
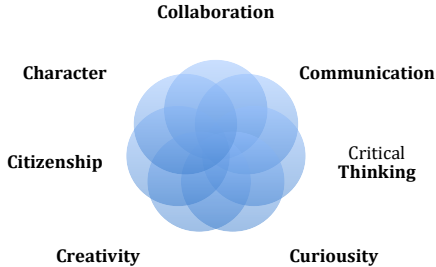


Content Area: Technology	Grade: 9-12
Course Name: Video Production 2 	R14 The Seven Cs of Learning 
Unit Titles	Length of Unit/Contact Hours
<ul style="list-style-type: none"> Unit 1 Camera Techniques 	2 weeks (Quarter)
<ul style="list-style-type: none"> Unit 2 Nonlinear Editing 	2 weeks (Quarter)
<ul style="list-style-type: none"> Unit 3 Recording Dialogue and Voice 	2 weeks (Quarter)
<ul style="list-style-type: none"> Unit 4 Graphical Production & Editing. 	1 weeks

• Unit 5 Special Effects	2 weeks
• Unit 6 Television Segment production	3 weeks
• Unit 7 News Production	4 weeks



Strands	Grade Level Expectations
DVP.01	Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
DVP.05	Production: Identify and describe the elements of production to effectively deliver a message.
DVP.05	Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

DVP.06	Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
DVP.07	Media Components and Concepts: Identify and understand the technological Literacy of video production.

Unit Title	Camera Techniques	Length of Unit	2 weeks and continues through duration of course.
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Inquiry Questions (Engaging-Debatable):	What makes a video entertaining? What holds an audience’s attention? What techniques are used to create films?
Unit Strands and Standards	DVP.05 Cinematic Principles: Describe and apply fundamental camera operations, Movement, and composition. DVP.05.01 Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. *(E18) Describe dolly, truck, pan, and tilt as it relates to camera movements. *(E19) Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly. *(E20) DVP.01.03 Identify various career paths in digital/video production.*(A3)
Concepts	Fundamentals of camera recording strategies including terminology and basic functions of recording.
Key Vocabulary	Framing, tripod, monopod, backlight, pan, tilt, optical zoom, digital zoom, Wide shot, close-up, establishing shot, rule of thirds, head room, lead room, talk space, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field, shot composition.

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Unit Title	Camera Techniques	Length of Unit	2 week and continues through duration of course.
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Video production jargon and how it relates specifically to camera operation 	<ul style="list-style-type: none"> • Students will be able to record video footage that includes proper framing, steady pans, zooms, and tilts. • Record actions that maintain continuity

Assessments:	Terminology assessment (paper delivered) Self Assessment of video footage Teacher Assessment of camera technique
Teacher Resources:	Video cameras & production equipment. Video samples

Unit Title	Nonlinear video editing	Length of Unit	2 weeks and continues through duration of course.
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Inquiry Questions (Engaging- Debatable):	How do you take material and put it into digital form? How do you use editing to enhance and deliver content? How do you use editing software?
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Unit Strands and Standards	<p><u>DVP.06</u> <u>Post</u> =</p> <p><u>Production: Identify and describe the elements of post</u> =</p> <p><u>production to effectively deliver a message.</u> <u>DVP.06.01</u> <u>Create graphics and titles appropriate to the project.</u> *(F22)</p> <p>DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing. *(F23) DVP.06.03 Describe and apply import, file, and asset management. *(F24) DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25) DVP.06.05Edit audio for voice over, sound levels, music, and sound effects with application software. *F26)</p>
Concepts	Fundamentals of nonlinear computer editing will be explored including importing, manipulating, and exporting recorded video material.
Key Vocabulary	nonlinear editing, linear editing, cuts, transitions, fader, dissolve, effect filters, compression, exporting, titles, decibels, timeline, preview monitor, project monitor, keying, color correction, contrast.

Unit Title	Nonlinear Editing	Length of Unit	2 weeks and continues through duration of course.
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Standard nonlinear editing procedures and terminology 	<ul style="list-style-type: none"> Edit raw video content into seamless units by using editing techniques that present clear visuals and combines audio, video, and graphics to give deliver a story, message, or other information.

Assessments:	Formative assessment of students using editing software. Terminology assessment. Practical assessment of final video edits.
Teacher Resources:	Adobe CS6 tutorials & Finalcut Pro tutorials

Unit Title	Recording Dialogue & Sound	Length of Unit	2 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> How do you record clear conversations on camera? What camera and microphone techniques are important for delivering a clear message on camera?
Unit Strands and Standards	DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavalier,shot gun, condenser, omni and directional methods.*(D15)
Concepts	Students will practice on-camera speaking including dialogue and narration. Students will speak to the camera delivering message to audience clearly and articulately.
Key Vocabulary	180 degree rule, image vectors, eye contact, pace, editing cuts, boom pole, interference, ambience, stereo, shotgun microphone, lavalier microphone

Unit Title	Recording Dialogue & Sound	Length of Unit	2 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • What microphones and placement coupled with video camera to use to record audio effectively. 	<ul style="list-style-type: none"> • Properly set up audio equipment to record sound. • Properly prepare a script for recording. • Use video equipment and production technique to align audio recording with video image effectively.

