

Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012

# **Video & Media Production II**

## **COURSE OF STUDY**

Technology Education Department

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Date:

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Approved by:

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# Advanced Video & Media Production

## 2024-2025 School Calendar

1. Intro ADV DVP-3-4 day activities
2. Advanced Concepts/Editing in Adobe Software - Premiere Pro With Project
3. Advanced Concepts/Editing in Adobe Software - After Effects
4. Advanced Concepts/Techniques - Shot Composition
5. Advanced Concepts/Techniques - 3 Point Lighting
6. Advanced Concepts/Techniques - Audio/Sound
7. Advanced Audio/Sound - Adobe Audition Software

8. Advanced Audio/Sound Project - Audition Project
9. Advanced Stages of Productions Techniques/Concepts
10. Advanced Stages of Productions Video Project
11. Movie/Film Critique Project - Stages of Production
12. Advanced Field Production Concepts/Techniques
13. Building Based Advanced Projects
14. District Tech Challenge
15. 10 Day Film Challenge
16. CCC Teen Arts Festival Contest
17. Portfolio

### September '24

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30					

### October '24

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### November '24

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### December '24

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### January '25

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### February '25

Su	M	Tu	W	Th	F	S
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### March '25

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### April '25

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### May '25

Su	M	Tu	W	Th	F	S
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### June '25

Su	M	Tu	W	Th	F	S
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29	30					

5 Credits

GRADES: 10-12

**Prerequisite:** Video and Media Production I

## Course Introduction

Students will refine and expand on the skills acquired in Video and Media Production I and receive advanced instruction in nonlinear digital editing, electronic newsgathering and programming formats. Emphasis will be placed on completing assignments to be aired on the studio's YouTube Channel and school or district webpage. Organizational skills, writing skills, professionalism, and the ability to work cooperatively are necessary for success in this class. This class is required for students taking the TV and Broadcasting Option II.

Unit Summaries

## Advanced Video & Media Production

### Course Content:

1. **Unit 1 - Advanced Concepts in Adobe Software** (1-2 months) This unit provides the students with the foundations to be able to use the Adobe Creative Suite to create advanced digital video productions. After effects will be used to create incredible motion graphics and visual effects for film, TV, video, and web. Visually stunning videos will be edited in Adobe Premiere Pro. Production graphics and artwork will be created in Photoshop and Illustrator. This unit reinforces the students' knowledge and experience with the tools to create advanced digital videos.
2. **Unit 2 - Advanced Shot Composition, Lighting and Sound** (2-3 months) Film is a visual medium. For years, stories were told with no sound at all. In this unit, students will study and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field and students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will use appropriate audio equipment for projects, create foley, and add sound to their videos to create a truly immersive and multi-sensory experience for the viewer. Students will combine their skills and understanding of the Adobe Suite (Premiere Pro; After Effects; Audition) to enhance projects.
3. **Unit 3 - Stages of Production Techniques** (1 month) The stages of production phases of the digital workflow includes all research, writing, shot plans, proposals, treatments, storyboards ,rundown, scripts to filming each scene to putting all raw clips together to tell a cohesive video. Each pre-production, production & post-production tool listed above has its own set of rules, principles and industry standards that students must follow in order to successfully prepare, produce and edit an advanced multi-level video project.
4. **Unit 4 - Advanced Field Assignments** (4-5 months) The students will use the skills learned in the previous units to plan, film, and edit field assignments to serve an audience composed of students, faculty, staff, and community stakeholders. This will help them to learn to manage deadlines and deal with unforeseen obstacles as they create content. Feedback will be provided by the audiences while students continue to gain career awareness and technical skills through the emulation of a functioning broadcast outfit. The students will also compete in friendly state wide film competitions such as 10 day film challenge, CCC Teen Arts Festival & building/district base projects such as tech challenge.

**Programs:** Adobe Premiere Pro, Adobe Audition, Adobe After Effects & Microsoft Suite & Google Drive Suite

## Course Expectations and Skills -

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

### Resources:

1. Video Communication & Production, 1st Edition, by: Jim Stinson
2. Adobe Premiere Pro Classroom in a Book, 1st Edition (2021), by: Lisa Fridsma
3. "Project Management for Video Professionals." *StudioBinder*, 30 Jan. 2024, [www.studiobinder.com/](http://www.studiobinder.com/).
4. *Adobe Exchange*, [exchange.adobe.com/](http://exchange.adobe.com/). Accessed 22 July 2024.

