

CTE/ROP Video Production 1/2

San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

Course Length: 2 Semesters	Classroom Instruction: 180 hours
SUHSD Course Number: 97255/97256	Grade Level: 9, 10, 11, 12
SDCOE Course Number: 577017	SDCOE Total Hours: 230 hours
CBEDS Number/Title: 5716/Video Production	Year of Implementation: 2011
Course Pre-requisites: Computer knowledge recommended.	Articulation (school/credits): None
CTE Industry Sector: Arts, Media and Entertainment	CTE Pathway(s): Media and Design Arts, Production & Managerial Arts
Job Titles: Videographer, Audio/Visual Manager, Film/Video Editor, and Production Assistant	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment	
Required Textbooks: None	
Course Description: This course provides entry-level and advanced training in Video Production. Employment possibilities include Videographer, Audio/Visual Manager and Production Assistant. Instruction covers the following areas: storyboard, video script writing, production lighting, field and studio videography and linear and non-linear editing. Students use equipment which includes: iMac and Pro Mac computers, camcorders, light kits, final cut and iMovie software.	

CTE/ROP Video Production 1/2

Semester 1

Unit 1: Introduction to Media Production and Technology

Unit 2: Basic Safety

Unit 3: Production Roles

Unit 4: Writing, Producing, Directing

Unit 5: Technical Proficiencies

Unit 6: Post Production

Semester 2

Unit 7: Studio Production Skills

Unit 8: Special Effects/Color Correction

Unit 9: Delivery and Distribution

Unit 10: Film/Video Studies

Unit 11: Job Acquisitions Skills/Media Careers

CTE/ROP Video Production 1/2

Semester 1 - Unit 1 – Introduction to Media Production and Technology (5 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Appropriate human relations skills.</p> <p>1B - Language and math skills inherent in media production.</p> <p>1C - An understanding of media production terminology.</p> <p>1D - Care in the handling of media production hardware and software.</p> <p>1E - Knowledge of and concern for production values.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. *AME/TKS/ 10.6 Know the appropriate skills and vocabulary of the art form. *AME/MDAP/A1.5/CRA/PR/G9-12/ (5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition. *AME/MDAP/A1.5/CRA/ADV/G9-12/ (5.1) Speculate on how advances in technology might change the definition and function of the visual arts. <u>Core Academic:</u> *AME/C/2.1/RC/G9-10/ (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). *AME/C/2.1R/R/G11-12/ (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p>	<p>A - 1.5 hours: Production environments</p> <p>B – 2 hours: Hardware and software</p> <p>C – 1.5 hours: Aesthetics</p>	<p>Aesthetics Artistic Audio Camcorder Composition Hardware Macintosh Media Production Software Two-dimensional Video Videotape Visual</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p>http://www.nortellearnit.org/technology/</p> <p>http://faculty.colostate-pueblo.edu/samuel.egersole/handbook/handbook.html</p> <p>http://www.mediacollege.com/video/camera/</p> <p>http://www.techlearning.com/uploadedFiles/TechLearning/Common/sony_slides_final.pdf</p> <p>http://www.nortellearnit.org/technology/Video_Productions/</p> <p>http://socrates.berkeley.edu/~plab/pdf/PalmerGardner&Wickens-1.pdf</p> <p>http://www.mediacollege.com/photography/c</p>

CTE/ROP Video Production 1/2

				<p>omposition/</p> <p>http://production.4film-making.com/cinematography7.html</p> <p>Student Resources:</p> <p>http://michigan.gov/documents/mde/Math_Poster_317874_7.pdf</p> <p>http://www.filmiland.com/glossary/Dictionary.html</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Parts of the computer - http://www.seattle.gov/tech/seniors/training/partsofpc.htm • View movie, television and music video clips. Power of media: The film "TERMS OF ENDEARMENT" (Death Scene) • Students view one of the student films and give their opinion of the project. • Chapter 1: "About Video" - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Read Chapter 3: Image Formation and Digital Video - Video Basics 5 – Herbert Zettl <p>Comments:</p> <ul style="list-style-type: none"> • This section of study is to introduce students to video production via viewing of projects that are clearly "bad" or "good". 				

CTE/ROP Video Production 1/2

Semester 1 - Unit 2 – Basic Safety (3 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>2A - Demonstrates proficiency handling floor lights and studio rack lighting safely.</p> <p>2B - Knows of basic electrical problems/solutions.</p> <p>2C - Knows of proper staging, rigging, and set construction.</p> <p>2D - Knows of proper procedures for setup and breakdown of equipment.</p> <p>2E - Demonstrates proper coiling cable technique (under/over).</p> <p>2F - Demonstrates proper handling of video and audio equipment.</p> <p>2G – Demonstrates proper safety procedures in dealing with the Internet</p>	<p><u>Career Technical Education:</u> *AME/HS/ 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Know how to take responsibility for a safe and healthy work environment. 6.5 Understand the opportunities for and challenges to maintaining physical and emotional health. *AME/RF/ 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community. <u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p>	<p>A - 30 minutes: Safe working habits and practices.</p> <p>B - 30 minutes: Floor lights and studio rack lighting safety</p> <p>C - 30 minutes: Basic electrical problems / solutions</p> <p>D - 30 minutes: Proper procedures for setup and breakdown of equipment</p> <p>E - 30 minutes: Proper handling and coiling of cables.</p> <p>F - 30 minutes: Proper care and handling of video and audio equipment.</p>		<p><u>Teacher Resources:</u> http://www.uworksafe.com/worksafe/ www.youth2work.gov http://www.mediacollege.com/lighting/tips/safety.html <u>Student Resources:</u> http://scenariosusa.org/watchfilms/ http://www.youngworkers.org/ http://www.youtube.com/watch?v=Mlkvjysx9A</p>