Assessments:	Students will self assess the quality of audio, video, script, and production value of their work. - Teacher will assess student work against rubric for target goals.
Teacher Resources:	Video Tutorials, samples, Skills21 video submissions

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> How to set up and position a microphone properly to record adequate sound during video production. 	<ul style="list-style-type: none"> Properly set up audio equipment to record sound. Prepare a script for recording. Use audio and video equipment in synchronicity to capture effective recording..

Assessments:	Students will self assess the quality of audio, video, script, and production value of their work. - Teacher will assess student work against rubric for target goals.
Teacher Resources:	Youtube tutorials, video maker discs, a/v equipment

Unit Title	Graphical creation and editing	Length of Unit	1 week
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> - How can you use graphics or titles to enhance a video message? - How can you present graphics in a manner that entertains audience? - What programs can be used to create graphics?
Unit Strands and Standards	<u>DVP.06.01 Create graphics and titles appropriate to the project.*(F22)</u> <u>GDT.10.03 Incorporate the use of image manipulation and illustration software into final products.</u> <u>GDT.10.04 Apply nondestructive image editing techniques such as layering and masking. GDT.10.05 Practice using different selection tools and techniques to manipulate images</u>
Concepts	
Key Vocabulary	Layers, pen tool, brush tool, paint bucket, text, lower third, scrolling, credits, title, photoshop, fast motion, reverse clip,

Unit Title	Graphical creation and editing	Length of Unit	2 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● That graphics are important to deliver information ● That graphics can be stationary or move ● That graphics can be enhanced or manipulated 	<ul style="list-style-type: none"> ● How to use title tools in Finalcut Pro ● How to create own graphics in photoshop ● How to combine graphics and motion to enhance video message to audience..

Assessments:	Peer-to-peer critiques, teacher evaluation, self reflection
Teacher	Photoshop, Finalcut, sample videos

Resources:	
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Unit Title	Special Effects	Length of Unit	2 week and continuous throughout course
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> - How can special effects be created using video equipment and resources? - How are actors, camera, and editing combined to create special effects?
Unit Strands and Standards	DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25) <u>GDT.10.04 Apply nondestructive image editing techniques such as layering and masking. GDT.10.05 Practice using different selection tools and techniques to manipulate images</u>
Concepts	Students will use production and post production techniques to create special effects including green screen keying,
Key Vocabulary	Keyer, green screen, key frame, transform, crop, motion, position, reset parameter, timeline, background image, transitions, post production

Unit Title	Special Effects	Length of Unit	2 weeks, and continues throughout course
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
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<ul style="list-style-type: none"> How to apply special effects graphics to video footage in post production to enhance the visual impact of video. 	<ul style="list-style-type: none"> Apply graphical special effects to recorded video in post-production by keying graphics at appropriate time and location on video timeline.
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Assessments:	Peer-to-peer critiques, teacher evaluation, self reflection
Teacher Resources:	video samples, videoblocks.com, graphic samples

Unit Title	Television Production	Length of Unit	2 week and continuous throughout course
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> What length of time and pacing of content is typical for a Television style program segment? What makes a program entertaining and keeps an audience interested?
Unit Strands and Standards	<p>DVP.01.01 - Describe the various video production processes, when integrated together to create a successful message. *(A1)</p> <p><u>DVP.03 Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations</u></p>
Concepts	Students will record and format their video work to align with standard television program practices. This will include editing footage to meet specific time guidelines. Students will explore methods of delivering a message to meet particular target audiences. Content created will include commercials, PSAs, game shows, and short stories.

Key Vocabulary	Target audience, commercial, sponsorship, titling tools, decibel levels, timecode, NTSC, frame rate, SD, HD, letterbox, pillarbox, decontextualization, multicamera shoot, switcher
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Unit Title	Television Production	Length of Unit	3 weeks, and continues throughout course
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> How to organize video content into a format for televisual broadcast. 	<ul style="list-style-type: none"> Use video equipment to record and produce a program for broadcast on local access television.

Assessments:	Peer-to-peer critiques, teacher evaluation, self reflection
Teacher Resources:	video samples, NEAT-TV, production equipment

Unit Title	News Production	Length of Unit	3 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> What events are worthy of recording for news features? What events are of interest to a particular target audience? How does video/audio quality enhance or detract from final product?
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Unit Strands and Standards	DVP.03.04 Define and describe the legal concerns of copyrights, ethics, releases, and Royalties. *(C11) DVP.03.05 - Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project. *(C12) DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods.*(D15)
Concepts	Students will use production and post production equipment to create a series of news segments for air on NET-TV and the school website. Students will use green screen, cameras, microphones, graphics, interviews and narration to create the segments.
Key Vocabulary	Copyright, royalty, deadline, script, release form, public domain, royalty free, context, target audience, lighting, audio quality, ambient noise, lower thirds, titles, credits, news anchor

Unit Title	News Production	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> How to write, record, and edit a visual appealing and informative news segment to meet the needs of a target audience. 	<ul style="list-style-type: none"> Students will be able to connect microphones, write script, conduct interview, anchor news segment, record video footage and edit all components into a viable package for air on NEAT-TV and the school website.

Assessments:	Peer-to-peer critiques, teacher evaluation, self reflection,
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Teacher Resources:	Past episodes of news, News samples of commercial news, audio/video equipment
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