Summit Public Schools
Summit, New Jersey
Grade Level: _8____/ Content Area: _Video Production____

Overview: The video production curriculum is a 12-week course for students who want to learn more about multimedia storytelling and explore video production techniques to create their own video projects.. The course begins with a focus on foundational principles such as the artistic and visual elements of film and cinematic language. Students will explore how composition, lighting, and sound contribute to purposeful and successful filmmaking. Fundamental story-telling techniques will be reinforced and applied throughout the course and incorporated into each film project. Students will learn video editing techniques, animation techniques, and the art of special effects. Finally, students will collaborate to plan, film, and edit short film projects to demonstrate their understanding and skill set. Overall, the course will balance theoretical knowledge and practical application of video production skills, techniques and emerging technologies.

Weeks 1-3: **Unit 1: Composition and Editing Basics**
Weeks 4-6: **Unit 2: Cinematic Language**
Weeks 7-12: **Unit 3: Short Film Production: Animation and Special Effects**

Unit 1: Composition and Editing Basics	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will explore the powerful role of composition and how composition techniques can shape viewers' perceptions, captivate audiences, convey messages, and bring stories to life on screen. ● Students will achieve proficiency in video editing techniques and in doing so gain a valuable skill set that can be used for creative expression, story-telling and communication.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is composition and how does it contribute to a visually appealing photograph?	Students will understand that the quality of a photo is determined not only by the resolution, but also by the composition techniques used to achieve organization, balance, and relationship between subjects and objects within the frame of the camera.
2. How does composition contribute to successful filmmaking and visual story-telling?	Photographers and filmmakers use composition to evoke emotions and ideas in their viewers to achieve a desired effect. Proper composition can effectively communicate a story in a single image.
3. What makes a successful film project?	Students will understand that every good photo and video project begins with careful pre-planning and a clear end goal. Tools such as storyboards and effective story-telling techniques are crucial first steps to any film project. Pre-planning drives not only the filming process, but also the editing process.
4. What skills make a good editor and how does editing play a role in filmmaking?	Careful planning, mindful selection as well as attention to detail in areas such as cropping/trimming, sequencing, and enhancing/color correction are all editing elements that work together to successful video production. Students will understand that role of storyboards and story-telling with regard to film projects.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies.	Sample Lessons: Lesson 1: Introduction to course and video tech tools. Lesson 2: Composition Google Slideshow that illustrates and defines composition techniques (rule of ⅓'s, Fill the Frame, Negative Space, Depth of Field, Symmetry, Balance) Lesson 3: Composition Scavenger Hunt - Students take pictures in the classroom illustrating the different composition techniques Lesson 4: Before/After - Students will bring in 3 digital photos to edit using three of the techniques Lesson 5: Video Editing in We Video Tutorial - Students learn importing, editing, sequencing, transition effects, tracks (text, video, audio), layering and exporting. Lesson 6: Storyboards and Storytelling - Students practice planning storylines (beginning, middle and end) for film projects and completing storyboards (photos, video, audio, tone and text).

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary

- Language and Literacy
- Teamwork and group discussion skills

Technology Integration

- Use of StoryBoard That, We Video, ClapMotion, cameras, google docs and google slides

Media Literacy Integration

- Different forms of media are incorporated from filmmaking websites to online film visuals and videos.

Global Perspectives

- Photographs and videos are a common unifier of cultures and people.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Assessments

Sample Projects:

- A "Thoughtful" Picture is Worth a Thousand Words Response
- Composition Demo Reel
  - Students create a dynamic portfolio of best photo and video clips to illustrate understanding of proper composition.
- About Me Documentary -
  - Students will create a mini documentary about themselves using photos, videos, text and music.
  - Documentaries will be preceded by storyboard creation and preselected content.

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: Cinematic Language	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will understand the significance of cinematic language as a means of artistic expression, communication, and visual story-telling in the world of cinema.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How is film language different from our everyday language?	Students will understand that visual and audio production elements such as camera angles, lighting and sound make up the language of film.
2. What are the different camera shots and angles and how do they contribute to visual storytelling?	Students will be able to identify and analyze the different camera shots (close up, extreme close up, medium shot, long shot, wide angle, extreme wide angle, low angle, high angle, and point of view) as well as understand that the camera is the primary narrator of a film.
3. What are the different lighting compositions and how does lighting and color contribute to visual story-telling?	Students will be able to identify and analyze different lighting compositions (front, back, side, direct) as well as understand how lighting contributes to the overall mood and tone of a movie or scene.
4. How does camera movement enhance visual story-telling?	Students will understand that filmmakers use a series of intentionally selected camera shots to elicit emotional responses such as tension, anticipation, energy and excitement. Students will understand the importance of creating a storyboard to prepare, adjust, and perfect shot sequences.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.8.Cr1c: Critique plans, prototypes and production	**Sample Lessons:** Lesson 1: Identify and analyze the elements of cinematography and the role each plays in a favorite film through teacher directed class discussion and response.

processes considering purposeful and expressive intent. 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity.	Lesson 2: Identify and evaluate different camera compositions in Camera Shots and Angles Slideshow and Movie Clip Scavenger Hunt. Lesson 3: Understand different lighting techniques in All About Lighting video and infographic. Lesson 4: Experiment with different visuals and sounds as a class in the Sound Slideshow.

CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary

- Language and Literacy
- Teamwork and group discussion skills

Technology Integration

- Use of StoryBoard That, We Video, ClapMotion, cameras, google docs and google slides

Media Literacy Integration

- Different forms of media are incorporated from filmmaking websites to online film visuals and videos.

Global Perspectives

- Compare/contrast the use of film language in the United States to that of other countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Assessments

Sample Projects:

- My Camera Shots and Angles Selfies
- My Lighting Selfies
- Interactive Sound Effects Challenge
- Retelling of an Aesop Fable:
    - Use Storyboard That to retell an Aesop Fable or a favorite childhood short fairytale using only camera shots and lighting.
    - Use WeVideo to add appropriate sound effects.

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 3: Short Film Production: Animation & Special Effects	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will develop a comprehensive understanding of film as a collaborative art form, recognizing the interconnected roles and contributions of every individual involved in the filmmaking process. ● Students will develop animation and special effects techniques to enhance cinematic storytelling, evoke emotions, and bring imaginations to life on the screen.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are the roles of the different members of a film crew and how do they work together to create film projects?	Students will understand the importance of the different people involved in film production from the people on the set to the people who produce the film.
2. How can video content be effectively created and enhanced for short films?	Students will understand that there are a variety of ways to create video content for short films ranging from animation techniques to special effects.
3. What is stop motion animation and how do you create a stop motion film?	Students will understand the animation technique used to create a stop motion film and create their own stop motion animations. Students will understand sequencing of shots, frame rate, and demonstrate understanding of cinematic language for effective story-telling.
4. What is chroma keying and how do you create a video using chroma key technology?	Students will understand the technique of chroma keying and why it is used. Students will create original short film concepts that incorporate special effects such as chroma key technology as well as demonstrate understanding of cinematic language for effective story-telling.
5. How do special effects enhance a film?	Students will understand the "magic of film" or the art of special effects. Functions on video production software

	such as Transform, Animate, Crop, Scale, Adjust Speed, Flip, and more will be explored and utilized.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions.	**Sample Lessons** Lesson 1: Who's Who's in Film Production Crews - Students learn all about film crew positions and hierarchy using a film website. Lesson 2: Role Play Simulations on the Film Sets Activity - Students get into groups and are assigned film production roles. Students draw statements/actions from a hat. Students have to assign and act out the statements/actions of their assigned role. Lesson 3: What is Stop Motion? Students learn about stop motion animation. Lesson 4: Students learn how to use Clap Motion/Stop Motion Studios and partake in teacher directed animation challenges using an object of their choosing. Lesson 5: What is Chroma Keying? Students learn about chroma keying and why/how it is used. Lesson 6: Students learn how to chroma key on We Video using stock footage shot on green screens. Lesson 7: Students will partake in teacher directed special effects challenges using chroma key video. Students will transform, animate, crop, scale, flip, adjust speed, and more.

CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary

- Language and Literacy
- Teamwork and group discussion skills

Technology Integration

- Use of StoryBoard That, We Video, ClapMotion, cameras, google docs and google slides

Media Literacy Integration

- Different forms of media are incorporated from filmmaking websites to online film visuals and videos.

Global Perspectives

- Compare/contrast the use of animation and special effects in the United States to that of other countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations,	Graphs	Using cooperative

Assessments

Sample Assessments:
Stop Motion Project

- Students choose a small group film crew and collaboratively create a Short Film Storyline/Stop Motion Storyboard.
- Student film crews work to create their animation
- Post Production - Students will import video into WeVideo. Students will add titles, sound, transitions and additional video content if applicable.
- Students will export and share short films in a classroom-wide "Film Day."

Chroma Key/Special Effects Project

- Students choose a small group film crew and collaboratively create a Green Screen Film Storyline/green Screen Storyboard.
- Student film crews work to find and create content for their Chroma Key Project using We Video. Students will use stock video footage as well as original footage.
- Students will add titles, sound, transitions, and special effects, including chroma keying. and additional video content if applicable.
- Students will export and share short films in a classroom-wide "Film Day."

diagrams & drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading