Video Production

Description
This semester long course is skills and project-based. Students often work in groups as part of a video crew. Students learn the fundamental aspects of video production such as camera movement, composition, storyboarding, scriptwriting, lighting, voice-overs, presentation of talent and video editing. Students will practice using composition skills and follow the stages of production to create video content that communicates an effective message. Students will reinforce skills in a variety of video projects over the semester.

Course Overview

Course Goals	Essential Questions	Assessments
Students should: • Deconstruct visual media • Describe and follow the three phases of pre-production, production, and post- production • Use video equipment to demonstrate video composition techniques • Demonstrate and utilize basic field lighting techniques • Demonstrate responsible use of equipment • Create storyboards, write scripts, and video treatments • Edit video and audio footage using digital non-linear software for master product • Work cooperatively in groups as a production crew.	• How do we deconstruct media? • How are manual camera controls used to capture professional quality footage? • How are camera techniques, images, sound, and language used to develop and communicate an effective message, tell a story or influence viewers? • What are the elements of motion picture sound? • What are the elements of motion picture sound? • How does sound contribute to the overall meaning of a video message? • How does editing shape meaning? • What process/work flow do we use to produce video content? • How do we work collaboratively to produce video content? • How do we use information, images, and sound responsibly?	• Shot Sequences • Composition Exercises • Editing Exercises • Creating Audio Environments • Public Service Announcements • Commercials • Music Video

Content Outline	Standards	Grade Level Skills
I. Unit 1 - Media & Visual Literacy - Composition & Camera Movement II. Unit 2 - Using Video Equipment & Manual Functions III. Unit 3 - Shot Sequences IV. Unit 4 - Sound V. Unit 5 - Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story	21st Century Skills are met in the following areas: • **Learning and Innovation Skills** • **Information, Media and Technology Skills** • **Life and Career Skills** International Society for Technology in Education standards are met in the following areas: • **Communications and Collaboration** Common Core State Standards for ELA are met in the following areas: • **Writing Standards 9-12** (Text Types and Purposes, Research to Build and Present Knowledge, Range of Writing) • **Speaking and Listening Standards 9-12** (Comprehension and Collaboration, Presentation of Knowledge and Ideas) • **Language Standards 9-12** (Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use)	Students will: • Deconstruct media • Compose shots which demonstrate basic composition techniques • Analyze the effect of production techniques on an audience • Capture a variety of camera angles and movement • Shoot a scripted sequence • Control manual functions of a camera • Shoot a scripted sequence • Develop a visual story with a beginning, middle and end, conflict and resolution • Create a storyboard with video and audio elements and production notes • Utilize a variety of microphones for various purposes • Perform sound editing • Create a soundtrack for an audio environment • Perform basic to advanced editing using digital editing software • Create a developed timeline sequence with titles, graphics and transitions • Design and create final film and previous class projects • Create a lighting environment using basic 3 point lighting design

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 **Media & Visual Literacy - Composition & Camera Movement**	Unit 2 **Using Video Equipment & Manual Functions**	Unit 3 **Shot Sequences**	Unit 4 **Sound**	Unit 5 **Editing & Visual Effects**

Unit 1 – Media & Visual Literacy - Composition & Camera Movement

Standards:

Students will be able to:
- create new and worthwhile ideas (21st CS - *Creativity and Innovation)*
- articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts (21st CS - *Communicate Clearly)*
- exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal (21st CS -*Collaborate with Others)*
- understand both how and why media messages are constructed and for what purposes (ISTE - *Analyze Media)*
- understand and effectively utilize the most appropriate expressions and interpretations in diverse and multicultural environments (ISTE – *Create Media Products)*

