails
- B. sound and visual effects
- C. video and camera cues
- D. actor's dialog

Stationary items on a set such as pictures, lamps, and plants are called

- A. platform pieces
- B. props
- C. background pieces
- D. set dressings

In digital media, sound and light are translated into

- A. binary code
- B. time code
- C. vector
- D. codec

Studio set removal is referred to as

- A. storing
- B. blocking
- C. striking
- D. packing

(Continued on the following page)

Sample Questions (continued)

When developing a television production, which of the following steps comes first?

- A. concept
- B. treatment
- C. storyboard
- D. outline

A common entry-level position in television production is a/an

- A. production assistant
- B. audio control operator
- C. editor
- D. CG operator

Which of the following is used to test the abilities of the talent?

- A. rehearsals
- B. auditions
- C. screenings
- D. understudies

On a switcher, a row of buttons is called a

- A. bank
- B. bus
- C. mix
- D. line

The three major parts of a camera are

- A. body, lens, and viewfinder
- B. body, legs, and viewfinder
- C. body, screen, and tapes
- D. body, tripod, and lens

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 3 hours

Number of Jobs: 3

Areas Covered:

27% Create and Script Video

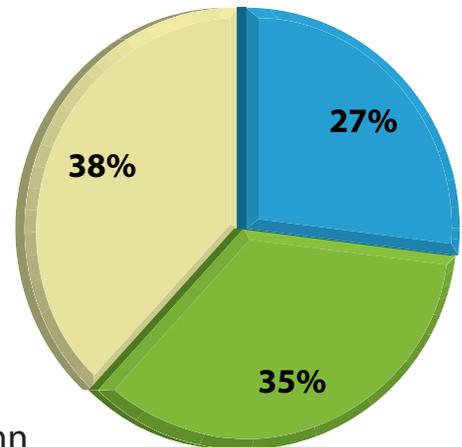
Participant will create a script for a 30- to 60-second Public Service Announcement (PSA), using the two-column format. Describe the video, audio, and graphic. Save and print script.

35% Production

Participant will use the script created in Job 1 to create a video, making sure all shots are properly exposed, white balanced, and in focus.

38% Post-Production

Participant will edit the video from Job 2 following all instructions and export final product to desktop.



Sample Job

Production

Maximum Time: 1 hour and 15 minutes

Participant Activity: Participant will create a video using script created in Job 1 following all instructions (e.g., wide shot, close up, tilt) and make sure all shots are properly exposed, white balanced, and in focus. Camera movements should be smooth and demonstrate proper framing.



Notes