

Video Production-Digital Storytelling

Curriculum Area: Visual Art & Design	Course Length: 1 Term
Course Titles: Video Production-Digital Storytelling	Date last reviewed: December 5, 2017
Prerequisites: Digital Imaging I	Board approval date: November 17, 2015

Course Description and Purpose:

This course provides a unique classroom experience where students learn the fundamentals of digital storytelling and video production through the creation and editing using industry standard hardware and software. Video Production-Digital Storytelling is a hands-on course that empowers the student with the ability to create, integrate and publish video based projects with real life applications. Students will complete a variety of journalistic video projects throughout the course of the class including music videos, animations, documentaries etc. Special emphasis will be placed upon digital storytelling and publishing to the web.

<p>Enduring Understandings (EUs): The student will understand that...</p> <ol style="list-style-type: none"> 1. Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. 2. Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. 3. The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Storytelling through digital and visual means is a powerful and effective method of communicating a message to an audience. 4. Media artists integrate various forms and contents to develop complex, unified artworks. 5. Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. 	<p>Essential Questions (EQs):</p> <ol style="list-style-type: none"> 1. How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original? 2. How do media artists organize and develop ideas and models into process structures to achieve the desired end product? 3. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? 4. How are complex media arts experiences constructed? 5. What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? 6. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in
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<ol style="list-style-type: none"> 6. Media artists purposefully present, share, and distribute media artworks for various contexts. 7. Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork. 8. Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. 9. Media artworks synthesize meaning and form cultural experience. 10. Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts. 	<p>a public format help a media artist learn and grow?</p> <ol style="list-style-type: none"> 7. How do people relate to and interpret media artworks? 8. How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? 9. How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks? 10. How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?
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Assessment Evidence:

<p>Performance assessments: Project based assessments will be used in all units to assess student mastery. In addition other performance assessments will include web based portfolios, gallery displays, performance tests and journals as well as customer evaluations</p>	<p>Other assessments may include:</p> <ul style="list-style-type: none"> ● Formative assignments ● Quizzes ● Demonstrations
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<p>UNITS</p>
<ol style="list-style-type: none"> 1. Understanding the Preproduction Stage and Process 2. Script Writing 3. Storyboarding 4. Audio 5. Lighting 6. Video basics: Shooting and Editing 7. Video Storytelling and Advanced Methods 8. Studio and Site shooting 9. Graphics

Unit 1: Understanding the Preproduction Stage and Process

Major Topics:

1. Establishing purpose and customer need
2. Evaluating target audience. Story development.
3. Location, location, location
4. Planning, scheduling and timelines

Standards:

Anchor Standard 2: Organize and develop artistic ideas and work.

MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Anchor Standard 3: Refine and complete artistic work.

MA:Cr3.1.Ia: Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

Anchor Standard 8: Interpret intent and meaning in artistic work.

MA:Re8.1.II: Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Anchor Standard 9: Apply criteria to evaluate artistic work.

MA:Re9.1.HSI: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Learning Targets Addressed:

I can...

- Determine the purpose of a video based project.

- Distinguish target audience for a project.
- Investigate and determine the location(s) of a project.
- Schedule locations for use of a project.

Unit 2: Script Writing

Major Topics:

1. Two column script writing
2. Narrative storytelling
3. Interviewing etiquette and technique
4. Live interviewing

Standards:

Anchor Standard 8: Interpret intent and meaning in artistic work.

MA:Re8.1.II: Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

MA:Cn10.1.Ia: Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Learning Targets Addressed:

I can...

- identify the different abbreviations associated with two-column script writing.
- identify two-column script writing formatting.
- write multiple two-column scripts.
- identify the features of narrative storytelling.
- analyze a narrative story.
- write multiple narrative story outlines.
- identify interview outline techniques.
- interview classmates.
- analyze a live interview.

Unit 3: Storyboarding

Major Topics:

1. 180 rule
2. Photographic composition, scene set up and rule of thirds
3. Camera movement
4. Location
5. Talent and casting
6. Storyboard creation

Standards:**Anchor Standard 3: Refine and complete artistic work.**

VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

MA:Cr3.1.Ib: Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Anchor Standard 7: Perceive and analyze artistic work

MA:Re7.1.IIb: Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Learning Targets Addressed:**I can...**

- Identify what a storyboard is, its purpose and use.
- Relate the 180 rule to a real scene and create a storyboard reflective of this rule.
- Illustrate the rule of thirds and apply basic camera shots.
- Analyze camera movements and published storyboards.
- Outline and apply features of a good shooting location.
- Select and scout a location at school.
- Interpret ways to successfully cast talent.
- Apply material to develop multiple storyboards.

Unit 4: Audio**Major Topics:**

1. Audio basics/pickup patterns

2. Microphones, placement, purposes, types and usage
3. Audio accessories
4. Audio editing software
5. Multitrack editing

Standards:

Anchor Standard 3: Refine and complete artistic work.

MA:Cr3.1.Ia: Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MA:Pr5.1.Ic: Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

CCSS.ELA-Literacy.SL.9-10.4

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CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Learning Targets Addressed:

I can...

- Apply and identify different audio terms related to multimedia production.
- Illustrate different audio pickup patterns.
- Analyze different microphone purposes.
- Identify correct microphone placement locations.
- Outline the uses of different audio accessories.
- Experiment with different microphones in different settings.
- Analyze what makes audio editing software useful.
- Compare single track editing to multi-track editing.
- Utilize audio editing software to complete various projects.

Unit 5: Lighting

Major Topics:

1. Careers

2. Green Screen
3. Studio/Location lighting
4. Key/fill/backlight
5. Placement
6. Direction and quality
7. Safety

Standards:

Anchor Standard 8: Interpret intent and meaning in artistic work.

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Anchor Standard 9: Apply criteria to evaluate artistic work.

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Learning Targets Addressed:

I can...

- Apply the skills learned in class to a potential career.
- Research various careers in emerging career areas that relate to the imaging techniques and skills attained in class.
- Identify lighting terms and analyze their meaning.
- Relate green screen concepts to the physical environment and illustrate studio green screen placement.
- Analyze the difference between lighting a wall/screen and a subject.
- Classify the difference between indoor and outdoor lighting and identify the possibility of outside overexposure.
- Relate the placement of the sun to lighting in a scene and experiment with alternative reflecting surfaces.
- Apply the differences between key, fill and back-light.
- Model the differences between three-point lighting pieces.
- Identify lighting safety concerns and apply those concerns as they develop a safety guide.

Major Topics:

1. Camera operation and control
2. Angle, pan, tilt
3. Editing Software
4. Editing effects
5. Combining audio/video
6. Graphics

Standards:**Anchor Standard 3: Refine and complete artistic work.**

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CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Learning Targets Addressed:**I can...**

- Apply video camera terminology in a professional manner.
- Identify different camera control features and apply focus, iris/aperture, etc..
- Demonstrate terminology in practice.
- Perform camera and editing procedures.

Unit 7: Video Storytelling and Advanced Methods

Major Topics:

1. Project purpose, audience and location
2. Broadcast stories - web publishing
3. Production skills
4. Storytelling
5. News stories
6. Reviews and critique
7. Promotion

Standards:**Anchor Standard 7: Perceive and analyze artistic work**

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Anchor Standard 9: Apply criteria to evaluate artistic work.

MA:Re9.1.HSI: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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Learning Targets Addressed:**I can...**

- Apply the skills learned in class to a potential career.
- Research various careers in emerging career areas that relate to the imaging techniques and skills attained in class.
- Perform well in a job interview highlighting my employability skills and talent.
- Function as a productive employee demonstrating professionalism, respect, time management and responsibility.
- Determine the purpose of a project.
- Determine the target audience for a project.
- Determine the location(s) of a project.

- Schedule locations for use of a project.
- Create advanced multimedia broadcast stories to improving my production skills.
- Tell a story with situational elements, create news stories, review work of others, create documentary-style profiles, create stories from other people's words and promote something for an audience.

Unit 8: Studio

Major Topics:

1. Studio setup and components
2. Environments and location
3. Lighting setups
4. Green Screen
5. Careers and positions
6. Show genres and applications

Standards:

Anchor Standard 3: Refine and complete artistic work.

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Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Learning Targets Addressed:

I can...

- Identify components of a broadcast studio.

- Analyze studio environments you currently have.
- Illustrate a studio environment.
- Analyze and compare studio sketches.
- Summarize professional studio environments.
- Identify common television crew positions.
- Evaluate their current television crew positions.
- List dangerous elements inside of their studio.
- Formulate a studio safety checklist
- Identify show genres.
- Students will explain and justify a potential show.
- Assess different situations for their staff manual.