Unit Objectives	Essential Questions	Assessments
Students should: - identify various compositional techniques and angles. - analyze techniques and angles for effect on specific audiences. - identify the elements of video / film language (frame, shot, sequence, scene). - identify bias and stereotypes in visual media. - create images/frames that demonstrate basic compositional techniques.	- How do we deconstruct media? - How do personal experiences and backgrounds shape how we interpret a message? - How are video images composed? - How does composition and framing help to communicate a message to the audience? - How is movement of images achieved and to what effect on the audience? - How do we tell compelling stories? **Focus Questions** - What are the basic elements of film composition? - What underlying messages do compositional techniques convey? - How do tripods, cranes and dollies help to create movement and enhance a visual story? - What is the structure of compelling story?	- Deconstruct ads and PSA for production techniques and message. - Deconstruct images for composition rules. - Deconstruct media for camera techniques and purpose.

Lesson Planning Resources	Skill Objectives
May include but are not limited to the following**:**	Students will be able to: deconstruct media.

• Professional books, video resources	• analyze the effect of production techniques on an audience.

Unit 2 –Using Video Equipment & Manual Functions

Standards:
Students will be able to
- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts (21st CS – *Communicate Clearly)*
- Use communication for a range of purposes (21st CS – *Communicate Clearly)*
- Conduct themselves in a respectable, professional manner (21st CS – *Interact Effectively with Others)*

Unit Objectives	Essential Questions	Assessments
Students should: • identify parts and the various functions of a digital video camera. • use manual camera settings to adjust white balance, aperture, shutter speed and focus. • demonstrate responsible use of equipment. • demonstrate various compositional techniques, angles and camera movement.	• How do we use a digital video camera to create professional quality footage? • What camera techniques are used to convey a particular message or emotion? **Focus Questions** • How do we use manual camera settings? • How do we care for equipment?	• Hands-on demonstration of camera manual settings and tripod use • Demonstrate composition rules using the camcorder. • Create a scripted sequence which demonstrates use of manual camera controls and a variety of camera angles

Lesson Planning Resources	Skill Objectives
May include but are not limited to the following**:** • Professional books, video resources • Digital Video Cameras • Tripods • Projector for demonstration	Students will be able to: • control manual functions of a camera. • capture a variety of camera angles and movement. • shoot a scripted sequence. • compose shots which demonstrate basic composition techniques.

Unit 3 – Shot Sequences

Standards:
Students will be able to:
- use a wide range of idea creation techniques (21st CS -*Think Creatively)*
- create new and worthwhile ideas (21st CS - *Think Creatively)*
- use a wide range of idea creation techniques (21st CS - *Think Creatively)*
- create new and worthwhile ideas(21st CS - *Think Creatively)*
- develop, implement and communicate new ideas to others (21st CS - *Work Creatively with Others)*
- be open and responsive to new and diverse perspective; incorporate group input and feedback into the work (21st CS - *Work Creatively with Others)*
- adapt to varied roles, job responsibilities, schedules and context (21st CS - *Adapt to Change)*
- know when it is appropriate to listen and when to speak (21st CS - *Interact Effectively with Others)*
- prioritize, plan and manage work to achieve intended result (21st CS - *Manage Projects)*

Unit Objectives	**Essential Questions**	**Assessment**
Students should: • create a shot sequence utilizing at least 5 basic shots and 3 different angles. • demonstrate continuity when producing a shot sequence. • practice steps for keeping an audience's attention span. • tell a story without the use of sound with a beginning, middle and end. • create a storyboard with video and audio elements and production notes.	• What process do we use to develop a short film? • How do organize a series of shots to develop a sequence that tells a story? • How are camera and composition techniques used to develop and communicate an effective message, tell a story or influence viewers? **Focus Questions** • How do you tell a visual story without relying on dialogue? • How do we employ continuity to avoid distracting the viewer or disrupting the story line?	• Create a shot sequence that allows students to build on composition skills and their understanding of production techniques to tell a visually interesting and cohesive story.
Lesson Planning Resources May include but are not limited to the following**:** • Professional books, video resources • Digital Video Cameras • Tripods		**Skill Objectives** Students will be able: • develop a story with a beginning, middle and end, conflict and resolution. • create a storyboard with video and

• Projector for demonstration • Digital editing software	audio elements and production notes. • capture footage. • perform basic editing using digital editing software.

