

Video Production IV
Course #1207
Credits: 17.5

September, 2017



PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey 07470

I. Description:

A. Program Description:

The Video Production program is a four year consecutive program with sequences designed to allow students to concentrate on multiple aspects of Video and Digital Media production. In the fourth and final year of this sequence, students will build on prior knowledge from the level I, II, and III courses, allowing for growth, career exploration and production skills to be mastered. Students will then learn new concepts and will build upon that knowledge in various units. Those units of concentration will include:

- **Unit 1 “Re-Introduction to Production: New Equipment-DSLR/Ronin/Lighting Kit”**
- **Unit 2 “Job Roles of Seniors: Studio/Control Room/Digital Media PR”**
- **Unit 3 “Filmmaking-Film Festival Project”**
- **Unit 4 “Morning Announcements: On Camera Performance/Job Roles”**
- **Unit 5 “Editing for Film Festival: After Effects Incorporation”**
- **Unit 6 “Pre-Production Unit for Studio Production of “Tech Talk”**
- **Unit 7 “Production Unit for Studio Production of “Tech Talk”**
- **Unit 8 “Post-Production Unit for “Tech Talk”**
- **Unit 9 “Senior Art Showcase Reel”**
- **Unit 10 “That’s a Wrap”**

B. Course Description- Video Production IV

Video Production IV course is designed for fourth year students continuing career preparation within the Video/TV Production and Digital Media fields. In this course students will master the pre-production phases effectively to expedite the production process and use higher level effects to incorporate more visually appealing projects. They will continue to demonstrate mastery from knowledge acquired in Video Production I in their use of pre-production elements such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types/purposes of various microphones. They will demonstrate mastery of prior knowledge from Video Production II by incorporating details of storytelling elements such as A-roll, B-roll, 3 point lighting, capturing quality audio and editing proficiencies skills such as reverse, speed, color correction, audio sweetening in Adobe Premiere.

They will demonstrate mastery of skills taught in Video Production III by building upon After Effects by incorporating compositing, keyframing, masking, rotoscoping, using bezier curves, interpolation, color correction, and using dynamic links between Adobe Premiere and After Effects.

In the fourth level of Video Production, students will be expected to continue to perform in professional capacities in media arts skills and Career Technology Educational standards. Students will continue to focus on developing a media “message” and will acquire a keen attention to detail. Students will continue to demonstrate employability skills such as work ethic, accountability with equipment, responsibility with deadlines, and teamwork with one another in collaborative projects. The goal of this course is to master all production skills to include mastery of studio, control room equipment and classroom editing softwares. Students should be able to effectively demonstrate requirements necessary for a successful production. These skills will include the ability to pitch ideas, draw storyboards, write both two-column and narrative scripts, write treatments, cast actors, organize shooting schedules, adhere to copyright law, obtain filming permits & permissions, obtain location releases, obtain media releases, cite in credits sources of facts and third party material, demonstrate effective teamwork in production, capture quality audio, incorporate higher level editing techniques and perform in the studio job roles of a control room multi-camera facility. Students will be expected to do some “leg-work” of the productions outside of class for homework which will include activities such as researching topics, facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize class time for production (filming) part of the project. In post-production, student work will often be critiqued, not only by the teacher but also by peers, and students may be expected to reshoot, rewrite or re-edit. Critique and reflection are essential parts of the production process and should not be met with defensiveness, but rather enthusiasm in an effort to make the best possible production.

Students should expect a number of group activities where collaboration is necessary, however, individual student accountability of content knowledge will be measured and expectations will need to be met. Students in the Video Production IV course should already

have their own Website Portfolio from Video Production I, II, and III level courses that showcase evidence of their work from freshman, sophomore, and junior years. They will continue to build into this website throughout the final year of the program and it will ultimately serve as part of their Final Exam.

C. Objectives:

Upon completion of this course, a student will be able to:

1. Demonstrate mastery in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
2. Demonstrate mastery in camera shots compositions, shot moves, and audio recording.
3. Demonstrate consistent use of media ethically practices and adhere to copyright law.
4. Demonstrate mastery when filming and editing an interview, feature package or documentary.
5. Write and record, and edit in Tech Talk Show packages.
6. Perform various production job roles and responsibilities in both field production and inside Control Room and Studio.
7. Create graphics using software *Adobe After Effects*.
8. Continue to increase the level of abilities in software edits including: chroma keying, speed, filters, behaviors, and 3 D Text/Animation.
9. Full comprehension and execution of workflow, and use of equipment for ENG/EFP productions.
10. Demonstrate basic understanding of studio job roles such as host/talent, camera operator, audio operator, graphics operator, director, technical director, prompter operator and floor manager.
11. Demonstrate basic understanding of production job roles of a studio such as: line producer, producer, associate producer and production assistant.
12. Ability to create a multi-camera studio show Video IV in their recordings and school coverage.
13. Mastery of the VMIX and filming support at Art Show, and training for juniors.
14. Ability to use all studio and control room equipment and perform necessary job roles
15. Ability to embed video and upload artifacts to student portfolio websites (Final Exam).

II. CTE Curriculum Unit Plans

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	<p>“Re-Introduction to Production”</p> <ul style="list-style-type: none"> ● Review of Shot Types, Shot Moves, Interviewing, A/B Roll ● Application to Job Roles for Studio /Control Room /Digital Media Jobs ● Audio for Interviewing with new Zoom Recorder Microphones ● After Effects-Review of Animating Graphics /Lower 3rds ● Introduction to the DSLR and Ronin M Gimble ● Introduction to new lighting kit ● Film Festival Pitch ● Tech Talk Overview- (monthly show using Junior’s packages) ● Announcement Overview-(outline for recording announcements) 		
NJSL Standard(s) Addressed			
<p><u>CTE Standards:</u></p> <p>9.3.12. AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12. AR- AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12. AR- AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12. AR- AV.4 Design an audio, video and/or film production.</p> <p>9.3.12. AR- AV.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12. AR- JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12. AR- JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12. AR- JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12. AR- JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p><u>ISTE (International Society for Technology in Education) Standards:</u></p> <p>1-Empowered Learner:</p>			

1a-Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2-Digital Citizen:

2a- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c-Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3-Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

Essential Questions (3-5) *

- Why is it essential to know production jargon and abbreviations including various shot types and moves such as: pan, tilt, zoom, dolly, truck, medium close-up, close-up, extreme close up, wide shot, extreme wide shot, full shot, 2-shot, over-the-shoulder shot, etc.?
- Why is it important to learn the various settings of a camera, such as the new DSLR cameras in order to manipulate and enhance the capturing of video?
- How can using a gimbal stabilizer important to enhancing shot looks?

