SUBJECT: VIDEO PRODUCTION 1	
GRADE LEVEL: 9-12	LATESTREVISION: August 2013
BOOK: ZETTL VIDEO BASICS/ UNITS 1 & 2 CHAPTERS: 1. PRODUCTION PROCESS & PEOPLE/ THE PRODUCTION PROCESS 2. PRODUCTION PROCESS & PEOPLE/ PRODUCTION TEAM: WHO DOES WHAT WHEN? 3. IMAGE CREATION: DIGITAL VIDEO & CAMERA / IMAGE FORMATION & DIGITAL VIDEO 4. IMAGE CREATION: DIGITAL VIDEO & CAMERA / THE VIDEO CAMERA 5. IMAGE CREATION: DIGITAL VIDEO & CAMERA / OPERATING THE CAMERA 6. IMAGE CREATION: DIGITAL VIDEO & CAMERA / LOOKING THROUGH THE VIEWFINDER	TIME REQUIRED-2 TERMS
INTRODUCTION/OVERARCHING OBJECTIVES The goals of this class it to help students learn the basics of video production. Topics discussed will include the production process, and basic techniques regarding how to use and operate a camera.	

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: PRODUCTION PROCESS & PEOPLE/ THE PRODUCTION PROCESS	TIME REQUIRED: (TERM 1) (3 WEEKS)	FREQUENCY: 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
All students will write, produce and direct Public Service Announcements and promotional pieces for the Stoughton Education Channel.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What are the steps involved in the program objective for a video project?	The basic idea, desired effect, medium requirements, and real effect are the steps involved in the program objective.	The concepts involved in the program objective such as: The basic idea is the message that the producer is attempting to send out to the target audience. The desired effect is the message that the producer wants the target audience to receive from the program. The medium requirements are the video production elements that the producer needs to account for when executing a project. The real effect is the message that the target audience actually receives from watching the program.	Utilize the concepts involved in the program objective to create video projects.	*Ma. VTE Frameworks (2.A) Arts and Communication Cluster, Radio and Television Broadcasting*

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
How do we create effective public service announcements so that the message is received by the target audience?	A public service announcement is a writing piece urging the target audience to act on a cause.	How to write a public service announcement: Chronicle critical information on the cause that the organization is working on. Details critical information concerning how the target audience can help. Concludes with the organization's contact information.	Write a public service announcement promoting a call to action from the target audience.	*Ma. VTE Frameworks (2.A/2.F) Arts and Communication Cluster, Radio and Television Broadcasting*
How do we properly film a public service announcement in a professional setting?	There are several elements involved in the Production Process for creating a public service announcement.	How to prepare and execute the filming of a public service announcements in the SHS TV studio. How to write a script in a news style format. How to load scripts into the teleprompter. How to perform technical set up and breakdown for a studio production.	Write, produce, direct and execute the filming of a public service announcement. Execute all the steps involved in setting up, executing, and breaking down a studio production. Write a reflection response regarding how they used the production process to film a project.	*Ma. VTE Frameworks (2.A/2.B/2.C) Arts and Communication Cluster, Radio and Television Broadcasting* *Ma .ELA Frameworks, WHST 3,4,5 & 6*
How do we utilize non-linear editing applications to create a professional final product?	There are several important functions in a non-linear editing application that allows the editor to fix production errors.	How to capture, import, organize, edit and export media utilizing non-linear editing applications. Students will also learn how to author & burn DVD's.	Utilize a non-linear editing application to fix production errors and create a more profession final product.	*Ma. VTE Frameworks (2.C/2.D/2.E) Arts and Communication Cluster, Radio and Television Broadcasting*

CEPA:	RESOURCES:
• Zettl Video Basics Worksheet & Quiz (Chapter 1) • Collins Type 3- Program Objective- Discuss the steps involved with the program objective. Explain why the target audience is so important for producers to account for in order to accomplish the program objective.	• Zettl Video Basic 5 • Meeske Copywriting for Electronic Media • Electrical Safety- Department of Health & Human Services

Required Activities and Assessments

Public Service Announcement Jimmy Fund Script/ Studio Production of Jimmy Fund Script/ Video Editing of Jimmy Fund Script.
Watch final products (script & video) with students; identify strengths and weaknesses with projects.

