

Unit 3: Motion Graphics & Animation
Intro to Video Production
15 Classes

Rev. May 2026

Essential Questions
● How do filmmakers use video to tell stories and communicate ideas? ● How do planning, filming, and editing work together in video production? ● How do camera angles, lighting, and sound affect a video?

Enduring Understandings with Unit Goals
EU 1: Students will understand that video production is a process that involves planning, filming, and editing to communicate ideas effectively. ● Plan videos using basic pre-production strategies (ideas, scripts, storyboards) ● Use cameras or devices to film video content ● Apply basic filming techniques such as framing and camera angles ● Edit video clips using simple editing tools ● Create a complete video project from start to finish EU 2: Students will understand that visual and audio choices affect how an audience experiences and interprets a video. ● Use camera angles and composition intentionally ● Understand how lighting and sound impact video quality ● Apply basic editing techniques to improve storytelling ● Make creative decisions during production and post-production ● Reflect on how editing changes meaning

Standards
<u>National Media Arts Standards:</u> ● MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming. ● MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. ● MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.
- MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

Pre-Production (Planning)

- Develop a simple video idea or concept
- Create a basic script or outline
- Use a storyboard to plan shots
- Organize ideas before filming

Production (Filming)

- Demonstrate proper use of video recording tools
- Use basic camera angles and framing techniques
- Apply simple lighting and sound awareness
- Film clear and usable video clips

Post-Production (Editing)

- Import and organize video clips
- Cut and arrange clips into a sequence
- Add simple transitions and text
- Improve video clarity through editing decisions

Daily Learning Objectives with *TWPS*

Students will be able to...

- Students will identify the three stages of video production.
 - *What makes a video feel complete or professional?*
- Students will analyze examples of short video clips.
 - *What makes a video engaging to watch?*
- Students will develop a basic idea for a video project.
 - *What makes a story interesting to tell on video?*
- Students will create a simple script or outline for a video.
 - *Why is planning important before filming?*
- Students will create a storyboard to plan video shots.
 - *How does planning help improve filming?*
- Students will demonstrate proper use of video recording tools.
 - *What helps make video footage clear and usable?*
- Students will apply basic camera angles and framing techniques.
 - *How do camera angles change what we focus on?*
- Students will film short video clips using planning materials.
 - *How does preparation improve filming?*
- Students will review and organize filmed clips.
 - *Why is organization important in video editing?*
- Students will import and arrange clips in a video editing program.
 - *How does editing change a video's story?*
- Students will cut and trim video clips for clarity.
 - *What parts of a video are most important?*
- Students will add basic transitions and text to videos.
 - *How do edits improve storytelling?*
- Students will revise their video based on feedback.
 - *How can feedback improve a creative project?*
- Students will finalize their video project.
 - *What makes a video feel finished?*
- Students will present their completed video and reflect on their process.
 - *What did you learn about making videos?*

Instructional Strategies/Differentiated Instruction

Instructional Strategies

- Teacher modeling of filming and editing tools
- Guided practice with cameras and editing software
- Storyboarding and planning activities
- Group collaboration during filming
- Peer feedback and critique
- Project-based learning
- Visual examples of video techniques

Differentiated Instruction

- Step-by-step filming and editing guides
- Visual storyboard templates
- Flexible group roles (filmer, editor, planner)
- Video examples for modeling
- Modified project length or complexity
- Extension options for advanced students
- Choice in video topic or format

Assessments

FORMATIVE ASSESSMENTS:

- Storyboard checkpoints
- Script/idea planning reviews
- Filming practice clips
- Editing skill checks
- Class discussions
- Peer feedback sessions
- Teacher observation

SUMMATIVE ASSESSMENTS:

- Storyboard and planning packet
- Filming practice assignment
- Basic editing exercise
- Final video production project
- Reflection and self-assessment

Unit Task
Short Narrative Film: Students will create a short video project that demonstrates the full video production process: pre-production, production, and post-production. Students will plan, film, and edit a video that communicates a clear idea or story. The final product will showcase basic filming techniques, editing skills, and creative decision-making. (EU 1, EU 2).

Unit Resources
• Video editing software • Cameras • Microphones • Video production examples • Storyboard templates • Editing tutorials • Rubrics • Sample student videos • Shot composition guides • Storyboard sheets • Script templates • Video planning organizers • Peer feedback forms • Shot list guides