

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Advanced Film and Video Production</i>	Course Code	<i>[Office use only]</i>
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Transcript Title:	<i>Advanced Film and Video Production</i>	Grades Levels:	<i>11-12</i>	Board Adoption Date:	
Content Area:	<i>DVMA</i>	GPA Scale:	<i>4.0</i>	Date Course Submitted:	
Credential Required:	<i>CTE</i>	Graduation Subject Areas:	<i>Humanities</i>	CalPads Code:	<i>7244</i>
UC/CSU "A-G" Area Approvals:	<i>F</i>	School Site/person that wrote and submitted the course:	<i>John Hoist</i>		
Recommend Skills:	<i>Intermediate Film</i>				
Next course(s):	<i>None</i>				
Textbook to be used:					

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DATE: August 31, 2018

INDUSTRY SECTOR: Arts, Media, and Entertainment

PATHWAY: Production and Managerial Arts Pathway 113

CBEDS TITLE: Advanced Film/Video Production

CBEDS Code: 7244

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	hours	hours

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Film/Video Editors	27-4032.00		
Audio/Video Equip Tech	27-4011.00		
Camera Operators, TV, Video, Motion Picture	27-4031.00		

Students will explore the artistic impact of visual communication and its application in present culture, the history of film and video communication, the fundamentals of composition and movement, the aesthetic use of light, color, and sound, the art of storytelling, production design and directing. Further instruction will include digital artistry in editing and graphics, creative design in commercial and broadcast productions, career exploration, and portfolio development.

Students will explore advanced cinematography techniques focusing on composition, depth of field, lighting, and lens choice; along with advanced technical skills in the use of a jib crane, steadicam, dolly track, live event filming, motion graphics, HD film work, and audio engineering. Students will continue to develop the means to critique the medium and express themselves clearly and concisely when speaking or writing about video/film and video/film production.

Students achieving competency in this course will be prepared to enter a film or broadcast journalism course of study at the college level or be prepared for entry level employment in those fields.

PREREQUISITES: Intermediate Film and Video Production

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High School Name:	Site Prerequisite:
Newport Harbor High School	

A – G APPROVAL: **Yes** **No** **Desired**

ARTICULATION:

High School Name:	College Name:	College Course Title:
NHHS	West Hills College Coalinga	Digital Video Production

LEVEL: **Introductory** **Concentrator** **Capstone**

CERTIFICATION:

High School Name:	Embedded/Leads to:	Description:
NHHS	Adobe Certified Associate/Premier	

METHOD OF STUDENT EVALUATION:

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Observation record of student performance
- ✓ Completion of assignments and worksheets

METHOD OF INSTRUCTION:

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips

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✓ Guest Speaker

RECOMMENDED TEXTS:

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MODEL CTE PATHWAY:

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Grade	Fall Semester	Spring Semester
9 th or 10 th	Intro to Film/Video A	Intro to Film/Video B
11 th	Intermediate Film/Video A	Intermediate Film/Video B
12 th	Advanced Film/Video A	Advanced Film/Video B
Elective		

[CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS](#)

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**Arts, Media and Entertainment
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve

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problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a

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complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts,

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Media, and Entertainment industry sector.

8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

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- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

