Greenwich Public Schools Curriculum Overview
Intermediate Video Production

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

Using high-end digital video cameras and high-end digital editing software, students will gain more experience in becoming filmmakers. Additional areas of learning will entail learning audio production, film lighting techniques, as well as using a green screen, graphics and animation for films. Projects created in this class will go towards building a film portfolio for college applications.

Unit Pacing Guide

I. Unit 1 - Media & Visual Literacy - Composition & Camera Movement
II. Unit 2 - Using Video Equipment & Manual Functions
IV. Unit 3 - Sound
V. Unit 4 - Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story

Enduring Understanding for the course:

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

    - identify various compositional techniques and angles.
    - analyze techniques and angles for effect on specific audiences.
    - identify the elements of video / film language (frame, shot, sequence, scene).
    - identify bias and stereotypes in visual media.
    - create images/frames that demonstrate basic compositional techniques.
- **Unit 2 –Using Video Equipment & Manual Functions**
    - identify parts and the various functions of a digital video camera.
    - use manual camera settings to adjust white balance, aperture, shutter speed and focus.
    - demonstrate responsible use of equipment.
    - demonstrate various compositional techniques, angles and camera movement
- **Unit 3 – Sound**
    - identify the elements of video sound (dialogue, music, scores, sound effects).
    - describe how each sound element contributes to a video production.

- ○ choose and utilize different types of microphones for various purposes and shooting conditions.
- ○ use the camera and editing software to adjust audio levels for clarity.
- ○ demonstrate how sound effects and music tracks can create an audio environment.
- ○ perform sound editing.

- ● **Unit 4: Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story**
  - ○ utilize the basic functions of digital editing software.
  - ○ demonstrate the various steps involved in the post-production process.
  - ○ utilize appropriate transitions for desired effect (wipes, cuts, and fades).
  - ○ demonstrate the differences between insert and assemble editing and know when to use each.
  - ○ log footage and generate an edit decision list based on previewed footage.
  - ○ create titles, lower thirds, and credits for inclusion in video projects.
  - ○ export final projects to a compressed version
  - ○ manipulate color, scale, motion, and opacity of footage.
  - ○ adjust audio levels for desired effect.
  - ○ layer video and audio.
  - ○ utilize green screen technology.
  - ○ demonstrate understanding of 3 point lighting.

Video Production Standards (2018)
Connecticut Core Standards

- ● DVP.05.01 Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.*(E21)
- ● 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.05 Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.
- ● DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.*(D15)
- ● DVP.03.06 Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.*(C13)
- ● DVP.04 Production: Identify and describe the elements of production to effectively deliver a message.

- DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.*(F23)
- DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.*(F25)
- DVP.06 Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
- DVP.06.01 Create graphics and titles appropriate to the project.*(F22)
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Assessments / Resources

- Deconstruct ads and PSA for production techniques and message.
- Deconstruct images for composition rules.
- Deconstruct media for camera techniques and purpose.
- Hands-on demonstration of camera manual settings and tripod use
- Demonstrate composition rules using the camcorder.
- Create a scripted sequence which demonstrates use of manual camera controls and a variety of camera angles
- Create an audio environment using digital editing software, homemade sound effects, a digital sound effects library and copyright free music tracks
- Produce an Interview video and two PSA's which includes titles, transitions, music, credits, special effects, and sound effects.

- Required Assured Experiences:
    - Produce an Interview video and two PSA's which includes titles, transitions, music, credits, special effects, and sound effects.

- Course Essential Questions assessed in summative and formative assessments:
    - How are manual camera controls used to capture professional quality footage?
    - How are camera techniques, images, sound, and language used to develop and communicate an effective message, tell a story or influence viewers?
    - How does sound contribute to the overall meaning of a video message?
    - How does editing shape meaning?
    - What process/work flow do we use to produce video content?
    - How do we work collaboratively to produce video content?
    - How do we use information, images, and sound responsibly?

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
    - Students will develop and explore their own research questions during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
    - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This source evaluation and research will allow students to gain a variety of perspectives.
- Explore, define, and solve complex problems
    - Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
    - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
    - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products
    - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
    - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
    - Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.
- Conduct themselves in an ethical and responsible manner
    - Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
    - Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities

- ○ Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
  - ○ Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
  - ○ Social studies classes will help students develop study skills, and reduce stress through organization and planning.