CTE/ROP Video Production 1/2

	<p>(1.2) Construct and read drawings and models made to scale. *AME/A/1.1M/MR/G7/</p> <p>(1.3) Determine when and how to break a problem into simpler parts. *AME/A/1.1M/PS/G8-12/</p> <p>(3.0) Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses. *AME/C/2.2W/WSA/G11-12/</p> <p>(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Safety quiz (PDF) <div style="background-color: #f4a460; padding: 10px; text-align: center; margin: 10px 0;"> <p>Safety Tutorial for Video Production ROP/CTE SWEETWATER UNION HIGH SCHOOL DISTRICT</p> </div> <ul style="list-style-type: none"> • Read over this Keynote project: http://www.hollywoodhighschool.net/ourpages/auto/2009/5/20/46830499/Safety_Keynote.pdf • Read: http://www2.worksafefbc.com/PDFs/YoungWorker/StudentSafe/Gr11_12_BackCare_Handouts.pdf <p>Comments:</p> <ul style="list-style-type: none"> • All about safety in the classroom and in the video production industry. 				

CTE/ROP Video Production 1/2

<u>Semester 1 - Unit 3 – Production Roles (7 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>3A - Student will have knowledge of roles in the three stages of production.</p>	<p><u>Career Technical Education:</u> *AME/RF/ 7.3 Understand the need to adapt to varied roles and responsibilities. 7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client). 7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it. *AME/LT/ 9.2 Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. *AME/PMAP/ C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts. C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project. <u>Core Academic:</u> *AME/A/1.3HSS/HIN/G9-12/ (4) Students understand the meaning, implication, and impact of historical events and recognize that events</p>	<p>A – 2.5 hours: Pre-Production B – 2 hours: Production C – 2.5 hours: Post Production</p>	<p>Above-the-Line Actor Actress Announcer Art Director Audio Engineer Associate, or Assistant, Director (AD) Associate Producer Below-The-Line Camera Operators Chief Engineer Choreographer Costume Designer Crew Call Director Director of Photography (DOP) EFP Team Executive Producer Floor Manager Floor Persons Lighting Director (LD) Line Producer Makeup Artist Music Director/ Conductor Performer Post Production Team Pre-Production Team Producer Production Assistant (PA) Production Schedule Production Team Property Manager</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p>http://idisk.mac.com/ajmanx/Public/Keynote/Film_Crew_Positions_pt1.swf</p> <p>http://en.wikipedia.org/wiki/Television_crew</p> <p>http://en.wikipedia.org/wiki/Film_crew</p> <p>http://idisk.mac.com/ajmanx/Public/Keynote/Film_Crew_Positions_pt1.swf</p> <p><u>Student Resources:</u></p>

CTE/ROP Video Production 1/2

	<p>could have taken other directions. *AME/C/2.1R/RC/G9-10/ (2.3) Generate relevant questions about readings on issues that can be researched.</p>		<p>Studio and Field Producer Talent Technical Director (TD) Time Line Video-recording, or videotape, operator Video, or videotape editor. Writer</p>	
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Read Chapter 2: The Production Team: Who Does What When? - Video Basics 5 – Herbert Zettl • Chapter 10: “Production Planning” Pgs. 164 -166 (People: Crew and Cast) Video: Digital Communication & Production (2nd Edition) – Jim Stinson • <u>Career Profiles</u> <ul style="list-style-type: none"> ○ Ever wonder what it is like to work in the medical profession? On the job videos capture “behind the scenes” workplace activities to inform about careers. These interesting videos can help people decide what careers they may like to pursue. Like biographies, i.e. <i>A Day in the Life of my Great Grandfather</i>, the career film focus is about people and what they do. However, a career video style is more economic in nature - Research and report socioeconomic issues related to a career – public vs. private, salary issues, cost of living, and availability of jobs across geographic locations. Companies sell these types of videos, but it may be fun to contact a local business, private school, utility, grocer, etc. to film a career. Some businesses may even be able to use your production! <p>Comments:</p> <ul style="list-style-type: none"> • Understanding the positions needed to produce a projection. 				

CTE/ROP Video Production 1/2

<u>Semester 1 - Unit 4 – Writing, Producing, Directing (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>4A – Demonstrates Concept development, Brainstorming, Visualization, Social Consciousness of projects.</p> <p>4B – Practices Storytelling, Scriptwriting (formats, rewriting, preparing shooting script), Storyboarding, and Script breakdown.</p> <p>4C – Demonstrates knowledge of Interviewing and Budgeting.</p> <p>4D – Practices Production Management (location safety, legality, and time management issues).</p> <p>4E – Practices Directing talent, Coordinating crew, and Analyzing raw footage.</p> <p>4F – Demonstrates knowledge of legal and copyright issues.</p> <p>4G - Understands basics of video and audio editing.</p> <p>4H - Understands different editing formats.</p> <p>4I - Understands and utilizes various programs used in post-production.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.4 Understand digital applications appropriate to specific media and projects. 4.7 Understand how technology can reinforce, enhance, or alter products and performances. *AME/PSCT/ 5.5 Understand the application of research and analysis skills to the creation of content. *AME/ER/ 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace. 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately. 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals. 8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries.</p>	<p>A - 5 hours: PRE-PRODUCTION</p> <ol style="list-style-type: none"> 1. Concept development 2. Clustering 3. Brainstorming 4. Visualization 5. Social Consciousness 6. Storytelling 7. Scriptwriting 8. Script breakdown 9. Budgeting 10. Production scheduling 11. Set design 12. Location scouting 13. Talent coordination 14. Legal, copyright issues <p>B - 5 hours: PRODUCTION</p> <ol style="list-style-type: none"> 1. Production management (location safety, legality, and time management issues) 2. Directing talent <p>Coordinating crew Analyzing raw footage (“dailies”)</p> <p>C - 5 hours: POST-PRODUCTION</p> <ol style="list-style-type: none"> 1. Viewing footage 2. Rough cut 3. Fine cut 	<p>Angle Blocking Brainstorming Copyright Clustering Dry Run Evaluation Field Production Location Medium Requirements Multi-camera production Postproduction Preproduction Production Production Model Program objective Single-camera Production Scouting Script Set Design Studio production Talent Two-Column News Scriptwriting Visualization Walk through/Camera Rehearsal</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p>http://www.nortellearnit.org/technology/digital_ethics/</p> <p><u>Student Resources:</u></p> <p>http://idisk.mac.com/ajmanx//Public/Blog/Story_Starters.pdf</p> <p>http://www.mediacollege.com/writing/screenwriting/intro.html</p> <p>http://www.mediacollege.com/writing/generalogy/family-history.html</p>

CTE/ROP Video Production 1/2

	<p>*AME/LT/ 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p> <p>*AME/PMAP/ C2.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts. C2.4 Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production. C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production. C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.</p> <p>*AME/MDAP/A1.2/CE/ADVG9-12/ (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their</p>	<p>4. Audio edit 5. Audio mix 6. Visual effects 7. Credits</p>	
--	--	---	--

CTE/ROP Video Production 1/2

	<p>feelings and points of view.</p> <p>*AME/MDAP/A1.7/WSA/G11-12/ (1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>*AME/MDAP/A1.7/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><u>Core Academic:</u></p> <p>*AME/A/1.1M/NS/G7/ (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.</p> <p>(2.2) Add and subtract fractions by using factoring to find common denominators.</p> <p>(2.3) Multiply, divide, and simplify rational numbers by using exponent rules.</p> <p>*AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p> <p>*AME/A/1.1M/MR/G7/ (3.1) Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>*AME/A/1.1M/AI/G8-12/ (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture</p>		
--	--	--	--

CTE/ROP Video Production 1/2

	<p>problems.</p> <p>*AME/C/2.1R/RC/G9-10/ (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>*AME/C/2.1R/R/G11-12/ (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (3.8) Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)</p> <p>*AME/C/2.2W/WSA/G11-12/ (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows</p>			
--	--	--	--	--

CTE/ROP Video Production 1/2

	<p>accurate spelling and correct punctuation and capitalization. *AME/C/2.4LS/SA/G9-10/ (2.3) Apply appropriate interview techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. *AME/C/2.4LS/LSSA/G11-12/ (1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity</p>			
<p>Suggestions/Assessments: <u>Family Documentary</u></p> <ul style="list-style-type: none"> • Read Chapter 1: The Production Process - Video Basics 5 – Herbert Zettl • Read Chapter 17: Putting It All Together: Directing - Video Basics 5 – Herbert Zettl • “Director’s Panel: On Directing Lynda.com - http://www.lynda.com/lynda-com-Presents-tutorials/2010sbiffdirectorspanel-ondirecting/79035-2.html • “Writers’ Panel – It Starts with the Script” - Lynda.com http://www.lynda.com/lynda-com-Presents-tutorials/2010sbiffwriter-spanel-itstartswiththescript/79038-2.html <p>Comments:</p>				

CTE/ROP Video Production 1/2

Semester 1 - Unit 5 – Technical Proficiencies (35 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>5A - Demonstrates knowledge of analog versus digital video image recording.</p> <p>5B - Formats video tape</p> <p>5C - Demonstrates knowledge of parts of a camera.</p> <p>5D – Practices basic and intermediate Computer Usage</p> <p>5E - Understands elements of camera usage such as Focusing, Exposure, movement,</p> <p>5F - Demonstrates basic camera concepts such as Framing & composition and white balance.</p> <p>5H -Practices the basic and intermediate use of productions lighting equipment. Including 3-point Lighting, Bounce Light, and various lighting accessories (gels, Diffusion, "cookies")</p> <p>5J - Demonstrates basic audio techniques: Microphones (pickup patterns, uses, sound quality), Mixers (VU meters, controlling/setting levels) and Recording techniques</p>	<p><u>Career Technical Education:</u> *IT/MSSVP/ B3.3 Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.</p> <p><u>Core Academic:</u> *AME/A/1.1M/AI/G8-12/ (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. (25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.</p>	<p>A – 7 hours: Video Technology Basics</p> <ol style="list-style-type: none"> 1.Video image recording 2.Video tape formats 3.Parts of the camera <p>B – 14 hours: Camera Operation</p> <ol style="list-style-type: none"> 1.Focus 2.Exposure 3.Movement 4.Framing 5.White balance <p>C – 6 hours: Lighting accessories (gels, diffusion, “cookies”, etc.)</p> <p>D – 6 hours: Audio Recording</p> <ol style="list-style-type: none"> 1.Microphones (pickup patterns, uses, sound quality) 2.Mixers (VU meters controlling/setting levels) 3.Recording techniques <p>E – 2 hours: Additional Production Equipment</p> <ol style="list-style-type: none"> 1. Tripods 2. Cables 3. Dolly 	<p>Audio:</p> <ol style="list-style-type: none"> 1-left 2-right <p>1/8” stereo</p> <p>Boom</p> <p>Cardioid</p> <p>Channels (CH)</p> <p>Condenser</p> <p>Condenser Microphones</p> <p>DAT</p> <p>Duplex</p> <p>Dynamic microphone</p> <p>Female</p> <p>Fader</p> <p>Fishpole</p> <p>Frame Line</p> <p>Jack</p> <p>Lavaliere Microphone</p> <p>Male</p> <p>Mini disc (MD)</p> <p>Mini plug</p> <p>Omnidirectional</p> <p>Patching</p> <p>Phantom power (48v)</p> <p>Pickup pattern</p> <p>Plug</p> <p>Polar pattern</p> <p>Pop filter</p> <p>Power down</p> <p>Power up</p> <p>RCA phone plug</p> <p>Ribbon Microphone</p> <p>Shock mount</p> <p>Shotgun</p> <p>Sound Calibration</p> <p>Sound Perspective</p>	<p><u>Teacher Resources:</u></p> <p><i>*Textbooks:</i></p> <ol style="list-style-type: none"> 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl <p>Camera:</p> <p>http://www.mediacollege.com/photography/introduction/</p> <p>http://www.mediacollege.com/video/shots/</p> <p>http://www.mediacollege.com/photography/camera/</p> <p>http://www.mediacollege.com/photography/composition/</p> <p>http://www.mediacollege.com/video/camera/angles/</p> <p>http://www.mediacollege.com/video/camera/tutorial/01-framing.html</p> <p>http://www.mediacollege.com/video/shots/rul-of-thirds.html</p>