- How does using 3 point lighting enhance an interview?
- Why is it important to learn the various crew and studio job roles and responsibilities?
- How can one use *After Effects* to create animating and more visually appealing graphics?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

Informational Texts (3-5) [*career-related readings; journal articles, books, etc.*]

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Instructor Resources PDF's from Textbook

Expected Proficiencies *

1. Student will be able to identify Shot Types, Shot Moves and set up an interview with B-roll.
2. Student will be able to identify and apply responsibilities of various crew positions for studio jobs.
3. Student will be able to record quality audio using the Zoom Recorder.
4. Student will be able to create animating lower 3rds, opening graphics and closing credits using *After Effects* and use *After Effect's* dynamic link to Premiere.
5. Student will be able to identify the various parts of the DSLR camera and demonstrate ability to use it.
6. Student will be able to connect the DSLR to the Ronin Gimble Stabilizer and demonstrate shot moves using it.
7. Student will be able to set up 3 point lighting with a key, fill and backlight.
8. Student will be able to pitch ideas for Film Festival Projects incorporating essential criteria including a program objective, target audience, plot, characters, setting, story arc and hook.

Formative & Summative Assessments (1-3) *

Formative:

- Shot types /moves / Interview Pre- assessment
- Above the line and below the line studio / crew job roles and responsibilities quiz
- Audio Recording quiz
- DSLR Camera quiz
- Ronin Gimble Stabilizer setup quiz
- Editing in *Premiere* benchmarks activities
- *After Effects* Lesson Activities
- 3 point lighting quiz
- Pitch

Summative:

- “Tech Talk Monthly Taping” for September in Job Role
- Test: Adobe *Premiere*, *After Effects* based on applications

Resources (software, videos, career exploration-related activities) *

Ronin Gimble
 Zoom Recorder and Microphone
 Lighting Kit
 DSLR
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Interviewing PowerPoints
 Lynda.com
 Studio/Control Room Equipment

Suggested Time Frame: 4 weeks

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	“Job Roles of Seniors: Studio/Control Room/Digital Media PR” <ul style="list-style-type: none"> ● Studio Job Roles ● Control Room Job Roles ● Digital Media Job Roles ● Editshare collaboration with Juniors ● Animating Graphics in After Effects from Premiere using Dynamic Link 		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12. AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12. AR- AV.2-Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12. AR- AV.3-Demonstrate technical support skills for audio, video and/or film productions.			

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

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

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

9.3.12. AR JB.2 Demonstrate writing processes used in journalism and broadcasting.

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

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

ISTE Standards:

1-Empowered Learner:

1a-Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b-Students build networks and customize their learning environments in ways that support the learning process.

1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2-Digital Citizen:

2a-Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c-Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3- Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

6-Creative Communicator:

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.
6d-Students publish or present content that customizes the message and medium for their intended audiences.

Essential Questions (3-5) *

- Why is it important to know the various responsibilities of Studio and Control Room jobs?
- How can I perform in each role well in order to contribute to creating an entire show?
- How do the responsibilities of each job affect one another?
- Why is digital media important to the distribution and marketing of content?
- Why is it important to practice common sense digital citizen practices when distributing media online?
- Why is it important for the packages produced to be exceptional content and how does having errors affect the taping of a show?
- How can I incorporate the knowledge I'm learning in the editing software, Adobe *Premiere* and *After Effects*, into our show's taping?
- How can the editshare and Premiere's Markers functions be essential to communicating with the Junior classes for package contents?

Anchor Text(s) *

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Publisher: Adobe Press

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Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

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- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Studio Production Module- <http://www.cybercollege.com/tvp059.htm>

Broadcast Pix Video Tutorials

Yamaha CL1 Audio Mixer Video Tutorials

Expected Proficiencies*

1. Student will be able to demonstrate proficiency when performing in various crew and studio control room positions.
2. Student will be able to actively contribute to the filming of a multi-camera show “Tech Talk.”
3. Student will be able to create markers in Adobe Premiere, dynamic links in After Effects to collaborate between softwares and communicate with the Junior class for package of the monthly show
4. Student will be able to create a rundown using Rundown creator and collaborate with the Junior class by doing so.
5. Student will be able to market any work by uploading and sharing via the class YouTube Channel and Class Twitter account.

Formative & Summative Assessments (1-3) *

Summative Assessments:

A “Tech Talk” Monthly Show Taping Grade is given for each of the following projects:

- Evidence of Collaboration with Junior Field Producer for your show
- Evidence of communication & effective collaboration with Producer or Control Room Crew
- Evidence of communication & effective collaboration with Digital Media producer(s)
- Evidence of communication & effective collaboration with Graphics producer(s)
- Evidence of communication & effective collaboration with on camera talent(s)
- Evidence of communication between producer and TD/Director
- Evidence of communication & effective collaboration between Director and studio crew

- Evidence of communication & effective collaboration with teacher for script and content approvals

Formative Assessments will include benchmark activities of above as well as,

- Above the Line/Below the Line (CP)
- Job Rotation Performance (CP)
- Camera Operator quiz (HW)
- TD/Director quiz (HW)
- Producer quiz (Q)
- Studio/Job Role quiz (Q)
- Quiz on Studio Equipment(Q)

Resources (*software, videos, career exploration-related activities*)

Studio/Control Room Equipment
 Camera
 Tripod
 Microphone
 Script
 Voice Overs
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 Interviewing PowerPoints
 Lynda.com

Suggested Time Frame: 4 weeks

Content Area:	Video Production IV	Grade(s)	12
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Unit Plan Title:	“Filmmaking-Film Festival Project” <ul style="list-style-type: none"> ● Exploring Genres: Talk, Music Videos, Narrative, Animation and Documentary ● Production Requirements: Storyboarding/Scriptwriting/Crew/Cast Lists/Equipment Lists / Locations Scouting/ Securing Permits / Release Forms / Music Legal and Copyright
NJSL Standard(s) Addressed	
<p><u>CTE Standards:</u></p> <p>9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12. AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12. AR-AV.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12. AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12. AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12. AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12. AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p><u>ISTE Standards:</u></p> <p>1-Empowered Learner:</p> <p>1a-Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>1b-Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c-Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>2-Digital Citizen-</p> <p>2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or</p>	

when using networked devices.

2c-Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3- Knowledge Constructor-

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7-Global Collaborator-

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b-Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Essential Questions (3-5)

- Why is it important to analyze the various ways to appeal to an audience's demographic?
- How do genres appeal to a particular demographic?
- Why must one identify particular criteria in the "pitch?"

- Why are certain requirements necessary to identify in order for filming to begin?
- How can filming be more successful when more of the requirements are identified and visualized?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

<http://www.storyboardthat.com>

<https://www.videomaker.com/article/f16/14803-how-to-make-a-documentary-part-1-story-development>

<http://www.filmmakingstuff.com/12-tips-how-to-make-a-documentary/>

<http://www.filmmakingstuff.com/the-official-65-step-film-production-checklist/>

Expected Proficiencies

1. Students will be able to pitch a story idea that incorporates the following key requirements: a) Basic Idea b) Program Objective c) Target Audience d) Plot e) Setting f) Genre
2. Students will be able to write a 2 column script or a narrative script based upon their approved pitches.
3. Students will be able to create a film for the film festival in the genre category of their choice. (Juniors ideally will not do prior categories such as PSA)
4. Students will then complete pre-production activities such as storyboarding, crew and cast lists, equipment requirements in anticipation of filming.
5. Students will be executing the pre-production and production of a film, once approved.

Formative & Summative Assessments (1-3)

Formative:

- Pitch
- Script
- Storyboards
- Crew and Cast Lists
- Filming Benchmark (50%) by end of week 2
- Editing Benchmark (50%) end of week 3
- Peer Critique

Summative:

- Elements of a Production Test
- Film Festival Test

Resources (*software, videos, career exploration-related activities*)

<https://studentreportinglabs.org/tutorials/>

<https://www.videomaker.com/article/f5/3151-the-unblinking-eye-seven-keys-to-good-on-camera-delivery>

Camera
 Tripod
 Microphone
 Script
 Voice Over
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Lessons
 Lynda.com

Suggested Time Frame: 4 weeks

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	“Editing for Film Festival” <ul style="list-style-type: none"> ● Production continues for Film Festival projects ● Create Graphics using software Adobe <i>After Effects</i> ● Adobe <i>Premiere</i> Editing with an enhanced skill set using techniques such as Chroma Keying, Speed, Adding Filters, Behaviors, 3 D Text 		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12. AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			

- 9.3.12.AR.2-Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities
- 9.3.12. AR-AV.4 Design an audio, video and/or film production.
- 9.3.12. AR-AV.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12. AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
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- 9.3.12. AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

ISTE Standards:

1-Empowered Learner:

1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2-Digital Citizen:

2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

3- Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

Essential Questions (3-5)

- Why must the Pre-production and Production phases be completed well in order to execute the Post-Production phase successfully?
- How will proper Pre-Production help the Production and Post-Production phases to be executed well?
- How can one incorporate the techniques and tools in *Adobe Premiere* and *After Effects* into the Film Festival Project?

Anchor Text(s)

Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
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Date of Publication: 02/14/2017

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<http://schoolvideonews.com/Production/Edit-Post-Production/>

<http://schoolvideonews.com/Edit-Post-Production/Guidelines-for-the-Aesthetics-of-Editing>

<http://schoolvideonews.com/Edit-Post-Production/The-Art-of-the-Dissolve>

<https://www.videomaker.com/article/c01/18645-5-editing-mistakes-you-don-t-know-you-re-making>

Expected Proficiencies

1. Students will be able to learn then apply various advanced editing skills including chroma keying, animated titles/end credits using *After Effects*’ filters, behaviors and backgrounds.
2. Students will be able to complete the filming and start the editing of their film festival projects for festival submission.
3. Student will be able to peer critique and then export their projects in anticipation of film festivals and complete necessary paperwork for film festival submissions.
4. Student will be able to upload their final projects to their student portfolio websites.

Formative & Summative Assessments (1-3)

Formative:

- Production Requirements met by benchmark deadlines
- Post-Production Requirements met by benchmark deadlines
- Written Self-Critique Paper

Summative:

- Overall Final Film Festival Project grade

Resources (*software, videos, career exploration-related activities*)

<http://www.videocopilot.net/tutorials/>

<https://vimeo.com/17861306>

Camera

Tripod

Microphone
 Script
 Voice Overs
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Supplemental Tutorials
 Lynda.com

Suggested Time Frame: 4 weeks

Content Area:	Video Production IV	Grade(s):	12
Unit Plan Title:	“Pre-Production Unit -Studio Production for “Tech Talk” <ul style="list-style-type: none"> ● Crew Position-Job Roles ● Pitch ideas for Tech Talk Show ● Call Sheets ● Rundown Creation ● Script Creation ● Guest-Q&A ● Graphic Creation ● Recording and Distribution 		
NJSL Standard(s) Addressed			
CTE Standards: 9.3.12. AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V			

Technology & Communications Career Cluster.

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

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

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

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

9.3.12. AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

9.3.12. AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

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

ISTE Standards:

1-Empowered Learner:

1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2-Digital Citizen:

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c-Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3- Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7-Global Collaborator:

7b-Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d-Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Essential Questions (3-5)*

- How is each individual production crew's responsibilities critical to the overall success of a show's taping?
- What qualities and skills are necessary for a high quality production to take place?
- How do various jobs collaborate for a successful production?
- How does video production in a multi-camera setting differ from that of an Electronic Field Production or Electronic News Gathering production?
- Why is it essential to incorporate digital media distribution in the 21st Century?

Anchor Text(s)

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Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-466531-7

- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Studio Production Module- <http://www.cybercollege.com/tvp060.htm>

Broadcast Pix Video Tutorials

Yamaha CL1 Audio Mixer Video Tutorials

Expected Proficiencies*

1. Students will be able to pitch a topic for a “Tech Today” Talk Show.
2. Students will be able to film and edit a package that contains at least 3 interviews on this topic.
3. Students will be able to write “wraps” (a script to introduce the package and close the package on camera).
4. Students will be able to assign roles to their peers in order to film the wraps and roll in their package for the completion of a “Tech Today” Talk Show.
5. Students will be able to edit, if necessary, the recorded show to ensure its accuracy and upload it onto our class YouTube Channel for distribution.

Formative & Summative Assessments (1-3)*

Formative:

- Tech Talk Topic Pitch
- Tech Talk Taping Outline
- Tech Talk Pre-Production Benchmarks Activities

Summative:

- Tech Talk Pre-Production Packet Test Grade
- Tech Talk Package

Resources (*software, videos, career exploration-related activities*)

<https://vimeo.com/64729691>

Example of Tech Talk Model: (Show open/ package / Close) <https://www.montclair.edu/arts/school-of-communication-and-media/productions/carpe-diem/>

Project Overview:

<https://docs.google.com/a/pcti.mobi/document/d/1j3jV1RE2EieBaRECSYYEG4jZjcFDUeZDYFJIwjNHseg/edit?usp=sharing>

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (*Adobe Premiere*)

Graphic Software (*Adobe After Effects*)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

After Effects Supplemental Tutorials

Lynda.com

Studio Job Roles and all Control Room Equipment-Broadcast Pix / Editshare

Rundown Creator - <http://www.rundowncreator.com/features/>

Suggested Time Frame:

4 weeks

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	“Production Unit -Studio Production for “Tech Talk” <ul style="list-style-type: none">● Tech Talk package and wraps script● Production job roles and responsibilities		
NJSL Standard(s) Addressed			
CTE Standards: 9.3.12. AR.1-Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12. AR-AV.4 Design an audio, video and/or film production. 9.3.12. AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 9.3.12. AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. 9.3.12. AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. 9.3.12. AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).			
ISTE Standards: 1-Empowered Learner:			

1d-Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2-Digital Citizen:

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c-Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d-Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3- Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7-Global Collaborator:

7b-Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d-Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Essential Questions (3-5)

- How is each individual production crew's responsibilities critical to the overall success of a show's taping?
- How does proper pre-production steps help execute a successful production?
- How does organization help to facilitate a successful communication of a production?
- What camera, directing and audio qualities and skills are necessary for a high quality production to take place?
- How do various jobs collaborate for a successful production?
- How does video production in a multi-camera setting differ from that of an Electronic Field Production or Electronic News Gathering production?
- Why is it essential to incorporate digital media distribution in the 21st Century?
- How do you plan to accomplish shooting your show?

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Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Cybercollege Module- <http://www.cybercollege.com/tvp061.htm>

<http://www.cybercollege.com/tvp062.htm>

Broadcast Pix Video Tutorials

Yamaha CL1 Audio Mixer Video Tutorials

Expected Proficiencies

1. Students will be able to record an in-studio talk show called “Tech Today.”
2. Students will be able to incorporate an edited package into the “Tech Today” Talk Show.
3. Students will be able to invite an on camera guest for Q&A for their show.
4. Students will be able to record “wraps” (a script to introduce the package and close the package on camera).
4. Students will be able to act in assisting studio and crew job roles to perform in their peer’s studio recording of their “Tech Today” Talk Show.
5. Students will be able to take note for any editing, if necessary.
6. Students will be responsible to deliver a quality show for upload onto our YouTube Channel for distribution.

Formative & Summative Assessments (1-3)

Formative:

- Tech Talk Production Job Role Participation Grade
- Tech Talk Rundown/Script Grade

Summative:

- Tech Talk Summative Production (final edited video) Grade

Resources (software, videos, career exploration-related activities)

Project Overview:

https://docs.google.com/a/pcti.mobi/document/d/1CG9eKTafRBKpUGUhSmuQjv41lnQTR0rk_33KX70JY/edit?usp=sharing

Studio Equipment

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (Adobe *Premiere*)

Graphic Software (Adobe *After Effects*)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

After Effects Supplemental Tutorials

Lynda.com

Field Trip to TBD multi-camera studio

Rundown Creator - <http://www.rundowncreator.com/features/>

Studio Job Roles and all Control Room Equipment-Broadcast Pix / Editshare

Suggested Time Frame:

4 weeks

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	Post-Production Unit -Studio Production for “Tech Talk”		

NJSL Standard(s) Addressed

CTE Standards:

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

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

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

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

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

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

ISTE Standards:

1-Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

2-Digital Citizen:

2b-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

3- Knowledge Constructor:

3a-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as

visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences

7-Global Collaborator:

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Essential Questions (3-5)

- How can obstacles of the studio production recording affect the final edit of a show in during post production?
- How do the individual job roles in a studio/crew position contribute to a successful show production?
- Why are pre-production and production elements critical to the post-production phase?
- Why is it important to deliver a show that can be seen by an audience of the 21st Century on YouTube?

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Publisher: Adobe Press

- ISBN-10: 0-13-466531-7
- ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

- ISBN-10: 0-13-430812-3
- ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris

Publisher: Goodheart-Wilcox Publishing

ISBN: 978-1-63126-275-3

Date of Publication: October, 2016

Expected Proficiencies

1. Students will be able to edit their recorded productions for PCTI's YouTube Channel distribution.
2. Students will be able to incorporate emergent technologies to capture the production and finalize the edit for distribution.
3. Students will be able to utilize skills in Adobe Premiere and After Effects to finalize their edits.