Suggested Activities	Suggested Computer applications
Shot composition exercise- Students demonstrate the ability to shoot a close up, medium shot, and wide shot. Observe and critique student ability level. Shooting angles exercise- Have students shoot 5 objects in the computer lab; make sure that they shoot from multiple angles (high angle/neutral angle/low angle). Watch final products with students identify strengths and weaknesses with projects. Students review/ practice on all production equipment (Studio Camera, Teleprompter, Production Switcher, Audio Board and Graphics). Utilize the Smartboard to review how to operate non-linear editing applications (IMovie & Final Cut Pro).	Google.docs Microsoft PowerPoint/Word Garageband Final Cut Pro. X JVC Studio Cameras Cannon Field Cameras/ JVC Field Cameras

Suggested Topics	Additional Resources
Classroom Discussions: Production Process, Program Objective, and ethical/legal issues facing broadcast stations.	Zettl Field Production Basics Garageband Training Tutorials Final Cut X Training Tutorials

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: PRODUCTION PROCESS & PEOPLE/ PRODUCTION TEAM: WHO DOES WHAT WHEN?	**TIME REQUIRED:** (TERM 1) (3 WEEKS)	**FREQUENCY:** 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
To introduce students to the production teams involved in video production. Students will learn about the jobs involved in pre-production, production, and post-production.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What is the difference between below the line jobs versus above the line jobs? .	Below the line jobs are technical jobs. While above the line jobs are non-technical jobs.	That a below the line jobs is a technical job such as a camera operator, audio engineer or floor director. That an above the line jobs is a non-technical job such as a scriptwriter, accountant or producer.	Perform below the line and above the line jobs for SHS productions. Write a reflection response regarding the differences between below the line jobs versus above the line jobs.	*Ma. VTE Frameworks (2.A/2.B/2.C/4.E) Arts and Communication Cluster, Radio and Television Broadcasting* *Ma. ELA Frameworks, WHST 3,4,5 & 6*
What happens when the production teams fails to work together? .	It's important for professional production teams to work together and communicate in order to succeed during filming.	Procedures and protocols involved in studio and field production that assists students in working and communicating together during productions.	Communicate and work in cohesion to perform the procedures and protocols necessary to complete successful productions.	*Ma. VTE Frameworks (2.A/2.B/2.C) Arts and Communication Cluster, Radio and Television Broadcasting*
Why is it important for production teams to develop and follow schedules and timelines for projects? .	It's crucial to develop and follow schedules and timelines when working on projects.	That a schedule is a monthly view of the production schedule. That a timeline is a daily view of the production schedule.	Use applications to develop schedules and timelines that ensure that projects are completed on time.	*Ma. VTE Frameworks (2.A/2.B/2.C) Arts and Communication Cluster, Radio and Television Broadcasting*

CEPA:	**RESOURCES:**
• Zettl Video Basics Worksheet & Quiz (Chapter 2) • Collins Type 3- Production Process Breakdown- Discuss the jobs and responsibilities associated with each phase of production (pre-production, production, post-production). Specifically explain the difference between duties involved with below the line workers versus above the line workers.	• Zettl Video Basic 5 • Meeske Copywriting for Electronic Media • Electrical Safety- Department of Health & Human Services

Required Activities and Assessments
American Red Cross Script/ Studio Production American Red Cross/ Video Editing of American Red Cross. Watch final products (script & video) with students; identify strengths and weaknesses with projects.