I.	Production Leadership	CR	LAB/CC	STANDARDS
	<p>This unit is an ongoing unit throughout the course where students assume leadership roles (producer, director, etc.) for the school broadcast and live event filming. Students will develop story and concept ideas for the school news magazine show. They will organize and lead student production teams, create a production schedule, critique student stories, develop a theme for the show and each episode, and demonstrate leadership as it relates to film and video production.</p> <ul style="list-style-type: none"> • Develop story concepts • assume the role of class producers • assist first year students • assign stories/roles to students • critique stories 	6	46	<p>Academic: LS 9-10, 11-12.1, 11-12.3, 11-12.5, 11-12.6 WS 11-12.6, 11-12.7 RSIT 11-12.3, 11-12.4, 11-12.7 RHSS 11-12.7 RSLT 11-12.3, 11-12.4, 11-12.5, RSTS 9-10, 11-12.4 SLS 9-10, 11-12.1 SLS 11-12.1d SLS 11-12.1b</p> <p>CTE Anchor: 4.0 5.0 6.0 7.0 8.0 9.0 10.0</p> <p>CTE Pathway: C1.3, 1.4 C4.4, 4.5 C7.1</p>
II.	Advanced Cinematography	CR	LAB/CC	STANDARDS
	<p>This unit aims to introduce students to a broad understanding and command of the principles of film production technology, enabling students to put into practice identified film production theory and gain industry relevant experience in the operation of equipment, as well as industry-based production protocols and processes.</p> <p>Students will apply the principles of film cinematography, lighting and visual aesthetics in the context of narrative storytelling. They will demonstrate competency in lens and lighting choices to tell a compelling story. Advanced techniques such as the use of Steadicam, dolly, cine-sliders, prime lenses, etc. will be explored.</p> <p>The application of lighting and color to create mood will be a major focus. They will demonstrate the effect of lighting and shadows in creating mood and how color affects meaning. They will understand foreground, middle ground, background and perspective in composition.</p> <ul style="list-style-type: none"> • get students thinking about cinematography • to experiment with shots they might not ordinarily think of 	7	11	<p>Academic: LS 11-12.1 G-C0 1,4 SEP 4 WS 11-12.6, 11-12.7</p> <p>CTE Anchor: 2.0 4.0 5.0 10.0 11.0</p> <p>CTE Pathway: C1.0, 1.2, 1.3, 1.4 C2.0, 2.1, 2.2, 2.3 C4.0, 4.2, 4.4</p>

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	<p>using.</p> <ul style="list-style-type: none"> • Students will be given a shot list of twenty camera shots, angles, and movements. • They will film a short suspense story using only those twenty shots, angles, and movements. • They will focus on creative filming, lighting, creating suspense, and pacing. 			
III.	<i>Auteur Theory</i>	CR	LAB/ CC	STANDARDS
	<p>How do we talk about film as art? What type of vocabulary might we use? How is it different from other types of art? Who is the “author” of a film? Are their themes that are present across all of a director’s films? François Truffaut proposed the revolutionary notion that the director is the true author of a given film, an idea that has thoroughly permeated current film analysis.</p> <p>Students will explore the life and work of a specific director focusing on his/her unique and specific style. They will select at least three films from a chosen director to analyze. Students will argue whether or not they agree with Truffaut that the director is the “author” of a film using specific examples from the director’s films as evidence.</p> <ul style="list-style-type: none"> • Students will research different directors or directors of photography who have been instrumental to the history of film. • They will use their research to create an informational biopic or documentary highlighting the contributions of their selected artist. A written paper will accompany the video summarizing their research findings • They will analyze a historically significant director or director of photography (Hitchcock, Kurosawa, Welles, Deakins, etc.) students will produce a 5-10 minute short film in the style of that particular director. • They will produce a short film and will reflect on and present how they incorporate the particular themes/styles of the chosen director/director of photography in their completed film. 	7	11	<p>Academic: RSIT 11-12.1, 11-12.2,11-12.7 LS 9-10, 11-12.6 WS 11-12.6, 11-12.7 WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: 1.0 2.0 4.0 5.0 10.0 11.0</p> <p>CTE Pathway: C2.0, 2.1 C3.0, 3.1 C5.0, 5.2 C4.0 C7.0</p>
IV.	<i>Genre Study</i>	CR	LAB/ CC	STANDARDS
	<p>favorite genre? Why is this genre your favorite? What do you like about this genre? Is this something to do with the characters, or the subject matter, or even the attitudes the stories tend to deal with? Do you feel this genre has changed</p>	7	11	<p>Academic: RSIT 11-12.1, 11-12.2,11-12.7 LS 9-10, 11-12.6 WS 11-12.6, 11-12.7 WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.7, 11-12.8, 11-12.9</p>