Formative & Summative Assessments (1-3)

Formative:

- Tech Talk Production Editing Benchmark Grades
- Peer Assessments

Summative:

- Final Edit of "Tech Talk" Video Completion
- YouTube Upload Grade

Resources (software, videos, career exploration-related activities)

Adobe After Effects Tutorials

Frame lines

Video Co-pilot

Camera

Tripod

Microphone

Script
 Voice Overs
 Editing Software (*Adobe Premiere*)
 Graphic Software (*Adobe After Effects*)
 VideoBlocks (Video Stock Library)
 AudioBlocks (Audio Stock Library)
 Lighting Kit
 After Effects Supplemental Tutorials
 Lynda.com
 Rundown Creator - <http://www.rundowncreator.com/features/>
 Studio Job Roles and all Control Room Equipment-Broadcast Pix / Editshare

Suggested Time Frame: 4 weeks

Content Area:	Video Production IV	Grade(s)	12
Unit Plan Title:	“Senior Art Showcase Reel” <ul style="list-style-type: none"> ● Demo Reel Creation ● Leave Color Effect Project Incorporation 		
NJSL Standard(s) Addressed			
<u>CTE Standards:</u> 9.3.12. AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12. AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12. AR-AV.4 Design an audio, video and/or film production. 9.3.12. AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 9.3.12. AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).			

ISTE Standards:

3- Knowledge Constructor:

3b-Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

6-Creative Communicator:

6a-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b-Students create original works or responsibly repurpose or remix digital resources into new creations.

6c-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7-Global Collaborator:

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b-Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c-Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d-Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Essential Questions (3-5)

- Why is it important to have a Demo Reel when applying for colleges and/or job interviews?
- How can compiling student work over the four years at PCTI help to showcase the various learning opportunities a student experiences?
- How can a demo reel help to make a student more competitive?

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Informational Texts (3-5) [*career-related readings; journal articles, books, etc.*]

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Date of Publication: October, 2016

Demo Reel Samples: <https://vimeo.com/channels/demoreels>

<https://fstoppers.com/video/tips-making-better-video-demo-reel-which-can-get-you-new-clients-part-1-2897>

Article: <https://www.premiumbeat.com/blog/top-20-tips-for-creating-a-successful-demo-reel/>

Expected Proficiencies

1. Students will be able to compile their various projects into one complete video to demonstrate their range of knowledge.
2. Students will be able to edit using the Adobe Premiere and After Effects various techniques to showcase their knowledge of these softwares.
3. Students will create demo reels to showcase at the Art Show event and to eventually embed into their website portfolios.

Formative & Summative Assessments (1-3)

Formative:

- Demo Reel Outline

Summative:

- Demo Reel Project Grade

Resources (*software, videos, career exploration-related activities*)

Rundown Creator - <http://www.rundowncreator.com/features/>

Adobe After Effects Tutorials

Framelines

Video Co-pilot

Camera

Tripod

Microphone

Script

Voice Overs

Editing Software (Adobe Premiere)

Graphic Software (Adobe After Effects)

VideoBlocks (Video Stock Library)

AudioBlocks (Audio Stock Library)

Lighting Kit

After Effects Supplemental Tutorials

Lynda.com

Suggested Time Frame:

4 weeks

Content Area:

Video Production IV

Grade(s)

Unit Plan Title:

“That’s a Wrap”

Portfolio Updating:

***LinkedIn* exploration, resume creation, demo reel embedding and job searching**

- Final Exam Preparation
- Resume Updating
- Job Search sites
- LinkedIn Exploration and updating
- Demo Reel Embedding
- Portfolio Website Updating
- Portfolio Website Peer Reviews

NJSL Standard(s) Addressed

CTE Standards:

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

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

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

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

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

ISTE Standards:

6-Creative Communicator:

6d-Students publish or present content that customizes the message and medium for their intended audiences.

7-Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a-Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Essential Questions (3-5)

- What skills were introduced, built upon or mastered by creating a digital portfolio and demo reel?
- How will a digital portfolio, resume, LinkedIn account and demo reel help one to compete in the market of the 21st Century?
- How does one care for our equipment and secure our shop's equipment?

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https://docs.google.com/document/d/1uHARR7q5_b5qMZbJsM6E0iQ2jUnijVSgcDTGt5QOUPM/edit

<https://www.videomaker.com/article/f2/15781-entry-level-jobs-for-video-the-building-blocks-of-your-career>

<http://www.portfolioday.net/portfolio-day-faqs/11-can-i-present-my-portfolio-digitally>

http://www.educationworld.com/a_tech/tech/tech111.shtml

Expected Proficiencies

1. Students will be able to update their portfolios with new content and embed all pre-production artifacts
2. Students will be able to create a resume that includes specific requirements
3. Students will be able to create a LinkedIn Profile and understand how to apply tools in LinkedIn to search for internships and jobs.
4. Students will be able to review concepts from the course of their third year in Video Production shop in anticipation of their final exam.
2. Student will be able to comprehend anticipated 4th Level course by viewing next year's syllabus and website.
3. Student will be able to analyze the summer scriptwriting assignment for next year's Senior incoming project.
4. Student will be able to secure and clean up all wires and equipment used throughout the school year for storage.
5. Student will be able to begin assembling exit materials for next year hard copy portfolio for exit from program.
6. Student will be able to learn multi-camera studio job roles in anticipation of Senior Year studio production.

Formative & Summative Assessments (1-3)

Formative:

Student Survey

Safety Quiz

Exit documents

Resume

LinkedIn Profile URL

Summative:

Final Exam

Portfolio Completion

Resources (*software, videos, career exploration-related activities*)www.weebly.com (Free Website creator)www.linkedin.com (LinkedIn Profile creation)<http://wiredjersey.com/>**Suggested Time Frame:****III. Instructional Strategies:**

- A. Guided Practice
- B. Think-Pair-Share
- C. Graphic Organizers
- D. Checking for Understanding-Exit Tickets / Responses in Google Classroom
- E. Scaffolding
- F. Reflection Writing
- G. Critiques
- H. Rubrics-Backwards Design
- I. Facilitate Note Taking and Homework Study Skills

- J. Design and develop digital age learning experiences (ISTE Teacher Standard)
- K. Facilitate and inspire student learning and creativity (ISTE Teacher Standard)
- L. Model digital age work and learning (ISTE Teacher Standard)
- M.

