

Video Production

Description

This semester long course is skills and project-based. Students often work in groups as part of a video crew. Students learn the fundamental aspects of video production such as camera movement, composition, storyboarding, scriptwriting, lighting, voice-overs, presentation of talent and video editing using *Final Cut Pro*. Students will practice using composition skills and follow the stages of production to create video content that communicates an effective message. Students will reinforce skills in a variety of video projects over the semester.

Course Overview

Course Goals

Students should:

- Deconstruct visual media
- Describe and follow the three phases of pre-production, production, and post- production
- Use video equipment to demonstrate video composition techniques
- Demonstrate and utilize basic field lighting techniques
- Demonstrate responsible use of equipment
- Create storyboards, write scripts, and video treatments
- Edit video and audio footage using digital non-linear software for master product
- Work cooperatively in groups as a production crew.

Essential Questions

- How do we deconstruct media?
- How are manual camera controls used to capture professional quality footage?
- How are camera techniques, images, sound, and language used to develop and communicate an effective message, tell a story or influence viewers?
- What are the elements of motion picture sound?
- What are the elements of motion picture sound?
- How does sound contribute to the overall meaning of a video message?
- How does editing shape meaning?
- What process/work flow do we use to produce video content?
- How do we work collaboratively to produce video content?
- How do we use information, images, and sound responsibly?

Assessments

Common Assessments

- 5 Frame Storytelling
- Shot Sequences
- Composition Exercises
- Editing Exercises
- Silent Film Short
- Creating Audio Environments
- Public Service Announcements
- Commercials
- Music Video

<p>Content Outline</p> <p>I. Unit 1 - Media & Visual Literacy - Composition & Camera Movement</p> <p>II. Unit 2 - Using Video Equipment & Manual Functions</p> <p>III. Unit 3 - Shot Sequences</p> <p>IV. Unit 4 - Sound</p> <p>V. Unit 5 - Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story</p>	<p>Standards</p> <p>21st Century Skills are met in the following areas:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills • Information, Media and Technology Skills • Life and Career Skills <p>International Society for Technology in Education standards are met in the following areas:</p> <ul style="list-style-type: none"> • Communications and Collaboration <p><u>Information, Communication, and Technology Curriculum Skills</u></p> <ul style="list-style-type: none"> • Evaluate Information in Sources (4) • Visual Literacy (1-4) • Process (1 & 3) • Product (1 & 2) • Evaluate Process and Product (2) • Citing Sources & Plagiarism (5) • Collaboration (1, 2, 4, 5) • Communication (2 & 4) • Media Literacy (1 - 3) 	<p>Grade Level Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • Deconstruct media • Compose shots which demonstrate basic composition techniques • Analyze the effect of production techniques on an audience • Capture a variety of camera angles and movement • Shoot a scripted sequence • Control manual functions of a camera • Shoot a scripted sequence • Develop a visual story with a beginning, middle and end, conflict and resolution • Create a storyboard with video and audio elements and production notes • Utilize a variety of microphones for various purposes • Perform sound editing • Create a soundtrack for an audio environment • Perform basic to advanced editing using Final Cut editing software • Create a developed timeline sequence with titles, graphics and transitions • Design and create a DVD of a final film and previous class projects • Create a lighting environment using basic 3 point lighting design
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 <u>Media & Visual Literacy - Composition & Camera Movement</u> 3 weeks	Unit 2 <u>Using Video Equipment & Manual Functions</u> 2 weeks	Unit 3 <u>Shot Sequences</u> 4 weeks	Unit 4 <u>Sound</u> 3 weeks	Unit 5 <u>Editing & Visual Effects</u> 6 weeks

Unit 1 – Media & Visual Literacy - Composition & Camera Movement, 3 weeks [top](#)

Standards:

Students will be able to:

- create new and worthwhile ideas (21st CS - *Creativity and Innovation*)
- articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts (21st CS - *Communicate Clearly*)
- exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal (21st CS - *Collaborate with Others*)
- understand both how and why media messages are constructed and for what purposes (ISTE - *Analyze Media*)
- understand and effectively utilize the most appropriate expressions and interpretations in diverse and multicultural environments (ISTE – *Create Media Products*)

Unit Objectives

Students should:

- identify various compositional techniques and angles.
- analyze techniques and angles for effect on specific audiences.
- identify the elements of video / film language (frame, shot, sequence, scene).
- identify bias and stereotypes in visual media.
- create images/frames that demonstrate basic compositional techniques.