## Unit 1: Advanced Concepts in Adobe Software

### Unit Summary

This unit provides the students with the foundations to be able to use the Adobe Creative Suite to create advanced digital video productions. After effects will be used to create incredible motion graphics and visual effects for film, TV, video, and web. Visually stunning videos will be edited in Adobe Premiere Pro. Production graphics and artwork will be created in Photoshop and Illustrator. This unit reinforces the students' knowledge and experience with the tools to create advanced digital videos.

### Essential Questions

- What is creatively editing in Adobe Premiere Pro? What are the different types of ways for creatively editing in Adobe Premiere Pro?
- What are creative editing transitions in Adobe Premiere Pro? What are the different types of ways for creative editing transitions in Adobe Premiere Pro?
- Why are audio mixing techniques needed within Adobe Premiere Pro & how do these techniques impact video creation?

### Enduring Understandings

- Develop and discuss text notes on the impact creatively editing delivers to all videos, as well as, how the eight creatively editing techniques impact videos. The students will apply creatively editing within their video editing content.
- Develop and discuss text notes on the impact creative editing transitions deliver to all videos, as well as, how the nine creative editing techniques impact videos. The students will apply creative editing transitions within their video editing content
- Develop and discuss text notes on the significance of the five audio mixing techniques & the effect these five audio mixing techniques deliver on any video content. The students will apply audio mixing techniques within their video editing content.

<ul style="list-style-type: none"> <li>• What is keyframe/keyframing in Adobe Premiere Pro? What's the impact of keyframing?</li> </ul>
<ul style="list-style-type: none"> <li>• What is Adobe After Effects? What is Adobe After Effects used for within video content creation?</li> </ul>
<ul style="list-style-type: none"> <li>• Why is it important to understand the editing interface/workspace in Adobe After Effects?</li> </ul>

<ul style="list-style-type: none"> <li>• Develop and discuss text notes on keyframing &amp; the effect of keyframing on video content. The students will apply keyframes within their video editing content.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop, discuss, and analyze the impact of the Adobe After Effects' within all video content creation.</li> </ul>
<ul style="list-style-type: none"> <li>• The students will develop the understanding and value of organization when editing a video within Adobe After Effects.</li> </ul>

Behavioral Objectives
<ul style="list-style-type: none"> <li>• Analyze, understand &amp; display the impact of creatively editing within Adobe Premiere Pro &amp; the various techniques that apply towards creatively editing within video content.</li> </ul>
<ul style="list-style-type: none"> <li>• Examine, understand &amp; display the impact of creative editing transition within Adobe Premiere Pro &amp; the various techniques that apply towards creative editing transition within video content.</li> </ul>
<ul style="list-style-type: none"> <li>• Study, understand &amp; display the impact of audio mixing techniques within Adobe Premiere Pro &amp; how this technique apply towards video content.</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze, understand &amp; display the impact of keyframe/keyframing within Adobe Premiere Pro &amp; how this technique apply towards video content.</li> </ul>
<ul style="list-style-type: none"> <li>• Examine &amp; understand the impact of Adobe After Effects &amp; video/graphic animated content is created within this software.</li> </ul>
<ul style="list-style-type: none"> <li>• Study &amp; understand the impact of Adobe After Effects interface/workspace &amp; how these features help with the creation of video/graphic animated content.</li> </ul>

Standards (NJSL)
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11
1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11
1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4

## Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

## 21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

## Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases - Treatment, Rundown, Script & Storyboard
- Stages of Productions - Specifically Post Production
- Journals/Reflections - Adobe Premiere Pro & After Effects

## Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities  
Real life advanced video & media production assessments and projects  
Teacher guided instruction  
Lecture  
Examples/Visual Example  
Question and Answer  
Class review  
Student work (independent and collaborative)  
Do-nows  
Exit Tickets

## Accommodations and Modifications ([BHPRSD Accommodations and Modifications](#))

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.

- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

### Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:

1. Difference types of creatively editing videos via Adobe Premiere Pro
2. Difference types of creative editing transition videos via Adobe Premiere Pro
3. Difference types of audio mixing techniques videos via Adobe Premiere Pro
4. Editing video clips in Adobe Premiere Pro using keyframes/keyframing
5. Constructing videos & graphics motions within After Effects
6. Creating advance video projects via Adobe Premiere Pro using techniques stated above

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

### Summative Assessments

Completed videos, tests, stages of production (Post-Production)

### Performance Assessments

Completed projects including all phases of production

[RETURN TO CALENDAR](#)

[RETURN TO UNIT SUMMARIES](#)

## Unit Summary

Advanced Shot Composition, Lighting and Sound (2-3 months) - Film is a visual medium. For years, stories were told with no sound at all. In this unit, students will study and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field and students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will use appropriate audio equipment for projects, create foley, and add sound to their videos to create a truly immersive and multi-sensory experience for the viewer. Students will combine their skills and understanding of the Adobe Suite (Premiere Pro; After Effects; Audition) to enhance projects.

## Essential Questions

- What is the rule of thirds?
- What are balance and symmetry?
- What are some of the basic rules for film composition?
- How do you show a character's emotion on screen?
- How are dialogue scenes filmed?
- What is continuity?
- How is lighting different in the studio vs. in the field?
- How can lighting influence the emotion of a scene?
- How can Adobe Audition be used to create professional grade sound?
- What is foley and how can it be created in a studio?
- What are the rules, regulations and laws regarding copyrighted music and sound clips?

## Enduring Understandings

- Identify key shot composition terms and styles used by filmmakers and cinematographers when framing a scene
- Compare and contrast scenes with good composition to ones with poor composition and offer input and suggestions for improvement.
- Using a single or multi-camera setup, film a character's motion through an environment, with particular attention to screen direction.
- Demonstrate knowledge of camera placement and continuity within a dialogue scene between two characters.
- Identify the various light placement terminology: key light, fill light, back light, top and bottom light, etc.
- Examine the use of lighting in a film and provide a rationale for how effectively or ineffectively that filmmaker used lighting to enhance the emotion of the scene.
- Differentiate the similarities and differences of lighting setups of studio lighting to field lighting.
- Recognize the importance and function of Adobe Audition as it pertains to editing and creating professional grade sound for a film.
- Create foley tracks in the studio and add them to a video project to enhance
- Demonstrate knowledge of export options for audio and how to export audio from Adobe Audition to Adobe Premiere Pro.
- Identify common copyright laws, rules and regulations, as they pertain to filmmakers and the music industry.

- How can film be a multi-sensory experience?

- Evaluate a scene in a film and describe the unique multi-sensory experiences that film has to offer to its viewer.

Behavioral Objectives	Standards (NJSLs)
Explain and interpret key shot composition terms and styles used by filmmakers and cinematographers when framing a scene.	1.2.12acc.Cr2 1.2.12adv.Cr2 1.2.12acc.Cr2 1.2.12adv.Cr2 1.2.12acc.Cr3 1.2.12adv.Cr3
.Compare and contrast scenes with good composition to ones with poor composition and offer input and suggestions for improvement.	1.2.12acc.Pr4 1.2.12adv.Pr4 1.2.12acc.Pr5 1.2.12adv.Pr5 1.2.12acc.Pr6 1.2.12adv.Pr6
Create a digital short where students film a character's motion through an environment, with particular attention to screen direction	1.2.12acc.Re7 1.2.12adv.Re7 1.2.12acc.Re8 1.2.12adv.Re8 1.2.12acc.Re9
Film a dialogue scene between two characters, with particular attention to the character's framing in the shot, the camera's placement, and continuity.	1.2.12adv.Re9 1.2.12acc.Cn10 1.2.12adv.Cn10 1.2.12acc.Cn11 1.2.12adv.Cn11
Explain and interpret the various light placement terminology: key light, fill light, back light, top and bottom light, etc	9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4
Watch a variety of professional and amateur films and compare and contrast how each filmmaker uses lighting to enhance or diminish the emotion of the scene.	
Plan out and create ideal lighting setups, both in the studio and in the field.	
Select the correct audio editing software when performing a certain task	

Capture sound from a variety of sources to create foley and then edit these tracks in Adobe Audition before importing them into Premiere Pro.

Demonstrate knowledge of export options for audio and how to export audio from Adobe Audition to Adobe Premiere Pro.

Research common copyright laws, rules and regulations, as they pertain to filmmakers and the music industry.

Watch a scene in a film and, within small groups, describe the unique multi-sensory experiences that film has to offer to its viewer.

### Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

### 21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

### Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards, Screenplays, Short stories
- Journals./Reflections

### Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities  
Real life advanced video & media production assessments and projects  
Teacher guided instruction  
Lecture  
Examples/Visual Example  
Question and Answer  
Class review  
Student work (independent and collaborative)  
Do-nows  
Exit Tickets

## Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

## Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:

1. Students will be tested on and must use the correct terminology when referring to shot composition styles and terms.
2. Students will create a digital short that and critique each other's work with specific regard to shot composition and framing of the characters.
3. Students will create a digital short in which they film a character's motion through an environment.

4. Students will film a dialogue scene where they will apply advanced digital video shot composition techniques. These scenes will be shown to the class and critiqued together.
5. Students will be tested on and must use the correct terminology when referring to lighting setups in the studio and in the field.
6. Students will watch a series of digital shorts in small groups and as a whole class and analyze the effect lighting has on the emotion of the scene.
7. Students will work in small groups to safely set up the lighting equipment in the studio and in the field and position them according to the director's and cinematographer's vision.
8. Students will need to use the right program to edit audio.
9. Students will use the built-in microphones in the cameras as well as external microphones to plan and capture foley, which will then be edited in Adobe Audition.
10. Students will choose to demonstrate the correct exporting options for the given medium.
11. Students will research copyright laws, rules and regulations, and will produce a written report on their findings.
12. Students will analyze scenes from popular movies and, in small groups, consider how film can be so much more than just a visual medium.

### Summative Assessments

Completed projects including pre-production, production, and post-production

### Performance Assessments

Completion of content-specific projects

[RETURN TO CALENDAR](#)

[RETURN TO UNIT SUMMARIES](#)

## Unit 3: Stages of Productions Techniques

### Unit Summary

The stages of production phases of the digital workflow includes all research, writing, shot plans, proposals, treatments, storyboards ,rundown, scripts to filming each scene to putting all raw clips together to tell a cohesive video. Each pre-production, production & post-production tool listed above has its own set of rules, principles and industry standards that students must follow in order to successfully prepare, produce and edit an advanced multi-level video project.

### Essential Questions

- What techniques/elements are needed within pre-production, production & post-production outside of documentation, filming & editing?
- What are camera angles & how does camera angles impact video content?

### Enduring Understandings

- Develop and discuss text notes on the techniques/elements that are required outside of documentation within all three phases of production.
- Develop, discuss & analyze the different types of camera angles & how each camera angle is used/impacts video creation.

<ul style="list-style-type: none"> <li>• What is the advance breakdown of a script &amp; percentage for each section?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and discuss text notes on the advance breakdown of scriptwriting &amp; the impact of each section towards storytelling.</li> </ul>
<ul style="list-style-type: none"> <li>• Why are cinematographers essential to all film creation? What are the responsibilities of a cinematographer? How does Mise-en-Scene impact all film creation?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, discuss &amp; analyze the importances of a cinematographer &amp; how cinematographers impact the visual aspects of video creation.</li> </ul>
<ul style="list-style-type: none"> <li>• What is the difference between camera movement, camera placement &amp; shot composition? How does each technique impact a scene?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, discuss &amp; analyze the different types of camera movements/placement/shot composition &amp; how these techniques impact video creation.</li> </ul>
<ul style="list-style-type: none"> <li>• What is film score &amp; how does film score significantly impact all video content creation?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and discuss text notes on the impact of film scores within the creation of films.</li> </ul>
<ul style="list-style-type: none"> <li>• What is film editing &amp; how does film editing contribute to the success of a film creation?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and discuss text notes on the impact of film editing within the creation of films.</li> </ul>