IV. Methods of Student Evaluation

FORMATIVE

Daily Participation /Individual Project Benchmarks in Rubric/ Scriptwriting Assessments / Storyboarding / Filming Rubric / Editing Rubric

SUMMATIVE

Final Exam /Quiz/Tests/Projects/ RST

III. Scope and Sequence

Key: I = Introduce | D = Develop | R = Reinforce | M = Master/Maintain

Skill to be learned:	Grade 9	Grade 10	Grade 11	Grade 12
Analyze the history of television and media	I	DR	DR	M
Identify Contributors to the invention of the television	I	DR	DR	M
Identify key historical technological contributions made	I	DR	DR	M
Analyze the use of Digital Media	I	DR	DR	M
Analyze one's own use of Digital Media	I	D	R	M

Predict the future of media	I	D	R	M
Write a pitch for a script	ID	D	DR	M
Write a Narrative Script	ID	D	DR	M
Write a 2 Column Script	ID	D	DR	M
Draw Storyboards	ID	D	DR	M
Write a Shot Sheet	ID	D	DR	M
Block a Scene	ID	D	DR	M
Pitch a Video Idea	ID	D	DR	M
Understand and adhere to copyright law	ID	D	DR	M
Understand the synergy between various media outlets	ID	D	DR	M
Analyze the business of television and ad revenue	ID	D	DR	M
Comprehend and apply various shot types and shot moves	ID	D	DR	M
Identify parts and function of a video camera	ID	DR	DR	M
Identify various functions of the lens and types of camera lenses	ID	DR	DR	M
Identify various attachments to a camera, tripods, and cords	ID	DR	DR	M

Identify and apply the correct microphone for capturing quality audio	ID	DR	DR	M
Organize media files, comprehending metadata SD and P2 card structure and apply the correct applications when editing in both Adobe <i>Premiere</i> and <i>Final Cut</i>	ID	DR	DR	M
Comprehend and apply editing techniques, filters, effects and shortcuts in editing software <i>Final Cut X</i> and <i>Adobe Premiere</i>	ID	DR	DR	M
Create a Public Service Announcement	ID	DR	DR	M
Identify the responsibilities of Video Journalists	ID	DR	DR	M
Setup and film an interview, applying the rules of an interview and incorporating A Roll and B-roll	ID	DR	DR	M
Film and Edit an Interview Project	ID	DR	DR	M
Create and Edit Animating Titles, Graphic Lower 3rds and end credits into a project	ID	DR	DR	M
Record a Voice Over	ID	DR	M	M
Create a Website Portfolio	I	D	R	M
Understand Job Roles in Production	I	D	R	M
Research possible careers and industry professions	I	D	R	M
Set Goals and Job Transition Requirements or College Level Concentrations in Media Studies, Film, Video Production, or Communications	I	D	R	M

Interviewing Setup, Preparation & Writing Open Ended Questions	N/A	ID	R	M
Single Camera Interview filming	N/A	ID	R	M
A / B Roll	N/A	ID	R	M
3 point Lighting	N/A	ID	R	M
Creating an EDL	N/A	ID	R	M
Logging Soundbites	N/A	ID	R	M
Pre-Production for REAL “Student Spotlight” interview Project	N/A	ID	R	M
Edit a Profile “Student Spotlight”	N/A	ID	R	M
Demonstrate proficiency in filming	I	D	R	M
Demonstrate proficiency in editing	I	D	R	M
Comprehend and apply copyright law/ethics	N/A	ID	R	M
Demonstrate Mastery in Visual Storytelling	I	D	R	M
Demonstrate Mastery in Graphics	I	D	R	M
Produce a “package” / “short film”	I	D	R	M
Perform in and exhibit various production job roles and	I	D	R	M

responsibilities				
Create Graphics using software <i>Motion</i> and Adobe After Effects	N/A	ID	R	M
Analyze the history of making a documentary	N/A	ID	R	M
Pitch an idea for a documentary topic and include the pre-production, production and post-production elements and tentative timeline for a shooting schedule for approval.	N/A	ID	R	M
Research and present material to support their documentary in the form of a treatment.	N/A	ID	R	M
Plan and manage time, resources and production according to pre-production planning	I	D	R	M
Organizing Soundbites to weave with Voice Over for Story	N/A	I	R	M
Write Intros/ Tags/Voice Overs	N/A	ID	R	M

IV. Complete List of Course Textbooks, Instructional Resources & Software

- a. Final Cut X
- b. *Motion / Adobe After Effects*
- c. *Adobe Premiere*
- d. Weebly
- e. Cybercollege
- f. *Rundown Creator* Software
- g. Video Blocks and Audio Blocks Stock Library
- h. Adobe Premiere Pro CC Classroom in a Book, 1st Edition (2017 release)
Author: Adobe Creative Team

Publisher: Adobe Press

ISBN-10: 0-13-466531-7

ISBN-13: 978-0-13-466531-3

Date of Publication: 02/14/2017

i. Adobe After Effects CC Classroom in a Book, 1st Edition (2015 release)

Author: Adobe Creative Team

Publisher: Adobe Press

ISBN-10: 0-13-430812-3

ISBN-13: 978-0-13-430812-8

Date of Publication: 12/24/2015

j. Television Production & Broadcast Journalism, 3rd Edition

Author: Phillip Harris Publisher: Goodheart-Wilcox Publishing

Date of Publication: October, 2016

ISBN: 978-1-63126-275-3

V. Pacing Chart

Marking Period 1

Introduction to new equipment DSLR cameras, Ronin-M Gimble, Benro tripods, Zoom audio recorder, Boom Mic, and Voice Over Booth, Felix Lighting Kit and use.

Introduction to the Editshare and overview of SD metadata card structure, media management for editing in *Adobe Premiere* and *Adobe After Effects* for most effective workflow

Introduction to how to equipment checkout process, storage, coiling and storing of cables, and other equipment use.

