

## ***Media Production I And II***

Grade Level:	10-11-12
Length:	1 Semester
Period(s) Per Day:	1
Credit:	1/2
Credit Requirement Fulfilled:	Vocational/Elective

Content: **Excellent attendance is the basic requirement for this course.** In the first portion of the semester, this class will have a didactic approach through the course textbook as students learn camera safety, types of camera angles and movements, and how to create, design and author storyboards. Emphasis will shift to a hands-on approach to assigned projects to include an understanding and use of a camera manual. Students will be required to complete a 30-second or one-minute public service announcement of a social concern for a regional film festival. They will also create a project for the school-wide “Buckle-Up for Safety” film competition.

Media II students will author a contract in combination with their teacher where projects to be completed are defined as well as a grading rubric for each project.

### ***Theme Samples***

1. Production projects
2. Competition-quality production projects

### ***Course Objectives and Expectations***

1. To compare the advantages and drawbacks of both film and video media.
2. To be able to recognize the impact of video communication.
3. To be able to understand the nature of video world.
4. To be able to summarize tasks and responsibilities involved in each of the three major phase of video production.

5. To be able to explain the process of recording a simple program and recall how to operate basic video equipment.
6. To identify steps to avoid common shooting mistakes and understand how to conduct a safe and courteous shoot.
7. To be able to explain how the video world differs from the real world.
8. To be able to recognize how video alters “truth”.
9. To understand how to use the video frame to control what viewers see.
10. To be able to explain how to compose images and action for the two-dimensional screen.
11. To be able to explain the impacts of exploiting scale, distance, position, and relationship in the video world.
12. To be able to explain the difference between actual time and video time.
13. To understand the impact of changing video time speed.
14. To be able to recognize the uses of changing video time direction.
15. To identify the key principles of video composition.
16. To be able to explain how contrast is used for emphasis.
17. To illustrate techniques for creating depth in compositions.
18. To summarize effective methods for directing the viewer’s eye.
19. To identify the principles involved in creating widescreen compositions.
20. To understand the application of video language.
21. To be able to identify the principle types of camera angles.
22. To be able to recognize the characteristics of camera angles.
23. To understand how to create continuity of action among shots.
24. To be able to explain the use of transitions in a program and identify common transition effects.
25. To recall how DVEs (digital video effects) are used in a program.
26. To identify the functions of audio (sound) tracks.
27. To be able to explain the relationship between sound and video in programs.
28. To recognize the various roles of sound effects in a video sequence.
29. To be able to identify the layers of sound in a typical composite sound track.

30. To identify the steps involved in video project development and the tasks included in each step.
31. To summarize a video project in terms of its subject, objectives, audience, delivery system, length, concept and genre.
32. To compare different types of delivery systems.
33. To recognize the various levels of program treatments.
34. To explain the use of storyboard in project development.
35. To recall the appropriate applications of common script formats.

