

VIDEO PRODUCTION 3 CURRICULUM



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| SUBJECT: Video Production 3 | |
| GRADE LEVEL: 12 | LATEST REVISION: July 2013 |
| BOOK: CASINGHINO – Moving Images CHAPTERS: 1. MOTION PICTURE LANGUAGE (OVERVIEW VIDEO PROJECTS WITH STUDENTS TO ENSURE THAT THEY UNDERSTOOD THE PROTOCOLS REGARDING PROJECT ORGANIZATION, ETHICS & DEADLINES) 2. INVENTIONS AND ORIGINS (HISTORY OF FILM) 3. SOUND AND IMAGE (AUDIO PRODUCTION) 4. STORYTELLING WITH LIGHT (LIGHTING DESIGN & PRINCIPLES) 5. PERSONAL EXPRESSION AND STUDIO PRODUCTION (MARKETING, SELLING & DESIGNING VIDEO ADVERTISEMENTS) 6. RECORDING AND PRESENTING REALITY (BROADCAST JOURNALISM) 7. PAGE TO SCREEN (FINALIZING CONTENT & STORIES) 8. THE PRODUCTION PROCESS (REVIEW FINAL VIDEO PROJECTS WITH STUDENTS TO ENSURE THAT PROTOCOLS REGARDING PROJECT ORGANIZATION, ETHICS & DEADLINES HAVE BEEN FOLLOWED) | TIME REQUIRED-4 TERMS |
| INTRODUCTION/OVERARCHING OBJECTIVES All students will be able to comprehend historical concepts and advanced techniques regarding the creation of Hollywood Movie Productions. This will help students in the program creation of the Stoughton High School Education Channel, Video Yearbook and Class Night Videos. | |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 1– MOTION PICTURE LANGUAGE

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: PLANNING AND PREPARING FOR A PRODUCTION

Overarching OBJECTIVES: To teach students how producers prepare and execute projects. Students will be able to understand vocabulary terms that focus on producers preparing and executing film projects.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| How does a producer decide if the production was properly planned? | <p>Prior preparation is an important aspect to completing a successful film production.</p> <p>Integrating the rules for intellectual copyright is important in the planning stage.</p> | <p>That utilizing scripts and storyboards are important steps to completing a successful final production.</p> <p>That incorporating FCC guidelines and following the Stoughton AUP is important to successfully completing projects.</p> | <p>Write reflection essays detailing how they were able to utilize the production process in completing their productions.</p> <p>Successfully integrate FCC guidelines and follow the Stoughton AUP when working on projects.</p> | <p><i>Ma. ELA Frameworks, WHST 3,4,5 & 6</i></p> <p><i>MA Technology Literacy Standards and Expectations, G9-12: 2.1, 2.2, 2.3, 2.4, 2.7, 2.9</i></p> |
| <p>How is a drama script different then a news style script?</p> <p>In which situation would a drama script be utilized versus a news style script?</p> | <p>A drama script is utilized when creating plays or movies.</p> <p>While a news style script is utilized for news production or public service announcements.</p> | The formatting and structural differences between a drama script versus a news style script. | <p>Write a dramatic script for video year book skits.</p> <p>Write news style scripts for the Stoughton Educational channel.</p> <p>Collaborate with the Stoughton Yearbook team to develop appropriate writing samples for video yearbook.</p> | <i>Ma. VTE Frameworks (2A/2F) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How can shot composition and focus be utilized to enhance a production, and create a certain mood in the production? | Different shot compositions and camera focal points can be utilized to enhance a production, and create a certain mood in the production. | How to properly frame and focus on camera talent in student productions in order to enhance the production quality, and create a certain mood in the production. | Adjust shot composition and focus while operating the camera in order to enhance production quality, and create specific moods during student projects. | <i>Ma. VTE Frameworks (2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does an editor non-linear edit multiple shot angles together so that the sequence appears as one seamless event? | Continuity editing is important when maintaining production value because it prevents the viewer from becoming distracted by the editing. | That it's important to properly non-linear edit multiple shot angles to appear as though one seamless event occurred. | Properly non-linear edit multiple shot angles to appear as though one seamless event occurred. | <i>Ma. VTE Frameworks (2C) Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment – Yearbook Theme Pitches- Students will write theme pitches for the video yearbook. Specifically, students will discuss how they plan to incorporate SHS activities into their theme proposal. Worksheet & Quiz (Chapter: 1)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Fall Edition) - Write scripts and storyboards, and film applicable school events. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. 3. Collins Type 3 – Video Yearbook Roles- Students will write a paper explaining their role in ensuring that the video yearbook’s organization, ethics, and deadlines are followed. | |
| <p>Suggested Activities Create an introduction video for SHS This Month (Fall Edition). Create a new instrumental for SHS This Month (Fall Edition). Write appropriate script for SHS This Month (Fall Edition). Write appropriate script/storyboard for a comedy. Film and edit the final product for the comedy. Review previous exemplars from SHS Media Library regarding SHS This Month, Class Night Video and Video Yearbook.</p> | <p>Suggested Technology Google.docs Camcorder Microsoft PowerPoint/Word Adobe Photoshop/Illustrator Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics Classroom Discussions: Video Yearbook Organization, Ethics and Deadlines.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation &A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 2 – INVENTIONS AND ORIGINS