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	<p>over the years? If so, why might this be?</p> <p>Students will analyze at least three prominent films from a particular genre. What are the key films of the genre? Are there specific thematic elements in a particular genre? What are the common elements of a particular genre? Describe the typical heroes or protagonists. What are the conflicts you would expect to find in this genre? What are typical shots, camera movements, lighting, editing techniques, or use of sound?</p> <ul style="list-style-type: none"> • Students will participate in a 48 Hour Film Festival. • Students will research and analyze a specific genre of film determine key characteristics, aesthetics, story elements, etc. that are common to that particular genre • They will then have 48 hours to produce a 5-10 minute short film based on their genre. 			<p>CTE Anchor: 1.0 2.0 4.0 5.0 10.0 11.0</p> <p>CTE Pathway: C5.0 C7.0</p>
V.	<i>Classic Cinema</i>	CR	LAB/ CC	STANDARDS
	<p>This unit will explore classic films focusing on the AFI Top 100. The idea is have to students watch and appreciate films that they typically wouldn't watch. Students will discuss which films from the AFI Top 100 that have already seen. In addition, they will watch three films on the AFI Top 100 that they have not seen. Students will analyze a scene from each of three films and present to the class. They will discuss the mis en scene, cinematography, lighting, mood, etc.</p> <p>As a class we will watch, analyze, and discuss an acclaimed classic film such as Citizen Kane, Casablanca, Rear Window, Sunset Blvd, etc. Why did this film have the impact that it had? What was going on in society at the time? Did that influence the film in anyway? How did the film differ from modern cinema?</p> <ul style="list-style-type: none"> • What makes great films great? Is it just good shots? Is it just having a fancy camera? Or is it a combination of several factors? Story, character, directing, acting, production design, lighting, sound, editing, etc. You have to master all of these things to make a complete film. • The best way to practice this is to copy one of the masters, recreate a famous scene from a great director. In groups of up to four, students will choose one of the scenes that they • analyzed and recreate the scene shot for shot. They will 	7	11	<p>Academic: WS 11-12.6, 11-12.7 RHSS 11-12.8 RLST 11-12.6, 11-12.7</p> <p>CTE Anchor: 1.0 4.0 5.0 10.0 11.0</p> <p>CTE Pathway: C2.0, 2.1 C4.0, 4.1, 4.2 C5.0 C7.0</p>

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	<p>attempt to match the production design, lighting, pacing, sound, and cinematography.</p> <ul style="list-style-type: none"> • Even though it's a "scene recreate" project, it should NOT be a cinematography assignment first and foremost. Acting and directing should be the focus. How can you recreate what is on screen so that it is believable? Lots of rehearsal and good casting. Understand the characters motivation. 			
VI.	<i>Career Readiness</i>	CR	LAB/ CC	STANDARDS
	<p>Students will research and investigate careers related to the film industry including: directing, cinematography, screenwriting, editing, visual effects, sound, etc. They will identify and investigate particular career opportunities in the film industry and post-secondary education options. They will develop and refine skills in film production that translate to careers in the fields of the arts, media, and entertainment and those skills translate to other academic areas.</p> <p>Students will examine methods of distribution and marketing including conventional distribution, social media, and film festivals. Students will create a demo reel and portfolio site to demonstrate competency of skills required for an entry-level position in the Arts, Media and Entertainment industry. They will also write a 3-5 page artist's statement and reflection to accompany their portfolio.</p> <ol style="list-style-type: none"> 1. Students will update their demo reel and portfolio from Digital Media Production to showcase their best work, including current work that focuses on the career path they wish to pursue. 2. They will write an artist's statement about who they are and want to be as a filmmaker, which could also be used as a personal statement essay for college admission. 3. Students will create a professional Résumé to be used for college admissions, scholarships, and employment opportunities. They will use appropriate fonts, titles and descriptions, proper grammar, and punctuation while highlighting their technical and creative skills, academic background, prior work/volunteer experience, and highlight any accolades or achievements. 4. They will research a scholarship or entry-level position and write a cover letter to accompany their Résumé 	7	11	<p>Academic: SLS 11-12.1d, 11-12.2 WS 11-12.6 WHSST 11-12.5, 11-12.9</p> <p>CTE Anchor: 3.0 8.0 10.0 11.0</p> <p>CTE Pathway: C1.0, 1.4 C2.0 C3.0</p>
VII.	EMPLOYMENT PORTFOLIO	CR	LAB/ CC	STANDARDS

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	<p>A. Students will prepare a professional portfolio.</p> <ol style="list-style-type: none"> 1. Portfolio showcases best professional level work 2. Portfolio is organized 3. Job application 4. Resume 5. References 	14	24	<p>Academic: LS 9-10, 11-12.6 SLS 11-12.2</p> <p>CTE Anchor: 2.0 3.0</p> <p>CTE Pathway: C4.0 C7.0</p>
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