



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S):** Design Technology

**GRADE LEVEL(S):** 10-12<sup>th</sup> Grade

**COURSE:** Video Production

**TIME FRAME:** Half Year (2.5 Credits)

## **I. Course Overview**

This course is an exploration into the art and business of video production. Students participate in hands-on projects using state-of-the-art cameras, lighting, and editing equipment. Activities include idea generation, script writing, storyboard development, video projects, directing, lighting, and set development. Students participate in various contests, shows, and workshops in house and on location. This course has a fieldwork component, which may be completed by the students outside of the scheduled class time slot. Students are responsible for completing all of the fieldwork in order to successfully meet course requirements. Students gain a working knowledge in video-editing software, which may benefit them in completing alternate assessments in the future

## **II. Units of Study**

- 1.) Communication
- 2.) Camera Shots/Storyboard
- 3.) Composing A Scene
- 4.) Persuading Your Audience

## **III. Essential Questions** *(The open-ended, provocative questions that help frame inquiry)*

### **Unit 1: Communication/Planning**

- What are ways that we communicate?
- What makes someone an effective communicator?
- How can non-verbal communication affect someone's message?
- How can a storyboard help construct a story through film?
- What type of information should be found on a storyboard?

### **Unit 2: Advanced Shot Types/Editing Techniques**

- How can the rule of thirds be applied to shot framing?
- How should an over the shoulder shot be framed?
- What is keyframing in video editing?
- How do you remove a green screen from the background of a shot?
- How can frame rate help improve slow motion quality?

### **Unit 3: Composing A Scene**

- How can you emotionally draw an audience into a scene?
- What are some techniques to create movement in a scene?
- What is the difference between a unique shot type and a shot change?
- How can a character's perspective help construct a scene?



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## **Unit 4: Persuading Your Audience**

- What is a target audience?
- How do you know which persuasive technique will best reach your audience?
- How can camera shots help make a scene more emotional?
- How can music affect emotion in a scene?



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## IV. Learning Objectives

### NJSLS:

- Technology Education – Engineering Design
  - 8.2.12.F.1
- Educational Technology: 8.1
  - 8.1.12.A.4
  - 8.1.12.C.1
- 21st Century
  - 9.1.12.A.1
  - 9.1.12.A.2
  - 9.1.12.B.2
  - 9.4.12.C.(1).1
  - 9.4.12.C.(1).5
  - 9.4.12.C.(1).6
  - 9.4.12.C.(2).2
  - 9.4.12.C.(2).7
- Visual and Performing Arts
  - 1.1.12.C.2
  - 1.4.12.B.1
- ELA Standards for Science & Technical Subjects
  - WHST.11-12.4
  - WHST.11-12.5
  - WHST.11-12.6

## V. Instructional Materials

- Google Drive
  - *All film documents will be loaded to Google Drive and kept in a folder shared with the teacher and all participating members of the team.*
- YouTube
  - *Students will create their own YouTube channel to be used as an electronic portfolio.*
- Video Camcorders
  - *Students will be introduced to the manual features.*
- Adobe Premiere/Adobe After Effects/Adobe Photoshop
  - *Two editing programs that students will use.*
- External Microphones
  - *Lavalier Mics and Shotgun Mics*
- Lights
  - *Students will experience with lighting techniques.*

## VI. Key Performance and Benchmark Tasks

### **Unit 1: Components of a Documentary**

- Students will create a 60 second student spotlight video without instruction on what to include.
- Understand the components that make up a strong documentary
- Analyze documentaries and site strengths and weaknesses.



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- Create another student spotlight that includes a storyline, graphics, music, b roll, and a properly framed shot.

## **Unit 2: Digital Editing/Graphics**

- Complete Adobe Premiere Test from Video Production to review.
- Create custom lower third graphics in Adobe Premiere and Adobe Photoshop.
- Complete noise reduction process in Adobe Audition.

## **Unit 3: Storytelling Through Film**

- Watch and discuss the film “Unguarded”.
- Write interview sample interviews that do not allow the subject to answer in one word or less.
- Identify a story to tell. Create a 3-5 minute short form documentary about a person, place, or event in the Chatham community.

## **Unit 4: Show Intro**

- Create an original CHS Pulse intro or remake of a well known television show intro.

## **Unit 5: TV Studio Jobs and Equipment**

- Operate the soundboard.
- Setup and breakdown the cameras and cables.
- Operate the video switcher using the TriCaster.

## **Unit 6: CHS Pulse**

- Create content for CHS Pulse.
- Each class will produce a new episode every two weeks.
- Projects may be short form documentaries or original scripted pieces.
- Create a new intro for each episode.
- Record each episode in a live studio setting.
- Students will perform jobs such as anchor, video switcher, sound board operator, producer, writer, and graphics operator.