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: HISTORY AND EARLY PIONEERS OF FILM PRODUCTION

Overarching OBJECTIVES: To teach students about the history and early pioneers of film production. Students will be able to understand vocabulary terms that focus on early inventions and techniques utilized in film production.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| How has video production evolved from the 20 th century to the 21 st century? | The history of television production has evolved from still images to moving images. | That the progression of film started from the use of the cinematograph and was later enhanced through the use of 35-millimeter film cameras to current high definition video cameras. | Write reflection responses detailing how the history of video production has evolved from the 20 th century to the 21 st century. | <i>Ma. VTE Frameworks (2D)Arts and Communication Cluster, Radio and Television Broadcasting Ma. ELA Frameworks, WHST 3,4,5 & 6</i> |
| How do we create a single column drama script with an interesting plot to attract the attention of the viewer? | Interesting storytelling is crucial when developing a single column drama script for a movie. | How to create a single column drama script with an interesting plot to attract the attention of the viewer. | Create a single column drama script with an interesting plot for the Stoughton High School Video Yearbook and other advanced projects. | <i>Ma. VTE Frameworks (2A/2F)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| Throughout history how have filmmakers utilized editing to create a mood and bring their story to life? | The style and use of editing in filmmaking helps bring the director's vision to life and creates a dramatic appeal for the viewer. | That filmmakers have utilized film and audio editing to create a mood and bring their story to life. | Utilize different editing styles to create a mood and bring their story to life. | <i>Ma. VTE Frameworks (2C)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does the director utilize production tools to create a mood and bring the story to life? | Implementing the proper audio and graphics can help create a certain mood that impacts the viewer's emotion. | How to utilize production tools such as Garage band, Final Cut, and Adobe Creative Suite to add aesthetics in order enhance the mood in productions. | Write reflection responses detailing how they were able to utilize the production tools and software to implement aesthetics that influence mood in their productions. | <i>Ma. VTE Frameworks (2C)Arts and Communication Cluster, Radio and Television Broadcasting Ma. ELA Frameworks, WHST 3,4,5 & 6</i> |

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| <p>CEPA: Collins Writing Assignment – The History of Video Production- Students will write an essay discussing early inventions and film pioneers in the video production industry. Worksheet & Quiz (Chapters: 2)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Fall Edition) - Utilize Garage band and Final Cut Pro. to finish creating the final product. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with the photo yearbook staff to maintain continuity on both projects. | |
| <p>Suggested Activities</p> <p>Create a beat in Garage band that depicts a mood or emotion (Halloween Assignment). Shoot and edit a horror video in Final Cut Pro. Make sure that the images create a mood or emotion. Transfer the final beat from Garage band into Final Cut Pro (Halloween Assignment). Write a script outline for the Video Yearbook that applies to the Photo Yearbook.</p> | <p>Suggested Technology</p> <p>Google.docs Camcorder Microsoft PowerPoint/Word Adobe Photoshop/Illustrator Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Early Film/Video inventors/inventions, film pioneers and the beginning of Hollywood studio production.</p> <p>Writing Assignment:</p> <p>Students will write a news style script for an applicable project. Students will write a drama script for an applicable project. Students will write a paper on an early pioneer in film production.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation &A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 3 – SOUND AND IMAGE

