

**Course:** *Cinematic Storytelling*  
**Unit #2:** *Camera Techniques and Visual Aesthetics*

**Year of Implementation:** 2025-2026

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## Stage One - Desired Results

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

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
    - 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
    - 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
    - 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.3 Demonstrate technical support skills for audio, video and/or film productions.
    - 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).
    - 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
  - **21st Century Life & Career Standards**
    - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
    - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
  - **English Companion Standards**
    - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Interdisciplinary Content Standards**
  - 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- **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:35-4.36a) 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:** <https://www.nj.gov/education/amistad/about/>

**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 deliberate choices, which will present the narrative in the most effective way possible.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

Students will be able to understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society.

Students will be able to communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others.

Students will be able to 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*

visual elements of film are integral components that significantly contribute to the storytelling, mood, and thematic depth of a film.

*EU 2*

Essential Questions

- *How do visual elements in film affect storytelling?*

manipulation of technical equipment enhances visual elements used in storytelling

Knowledge

*Students will know . . .*

*EU 1*

- set design and props contribute to the authenticity of a film's setting, reinforce themes, and provide visual cues that enhance narrative coherence. (1.2.12prof.Cr1d, 1.2.12prof.Pr4a, 9.3.12.AR-AV.4, NJSLSA.R7)

*EU 2*

- lighting choices (e.g., high key, low key, chiaroscuro) affect mood, atmosphere, and the interpretation of characters and scenes within a film. (1.2.12prof.Cr1d, 1.2.12prof.Pr4a, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, NJSLSA.R7)
- cinematographic techniques such as depth of field, focus pulls, and camera movement impact viewer engagement and narrative pacing. (1.2.12prof.Cr1d, 1.2.12prof.Pr4a, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, 1.4.12prof.Cr2b)

Skills

*Students will be able to . . .*

*EU 1*

- design and stage a set (1.2.12prof.Pr4a, 9.3.12.AR-AV.4, NJSLSA.R7)
- adapt to varied locations (1.2.12prof.Cr1d, 1.2.12prof.Pr4a, 9.3.12.AR-AV.4, NJSLSA.R7)

*EU 2*

- create mood through lighting (1.2.12prof.Cr1d)
- establish scene priority through focus (1.2.12prof.Cr1d)
- determine the equipment that is best suited for the task (9.3.12.AR-AV.4)

## Stage Two - Assessment

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## 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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*

- Read articles about set design (A, EU1)
- Study “mise en scene” in film. (A EU1)
- Study lighting in film (A EU2)
- Study cinematography in film (A EU2)
- Reinforce aspects of three point lighting (A, EU2)
- Refresh camera terms (A, EU2)
- Discuss the elements of “mise en scene” (A, M, EU1)
- Scout locations (A, M, EU1)
- Compare and contrast locations (M, EU1)
- Compare and contrast equipment. (M, EU2)
- Record in multiple environments and note best practices for each (M, EU2)
- Record test shots (M, EU2)
- Create an equipment list (M, EU2)
- Evaluate elements needed to create mood (M, EU1)
- Acquire props and costumes (M, EU1)
- Use camera controls and settings to manipulate picture. (M, T, EU2)
- Design a set (M, T, EU1)
- Use the camera controls to get shallow and long depth of field indoors and outdoors (T, EU2)
- Light for a dramatic scene (T, EU2)

- Effectively collaborate with team members (T, EU1, EU2)

### Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Developing Compelling Stories	40
2	Camera Techniques and Visual Aesthetics	40
3	Sound Design and Media Arrangement	55

## Instructional Materials

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

*Final Cut Pro*

*Motion*

*Screenwriting Software(Arc Studio Pro, CeltX)*

*Rundown Creator*

*ASB Classroom*

*Studio Binder*

*Adobe CC Suite*

*Cinema Camera*

*Cinema Lens*

*Compatible High Speed Storage Media*

*Wireless Microphones*

*Gimbal*

*LED Field Lighting Kits*

## 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.