Suggested Activities	**Suggested Computer applications**
Studio Practice/ Students rotate and demonstrate competency in all studio positions. Review student competency through observation and critique students' ability level.	Google.docs Microsoft PowerPoint/Word Garageband Final Cut Pro. X JVC Studio Cameras Cannon Field Cameras/ JVC Field Cameras

Suggested Topics	**Additional Resources**
Classroom Discussions: Production Process, Production Teams and the responsibilities and duties involved with different production teams.	Zettl Field Production Basics Garageband Training Tutorials Final Cut X Training Tutorials

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: IMAGE FORMATION & DIGITAL VIDEO	TIME REQUIRED: (TERM 1) (3 WEEKS)	FREQUENCY: 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
To introduce students to important terminology involved in image formation and digital video. Students will be able to use compression techniques to transfer media to Web and DVD formats.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What is the difference between analog video versus digital video?	Analog signal fluctuates exactly like the original signal. While digital signal pertains to data in the form of digits (on/off pulses).	Analog signal is an electrical copy of the original stimulus, while a digital signal is discontinuous. That digital video is superior in quality to analog video.	Use SHS equipment to digitize analog video to digital video.	*Ma. VTE Frameworks (2.C/2.D/2.E) Arts and Communication Cluster, Radio and Television Broadcasting*
What is the difference between interlaced scanning versus progressive scanning?	Interlaced scanning involves the scanning of all odd numbered lines and then the subsequent even numbered lines, while progressive scanning involves the consecutive scanning of all lines from top to bottom.	That television sets work with interlaced scanning, while computers work with progressive scanning.	Identify the differences between interlaced versus progressive scanning. Also, they will be able to explain which devices utilize interlaced scanning versus progressive scanning.	*Ma. VTE Frameworks (2.C/2.D/2.E) Arts and Communication Cluster, Radio and Television Broadcasting*
What is a video codec? And why are video files transcoded into different codecs?	In a professional broadcast facility video files are compressed into several different codecs depending on the situation.	That video files are compressed for broadcast so that they can be played out in several different medias such as cable, DVD, and internet.	Use compression software in order to compress video files for broadcast in several different medias such as cable, DVD, and Internet.	*Ma. VTE Frameworks (2.C/2.D/2.E) Arts and Communication Cluster, Radio and Television Broadcasting*

CEPA:	**RESOURCES:**
• Zettl Video Basics Worksheet & Quiz (Chapter 3) • Collins Type 3- Image formation & Compression- Discuss why compression is necessary for burning projects to DVD, and uploading video files to the web. Explain why it's important to know if the video is going to DVD or web, and how that impacts the compression settings.	• Zettl Video Basic 5 • Meeske Copywriting for Electronic Media • Electrical Safety- Department of Health & Human Services

Required Activities and Assessments

Promote a Class Script/ Studio Production Promote a Class/ Video Editing of Promote a Class.
Watch final products (script & video) with students; identify strengths and weaknesses with projects.

Students will take one of their project files and compress the final video for DVD and web format.

Suggested Activities	**Suggested Computer applications**
Review compression and burning techniques on Smartboard. Review best practices for compression and DVD authoring. Studio Practice/ Students rotate and demonstrate competency using compression and DVD authoring techniques. Review student competency through observation and critique the students' ability level.	Google.docs Microsoft PowerPoint/Word Garageband Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip

Suggested Topics	**Additional Resources**
Classroom Discussions: Video compression and the responsibilities/duties involved when working with post production work flow.	Zettl Field Production Basics Garageband Training Tutorials Final Cut X /Compressor/ MPEG 2 Streamclip Tutorials