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: IMPLEMENTING SOUND AND VIDEO/ SYNCING

Overarching OBJECTIVES: To teach students about the importance of implementing natural sound, music, and audio effects into productions. Students will be able to understand how to implement natural sound, music, and audio effects into video projects and maintain sync.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| Why is sound in television shows and movie production so important to ensuring the production quality? | Sound has played an instrumental role in the production quality of all television shows and movies during the last century. | How recorded sound has been utilized by film makers in order to enhance the production quality of television shows and movies. | Write reflection responses discussing how film makers use sound to enhance the production quality in television shows and movies. | <i>Ma. VTE Frameworks (2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> <i>Ma. ELA Frameworks, WHST 3,4,5 & 6</i> |
| How do film makers utilize microphone and sound recorders to record and enhance sound in television and movies? | Film makers utilize microphone and sound recorders to record and enhance sound in television and movies. | The techniques/placement in which film makers employ microphones and sound mixers in order to record and enhance the sound quality in film projects. | Employ microphones and sound mixers in order to record and enhance the sound quality in their film projects. | <i>Ma. VTE Frameworks (2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What factors influence a film maker when deciding which type of recording microphone to utilize when filming a scene? | Production locations impact the film maker’s decision-making regarding which type of recording instruments to utilize when recording scenes. | That the production locations they select in pre-production will impact their decision making regarding which type of recording instruments they use will utilize when recording scenes. | Factor in the audio challenges associated with filming scenes in specific locations, and be able to adapt by utilizing the proper audio recording instruments to best record their scenes. | <i>Ma. VTE Frameworks (2A/2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does a film maker create a certain emotion in their film by utilizing music and dialogue in their production? | Music and dialogue plays an important role in expressing an emotion that a filmmaker wants the audience to experience when watching their film. | That the proper music and dialogue is paramount when establishing an on screen emotion and attracting the target audience to watch the final product. | Utilize the proper music and dialogue when establishing an on screen emotion that the viewer will experience when watching the production. | <i>Ma. VTE Frameworks (2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment – Sound for Projects- Student will write about their experience implementing sound into a video project. They will write about how they utilized microphones to record sound for their projects. Worksheet & Quiz (Chapter: 3)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Winter Edition) - Write scripts and storyboards, and film applicable school events. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. | |
| <p>Suggested Activities</p> <p>Create an introduction video for SHS This Month (Winter Edition).</p> <p>Create a new instrumental for SHS This Month (Winter Edition).</p> <p>Write appropriate scripts for SHS This Month (Winter Edition).</p> <p>Write appropriate script/storyboard for a mystery/thriller. Film and edit the final product for the mystery/thriller.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft PowerPoint/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Best audio recording practices, tools utilized to enhance audio recordings, and the phonetics of sound.</p> <p>Writing Assignments: Students will write a paper on a movie that implemented sound tracks to create an emotion or feeling with the viewers. They will discuss specific examples of how the movie utilized music and sound effects to evoke specific emotions from the viewers.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design & Production 2. Apple- A Curriculum for Digital Media Creation & A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 4 – STORY TELLING WITH LIGHT