Essential Questions

- How do we deconstruct media?
- How do personal experiences and backgrounds shape how we interpret a message?
- How are video images composed?
- How does composition and framing help to communicate a message to the audience?
- How is movement of images achieved and to what effect on the audience?
- How do we tell compelling stories?

Focus Questions

- What are the basic elements of film composition?
- What underlying messages do compositional techniques convey?
- How do tripods, cranes and dollies help to create movement and enhance a visual story?
- What is the structure of compelling story?

Assessments

- Hands-on composition exercises.
- Make a poster with still images created by the students that demonstrate a variety of composition skills.
- Make a still frame story short which uses a variety of angles and shot types to tell a story with a beginning, middle and end.

Skill Objectives

Students will:

- deconstruct media.
- compose shots which demonstrate basic composition techniques.
- analyze the effect of production techniques on an audience.
- control manual functions of a camera.
- capture a variety of camera angles and movement.
- shoot a scripted sequence.

Unit 2 –Using Video Equipment & Manual Functions, 2 weeks [top](#)

Standards:
Students will be able to

- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts (21st CS – *Communicate Clearly*)
- Use communication for a range of purposes (21st CS – *Communicate Clearly*)
- Conduct themselves in a respectable, professional manner (21st CS – *Interact Effectively with Others*)

<p>Unit Objectives <i>Students should:</i></p> <ul style="list-style-type: none"> • identify parts and the various functions of a digital video camera. • use manual camera settings to adjust white balance, aperture, shutter speed and focus. • demonstrate responsible use of equipment. • demonstrate various compositional techniques, angles and camera movement. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we use a digital video camera to create professional quality footage? • What camera techniques are used to convey a particular message or emotion? 	<p>Assessments</p> <ul style="list-style-type: none"> • Hands-on demonstration of camera manual settings and tripod use • Create a scripted sequence which demonstrates use of manual camera controls and a variety of camera angles
	<p>Focus Questions</p> <ul style="list-style-type: none"> • How do we use manual camera settings? • How do we care for equipment? 	<p>Skill Objectives <i>Students will:</i></p> <ul style="list-style-type: none"> • control manual functions of a camera. • capture a variety of camera angles and movement. • shoot a scripted sequence.

Unit 3 – Shot Sequences, 4 weeks [top](#)

Standards:

Students will be able to:

- use a wide range of idea creation techniques (21st CS - *Think Creatively*)
- create new and worthwhile ideas (21st CS - *Think Creatively*)
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- create new and worthwhile ideas (21st CS - *Think Creatively*)
- develop, implement and communicate new ideas to others (21st CS - *Work Creatively with Others*)
- be open and responsive to new and diverse perspective; incorporate group input and feedback into the work (21st CS - *Work Creatively with Others*)
- adapt to varied roles, job responsibilities, schedules and context (21st CS - *Adapt to Change*)
- know when it is appropriate to listen and when to speak (21st CS - *Interact Effectively with Others*)
- prioritize, plan and manage work to achieve intended result (21st CS - *Manage Projects*)

Unit Objectives

Students should:

- create a shot sequence utilizing at least 5 basic shots and 3 different angles.
- demonstrate continuity when producing a shot sequence.
- practice steps for keeping an audience’s attention span.
- tell a story without the use of sound with a beginning, middle and end.
- create a storyboard with video and audio elements and production notes.

Essential Questions

- What process do we use to develop a short film?
- How do we organize a series of shots to develop a sequence that tells a story?
- How are camera and composition techniques used to develop and communicate an effective message, tell a story or influence viewers?

Focus Questions

- How do you tell a visual story without relying on dialogue?
- How do we employ continuity to avoid distracting the viewer or disrupting the story line?