Behavioral Objectives	Standards (NJSL)
<ul style="list-style-type: none"> <li>• Analyze &amp; understand the impact of all the techniques/elements required &amp; needed for all the stages of production: pre-production, production, post-production.</li> </ul>	1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11
<ul style="list-style-type: none"> <li>• Examine, understand &amp; display the impact of camera angles within video content creation.</li> </ul>	1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11
<ul style="list-style-type: none"> <li>• Study &amp; understand the impact of advance scriptwriting breakdown within storytelling.</li> </ul>	1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11
<ul style="list-style-type: none"> <li>• Analyze, understand &amp; display the impact/role &amp; responsibilities of a cinematographer within visual video content creation.</li> </ul>	1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11
<ul style="list-style-type: none"> <li>• Examine, understand &amp; display the influence of camera movement, camera placement &amp; shot composition within video content creation.</li> </ul>	1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11

<ul style="list-style-type: none"> <li>• Study &amp; understand the influence of film score within film creation</li> </ul>	1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11
<ul style="list-style-type: none"> <li>• Analyze &amp; understand the impact of film editing within film creation.</li> </ul>	9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4

**Interdisciplinary Connections**

English, Technology, Theater Arts, Music, Mathematics

**21st Century Skills**

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

**Writing Assignments**

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases - Treatment, Rundown, Script & Storyboard
- Stages of Productions - Specifically Production (Filming) & Post - Production (Editing)
- Advance breakdown of scriptwriting
- Journals/Reflections

**Activities, Instructional Strategies, and Assignments**

Project based and self-exploration activities  
Real life advanced video & media production assessments and projects  
Teacher guided instruction  
Lecture  
Examples/Visual Example  
Question and Answer  
Class review  
Student work (independent and collaborative)  
Do-nows  
Exit Tickets

## Accommodations and Modifications ([BHPRSD Accommodations and Modifications](#))

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

## Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:

1. Techniques/Elements needed within pre-production, production & post-production.
2. Different types of camera angles - production cinematography video creation
3. Cinematographer - video creation production

4. Different types of camera movement, camera placement & shot composition - production cinematography video creation
5. Advance breakdown of scriptwriting
6. Film score & film editing within film creation
7. Creating advance video projects via Adobe Premiere Pro

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

### Summative Assessments

Completed videos, tests, stages of production (Pre-Production, Production, Post-Production)

### Performance Assessments

.Completed projects including all phases of production

[RETURN TO CALENDAR](#)

[RETURN TO UNIT SUMMARIES](#)

## Unit 4: Advanced Field Assignments

### Unit Summary

The students will use the skills learned in the previous units to plan, film, and edit field assignments to serve an audience composed of students, faculty, staff, and community stakeholders. This will provide students with hands-on learning to hone their skills while mirroring industry practices. Feedback will be provided by peers and teachers, while students continue to gain career awareness and technical skills through the emulation of a functioning broadcast studio. The students will also compete in friendly state wide film competitions such as 10 day film challenge, CCC Teen Arts Festival & building/district base projects.

### Essential Questions

- What types of activities go into developing a production schedule?
- What are the roles and needs of a television production? Why are they important in completing a news broadcast or segment?
- How do you compose a news broadcast or production?
- How are marketing strategies used in video?

### Enduring Understandings

- “Production Planning”. Develop and discuss text notes to determine the production requirements for a small-scale video production
- Each student will assemble people, equipment and other resources for a small-scale video production that will showcase the editing techniques developed through content exposure and personal investigation.
- Each student will develop a production schedule and calculate cost and budget for their production.
- Demonstrate awareness of brand redesign as a persuasive marketing strategy. Synthesize data from

	various resources to present an analysis of a particular brand redesign in history.
<ul style="list-style-type: none"> <li>How can client relations and their goals affect a project?</li> </ul>	<ul style="list-style-type: none"> <li>Each student will understand the roles of a producer while working with a client; discussing, planning, and designing a project</li> </ul>
<ul style="list-style-type: none"> <li>What power does video hold on the public's opinion?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the power of a video production and all content that is created, through research, reflection, and designing.</li> <li>Gain valuable feedback by screening the content to an audience.</li> </ul>
<ul style="list-style-type: none"> <li>How is an interview planned, filmed, and edited?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the knowledge and ability to create a project plan and schedule by interviewing a client.</li> </ul>
<ul style="list-style-type: none"> <li>How can you market yourself to potential employers?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance and use of compiling selected content into a portfolio for a selected audience.</li> </ul>
<ul style="list-style-type: none"> <li>What are potential production careers and how do you prepare for them?</li> </ul>	<ul style="list-style-type: none"> <li>A variety of careers exist in multimedia production, each with its own set of skills and preparation pathways. Students will be assigned a career/position to demonstrate an understanding of production careers.</li> </ul>