CTE/ROP Video Production 1/2

		<p>4. Steadycam Mount 5. Crane</p>	<p>Sweetening Transducer Unidirectional Volume-unit (VU) Meter Windscreen XLR Video/Camera: Angle of View Aperture Arc Aspect Ratio Bust Shot Calibrate the zoom lens Camcorder Close Up (CU) Coverage Composition Crab Cut-In Cutaway (CA) Depth of Field Dolly Dolly Zoom ENG/EFP Cameras Establishing Shot Eye-Level Extreme Close Up (ECU) Extreme Wide Shot (EWS) f-stop Framing Full Shot Head Space High angle Iris Jib arm Knee Shot Lead Room (Lead Space)</p>	<p>http://www.mediacollege.com/video/shots/dutch-tilt.html</p> <p>http://www.mediacollege.com/video/shots/alking-head.html</p> <p>http://www.mediacollege.com/video/shots/pickup.html</p> <p>http://www.mediacollege.com/video/shots/arc.html</p> <p>http://www.mediacollege.com/video/shots/crabbing.html</p> <p>http://www.mediacollege.com/video/shots/dolly.html</p> <p>http://www.mediacollege.com/video/shots/dolly-zoom.html</p> <p>http://www.mediacollege.com/video/shots/establishing-shot.html</p> <p>http://www.mediacollege.com/video/shots/eye-level.html</p> <p>http://www.mediacollege.com/video/shots/extreme-close-up.html</p> <p>http://www.mediacollege.com/video/shots/extreme-wide-shot.html</p> <p>http://www.mediacollege.com/video/shots/f-stop.html</p> <p>http://www.mediacollege.com/video/shots/framing.html</p> <p>http://www.mediacollege.com/video/shots/full-shot.html</p> <p>http://www.mediacollege.com/video/shots/head-space.html</p> <p>http://www.mediacollege.com/video/shots/high-angle.html</p> <p>http://www.mediacollege.com/video/shots/iris.html</p> <p>http://www.mediacollege.com/video/shots/jib-arm.html</p> <p>http://www.mediacollege.com/video/shots/knee-shot.html</p> <p>http://www.mediacollege.com/video/shots/lead-room.html</p>
--	--	--	--	---

CTE/ROP Video Production 1/2

			<p>Long Shot Loose/Tight Low angle Luminance Luminance Channel Magic Hour Medium Close Up (MCU) Medium Shot Mid Shot (MS) Noseroom Oblique/Dutch Angle Over-the-Shoulder Pan Pedestal Psychological Closure Point-of-View (POV) Rule of Thirds Screen Forces Shot (OSS) Shoot Shot Shot Type Shutter Static/Locked-Off Steadicam Three-shot Two-shot Tilt Tracking Tripod Trucking Undesirable Closure Zoom Vectors: Graphic, Index & Motion Very Wide Shot (VWS) Viewfinder White Balance Wide Shot (WS) Z-Axis</p>	<p>ge.com/video/shots/tilt.html http://www.mediacollege.com/video/shots/tracking.html http://www.mediacollege.com/video/shots/tracking.html http://www.mediacollege.com/video/shots/zoom.html http://www.youtube.com/watch?v=d1japlhKU9I http://www.mediacollege.com/audio/ http://www.mediacollege.com/video/shots/dolly-zoom.html http://www.mediacollege.com/lighting/video/ http://www.mediacollege.com/lighting/terminology/ http://www.mediacollege.com/lighting/tips/people.html</p> <p>Student Resources: http://vimeo.com/videoschool/lesson/79/zoom-vs-moving-camera-</p>
--	--	--	--	---

CTE/ROP Video Production 1/2

		<p>Zoom lens</p> <p>Digital Video:</p> <p>Aspect Ratio</p> <p>480p</p> <p>720p</p> <p>1080i</p> <p>Analog</p> <p>Binary digit (bit)</p> <p>Codec</p> <p>Compression</p> <p>Digital</p> <p>Digital television (DTV)</p> <p>Field</p> <p>Frame</p> <p>Frame rate</p> <p>High-definition television (HDVD)</p> <p>High-Definition video (HDV)</p> <p>Interlaced scanning</p> <p>Progressive scanning</p> <p>Refresh rate</p> <p>Sampling</p> <p>Scanning</p> <p>Lighting</p> <p>3-Point Lighting</p> <p>Additive Primary Colors</p> <p>Available Light</p> <p>Attached Shadow</p> <p>Background Light</p> <p>Back Light</p> <p>Barn Doors</p> <p>Baselight</p> <p>Camera Light</p> <p>Cast Shadow</p> <p>Color Temperature</p> <p>Contrast</p> <p>Diffused Light</p> <p>Diffusion</p> <p>Dimmer</p>	<p>whats-the-difference</p> <p>http://www.mediacollege.com/video/shots/dolly-zoom.html</p> <p>http://www.mediacollege.com/lighting/effects</p>
--	--	--	---

CTE/ROP Video Production 1/2

			Direction Light Expressionism Falloff Fill Light Flag Floodlight Foot-candle (fc) High-key Lighting Incident Light Kelvin (K) Key Light Large-source Light Intensity Light plot Low-Key Lighting Lux Magic Realism Medium Key Motivated Lighting Naturalism Pan Photographic principle Pictorial Realism Practical Rim Light Realism Reflector Reflected Light RGB Screen Silk Small-source Spotlight Triangle Lighting (3-Point Lighting) Umbrella White Balance	
--	--	--	---	--