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: IMAGE CREATION: DIGITAL VIDEO & CAMERA / THE VIDEO CAMERA	TIME REQUIRED: (TERM 2) (3 WEEKS)	FREQUENCY: 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
To introduce students to important terminology and functions involved with the video camera. Students will be able to understand vocabulary terms that deal with the video camera.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What are the basic functions and settings involved in SHS studio/field cameras?	The f-stop, lens, imaging device and view finder are basic functions while the aperture, image stabilizer, and record quality are settings involved with SHS studio/field cameras.	Key terminology used by professionals when operating the settings for studio/field cameras and controlling the functions.	Operate and utilize the functions and settings involved with using SHS studio/ field camera.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*
What are the differences between electronic news gathering cameras versus electronic field cameras?	Electronic news gathering cameras are mostly used for single camera iso news productions, while electronic field cameras are mostly used for multi camera live and iso productions.	The differences between price, functions, and record quality regarding electronic news gathering cameras versus electronic field cameras.	Use best practices/ and recording environment when deciding whether to use an electronic news gathering camera or an electronic field camera.	*Ma. VTE Frameworks (2.F) Arts and Communication Cluster, Radio and Television Broadcasting*
How do we perform the proper set of procedures in order to ensure safety, and succeed in producing SHS video projects?	There are important rules and procedures when operating the S.H.S. control room/studio.	Technical procedures must be followed in order to succeed in studio/field production, and prevent injury and damage of the equipment.	Utilize the proper procedures when operating the S.H.S. equipment when producing video projects.	*Ma. VTE Frameworks (1.A-1.C/2.B) Arts and Communication Cluster, Radio and Television Broadcasting*

CEPA:	RESOURCES:
• Zettl Video Basics Worksheet & Quiz (Chapter 4) • Collins Type 3- Settings & Functions of the Video Camera- Discuss why it's important for beginning camera operators to set the camera to automatic instead of manual. Identify specific camera settings and functions in the camera; discuss in detail what the settings and functions do.	• Zettl Video Basic 5 • Meeske Copywriting for Electronic Media • Electrical Safety- Department of Health & Human Services

Required Activities and Assessments

Cyber-bullying Script/ Studio Production Cyber-bullying project/ Video Editing of Cyber-bullying project.
Watch final products (script & video) with students; identify strengths and weaknesses with projects.

Studio/Field Camera Assignment: Students will be able to follow direction when changing camera settings and functions.
Watch students while they operate camera settings and functions; identify strengths and weaknesses regarding operating techniques.

Collins Type 1- ENG versus EFP- Explain the differences between electronic news gathering cameras versus electronic field cameras.

Suggested Activities	Suggested Computer applications
Review field camera functions and settings on Smartboard. Review studio camera functions and settings in the TV studio. Review student competency through observation and critique the students' ability level. Review electrical safety manual, host a discussion from reading about electrical safety tips. Discuss safety procedures when operating the camera. Teach students how to use cable reels, and establish the axis of action for productions. Review student competency through observation and critique students' ability level to safely operate equipment.	Google.docs Microsoft PowerPoint/Word Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip JVC Studio Cameras Cannon Field Cameras/ JVC Field Cameras
Suggested Topics	**Additional Resources**
Classroom Discussions: The functions and settings involved for studio and field cameras. How to establish the axis of action and the importance of using cable reels for production. Discuss safety tips from the electrical safety manual.	Zettl Field Production Basics Garageband Training Tutorials Final Cut X /Compressor/ MPEG 2 Streamclip Tutorials

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: IMAGE CREATION: DIGITAL VIDEO & CAMERA / OPERATING THE VIDEO CAMERA /MULTI-MEDIA DESIGN	TIME REQUIRED: (TERM 2) (3 WEEKS)	FREQUENCY: 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
To teach students how to set up camera mounts and operate the video camera. Students will be able to understand vocabulary terms that deal with using camera mounts and operating the video camera. Students will also learn how to design and create a multi-media website, and embed video content.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What are the basic camera movements and operations that a videographer must know?	The pan, tilt, cant, pedestal, dolly, truck, arc and crane are basic camera movements, while the focus, zoom, shutter speed and white balance control are basic camera operations.	Key terminology used by videographers when performing basic camera movements and operations during production.	Perform basic camera movement and operations when using SHS studio and field cameras during production.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*
What camera mounts do videographers use when trying to increase the steadiness of a shot?	Monopods, tripods, field dollies, steady cams, and jib arms are camera mounts that improve the steadiness of a shot.	Procedures and protocols that assist videographers in safely placing a camera on a monopod, tripod, field dolly, steady cam or jib arm.	Safely place SHS studio/ field cameras on monopods, tripods, field dollies, steady cams, and jib arms.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*
What are important general camera guidelines that videographers must follow in order to be successful? .	Charging batteries, locking the camera to a mount, placing the lens cap on the camera during breaks, performing a white balance, and pre-recording an audio test are important guidelines that must be followed during a production.	The general camera guidelines when preparing to use and operate S.H.S. studio and field cameras.	Utilize general camera guidelines when preparing to use and operate S.H.S. studio and field cameras. Write a reflection response regarding how they were able to use general camera guidelines during productions.	*Ma. VTE Frameworks (2.A/2.B) Arts and Communication Cluster, Radio and Television Broadcasting* *Ma. ELA Frameworks, WHST 3,4,5 & 6*

What is Iweb and how can we use this application to design a website?	Iweb is a simple web development application that allows beginners to use pre-designed templates to create content rich websites.	How to use pre-designed templates, and multimedia tools in Iweb to create content rich websites.	Use pre-designed templates, and multimedia tools in Iweb to create content websites.	*Ma. VTE Frameworks, Design and Visual Communication, (2J)*

CEPA:

- Zettl Video Basics Worksheet & Quiz (Chapter 5)
- Collins Type 3-General Camera Guidelines-Breakdown how the general camera guidelines helped you perform during a production. Discuss specific examples from the guidelines, and the situation that you were in when the guideline help you succeed.

RESOURCES:

- Zettl Video Basic 5
- Meeske Copywriting for Electronic Media
- Electrical Safety- Department of Health & Human Services

Required Activities and Assessments

Set-up a studio camera on a tripod/ Set-up a field camera on a tripod /Set-up a field camera on a steady camera.

Product Advertisement Script/Studio Production of Product Advertisement/ Video Editing of Product Advertisement/ Web Design Project of a Product. Watch final products (script, video & website) with students; identify strengths and weaknesses with projects.

Suggested Activities	**Suggested Computer applications**
Review general camera guidelines on the Smartboard. Explain how the guidelines help students prepare/operate cameras for productions.	Google.docs Microsoft PowerPoint/Word JVC Studio Cameras
Students write suggestions of other items that can be added to the general camera guidelines.	Cannon Field Cameras/ JVC Field Cameras Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip Iweb Web Design Applications
Review best practices when putting a camera on a tripod. Observe and critique students safely placing camera on a tripod.	
Review how to build and design websites on the Smartboard. Review how to embed compressed video files into web pages. Assist students with embedding video into their websites.	

Suggested Topics	**Additional Resources**
Classroom Discussions: General Camera Guidelines, the importance that the general camera guidelines have in preparing students for productions. Important factors when designing websites and embedding video files to web pages.	Zettl Field Production Basics Final Cut X /Compressor/ MPEG 2 Streamclip Tutorials Iweb Training Tutorials

STOUGHTON PUBLIC SCHOOLS CURRICULUM

SUBJECT: VIDEO PRODUCTION	COURSE: VIDEO PRODUCTION 1	GRADE LEVELS: 9-12
UNIT / THEME: IMAGE CREATION: DIGITAL VIDEO & CAMERA / LOOKING THROUGH THE VIEWFINDER	TIME REQUIRED: (TERM 2) (3 WEEKS)	FREQUENCY: 6 DAYS/CYCLE FOR YEAR

INTRODUCTION / OVERARCHING OBJECTIVES:
To teach students how to properly frame subjects in order to ensure professionalism from student videographers. Students will be able to understand vocabulary terms that deal with framing subjects during video shoots.

ESSENTIAL QUESTION	UNDERSTANDING *Students will understand that:*	KNOWLEDGE *Students will know:*	SKILLS *Students will be able to:*	STD.
What are different shot compositions used by videographers when framing a person in a shot?	The close up, medium shot and wide shot are specific terms utilized by videographers when describing different shot compositions.	That a close up shot frames a subject from the chest to the head. That a medium shot frames a subject from the waist to the top of the head. That a wide shot frames the entire body of the subject.	Properly frame subjects using a close up shot, medium shot and wide shot.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*
Why do videographers utilize specific angles when framing a shot for psychological impact?	High and low angles are often utilized by videographers when setting up a shot in order to make the subject appear either weak or strong.	That subject's framed from a high angle looking down make the subject look weak. That subject's framed from a low angle looking up make the subject look strong.	Use specific angles when framing a shot in order to make the subject appear either weak or strong to the audience.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*
What is the Z-Axis, and why is it important to ensure the proper depth of field for all talent in the Z-Axis?	The Z-Axis indicates screen depth. While depth of field is the area in which all talent located at different distances appear in focus.	That it's important to maintain the depth of field so that all of the talent in the Z-Axis appears in focus.	Maintain the depth of field for all talent in the Z-Axis so that they appear in focus.	*Ma. VTE Frameworks (2.B) Arts and Communication Cluster, Radio and Television Broadcasting*

CEPA:	**RESOURCES:**
• Zettl Video Basics Worksheet & Quiz (Chapter 6) • Collins Type 3- Director Communication - Explain why it's important to listen to the director for shot composition commands during a shoot. Discuss why it's crucial for the camera operator to understand videography jargon when operating the camera.	• Zettl Video Basic 5 • Meeske Copywriting for Electronic Media • Electrical Safety- Department of Health & Human Services

Required Activities and Assessments

Teen Safety Script/Studio Production of Teen Safety Video/ Video Editing of Teen Safety Video.
Watch final products (script & video) with students; identify strengths and weaknesses with projects.

Student Assignment: Film a subject at a high and low angle so that they appear weak in one shot and strong in the next shot.
Shot composition review and quiz.

Suggested Activities	**Suggested Computer applications**
Review different shot compositions on the Smartboard. Explain situations when a videographer would utilize a specific shot composition during a shoot. Have students come up and frame different shot compositions in front of the class. Review how different shot angles impact a subject's appearance to the audience (weak/strong). Explain situations when the videographer utilizes a specific shot angle to make the subject appear weak or strong, and how this impacts the mood of the film. Utilize Smartboard and camera; frame 5 students standing in line to demonstrate how the Z-Axis works. Review Teen Safety videos on Smartboard and critique projects and discuss goals for improvement.	Google.docs Microsoft PowerPoint/Word Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip JVC Studio Cameras Cannon Field Cameras/ JVC Field Cameras
Suggested Topics	**Additional Resources**
Classroom Discussions: The importance of listening to the director for shot composition commands during a shoot. Shot Angles and how it impacts the appearance of the subject and the mood of the film.	Zettl Field Production Basics Final Cut X /Compressor/ MPEG 2 Streamclip Tutorials/

SHS Curriculum Mapping
Course Curriculum: 2013-2014 (HS)

Unit Number	Title of Unit	Correlation to Textbook	Timeline for Unit	Term the Unit will be Taught
1	PRODUCTION PROCESS & PEOPLE/ THE PRODUCTION PROCESS	Video Basics 5 Chapter 1	3 Weeks	Term 1
1	PRODUCTION PROCESS & PEOPLE/ PRODUCTION TEAM: WHO DOES WHAT WHEN?	Video Basics 5 Chapter 2	3 Weeks	Term 1
2	IMAGE CREATION: DIGITAL VIDEO & CAMERA / IMAGE FORMATION & DIGITAL VIDEO	Video Basics 5 Chapter 3	3 Weeks	Term 1
2	IMAGE CREATION: DIGITAL VIDEO & CAMERA / THE VIDEO CAMERA	Video Basics 5 Chapter 4	3 Weeks	Term 2
2	IMAGE CREATION: DIGITAL VIDEO & CAMERA / OPERATING THE CAMERA/ MULTI-MEDIA DESIGN	Video Basics 5 Chapter 5	3 Weeks	Term 2
2	IMAGE CREATION: DIGITAL VIDEO & CAMERA / LOOKING THROUGH THE VIEWFINDER	Video Basics 5 Chapter 6	3 Weeks	Term 2