Behavioral Objectives	Standards (NJSLs)
<ul style="list-style-type: none"> <li>Determine the audience, purpose, and goal and use these as constraints when planning a video project.</li> </ul>	1.2.12acc.Cr2 1.2.12adv.Cr2 1.2.12acc.Cr2 1.2.12adv.Cr2 1.2.12acc.Cr3 1.2.12adv.Cr3 1.2.12acc.Pr4
<ul style="list-style-type: none"> <li>Compare the various jobs in film production and showcase the skills of each one. Become aware of the ones that suit your skillset.</li> <li>Create video productions that use the multicamera to capture footage with multiple cameras.</li> </ul>	1.2.12adv.Pr4 1.2.12acc.Pr5 1.2.12adv.Pr5 1.2.12acc.Pr6 1.2.12adv.Pr6
<ul style="list-style-type: none"> <li>Plan and create a video of the highlights of a school event that creates excitement for the viewer.</li> </ul>	1.2.12acc.Re7 1.2.12adv.Re7 1.2.12acc.Re8 1.2.12adv.Re8 1.2.12acc.Re9
<ul style="list-style-type: none"> <li>Create a public service announcement that raises public awareness of a topic.</li> </ul>	1.2.12adv.Re9 1.2.12acc.Cn10 1.2.12adv.Cn10 1.2.12acc.Cn11 1.2.12adv.Cn11

<ul style="list-style-type: none"> <li>● Maximize the use of marketing strategies to develop a plan for an advertisement of a particular brand.</li> </ul>	<p>9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4</p>
<ul style="list-style-type: none"> <li>● Communicate with a client to create content that conveys their message and fits the set constraints given to them</li> </ul>	
<ul style="list-style-type: none"> <li>● Conduct an interview with a client. Design and create rough cuts and assembly cuts to present views to readers, listeners, or viewers.</li> </ul>	
<ul style="list-style-type: none"> <li>● Influence the public by their media message resulting in either a change or reinforcement in audience or individual beliefs.</li> </ul>	
<ul style="list-style-type: none"> <li>● Create a project plan, milestones, and roles within a team when creating content as a group.</li> </ul>	
<ul style="list-style-type: none"> <li>● Communicate and receive valuable feedback that assesses your skills and message effectiveness. Redesign as needed according to the feedback.</li> </ul>	
<ul style="list-style-type: none"> <li>● Practice lifelong career skills and be adaptable to an ever changing medium such as</li> </ul>	

**Interdisciplinary Connections**

**English, Technology, Theater Arts, Music**

**21st Century Skills**

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**Writing Assignments**

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards, Screenplays, Short stories, Production assignments and schedules.
- Journals./Reflections

## Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities  
Real life advanced video & media production assessments and projects  
Teacher guided instruction  
Lecture  
Examples/Visual Example  
Question and Answer  
Class review  
Student work (independent and collaborative)  
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- Have student monitor grade average
- Keep rules simple and clear
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### **Formative Assessments**

Observation of student progress and skill development, checkpoints of understanding at:

1. Determine the audience, purpose, and goal and use these as constraints when planning a video project.
2. Compare the various jobs in film production and showcase the skills of each one. Become aware of the ones that suit your skillset.
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4. Plan and create a video of the highlights of a school event that creates excitement for the viewer.
5. Create a public service announcement that raises public awareness of a topic.
6. Maximize the use of marketing strategies to develop a plan for an advertisement of a particular brand.
7. Communicate with a client to create content that conveys their message and fits the set constraints given to them.
8. Conduct an interview with a client. Design and create rough cuts and assembly cuts to present views to readers, listeners, or viewers.
9. Influence the public by their media message resulting in either a change or reinforcement in audience or individual beliefs.
10. Create a project plan, milestones, and roles within a team when creating content as a group.
11. Communicate and receive valuable feedback that assesses your skills and message effectiveness. Redesign as needed according to the feedback.
12. Practice lifelong career skills and be adaptable to an ever changing medium such as video

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

### **Summative Assessments**

Completed projects including all phases of production

### **Performance Assessments**

Completion of a News Cast, Interview, Segment or Commercial to add to their final Portfolio

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