CTE/ROP Video Production 1/2

Suggestions/Assessments:

- Chapter 11 -16 - Video: Digital Communication & Production (2nd Edition) – Jim Stinson
- Read Chapter 4: The Video Camera - Video Basics 5 – Herbert Zettl
- Read Chapter 5: Operating The Camera - Video Basics 5 – Herbert Zettl
- Read Chapter 6: Looking Through The View Finder - Video Basics 5 – Herbert Zettl
- Read Chapter 7: Audio and Sound Control - Video Basics 5 – Herbert Zettl
- Read Chapter 8: Light, Color and Lighting - Video Basics 5 – Herbert Zettl
- Read Chapter 16: Talent, Clothing, and Makeup - Video Basics 5 – Herbert Zettl

- Camera Use/Overview of functions (hands-on in class)
- Camera Competency Test, A Hands on Test on Using the
- Camera Competency Test, A Hands on Test on Using the
- Utilizing Camera basics, shoot a person(s) walking from one end of the school to the other. They must enter and exit the building at least one time. Be creative with your shots.
- Shoot one person in your group tossing and object to themselves. Be sure to match your shot action from shot to shot.
- Produce a video that ends with a twist. In new groups of 3-4.
- **ADVOCACY for SOCIAL CONCERNS.** Your team may want to focus on a social issue to voice your opinion or to raise awareness. This may be a local issue, such as school rules, public curfews, speed bumps on your street, or may be a more global concern, such as noise pollution, the ozone layer, asteroids hitting the Earth. These *opinion-based* commentary type films are based in documented research, and can be effective when presented in debate style - showing both sides of the issue in order to bring awareness to a public issue of concern.

Comments:

CTE/ROP Video Production 1/2

<u>Semester 1- Unit 6 – Post Production (25 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>6A - Demonstrate proficiency of digitizing ("capturing") selected video clips.</p> <p>6B - Assembles clips in a "time line" based software program.</p> <p>6C - Trims clips using various editing tools.</p> <p>6D - Adds transitions and special effects to video clips.</p> <p>6E - Adds and mixes audio tracks thoughtfully.</p> <p>6F - Exports project to videotape and/or digital video file for use on Internet.</p> <p>6G - Designs and incorporating computer graphics.</p> <p>6H - Files management and computer troubleshooting.</p> <p>6I - Demonstrates proficiency DVD authoring, file compression and/or audience-specific output format.</p>	<p><u>Career Technical Education:</u> *AME/RF/ Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.</p> <p>*AME/ER/ Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.</p> <p>*AME/PMAP/ C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.</p> <p>*AME/PMAP/ C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.</p> <p>*AME/MDAP/A1.1/AP/ADV/G9-12/ (1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.</p> <p>*AME/MDAP/A1.2/CE/PR/G9-12/ (2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).</p> <p>*AME/MDAP/A1.2/CE/ADV/G9-12/ (2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p>	<p>A - 1 hour: Recording/working with time code functions</p> <p>B - 30 minutes: Prepare a Master Tape/Disc. 1. Bars And Tone 2. Slate</p> <p>C - 1 hour: Digitize ("capture") selected video clips</p> <p>D - 1 hour: Assemble clips in a "time line" based software program</p> <p>E - 1 hour: Trim clips using various editing tools</p> <p>F - 2 hours: Add transitions and special effects to video clips</p> <p>G - 2 hours: Add and mix audio tracks</p> <p>H – 30 minutes: Export project to videotape and/or digital video file for use on Internet.</p> <p>I – 14 hours: Non Linear Editing Programs: 1. Bin 2. Timeline 3. Viewer 4. Clips 5. Online/Offline</p>	<p>180 Degree Rule 30 Degree Rule A Roll (Footage) B Roll Capture Cinematic Techniques Clapperboard Complexity Editing Compositing (Keying) Continuing Vectors Continuity Editing Converging Vectors Cross-Cutting Cut Cutaway Diverging Vectors Digitize Director's Cut Dissolve Edit Decision List (EDL) Edit Master Editor's Cut Establishing Shot Fast Cutting Final Cut Final Cut Pro Insert Shot Keyframes Jogging Jump Cut "L" Cut Linear Editing System Long Take Master Shot Match Cut Mental Map</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p><i>Final Cut Pro Video Editing</i> http://www.lynda.com/tutorial/54993?srchtrk=index%3A1%0Alinktypeid%3A2%0Aq%3Afinal%20cut%20pro%0Apage%3A1%0As%3A relevance%0Aa%3Atrue%0Aproductypeid%3A2</p> <p><i>Premiere Video Editing</i> http://www.lynda.com/tutorial/71478?srchtrk=index%3A1%0Alinktypeid%3A2%0Aq%3Apr emiere%20video%20editng%0Apage%3A1%0As%3Arelevance%0Asa%3Atrue%0Aproductypeid%3A2</p> <p>http://www.lynda.com/tutorial/59974?srchtrk=index%3A4%0Alinktypeid%3A2%0Aq%3Apr</p>