Assessment

- Create a short silent film that allows students to build on composition skills and their understanding of shot sequences to tell a visually interesting and cohesive story.

Skill Objectives

Students will:

- develop a story with a beginning, middle and end, conflict and resolution.
- create a storyboard with video and audio elements and production notes.
- capture footage.
- perform basic editing using Final Cut editing software.

Unit 4 – Sound, 3 weeks [top](#)

Standards:

Students will be able to:

- use communication for a range of purposes (21st CS -*Communicate Clearly*)
- utilize multiple and technologies, and know how to judge their effectiveness and assess their impact (21st CS - *Communicate Clearly*)
- communicate effectively in diverse environments (21st CS -*Communicate Clearly*)
- apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media (21st CS -*Analyze Media*)
- understand and effectively utilize the most appropriate expressions and interpretations id diverse environments (21st CS - *Create Media Products*)

Unit Objectives

Students should:

- identify the elements of video sound (dialogue, music, scores, sound effects).
- describe how each sound element contributes to a video production.
- choose and utilize different types of microphones for various purposes and shooting conditions.
- use the camera and editing software to adjust audio levels for clarity.
- demonstrate how sound effects and music tracks can create an audio environment.
- perform sound editing.

Essential Questions

- What are the elements of motion picture sound?
- How does sound contribute to the overall meaning of a video message?
- How do we choose the best audio recording techniques for various purposes and environments?

Focus Questions

- What are the elements of video sound?
- What techniques are used to record each audio element?
- What are the benefits and drawbacks to each type of microphone?

Assessment

- Create an audio environment using Final Cut editing software, homemade sound effects, a digital sound effects library and copyright free music tracks

Skill Objectives

Students will:

- utilize a variety of microphones for various purposes.
- perform sound editing.
- create a soundtrack for an audio environment.

Unit 5 – Editing & Visual Effects - Incorporating All Elements of Video Production to Tell a Visual Story, 6 weeks [top](#)

Standards:

Students will be able to:

- elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts (21st CS - *Think Creatively*)
- demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas (21st CS - *Work Creatively with Others*)
- utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact (21st CS - *Communicate Clearly*)
- utilize time and manage workload efficiently (21st CS - *Manage Goals and Time*)
- use interpersonal and problem solving skills to influence and guide others toward a goal (21st CS - *Guide and Lead Others*)
- communicate information and ideas effectively to multiple audiences using a variety of media and formats (ISTE - *Communication and Collaboration*)
- contribute to project teams to produce original works or solve problems. (ISTE - *Communication and Collaboration*)

Unit Objectives

Students will be able to:

- utilize the basic functions of Final Cut Express editing software.
- demonstrate the various steps involved in the post-production process.
- utilize appropriate transitions for desired effect (wipes, cuts, and fades).
- demonstrate the differences between insert and assemble editing and know when to use each.
- log footage and generate an edit decision list based on previewed footage.
- create titles, lower thirds, and credits for inclusion in video projects.
- export final projects to a compressed version for DVD authoring.
- create a DVD with menus, graphics and video projects.
- manipulate color, scale, motion, and opacity of footage.

Essential Questions

- How does editing shape meaning?
- What is the ethical line between enhancing the viewer’s experience and deceiving them?
- How does a project’s purpose and focus help shape editing decisions?

Focus Questions

- How does editing pace affect the message and the impact on the viewer?
- How do we choose the correct transition for a desired effect?
- How do we choose what is most important and useful to keep the viewer’s attention?
- How is tone and mood conveyed through editing?
- How can time and space be manipulated by editing?

Assessment

- Produce a music video or an advertisement which includes titles, transitions, music, credits, special effects, and sound effects.

Skill Objectives

Students will:

- perform advanced editing using Final Cut editing software.
- create a developed timeline sequence with titles, graphics and transitions.
- design and create a DVD of a final film and previous class projects.
- create a lighting environment using basic 3 point lighting design.

<ul style="list-style-type: none">• adjust audio levels for desired effect.• layer video and audio.• utilize green screen technology.• demonstrate understanding of 3 point lighting.		
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