***Pacing***

Semester

Unit 1: About Video

Unit 2: Getting Started

Unit 3: Video Communications

Unit 4: Video Space

Unit 5: Video Time

Unit 6: Video Composition

Unit 7: Video Language

Unit 8: Video Sound

Unit 9: Project Development

Media Production II

***National Business Standards***

NSB VII.1.2.3-4: VIII.1-2.3-4

***Montana Career and Vocational/Technical Education***  
4.I.II.III

NSB VII.1.2.3-4: VIII.1-2.3-4/MCS 4.I.II.III

***Content: Semester***

Semester

Unit 1: About Video

About Video

Video Talents and Jobs

Video Communication

Phases of Video Production

Unit 2: Getting Started

About Video Production and Equipment Basics

Camera Operation

Quality Audio and Video

The Shooting Session

Unit 3: Video Communications

About Video Communication

The Video World

Video Construction: The Role of Composition

Video Construction: The Power of Sound

Video Organization: Video Language

- Video and “Truth”
- Unit 4: Video Space
  - About Video Space
  - The Frame
  - Video Dimensions
  - Spatial Relations
- Unit 5: Video Time
  - About Video Time
  - Video Time Speed
  - Video Time Flow
  - Video Time Direction
  - Video Time Coherence
- Unit 6: Video Composition
  - About Video Composition
  - Organization in Composition
  - Emphasis in Composition
  - Depth in Composition
  - Composing Video Images
  - Composition for Widescreen Video
- Unit 7: Video Language
  - About Video Language
  - Camera Angle Names
  - Creating Continuity
  - Making Transitions
- Unit 8: Video Sound Delivering
  - Information Conveying
  - Implications
  - Strengthening Continuity
  - Evoking Feelings
- Unit 9: Project Development
  - About Project Development
  - Defining the Project
  - Preparing a Treatment
  - Creating a Storyboard
  - Writing a Script
- Media Production II
  - Creation of Course Contract

***Timeline***

- |                              |                           |
|------------------------------|---------------------------|
| Unit 1: About Video          | one-half week to complete |
| Unit 2: Getting Started      | one-half week to complete |
| Unit 3: Video Communications | one week to complete      |
| Unit 4: Video Space          | three weeks to complete   |
| Unit 5: Video Time           | three weeks to complete   |
| Unit 6: Video Composition    | two weeks to complete     |

Unit 7: Video Language	two weeks to complete
Unit 8: Video Sound	two weeks to complete
Unit 9: Project Development	two weeks to complete
Media Productions	full semester to complete contract items

### ***National Business Standards***

#### Unit 1: About Video

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
6. Create digital medial projects collaboratively.
7. Use elements of digital and visual literacy appropriately.
8. Interpret, analyze, and determine meaning for digital media production.
9. Create an original high-end, professional quality media production.
10. Analyze and select appropriate digital media formats and properties (e.g., plug-ins, codecs, compression).
11. Analyze digital media delivery tools and their effects on business functions.
12. Select and integrate digital media appropriate for various platforms.

### ***Montana Career and Vocational/Technical Education Content Standards***

#### Unit 1: About Video

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
15. Practice safe and appropriate use of technology.
16. Identify, select and use the appropriate tools and equipment for a task.
17. Follow, apply and adapt technical information generated from a variety of technical sources.

### ***National Business Standards***

#### Unit 2: Getting Started

1. Explore current and emerging digital media.
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5. Troubleshoot digital media applications.
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#### Unit 2: Getting Started

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14. Practice technical skills and procedures required for an occupation.
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16. Identify, select and use the appropriate tools and equipment for a task.
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### ***National Business Standards***

#### **Unit 3: Video Communications**

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
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### ***Montana Career and Vocational/Technical Education Content Standards***

#### **Unit 3: Video Communications**

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
15. Practice safe and appropriate use of technology.
16. Identify, select and use the appropriate tools and equipment for a task.
17. Follow, apply and adapt technical information generated from a variety of technical sources.

### ***National Business Standards***

#### **Unit 4: Video Space**

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
6. Create digital medial projects collaboratively.
7. Use elements of digital and visual literacy appropriately.
8. Interpret, analyze, and determine meaning for digital media production.
9. Create an original high-end, professional quality media production.
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11. Analyze digital media delivery tools and their effects on business functions.

12. Select and integrate digital media appropriate for various platforms.

***Montana Career and Vocational/Technical Education Content Standards***

Unit 4: Video Space

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
15. Practice safe and appropriate use of technology.
16. Identify, select and use the appropriate tools and equipment for a task.
17. Follow, apply and adapt technical information generated from a variety of technical sources.

***National Business Standards***

Unit 5: Video Time

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
6. Create digital medial projects collaboratively.
7. Use elements of digital and visual literacy appropriately.
8. Interpret, analyze, and determine meaning for digital media production.
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12. Select and integrate digital media appropriate for various platforms.

***Montana Career and Vocational/Technical Education Content Standards***

Unit 5: Video Time

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
15. Practice safe and appropriate use of technology.
16. Identify, select and use the appropriate tools and equipment for a task.
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***National Business Standards***

Unit 6: Video Composition

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
6. Create digital medial projects collaboratively.
7. Use elements of digital and visual literacy appropriately.
8. Interpret, analyze, and determine meaning for digital media production.
9. Create an original high-end, professional quality media production.

10. Analyze and select appropriate digital media formats and properties (e.g., plug-ins, codecs, compression).

11. Analyze digital media delivery tools and their effects on business functions.

12. Select and integrate digital media appropriate for various platforms.

***Montana Career and Vocational/Technical Education Content Standards***

**Unit 6: Video Composition**

13. To identify appropriate technical skills required for selected occupation.

14. Practice technical skills and procedures required for an occupation.

15. Practice safe and appropriate use of technology.

16. Identify, select and use the appropriate tools and equipment for a task.

17. Follow, apply and adapt technical information generated from a variety of technical sources.

***National Business Standards***

**Unit 7: Video Language**

1. Explore current and emerging digital media.

2. Select and apply digital media appropriate for specific tasks.

3. Create digital media to enhance academic achievement across the curriculum.

4. Identify and select appropriate delivery methods and tools for digital media projects.

5. Troubleshoot digital media applications.

6. Create digital medial projects collaboratively.

7. Use elements of digital and visual literacy appropriately.

8. Interpret, analyze, and determine meaning for digital media production.

9. Create an original high-end, professional quality media production.

10. Analyze and select appropriate digital media formats and properties (e.g., plug-ins, codecs, compression).

11. Analyze digital media delivery tools and their effects on business functions.

12. Select and integrate digital media appropriate for various platforms.

***Montana Career and Vocational/Technical Education Content Standards***

**Unit 7: Video Language**

13. To identify appropriate technical skills required for selected occupation.

14. Practice technical skills and procedures required for an occupation.

15. Practice safe and appropriate use of technology.

16. Identify, select and use the appropriate tools and equipment for a task.

17. Follow, apply and adapt technical information generated from a variety of technical sources.

***National Business Standards***

**Unit 8: Video Sound**

1. Explore current and emerging digital media.

2. Select and apply digital media appropriate for specific tasks.

3. Create digital media to enhance academic achievement across the curriculum.

4. Identify and select appropriate delivery methods and tools for digital media projects.

5. Troubleshoot digital media applications.

6. Create digital medial projects collaboratively.

7. Use elements of digital and visual literacy appropriately.

8. Interpret, analyze, and determine meaning for digital media production.
9. Create an original high-end, professional quality media production.
10. Analyze and select appropriate digital media formats and properties (e.g., plug-ins, codecs, compression).
11. Analyze digital media delivery tools and their effects on business functions.
12. Select and integrate digital media appropriate for various platforms.

***Montana Career and Vocational/Technical Education Content Standards***

**Unit 8: Video Sound**

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
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16. Identify, select and use the appropriate tools and equipment for a task.
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***National Business Standards***

**Unit 9: Project Development**

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
4. Identify and select appropriate delivery methods and tools for digital media projects.
5. Troubleshoot digital media applications.
6. Create digital medial projects collaboratively.
7. Use elements of digital and visual literacy appropriately.
8. Interpret, analyze, and determine meaning for digital media production.
9. Create an original high-end, professional quality media production.
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***Montana Career and Vocational/Technical Education Content Standards***

**Unit 9: Project Development**

13. To identify appropriate technical skills required for selected occupation.
14. Practice technical skills and procedures required for an occupation.
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16. Identify, select and use the appropriate tools and equipment for a task.
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***National Business Standards***

**Media Productions II**

1. Explore current and emerging digital media.
2. Select and apply digital media appropriate for specific tasks.
3. Create digital media to enhance academic achievement across the curriculum.
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5. Troubleshoot digital media applications.

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**Media Productions II**

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17. Follow, apply and adapt technical information generated from a variety of technical sources.

**References**

Montana Standards for Career and Technical Education. Available at:

[Standards for Career-Tech](#)

National Standards for Business Education: What America's Students Should Know And Be able to To Do in Business. National Business Education Association. 2013. Reston, VA. Available at: [www.nbea.org](http://www.nbea.org).