Unit 4 – Sound		
Standards: *Students will be able to:* • use communication for a range of purposes (21st CS -*Communicate Clearly)* • utilize multiple and technologies, and know how to judge their effectiveness and assess their impact (21st CS - *Communicate Clearly)* • communicate effectively in diverse environments (21st CS -*Communicate Clearly)* • apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media (21st CS -*Analyze Media)* • understand and effectively utilize the most appropriate expressions and interpretations id diverse environments (21st CS - *Create Media Products)*		
Unit Objectives *Students should:* • identify the elements of video sound (dialogue, music, scores, sound effects). • describe how each sound element contributes to a video production. • choose and utilize different types of microphones for various purposes and shooting conditions. • use the camera and editing software to adjust audio levels for clarity. • demonstrate how sound effects and music tracks can create an audio environment. • perform sound editing.	**Essential Questions** • What are the elements of motion picture sound? • How does sound contribute to the overall meaning of a video message? • How do we choose the best audio recording techniques for various purposes and environments? **Focus Questions** • What are the elements of video sound? • What techniques are used to record each audio element? • What are the benefits and drawbacks to each type of microphone?	**Assessment** • Create an audio environment using digital editing software, homemade sound effects, a digital sound effects library and copyright free music tracks
Lesson Planning Resources May include but are not limited to the following**:** • Professional books, video resources • Microphones (wireless, handheld microphones and boom microphones) • Sound effects library • Copyright free soundtracks		**Skill Objectives** Students will: • utilize a variety of microphones for various purposes. • perform sound editing. • create a soundtrack for an audio environment.

Unit 5 – Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story

Standards:

Students will be able to:

- elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts (21st CS - *Think Creatively)*
- demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas (21st CS - *Work Creatively with Others)*
- utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact (21st CS - *Communicate Clearly)*
- utilize time and manage workload efficiently (21st CS - *Manage Goals and Time)*
- use interpersonal and problem solving skills to influence and guide others toward a goal (21st CS - *Guide and Lead Others)*
- communicate information and ideas effectively to multiple audiences using a variety of media and formats (ISTE - *Communication and Collaboration)*
- contribute to project teams to produce original works or solve problems. (ISTE - *Communication and Collaboration*)

Unit Objectives	Essential Questions	Assessment
Students will be able to: • utilize the basic functions of digital editing software. • demonstrate the various steps involved in the post-production process. • utilize appropriate transitions for desired effect (wipes, cuts, and fades). • demonstrate the differences between insert and assemble editing and know when to use each. • log footage and generate an edit decision list based on previewed footage. • create titles, lower thirds, and credits for inclusion in video projects. • export final projects to a compressed version • manipulate color, scale, motion, and opacity of footage. • adjust audio levels for desired effect. • layer video and audio.	• How does editing shape meaning? • What is the ethical line between enhancing the viewer's experience and deceiving them? • How does a project's purpose and focus help shape editing decisions? **Focus Questions** • How does editing pace affect the message and the impact on the viewer? • How do we choose the correct transition for a desired effect? • How do we choose what is most important and useful to keep the viewer's attention? • How is tone and mood conveyed through editing? • How can time and space be manipulated by editing?	• Produce a music video or an advertisement which includes titles, transitions, music, credits, special effects, and sound effects.

• utilize green screen technology. • demonstrate understanding of 3 point lighting.		
Lesson Planning Resources May include but are not limited to the following**:** • Professional books, video resources • Digital Video Camcorder with microphone & headphone jacks and peak meter view capability • Microphones • Headphones • Lighting Kit • Reflectors • Digital Editing Software		**Skill Objectives** Students will be able to: • perform advanced editing using digital editing software. • create a developed timeline sequence with titles, graphics and transitions. • burn final film to compressed files for viewing and distribution.