CTE/ROP Video Production 1/2

	<p>*AME/MDAP/A1.4/AV/PR/G9-12/ (4.4) Articulate the process and rationale for refining and reworking one of their own works of art.</p> <p>(4.5) Employ the conventions of art criticism in writing and speaking about works of art.</p> <p>*AME/MDAP/A1.7/WO/G11-12/ A2.5 Know the writing processes, formats, and conventions used for various media.</p> <p>Core Academic:</p> <p>*AME/A/1.1M/MR/G7/ (3.1) Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>*AME/A/1.2S/IE/G9-12/ (1.d) Formulate explanations by using logic and evidence.</p> <p>*AME/C/2.2W/WSA/G11-12/ (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.</p> <p>(2.4) Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring</p>	<p>6. Transitions: Cut/Dissolve, Wipes</p> <p>7. Pacing</p> <p>8. L Cut</p> <p>9. Montage</p> <p>J – 2 hours: Non-linear Software: Final Cut Pro, Vegas, Premiere</p>	<p>Montage</p> <p>Moviola</p> <p>Nonlinear Editing System (NLE)</p> <p>Off-line Editing</p> <p>On-line Editing</p> <p>Point of View Shot</p> <p>Rough Cut</p> <p>Scene</p> <p>Sequence</p> <p>Shot</p> <p>Shot Reverse Shot</p> <p>Slow Cutting</p> <p>SMPTE Time Code</p> <p>Sound Perspective</p> <p>Soviet Montage</p> <p>Storyboard</p> <p>Transitions</p> <p>Tween</p> <p>Vector Line</p> <p>Video Editing</p> <p>Window Dub</p> <p>Wipe</p>	<p>emiere%20video%20editng%0Apage%3A1%0As%3Arelevance%0Asa%3Atrue%0Aproductypeid%3A2</p> <p>http://kenstone.net/</p> <p>Student Resources:</p> <p>http://www.mediacollege.com/misc/utilities/calculator.html</p>
--	---	--	---	---

CTE/ROP Video Production 1/2

	for quality. d. Test the audience’s response and revise the presentation accordingly. *AME/C/2.2W/WSA/G11-12/ (2.5) Write job applications and resumes: c. Modify the tone to fit the purpose and audience.		
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Chapter 19 “Editing Operations” - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Chapter 20 “Editing Principles” - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Chapter 21 “Digital Editing” - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Chapter 23 “Authoring DVDs” - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Read Chapter 12: Postproduction: Linear and Nonlinear Editing - Video Basics 5 – Herbert Zettl • Read Chapter 13: Editing Principles - Video Basics 5 – Herbert Zettl • Nature/Environment (Close Ups and Extreme Close Ups only) Instrumental music only <p>Comments:</p>			

CTE/ROP Video Production 1/2

<u>Semester 2 - Unit 7 – Studio Production Skills (30 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>7A - Demonstrates knowledge of Live Switch" studio procedures and crew positions.</p> <p>7B - Understands responsibilities of crew during set up and strike.</p> <p>7C – Demonstrates proper technique for coiling cables.</p> <p>7D - Demonstrates proper scheduling and time management issues.</p> <p>7E - Demonstrates knowledge of Industry Terminology.</p> <p>7F - Demonstrates knowledge of studio switcher operations (cuts, transitions, special effects).</p> <p>7G - Demonstrates knowledge of character generation.</p> <p>7H - Demonstrates knowledge of video playback (cueing, "roll-ins", and recording)</p> <p>7I - Reads waveform and vector scope.</p> <p>7J - Sets up TV/DVD.</p> <p>7K – Demonstrated wiring for dubbing of multiple videotapes.</p> <p>7L - Sets up presentation equipment.</p>	<p><u>Career Technical Education:</u> *AME/PMAP/ C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.</p> <p><u>Core Academic:</u> *AME/C/2.2W/WSA/G11-12/ (2.5) Write documents related to career development, including simple business letters and job applications: c. Modify the tone to fit the purpose and audience.</p> <p>*AME/C/2.4LS/SA/G9-10/ (2.3) Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization f. Compile and report responses. g. Evaluate the effectiveness of the interview.</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (1.6) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. (1.8) Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity</p>	<p>A - 4 hours: Live switch studio procedures</p> <p>B - 2 hours: Proper scheduling and time management issues.</p> <p>C – 2 hours: Proper staging, rigging and construction</p> <p>D – 5 hours: Studio Operations 1. Studio switcher operations (cuts, transitions, special effects) 2. Character generation 3. Video playback (cueing, "roll-ins", and recording)</p> <p>E – 12 hours: Post Production (LIVE IN-STUDIO PRODUCTION) 1. Assemble & Insert editing 2. Recording control track ("black" a tape) 3. Recording/working with time code functions 4. Prepare master tape</p> <p>F – 5 hours: A/V Cabling and Setup 1. TV/VCR setup 2. Wiring for dubbing</p>	<p>ADR Back Light Blocking C Stand Call Sheet Camera Blocking Chain Vise Grip Contingency Control Track Cueing Cyclorama Dimmer Dub Edit Master Fill Light Floor Director Grip Key Light Lavalieri Mica Master Tape NTSC Rigging Roll in Staging Switcher Teleprompter Time Code Titles Transition VCR VTR Video generator</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p>http://idisk.mac.com/ajmanx/Public//Keynote/Shooting_Shouting.swf</p> <p>http://www.mediacollege.com/video/shots/</p> <p>http://www.youtube.com/watch?v=yqbYyaUY5Sk</p> <p><u>Student Resources:</u></p>

CTE/ROP Video Production 1/2

	c. Technical language for specificity	of multiple video tapes 3.Setup of presentation equipment (projectors, scan converters, etc.)	
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Chapter 19-24: "Video Language" - Video: Digital Communication & Production (2nd Edition) – Jim Stinson • Read Chapter 10: Switcher and Switching - Video Basics 5 – Herbert Zettl • Read Chapter 14: Production Environment: The Studio - Video Basics 5 – Herbert Zettl • "HOW TO" VIDEO: Training type "how to" videos show step-by-step procedures for how to make something or how to perform a service or improve a skill, such as How to Make a Pie, Changing the Oil in your Car, or Customer Service Skills on the Job. Demonstration videos, like aerobics, sports, and cooking shows, allow people to repeat viewing to help learn a process and to possibly follow along. Instructional videos can be fun "summer camp" type subjects and still help people practice following procedures in the proper order. • TELEVISION COMMERCIAL: Create a short video commercial to market a product or service in your community. This informative video should be no longer than a standard television advertisement, perhaps 30-60 seconds. Public Service Announcements (PSAs) is an effective way to provide information about important community issues, such as health and welfare assistance. Contact a local business to see if they would like to be your client for a video to advertise their product or service. Or, produce a commercial to promote a fantasy product or service using an original script. <p>Comments:</p>			

CTE/ROP Video Production 1/2

<u>Semester 2 - Unit 8 – Special Effects/Color Correction (30 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>8A - Demonstrate an ability to create simple Flash animations.</p> <p>8B - Create graphic special effects using Apple’s Motion program.</p> <p>8C - Demonstrate the ability to skillfully color correct and image or scene.</p> <p>8D - Design and incorporate special visual effects in Adobe’s After Effects program.</p> <p>8H - Design and implement still images into moving image projects.</p> <p>8I - Create simple stop motion projects utilizing FCP, In-camera operations and Flash</p> <p>8J - Utilize sound effects to highlight a scene or scenes</p> <p>9J - Create a score for a project using a music scoring programs.</p>	<p><u>Career Technical Education:</u> *AME/PMAP/ C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations. C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation. *AME/TKS/ 10.10 Use technical applications in the creative process, where appropriate. *AME/MDAP/A1.1/AP/ADV/G9-12/ (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. (1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture. (1.8) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist’s style. <u>Core Academic:</u> *AME/A/1.4VAPA/D/G9-12/ (4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p>	<p>A – 10 hours: Visual/Motion 1. Flash 2. Motion 3. Color 4. Compressor 5. Adobe After Effects 6. Adobe Photoshop</p> <p>B – 5 hours: Stop Motion 1. Final Cut Pro 2. In-camera 3. Flash</p> <p>C – 15 hours: Audio 1. Sound Effects 2. Foley 3. Scoring 3.1 Garage Band 3.2 Soundtrack Pro 3.3 Pro-tools</p>	<p>3D Color Color Correction Compressor Flash FolMotion Scoring Sound Effects Stop Motion</p>	<p><u>Teacher Resources:</u> *Textbooks: 1. Video: Digital Communication & Production (2nd Edition) – Jim Stinson 2. Video Basics 5 – Herbert Zettl</p> <p>You Tube: videomaker channel</p> <p>Creativecow.com</p> <p>Adobe.com (videoproductions/education/hed/resources/video)</p> <p>www.bfi.org.uk (teaching video production) – need to create an account.</p> <p><u>Student Resources:</u></p>

CTE/ROP Video Production 1/2

Suggestions/Assessments:

- Chapter 24 “Analog Editing” - Video: Digital Communication & Production (2nd Edition) – Jim Stinson
- Read Chapter 9: Graphics & Effects - Video Basics 5 – Herbert Zettl
- After Effects (<http://www.lynda.com/search?q=editing&x=0&y=0>)
- Color Correction
(http://www.lynda.com/tutorial/298?srchtrk=index%3A1%0Alinktypeid%3A2%0Ag%3Acolor%20correction%0Apage%3A1%0As%3Arelevance%0Asa%3Atrue%0Aproducttypeid%3A2%0Ameta_company_facet%3AApple)
- Motion (<http://www.lynda.com/search?q=color+correction&x=0&y=0>)

Comments:

- A brief introduction to Color correction and Motion graphics.

CTE/ROP Video Production 1/2

<u>Semester 2 - Unit 9 - Delivery and Distribution (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>9A Demonstrate an ability to dub (copy) video tapes or discs.</p> <p>9B Design the cover art for a DVD.</p> <p>9C Author a successfully working DVD with programming that is audience-specific.</p> <p>9D Understand the many avenues in which to distribute original video work.</p> <p>9E Demonstrate the ability to upload original work to web based sites: You Tube, Vimeo, or a personal web site.</p> <p>9F Demonstrate the ability to maintain original work on web sites.</p>	<p><u>Career Technical Education:</u> *AME/PMAP/ C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts. C2.8 Critique the general coordination of various elements in a project or production. C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags. C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media. *AME/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.3 Use critical thinking skills to make informed decisions and solve problems. *AME/MDAP/A1.2/CE/PR/G9-12/ (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills. *AME/MDAP/A1.2/CE/ADVG9-12/ (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in</p>	<p>A – 5 hours: Dubbing of videotapes. B – 5 hours: DVD authoring, file compression, and/or audience-specific output format.</p>	<p>Alternate Audio Tracks Archiving Buttons Chapter Copy Protection Cover Art Disc Image File Distribution DVD DVD Studio Pro Dub IDVD Links Menu MPEG NTSC Playlist Preview Project Regional Encoding Scrub Template Thumbnail Titles URL Vimeo You Tube</p>	<p><u>Teacher Resources:</u> http://www.mediacollege.com/internet/utilities/show-ip.shtml</p> <p><u>Student Resources:</u> http://www.mediacollege.com/internet/utilities/show-ip.shtml http://www.mediacollege.com/journalism/press-release/</p>

CTE/ROP Video Production 1/2

	<p>communicating an idea, theme, or emotion.</p> <p>Core Academic: *AME/C/2.4LS/LSSA/G11-12/ (2.4) Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p>			
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Write a Press Release • Script Delivery http://www.scriptdelivery.net/sd/source/links.cfm?mode=normal&categoryid=4 • Film Production Completion Bond http://www.eqgroup.com/completion_bond.htm <p>Comments:</p>				