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: USING LIGHTING TO ENHANCE VISUAL STORYTELLING

Overarching OBJECTIVES: To teach students how to set-up and utilize lighting to enhance the visual storytelling. Students will be able to adjust lighting and operate the camera's iris and shutter speed to enhance the visual appeal of scenes.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| How can the camera operator control the amount of lighting coming into the camera? | The iris controls the aperture, and the aperture is adjusted through precise measurements known as F-Stops. | How to utilize F-Stops to allow the amount of light they want into the camera as needed for scenes. | Manually adjust the iris in the camera to allow the desired amount of lighting into the camera for specific scenes. | <i>Ma. VTE Frameworks (2B) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How and why do camera operators adjust the shutter speed in a camera? | Shutter speed is the length of time that the shutter on the camera is open to allow light to pass into the camera and onto the light sensitive surface. | That adjusting the amount of frames recorded per second will cause a motion effect on screen. | Either manually increase or decrease the shutter speed in the camera to replicate the motion desired for the recorded scene. | <i>Ma. VTE Frameworks (2B) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does a film maker create a certain emotion in their film by utilizing lighting during their production? | Lighting plays an important role in expressing an emotion that a film maker wants the audience to feel when watching their film. | That the lighting set up the film maker chooses to utilize is paramount when establishing an on screen emotion that the viewer will feel when watching the scene. | Utilize lighting kits during film production in order to establish an on screen emotion that the viewer will feel when watching the scene. | <i>Ma. VTE Frameworks (2B) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does a film maker create a certain emotion in their film by utilizing color during their production? | Color plays an important role in expressing an emotion that a film maker wants the audience to feel when watching their film. | That the way the film maker chooses to utilize color effects is paramount when establishing an on screen emotion that the viewer will feel when watching the scene. | Utilize color correction effects in non-linear editing applications in order to establish an on screen emotion that the viewer will feel when watching the scene. | <i>Ma. VTE Frameworks (2B/2C) Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment –Using Lighting to Enhance Projects- Students will write about how they were able to use lighting to enhance the production quality for a project. Students will write about how they utilized lighting kits to solve lighting challenges and enhance the production quality. Worksheet & Quiz (Chapters: 4)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Winter Edition) - Utilize Garage band and Final Cut Pro to finish creating the final product. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. | |
| <p>Suggested Activities</p> <p>Students will use a 3 point lighting set up to film a studio interview.</p> <p>Students will use a 4 point lighting set up to film a green screen project.</p> <p>Students will set up the portable lighting kit.</p> <p>Write appropriate script/storyboard for a film noir/crime drama. Film and edit the final product for the crime drama.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft PowerPoint/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Increasing Lighting for visual appeal, Best practices for setting up 3 point lighting and 4 point lighting.</p> <p>Writing Assignments: Explain how production location impacts the recording environment in terms of a lighting set up. Please include details concerning how the location impacts which lighting set-up to select for projects.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation &A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 5 – PERSONAL EXPRESSION AND STUDIO PRODUCTION

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: HOW PRODUCERS UTILIZE PRODUCTION ENVIRONMENTS TO ENHANCE A PRODUCTION

Overarching OBJECTIVES: To teach students how producers utilize production environments to enhance productions. Students will be able to understand key terminology regarding different production environments. Students will also learn about the different film genres, and conflicts that can arise when deciding the final cut for movie projects.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| Who truly controls the final cut of a movie? | Hollywood Film executives have creative control of most big budget films. | Creative control of projects can result in creative conflicts between Hollywood Film executives and directors. | Further their understanding of the quality control standards of releasing a film to the public. | <i>Ma. VTE Frameworks (2A/2B/2C) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does a filmmaker utilize different production environments to tell a story? | Throughout history filmmakers have utilized several different production environments (computer generated/natural) when telling stories. | That as a filmmaker they will utilize different production environments (computer generated/natural) to tell a story. | Utilize multiple production environments (computer generated/natural) to tell a story. | <i>Ma. VTE Frameworks (2A/2B/2C) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What are the different types of film genres that are prevalent in Hollywood Productions? | There are several types of film genres that are popular for Hollywood Productions. | That westerns, comedies, horror films, musicals, crime films, action films and science fiction movies are popular genres produced to reach particular target markets and demographics. | Apply the use of film genres such as westerns, comedies, horror films, musicals, crime films, action films and science fiction to produce S.H.S. video projects. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What is the difference between narrative sequences versus non-narrative sequences? | There are fundamental differences between narrative sequences versus non-narrative sequences. | That narrative sequences are clips linked together to tell a story. While non-narrative sequences are clips related conceptually that don't tell a story. | Write and produce both narrative and non-narrative sequences. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How do we use video to advertise and market Stoughton High School objectives? | Creating a video advertisement involves writing a script that appeals to the target demographic audience. | That a news style script is prepared to announce news, while a Hollywood playwright script is done to create dialogue for a scene. | Write news style and Hollywood playwright scripts that appeal to the target demographic audience. | <i>Ma. ELA Frameworks, WHST 3,4,5 & 6 Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment – Video Yearbook Promo Pitch- Students will write a pitch for a promotional video that they want to create regarding a project. Worksheet & Quiz (Chapters: 5)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Spring Edition) - Write scripts and storyboards, and film applicable school events. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. | |
| <p>Suggested Activities</p> <p>Create an introduction video for SHS This Month (Spring Edition).</p> <p>Write appropriate scripts for SHS This Month (Spring Edition).</p> <p>Write a script for a commercial promoting SHS This Month (Spring Edition)/ Video Yearbook Promo.</p> <p>Shoot & edit video for SHS This Month Promo/ VYB Promo.</p> <p>Write appropriate script/storyboard for an instructional video. Film and edit the final product.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft PowerPoint/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Creative Control for Hollywood Film Productions, Creative Control for SHS Video Projects, Administrative Approval Sign Offs for Projects. Creating commercials that entertain and inform the audience.</p> <p>Writing Assignments: Explain the differences between montages that utilize continuity editing versus a series of jump cuts. Please include examples from classroom videos.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation & A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 6 – RECORDING AND PRESENTING REALITY

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: DEALING WITH ETHICAL DECISIONS WHEN DIRECTING A FILM.

Overarching OBJECTIVES: To teach students how film makers deal with ethical challenges when directing a film. Students will be able to make informed ethical decisions when recording projects.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| What is a documentary style film and how does a film director create one? | Documentary films depict true events and often consist of real-life, archival, or journalistic footage, interviews, informative explanations, and essay-like commentary. | The characteristics involved in creating a documentary style film. | Write a script for a documentary style film. Videotape and edit a documentary style film. | <i>Ma. ELA Frameworks, WHST 3,4,5 & 6</i> <i>Ma. VTE Frameworks (2A/2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What are some ethical issues and considerations that a film director must account for when creating a documentary? | Ethical considerations must be taken into account when a film director creates a documentary. | That a film director must factor in the safety of their crew and filming subjects while trying to accurately reproduce credible footage for the production of the documentary. | Comprehend the ethical challenges associated with filming a documentary. As a result they will be able to analyze and solve ethical challenges in their production. | <i>Ma. VTE Frameworks (2A/2F)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How do film makers finance independent documentaries without financing from a studio? | Film makers often create writing pitches in order to fund projects through independent financing. | That film maker’s often needed to pitch their ideas for films to independent investors in order to finance their documentaries. | Comprehend why film maker’s often pitch their ideas for films to independent investors. Create sample project pitches to the instructor in order to get green lighted for a project. | <i>Ma. VTE Frameworks (5A/5B/5F/6D/6E/6F) Arts and Communication Cluster, Radio and Television Broadcasting</i> <i>Ma. ELA Frameworks, WHST 3,4,5 & 6</i> |
| What are some issues concerning the integrity of a documentary that a film director must account for? | Integrity considerations must be taken into account when a film director creates a documentary. | Filmmaker’s often pitch their ideas for independent films to independent investors in order to fund their documentaries. This can lead to creative differences between the film maker and financier during production. | Follow broadcast ethics and not fall under pressure to create a product that’s fails to accurately depict the actual recording events. | <i>Ma. VTE Frameworks (2A/2F)Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment –Digital Ethics in Projects- Students will discuss the importance of integrating digital ethics into student productions. Students will breakdown the consequences that can result if they violate intellectual copyright law. Worksheet & Quiz (Chapters: 6)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <p>Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Spring Edition) - Utilize Garage band and Final Cut Pro to finish creating the final product. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. | |
| <p>Suggested Activities</p> <p>Create a sample project pitch to the instructor in order to get green lighted for a project.</p> <p>Write a list of budgetary items that you would need to film the documentary.</p> <p>Write appropriate script/storyboard for documentary. Film and edit the final product.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft Excel/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Financial & Ethical Dilemmas faced by documentary film makers.</p> <p>Writing Assignments: Watch a documentary film by director Michael Moore. After watching the film discuss some areas in the film where the director might have faced ethical issues.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation & A Guide to creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 7 – FROM PAGE TO SCREEN

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: TURNING A SCREEN PLAY INTO A FINISHED PRODUCTION.

Overarching OBJECTIVES: To teach students how to turn original screens plays into finished productions. Students will understand how to utilize several formatting techniques to write screenplays. Students will be able to write original screen plays, and record the content into a final production.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| Name some crucial elements involved in writing a screen play in the narrative approach? | There was a historical development and progression of writing narrative screen plays in Hollywood film production. | That a narrative writer must utilize a linear timeline focused on developing a beginning, middle and end to the movie, as well as integrate a protagonist and antagonist in the storyline. | Write narrative screen plays focused on following key concepts in the development and implementation of writing their screenplays for school projects. | <i>Ma. VTE Frameworks (2A) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How do screen play writers utilize different styles to tell the story between the protagonists versus the antagonist? | There are different styles in screen play writing to develop the relationship between the protagonist and antagonist. | That screen play writers can utilize the antagonist as either a person or physical/mental situation standing in the way of the protagonist which is usually the main character in the film. | Write narrative screen plays focused on telling creative stories that develop and implement the relationship between a protagonist and antagonist. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What are the turning points that screen play writers’ utilize to develop the plot of a movie? | There are turning points in a narrative screen play that promote story telling. | That screen play writers’ utilize a set-up, complicating action, development and climax/epilogue to develop the storyline of a narrative script. | Utilize a set-up, complicating action, development and climax/epilogue to develop storylines when writing a narrative script. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| What is character improvisation and why is it utilized by the talent when portraying a character. | Improvisation is when the talent re-words their dialogue in the script. | That improvisation is often utilized by actors when portraying a character in order to better portray a more accurate depiction of the character. | Utilize improvisation when portraying a character while acting in school projects. | <i>Ma. VTE Frameworks (2A/2B)Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment –Character Development- Discuss the importance of character development in the writing of a screen play. Students will explain how script writers develop characters into protagonists and antagonists. Worksheet & Quiz (Chapters: 7)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments Cooperative Group Work/Classroom Projects:</p> <ol style="list-style-type: none"> 1. SHS This Month (Special Edition/ End of School Events) Write scripts and storyboards, and film applicable school events. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers meet with photo yearbook staff to maintain continuity on both projects. Students must turn in final drafts on projects for administrative review. | |
| <p>Suggested Activities</p> <p>Write a screenplay for a movie that has a protagonist and antagonist.</p> <p>Shoot & edit a dramatic video to be 3 to 5 minutes in duration, ending with an epic climax to the end of the movie.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft PowerPoint/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Challenges associated with developing screens play, best practices with integrating a protagonist/ antagonist with an epic climax.</p> <p>Writing Assignments:</p> <p>Write a paper describing the production position involved in pre-production. Focus this paper on how a producer and screenwriter develop the scenes and dialogue for a film.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation &A Guide to Creating Student Lead Documentaries |

STOUGHTON PUBLIC SCHOOLS CURRICULUM

UNIT 8- THE PRODUCTION PROCESS

TIME REQUIRED: 1 Unit, 5 Weeks

INTRODUCTION: FINAL REVIEW OF HOW PRODUCERS INTEGRATE THE PRODUCTION PROCESS INTO VIDEO PROJECTS.

Overarching OBJECTIVES: To review the production process with students and discuss how producers integrate this process into video projects. Students will be able to implement advanced production techniques when working on the production process for SHS video projects.

| ESSENTIAL QUESTION | UNDERSTANDING Students will understand that: | KNOWLEDGE Students will know: | SKILLS Students will be able to: | STD. |
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| What are the responsibilities of key production personnel involved in pre-production, production and post-production? | There are specific roles and jobs involved in each stage of production that ensure that a production runs smoothly. | That each stage of production has certain personnel focused on completing specific tasks in order to complete that stage of production. | Branch off into groups and separate the tasks of production in order to complete in house and outside audio visual projects. | <i>Ma. VTE Frameworks (2A/2B/2C/4A/4B/4D/4E) Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| Why is the casting process such a crucial part of developing a movie? | In pre-production the casting process takes place where actors/actresses audition for the right to play certain roles in movies. | That the casting process is an important aspect that occurs during pre-production. It allows for Hollywood producers to assign the roles in movies to the proper talent. | Utilize casting calls and auditions during the pre-production process to select the proper on screen talent for Stoughton High School video skits. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| Why is it important for the producer to review possible set locations and utilize set design in the construction of a set? | Reviewing possible set locations and properly building a visually appealing set-design will enhance the production value of a movie. | That reviewing a possible set location and design will allow them to properly evaluate the filming conditions before filming. | Utilize best practices/decision making to select proper set locations and build visually appealing set-designs to enhance the production value for projects. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |
| How does an actor/actress prepare to play a character in a movie? | Actors/actresses need to do the proper amount of research when portraying a character in a movie. | That actors/actresses will often place themselves in a similar environmental and or emotional situation as the character they are portraying before auditioning for a role. | Perform the proper amount of research in order to prepare for on camera roles in school projects. | <i>Ma. VTE Frameworks (2A)Arts and Communication Cluster, Radio and Television Broadcasting</i> |

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| <p>CEPA: Collins Writing Assignment –The Casting Process- Discuss the importance of the casting process in preparing to film a movie. Students will explain how Hollywood producers select on screen talent for movies though the casting auditions. Also, the steps that an on-screen talent goes through when auditioning for a part. Worksheet & Quiz (Chapters: 8)</p> | <p>RESOURCES: CASINGHINO – Moving Images</p> |
| <p>Required Activities and Assessments</p> <ol style="list-style-type: none"> 1. SHS This Month (Special Edition/ End of School Events) Utilize Garage band and Final Cut Pro to finish creating the final product. 2. Video Yearbook/ Class Night Video - Write scripts and storyboards, film applicable school events, utilize Garage band and Final Cut Pro to edit ongoing timelines. Producers have a final meeting with photo yearbook staff to maintain continuity on both projects. Students review comments from photo yearbook staff, instructor, and administration and make final revisions to all projects. | |
| <p>Suggested Activities</p> <p>SHS This Month Producers watch the Video Yearbook and Class Night Videos.</p> <p>Video Yearbook and Class Night Producers watch all episodes of SHS This Month.</p> <p>Write appropriate script/storyboard for either a science fiction film or a music video. Film and edit the final product.</p> | <p>Suggested Technology</p> <p>Google.docs</p> <p>Camcorder</p> <p>Microsoft PowerPoint/Word</p> <p>Adobe Photoshop/Illustrator</p> <p>Garageband/Final Cut Pro. X/ Compressor/ MPEG 2 Streamclip</p> |
| <p>Suggested Topics</p> <p>Classroom Discussions: Review of the production process and discuss how Hollywood producers utilize it in films. Review of how students utilized the production process to complete all projects throughout the year.</p> | <p>Additional Resources</p> <ol style="list-style-type: none"> 1. Adobe– Digital Video Foundations of Video Design &Production 2. Apple- A Curriculum for Digital Media Creation &A Guide to Creating Student Lead Documentaries |

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

| Chapter Number | Title of Unit | Correlation to Textbook | Timeline for Unit | Term the Unit will be Taught |
|-----------------------|---|--------------------------------|--------------------------|-------------------------------------|
| 1 | MOTION PICTURE LANGUAGE | Moving Images-Ch. 1 | 5 Weeks | Term 1 |
| 2 | INVENTIONS & ORIGINS | Moving Images-Ch. 2 | 5 Weeks | Term 1 |
| 3 | SOUND & IMAGE | Moving Images-Ch. 3 | 5 Weeks | Term 2 |
| 4 | STORYTELLING WITH LIGHT | Moving Images-Ch. 4 | 5 Weeks | Term 2 |
| 5 | PERSONAL EXPRESSION & STUDIO PRODUCTION | Moving Images-Ch. 5 | 5 Weeks | Term 3 |
| 6 | RECORDING & PRESENTING REALITY | Moving Images-Ch. 6 | 5 Weeks | Term 3 |
| 7 | FROM PAGE TO SCREEN | Moving Images-Ch. 7 | 5 Weeks | Term 4 |
| 8 | THE PRODUCTION PROCESS | Moving Images-Ch. 8 | 5 Weeks | Term 4 |