

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Digital Video Production

Board Approval Date: January 20, 2022	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11	Subject Area: Elective Elective Area (if applicable): Career Technical Education
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: Arts, Media & Entertainment / Production and Managerial Arts	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable): CTE	
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COURSE DESCRIPTION:

The course provides an introduction to the terminology, technology, and operations of a single camera video production. Students will gain an understanding of all aspects of video and film production. They will learn the basic technical skills including filming, composition, editing techniques (sound and video), camera operation, lighting, audio control, operation of video production equipment and broadcasting. Students will use professional grade, industry specific video equipment and editing software programs to complete project based, hands-on learning assignments. The coursework will focus on aesthetics and fundamentals of the production process.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction & Safety	What is Video Production? How do you conduct yourself in a production room and handle delicate equipment?	*Safety Contract	*Self-assessment on prior knowledge and experience in video production
2. The Basics of Video and Camera Operations	How do you set up a camera to record? How do you extract a video from a camera and get it onto the computer for editing? How do you set up a camera using a tripod? How do you connect a microphone and record audio?	*Quiz on camera, tripod, microphone basics	*Create an introduction video using a camera, tripod, and a microphone
3. Technical Skills for Creating Videos	What are the different shots used in video production? What are the different camera movements used in video production?	*Quiz on video vocabulary and actions used in production	*Create a vocabulary video using the shots and movements
4. Introduction to Adobe Premiere Pro	Why do we use video editing software? How does one import a video into Adobe Premiere Pro? How do you create a sequence and make simple edits with the software? How do you export a video?	*Video tutorials and export clips using Adobe Premiere Pro	*Edit the vocabulary video using Adobe Premiere Pro and use the titling tool to create titles for each shot/movement
5. News Stories	What is the industry vocabulary used in video production? How do you film a shot for a news segment?	*Watch, analyze & critique professional, and student news stories	*Create a News Story
6. Lighting	What equipment is used to	*Manipulate a scene using	*Lighting Quiz

Technique	light a scene? What is “Three Point Lighting”? How is lighting used to enhance or emphasize a scene?	lighting techniques *Use Adobe Premiere Pro, using lighting effects to change a scene in post-production	
7. PSA (Public Service Announcements)	What is a PSA and how are they used in past and present media? What are the guidelines for a PSA? What are techniques used in making PSA videos?	*Watch, analyze and critique professional and student PSA videos	*Create a PSA video
8. Audio/Sound Editing	What is ideal microphone placement? What are the different types of microphones used in video production? How do you clean up audio using Adobe Premiere Pro and Audition? How does music and sound effects enhance a scene?	*Sound/Audio Quiz	*Create clips using different levels of sound and balance them *Create a clip where the audio has background noise and make edits, adjustments and clean up the audio with Adobe Audition
9. Movies	How do you write a movie script? How does a soundtrack/audio add to a scene? What types of lighting, shots, and filming techniques are used in the creation of a movie? What are the different types of film genres?	*Watch, analyze and critique professional and student movies, with a focus on the horror and action genre	*Create a horror or an action film showcasing audio and lighting techniques
10. Instructional Video	What are the components of an instructional video? How are titles and animated PNGs used to enhance an instructional video? How are voice overs used in instructional videos?	*Learn to use Key Frames in Adobe Premiere Pro to manipulate arrows (PNGs) and text *Watch, analyze & critique professional, and student instructional videos	*Create an instructional video
11. SEVA Video Contest	What is the SECC (Sacramento Educational Cable Consortium)? What are the SEVA's	*Learn all the requirements for the SEVA project, fill out the SEVA paperwork	*Create a video for SEVA

	(Student Educational Video Awards) and what are the different categories? What are the requirements for the SEVA's? What is copyright infringement?		
12. Introduction to Basic Broadcasting	What are the roles involved with broadcasting and what are the responsibilities of each role? What equipment is used to create a broadcast and how is it operated? How do you write an effective script?	*Shadow a broadcasting team to learn the roles *Watch a professional broadcast and the behind the scenes	*Create a broadcast for the school

ESSENTIAL STANDARDS:

C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.

C1.2 Demonstrate knowledge of basic electrical safety

C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.

C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.

C3.0 Analyze and differentiate the function of the various members of a production team.

C4.0 Demonstrate key skills and an understanding of the complexities of production planning.

C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts. 15 AME | California Career Technical Education Model Curriculum Standards.

C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.

C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

C6.0 Understand the key elements of developing and promoting a production from creation to distribution.

C6.1 Design a production flow chart identifying the chain of responsibility for a specific type of arts, media, and entertainment production.

C6.3 Design a promotional packet demonstrating knowledge of promotional

C6.4 Create a promotional example using electronic media.

C6.5 Create a public service announcement using two or more production methods materials, such as standard public service announcements

C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

<https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		N/A				

Other Resource Materials

SkillsUSA - Career Essentials

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A