CTE/ROP Video Production 1/2

<u>Semester 2 - Unit 10 – Film/Video Studies (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>10A - A broad understand of the history and evolution of film, video and digital media</p> <p>10B - An appreciation of video and film production as an art form.</p> <p>10C - An awareness of how the industry functions</p>	<p><u>Career Technical Education:</u> *AME/PMAP/ C2.8 Critique the general coordination of various elements in a project or production. C3.1 Know the business aspects of the arts, media, and entertainment industry. *AME/TKS/ 10.3 Understand the historic impact of the arts and technology on society. 10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts. 10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts. 10.7 Understand and analyze the elements of the art form. 10.9 Understand the economic basis of for-profit and not-for-profit performing arts organizational structures. 10.10 Use technical applications in the creative process, where appropriate. *AME/MDAP/A1.1/AP/PR/G9-12/ (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to</p>	<p>A - 1.5 hours: Documentary Film</p> <p>B - 1.5 hours: Narrative Film</p> <p>C - 1 hour: Experimental Film</p> <p>D - 1.5 hours: Music Video</p> <p>E - 1.5 hours: PSA/Commercials</p> <p>F - 1 hour: Movie Trailers</p> <p>G - 1 hour: Silent Film</p> <p>H - 1 hour: Genre</p>	<p>Academy Awards Action Film Adventure Film Chick Flicks Cinema Verite Comedy Crime & Gangster Cult Films Digital Documentary Epics/Historical Fantasy Film Noir Horror Genre Musicals/Dance Narrative Film Romance Rottentomatoes.com Sci-Fi (Science Fiction) Spoiler Sub-Genre Super-Natural Theatre/theater War Westerns</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> Video: Digital Communication & Production (2nd Edition) – Jim Stinson</p> <p>http://www.filmsite.org/</p> <p>http://www.filmsite.org/oscars.html</p> <p>http://www.filmsite.org/greatfilmquotes.html</p> <p>http://web.mit.edu/newsoffice/2010/augmented-tv-0409</p> <p><u>Student Resources:</u> http://www.filmsite.org/scenes1.html</p>

CTE/ROP Video Production 1/2

	<p>the meaning of the work.</p> <p>(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</p> <p>(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.</p> <p>(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</p> <p>*AME/MDAP/A1.1/AP/ADV/G9-12/</p> <p>(1.3) Analyze their works of art as to personal direction and style.</p> <p>*AME/MDAP/A1.3/HC/ADV/G9-12/</p> <p>(3.2) Identify and describe the role and influence of new technologies on contemporary works of art.</p> <p>*AME/MDAP/A1.6/LRA/G11-12/</p> <p>(3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>(3.3) Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.</p> <p><u>Core Academic:</u></p> <p>*AME/A/1.3HSS/USH/G11/</p> <p>(11.5.6) Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p> <p>(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and</p>			
--	--	--	--	--

CTE/ROP Video Production 1/2

	<p>the resulting prosperity and effect on the American landscape.</p> <p>(11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p> <p>*AME/A/1.3HSS/AD/G12/</p> <p>(12.8) Students evaluate and take and defend positions on the influence of the media on American political life.</p> <p>(12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.</p> <p>*AME/A/1.3HSS/ECON/G12/</p> <p>(12.2) Students analyze the elements of America's market economy in a global setting.</p> <p>*AME/A/1.1VAPA/VA/G9-12/</p> <p>(5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.</p> <p>*AME/C/2.4LS/LSSA/G11-12/</p> <p>(1.2) Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.</p> <p>(1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).</p> <p>(1.14) Analyze the techniques used in media messages for a particular</p>			
--	--	--	--	--

CTE/ROP Video Production 1/2

	audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").			
Suggestions/Assessments: <ul style="list-style-type: none">• Chapter 8: "Video Communication" - Video: Digital Communication & Production (2nd Edition) – Jim Stinson• Movie Review Assignment (http://www.filmsite.org/scenesquiz.html)				
Comments:				

CTE/ROP Video Production 1/2

<u>Semester 2 - Unit 11 – Job Acquisitions Skills/Media Careers (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>11A - Accesses and utilizes technology and information</p> <p>11B - Practices occupational safety standards</p> <p>11C - Thinks critically and solving problems effectively</p> <p>11D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills</p> <p>11E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter</p> <p>11F - Applies knowledge to real world problems and situations</p> <p>11G - Works independently and collaboratively.</p> <p>11H - Communicates effectively and appropriately.</p> <p>11I - Performs reliably and responsibly.</p> <p>11J - Respects diversity.</p> <p>11K - Completes an appropriate cover letter, resume and job application.</p> <p>11L - Demonstrates awareness of advanced career and educational opportunities and the need for continuous education.</p> <p>11M - Writes a cover letter to target a job.</p>	<p>Career Technical Education: *AME/CPM/ 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. *AME/MDAP/ A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions. *AME/PAP/B5.0/CRA/PR/G9-12/ (5.2) Analyze the role and function of music in radio, television, and advertising. (5.3) Research musical careers in radio, television, and advertising. Core Academic: *AME/A/1.4VPA/VA/ADV/ (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct</p>	<p>A - Selecting a job B - Finding employment openings C - Preparing for job interviews D - Job interview techniques E - Career ladders 1. Keeping and advancing on the job 2. Demo Reel / Portfolio F - Portfolio of original work G - Exhibition H - Portfolio I - Presentation J - Resume</p>	<p>Demo Reel Exhibition Interview skills Portfolio Presentation Resume</p>	<p>Teacher Resources: http://www.mediacollege.com/employment/</p> <p>Student Resources: Adobe Acrobat Professional Microsoft PowerPoint www.blogger.com www.wikispaces.com</p>

CTE/ROP Video Production 1/2

	<p>punctuation and capitalization. *AME/C/2.2W/WA/G11-12/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). *AME/C/2.2W/WSA/G11-12/ (2.5) Write job applications and resumes: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p>			
<p>Suggestions/Assessments: <u>Portfolio Development:</u> Major Topics <ul style="list-style-type: none"> • Selecting work • Resume • Artist statements • Presentation skills Instructional Objectives Students will be able to: <ul style="list-style-type: none"> • Select work for a professional portfolio. • Write coherent, well-developed artists' statements. • Use professional presentation and interview skills. Methods and Activities</p>				

CTE/ROP Video Production 1/2

- Select from the semester's work, works of art to place into a portfolio.
- Refine projects
- Develop and/or refine resume.
- Develop an artist's statement that describes one's personal development of design styles.
- Presentation of work and interview.

Comments: