

**Course:** *Creative Digital Media*  
**Unit #3:** *Post Production for Video and Audio*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-S-CLKS.pdf>

[https://www.nj.gov/education/standards/clicks/Docs/2014\\_9.3\\_21LifeAndCareers.pdf](https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf)

- **Unit Standards:**

- **Content Standards**

- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
- 1.2.12adv.Cn11b: Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
- 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
- 1.2.12acc.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.
- 1.2.12adv.Pr6a: Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b: Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.

- 1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
- **21st Century Life & Career Standards**
  - 9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
  - 9.3.12.AR-AV.4: Design an audio, video and/or film production.
  - 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
  - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
  - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
  - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
  - 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
  - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:354.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

Transfer Goal: Students will be able to independently use their learning to make necessary adjustments to media that enhance the intended message of the creator.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society
- acquire, integrate, and apply design processes and essential technical skills to solve problems, create products, and improve the quality of life for our local and global community

Enduring Understandings

Students will understand that . . .

*EU 1*

organization of media and hardware directly impact the effectiveness of your editing workflow.

*EU 2*

video editing has a direct impact on the message including the ability to change the perception of time, emotion and space.

*EU 3*

a non-linear editing program provides the tools to create titles and graphics which affects the overall look and message of video clips.

*EU 4*

proper balance of audio sources is essential to creating a professional audio mix.

Knowledge

Students will know . . .

Essential Questions

*EU 1*

- What tools are needed to build a video through non-linear editing?
- What does it mean to manage media and files?
- How can you establish an optimal workflow?

*EU 2*

- How does a video evoke emotion?
- In what ways does post-production have the ability to change our message?
- Why is editing important?

*EU 3*

- What makes a graphic readable and clear?
- How can you use layers to composite video?
- How can filters be used to affect the image and the message?

*EU 4*

- How can audio mixing be used to create mood or emotion?
- How can you use the balance of audio to create physical spaces for your audience?
- How can the audio mixture of a production change the perspective of an audience?

Skills

Students will be able to . . .

### *EU 1*

- file management is essential for effective editing. (9.3.12.AR-AV.2)
- layer order dictates visibility. (9.3.12.AR-AV.4)
- every frame of a video may be specifically tailored.(9.4.12.IML.9)

### *EU 2*

- editing is non-linear and can be done out of sequence.(1.2.12adv.Pr6a)
- the methods used in editing change the way messages are shaped. (9.4.12.IML.9)

### *EU 3*

- how to use each video generator. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- how to use each video filter. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- how to use stacking order. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- title and screen safe area. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- how to use opacity, color and font for readability. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)

### *EU 4*

### *EU 1*

- assemble assets in a sequential order. (1.2.12adv.Cn11a, 1.2.12acc.Pr6a)
- develop file management systems within the computer. (1.2.12prof.Cr1b)
- transfer footage from cameras to computers. (9.3.12.AR-AV.4)

### *EU 2*

- assemble assets in a sequential order. (1.2.12prof.Cr3a,1.2.12adv.Pr6a)
- manipulate the properties of video sources. (9.3.12.AR-AV.2, 9.3.12.AR-AV.4)
- identify and replicate editing techniques used by professionals. (1.2.12acc.Pr6a)

### *EU 3*

- create lower-third graphics using effective tools in non-linear editing software. (9.3.12.AR-AV.4)
- apply video filters to video clips and adjust parameters to match desired effect. (9.3.12.AR-AV.4)

### *EU 4*

- how to adjust levels in post production.(9.3.12.AR-AV.4)
- how to combine audio and video to generate a message and/or evoke emotion or mood.(1.3B.12prof.Cr2a)
- how to use audio filters. (1.3B.12prof.Cr2a)
- multitrack audio editing and mixing. (1.3B.12acc.Cr2a:)

- manually adjust the properties of an audio file. (1.3B.12prof.Cr2a)
- apply audio filters.(1.3B.12prof.Cr2a)
- use multiple audio tracks to mix a soundtrack.(1.3B.12acc.Cr2a:)

**Stage Two - Assessment**

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills**, **M= Making meaning and/or a T= Transfer**. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection**; **Purple = 21st Century Life & Career Connection**

- Define editing terminology **(A, EU1)**
- Reference editing tutorial video or demonstration **(A, EU1)**
- Navigate user interface **(T, EU1)**
- Transfer footage from camera to computer **(T, EU1)**
- Experiment with various filters using raw footage **(M, EU2 EU4)**
- Apply filter to a video clip and adjust parameters so that it meets project expectations **(T, EU2)**
- Edit footage with non-linear editing software **(T, EU2)**
- Peer review of team member's rough cut. **(T, EU2)**
- Define graphic and design terms **(A, EU3)**
- Locate generator and filter effects in software **(A, EU3)**
- Create graphics for a project that meet expectations **(T, EU3)**
- Reference graphic tutorial video or demonstration **(A, EU3)**
- Define audio level, spacing and balance. **(A,EU4)**
- Apply filter to a audio clip and adjust parameters so that it meets project expectations **(T, EU4)**
- Adjust audio levels with non-linear editing software **(T, EU4)**
- Experiment with multiple audio sources to create mood. **(M, EU2 EU4)**
- Experiment with multiple audio sources to evoke emotion. **(M, EU2 EU4)**

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Pre-production	25
2	Production	65
3	Post-production for Video	33
4	Post-production for Photography	32
5	Distribution	25

### **Instructional Materials**

*LinkedIn Learning subscription for all Digital Media teachers. (formerly lynda.com)*  
*Storyblocks.com subscription for all Digital Media teachers*  
*Mirrorless cameras minimum 4K video resolution, 25 MP photo resolution, external mic input,*  
*Wired and wireless microphones*  
*Directional microphones*  
*XLR cables*  
*Voiceover baffles/windscreen*  
*Stereo USB microphones*  
*Tripods*  
*LED light panel kit*  
*Gimbals*  
*Programmable sliders*



## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.