Introduction to kinds audio: microphones (Lav, Dynamic, Boom) and cables for them

Demonstrate knowledge of Shot Types and Shot Moves (Pre-assessment)
Demonstrate filming and editing of an Interview (Pre-assessment) Assessment Includes: Axis of Action, 3 pt. Lighting, Audio Recording, A and B Roll, Voice Over, EDL creation, Research and Fact Checking, Shot Sheets, Editing Skill level in Adobe Premiere (In points / Outpoints /Tools /Techniques) and After Effects-lower third creation and use.
Peer Critique / Self Reflection (Writing-Pre-assessment)
Pre-Production for Film Festival Projects: Pitch for Film Festival Projects -Music, Narrative, or Animation (PSA is only for Freshman/Sophomore level) (Documentary for Senior Level)
Overview of Studio and Control Room job roles
Announcement Overview-Outline for Recording Announcements
Tech Talk Overview-Monthly show using the Junior's packages and "Markers" in Adobe to communicate
Demonstrate Scriptwriting / Storyboarding for Film Festival Approved Pitches (pre-assessment)
Marking Period 2
Introduction to studio equipment, care and job roles and responsibilities
Production for Film Festival Projects: Filming of Festival Projects, Creation of Scripts, Creation of Call Sheets, Recording of Projects
Lesson/projects in Adobe <i>Premiere</i>
Lesson/projects in Adobe <i>After Effects</i>
Lesson /Project in Adobe's <i>Character Animator</i>
Comprehend and apply roles and responsibilities of studio production jobs
Benchmarks for Film Festivals being met throughout MP 1 & 2- Film Festival Fully Edited Project Due at End of MP 2
Marking Period 3

Tech Talk Show Pre-production, Production and Post Production
Crew Job for Tech Talk Shows
Rundown, Scripts, Call Sheets and Graphic Creations
Recording and Distribution
Assessments in Adobe <i>Premiere</i> and After <i>Effects</i> (if possible Certification testing)
Participation in other Film Festivals including Alliance for Women in Media “The Gracies,” NJ High School Film Festival, Passaic County Film Festival, Ocean County Library Film Festival, Montclair Film Festival, Black Maria -NJ Young Film Festival.
Possible Incorporation and Implementation of STN (Student Television Network) and PBS Student Reporting Labs
Marking Period 4
Demonstrate understanding of the Leave Color Effect and Incorporate it into the Demo Reel
Comprehend media production on the field trip at Video Production Facility (TBD)
Write reflection about learned their field trip
Update Tabs of the Portfolio Website for Final Exam 50% Grade
Export projects and embed all projects to their website portfolios
Review concepts from the course of their fourth year in Video Production shop in anticipation of the 50% written portion of final exam
Create a marketable and professional image of themselves on LinkedIn and on their portfolio website to showcase demo reel, prior video productions, and employability skills
Secure and clean up all wires and equipment used throughout the school year for storage

VI. Student Handout

VIDEO PRODUCTION IV

I. **Program Description:** The Video Production program is a four year consecutive program with sequences designed to allow students to concentrate on multiple aspects of Television and Digital Media production. In this fourth and final year of the program's sequence, students will build on prior knowledge from the level I, II, and III course, allowing for growth and skills to be refined. Students will then learn new concepts building upon that knowledge in various units. Those units of concentration will include:

- **Unit 1 “Re-Introduction to Production: New Equipment- DSLR/Ronin/Lighting Kit”**
- **Unit 2 “Job Roles of Seniors: Studio/Control Room/Digital Media PR”**
- **Unit 3 “Filmmaking-Film Festival Project”**
- **Unit 4 “Morning Announcements: On Camera Performance/Job Roles”**
- **Unit 5 “Editing for Film Festival: After Effects Incorporation”**
- **Unit 6 “Pre-Production Unit for Studio Production of “Tech Talk”**
- **Unit 7 “Production Unit for Studio Production of “Tech Talk”**
- **Unit 8 “Post-Production Unit for “Tech Talk”**
- **Unit 9 “Senior Art Showcase Reel”**
- **Unit 10 “That’s a Wrap”**

II. Course Description- Video Production IV

Video Production IV course is designed for fourth year students continuing in career preparation within the Video/TV Production and Digital Media fields. In this fourth level course students will master the pre-production phases effectively to

expedite the production process and use higher level effects to incorporate more visually appealing projects. They will continue to demonstrate proficiency from knowledge acquired in Video Production I, II and III in their use of pre-production elements such as scriptwriting, storyboarding, basic camera functions, shot compositions, shot moves, tripod setup, audio recording and different types/purposes of various microphones. They will demonstrate prior knowledge of editing in *Adobe Premiere* and creation of graphics in *Adobe After Effects* while building upon that knowledge base learning multi-camera editing techniques, syncing audio techniques, while exploring other higher level aspects of the program such as color correction in Lumetri panels, Audio and Effects panel. Students should come to Video Production IV with a strong understanding of *After Effects* and it's applications including knowledge of how to create composition, create key frames, adding effects and alteration of colors, solids, and basic motion effects including position, scale, rotation, opacity. Students in Video Production IV should have already created a moving solid, a lower third, should have understanding of Bezier Curves, and understand concepts such as masking and rotoscoping. They will add into that knowledge base an understanding of the Dynamic Link function which allows those two programs to work together.

As a level IV Video Production student, they will be expected to continue to demonstrate an eagerness and mastery for media arts. Students will continue to focus on developing a media “message” and will acquire a keen attention and high level of expectation to deliver a quality production in their projects. They should be able to also troubleshoot and critically think about how to overcome any obstacles they encounter while in any of the three phases of production. They will continue to demonstrate employability skills such as work ethic, accountability with equipment, responsibility with deadlines, and teamwork with one another in collaborative projects. The goal of this course is to master various skills to include a variety of production styles while effectively demonstrating production requirements necessary for a successful production. These skills will include ability to pitch ideas, draw storyboards, write both two-column and narrative scripts, write treatments, cast actors, organize shooting schedules, adhere to copyright law, obtain filming permits & permissions, obtain location releases, obtain media releases, cite in credits sources of facts and third party material, demonstrate effective teamwork in production, capture quality audio and incorporate higher level editing techniques. Students will be expected to do some “leg-work” of their productions outside of class for homework which will include such things as researching topics, facts, scriptwriting, storyboarding, contacting potential guests and organizing themselves for filming. With pre-production as part of their homework, the students are able maximize class time for production “filming” part of the project. In post-production, student work will often be critiqued, not only by the teacher but also by peers, and students may be expected to reshoot, rewrite or re-edit. Critique and reflection are essential parts of the production process and should not be met with defensiveness, but rather enthusiasm in an effort to make the best possible production.

Students should expect a number of group activities where collaboration is necessary, however, individual student accountability of content knowledge will be measured and expectations will need to be met. Students in the Video Production IV course should already have the start of their own Website Portfolio from Video Production levels I, II, and III that showcase

evidence of their work from freshman, sophomore and junior years. They will continue to build into throughout the remaining years of the program.

Objectives:

Upon completion of this course, a student will be able to:

- Demonstrate mastery in interviewing, visual storytelling, camera use and audio use for successful production recording, and editing in *Final Cut X* and *Adobe Premiere*.
- Demonstrate mastery in camera shots compositions, shot moves, and audio recording.
- Demonstrate consistent use of media ethically practices and adhere to copyright law.
- Demonstrate mastery when filming and editing an interview, feature package or documentary.
- Write and record, and edit in Tech Talk Show packages (monthly).
- Perform in and exhibit various production job roles and responsibilities.
- Create graphics using software *Motion* and *Adobe After Effects*.
- Continue to increase the level of abilities in software edits, including chroma keying, speed, filters, behaviors, and 3 D Text/Animation.
- Full comprehension and execution of workflow, and use of equipment for ENG/EFP productions.
- Demonstrate basic understanding of studio job roles such as host/talent, camera operator, audio operator, graphics operator, director, technical director, prompter operator and floor manager.
- Demonstrate basic understanding of production job roles of a studio such as line producer, producer, associate producer and production assistant.
- Ability to support the Video IV in their recordings and school coverage.
- Introduction to the VMIX and filming support at Art Show and Graduation.
- Ability to embed video and upload artifacts to student portfolio websites (Final Exam)

III. Expected Proficiencies:

Upon completion of this course, a student will be able to:

- 1) Student will be able to identify Shot Types, Shot Moves and set up an interview with B-roll.
- 2) Student will be able to identify and apply responsibilities of various crew positions for studio jobs.
- 3) Student will be able to record quality audio using the Zoom Recorder.
- 4) Student will be able to create animating lower 3rds, opening graphics and closing credits using *After Effects* and use *After Effect's* dynamic link to *Premiere*.
- 5) Student will be able to identify the various parts of the DSLR camera and demonstrate ability to use it.
- 6) Student will be able to connect the DSLR to the Ronin Gimble Stablizer and demonstrate various shot moves using it.

- 7) Student will be able to set up 3 point lighting with a key, fill and backlight.
- 8) Student will be able to pitch ideas for Film Festival projects by incorporating essential criteria including a program objective, target audience, plot, characters, setting, story arc and hook.
- 9) Student will be able to demonstrate proficiency when performing in various crew and studio control room positions such as Director, Technical Director, Camera Operator, Stage Manager, Prompter Operator, Line Producer, Producer, and Associate Producers.
- 10) Student will be able to actively contribute as production crew to the filming of a multi-camera show called "Tech Talk."
- 11) Student will be able to create markers in *Adobe Premiere*, and dynamic links in *After Effects*, to collaborate between softwares and communicate with the Junior class for package of the monthly show.
- 12) Student will be able to create a rundown using Rundown creator and collaborate with the Junior class by doing so.
- 13) Student will be able to market their production by uploading and sharing via the class YouTube Channel and Class Twitter account.
- 14) Students will be able to learn then apply various advanced editing skills including chroma keying, animated titles/end credits using *After Effects*' filters, behaviors and backgrounds.
- 15) Students will be able to complete the filming and start the editing of their film festival projects for festival submission by meeting deadline benchmarks.
- 16) Student will be able to peer critique and then export their projects in anticipation of film festivals and complete necessary paperwork for film festival submissions.
- 17) Student will be able to upload their final projects to their student portfolio websites by adhering to copyright law and understand how copyright affects distribution of media.
- 18) Students will be able to pitch a topic for a "Tech Today" Talk Show.
- 19) Students will be able to film and edit a package that contains at least 3 interviews on this topic.
- 20) Students will be able to write "wraps," a script to introduce the package and close the package on camera.
- 21) Students will be able to assign roles to their peers in order to film the wraps and roll in their package for the completion of a "Tech Today" Talk Show.
- 22) Students will be able to edit, if necessary, the recorded show to ensure its accuracy and upload it onto our class YouTube Channel for distribution.
- 23) Students will be able to record an in-studio talk show called "Tech Today."
- 24) Students will be able to incorporate an edited package into the "Tech Today" Talk Show.
- 25) Students will be able to invite an on camera guest for Q&A for their show.
- 26) Students will be able to perform assisting studio and crew job roles in their peer's studio recording of their "Tech Today" Talk Show.
- 27) Students will be able to take notes for any post production editing, if necessary.

- 28) Students will be responsible to deliver a quality “Tech Today” show for upload onto our YouTube Channel for distribution.
- 29) Students will be able to edit their recorded productions for PCTI’s YouTube Channel distribution.
- 30) Students will be able to incorporate emergent technologies, such as Blackmagic Capture device and Editshare, to capture the production and finalize the edit for distribution.
- 31) Students will be able to utilize various editing skills in *Adobe Premiere* and *After Effects* to finalize their edits.
- 32) Students will be able to compile their various projects into one complete video to demonstrate their range of knowledge by creating a Demo Reel.
- 33) Students will be able to edit using the *Adobe Premiere* and *After Effects* various techniques to showcase their knowledge of these softwares.
- 34) Students will create demo reels to showcase at the Art Show event and to embed into their website portfolios.
- 35) Students will be able to update their portfolios with new content and embed all pre-production artifacts.
- 36) Students will be able to create a resume that includes specific requirements.
- 37) Students will be able to create a LinkedIn Profile and understand how to apply tools in LinkedIn to search for internships and jobs.
- 38) Students will be able to review concepts from the course of their fourth year in Video Production shop in anticipation of their final exam.