Advanced Video Production

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Middle Township School District Public Speaking Curriculum	
Content Area: Video Production	
Course Title: Advanced Video Production	Grade level: 10-12
Unit 1: The Process: Live Studio Production	Dates for Units: September - Mid September
Unit 2: Video Editing: Final Cut Pro	Dates for Units: End September - Mid October
Unit 3: The Video Camera: How does it work?	Dates for Units: End October - Mid November
Unit 4: Directing	Dates for Units: Mid November - End December
Unit 5: Camera Work, Framing, and Shot Composition	Dates for Units: January - End January
Unit 6: Audio	Dates for Units: February
Unit 7: Lighting	Dates for Units: March
Unit 8: Design	Dates for Units: April
Unit 9: Independent Projects	Dates for Units: May and all throughout yearly plan.
Date Created: January, 2019	Board Approved On:

Middle Township School District Advanced Video Production Curriculum

Unit 1 Overview

Content Area: Advanced Video Production

Unit Title: The Process: Live Studio Production

Chapters 1 & 13

Target Course/Grade Level: 11-12

Unit Summary:

- Students will the basics of single camera and multi camera live television production process. Inorder for students to understand the the function of all the pieces together so they must study all parts even if they do not plan to focus on all parts. This unit is designed to give students an overview of the process.

Interdisciplinary Connections:

- Connections are made through discussions about future career paths.
- Students will work with technology to complete a real work career linked task.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies. .
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions:

- **What are the three phases of a production?**
- **How can I prepare for a production?**
- **What type of personnel work on a video production?**

Unit Enduring Understandings:

- **A video production has many parts that work together.**
- **There are many different personnel that work on a television production coordinating together to**

• **What is the difference between technical and non-technical personnel?** • **What equipment does the basic television system include and how does it work together?** • **What is simultaneous editing and how can a switcher be used to accomplish this?** • **What is keying?**	**create a successful show.** • **Proper planning is necessary in order for a production to be successful.** • **Audio is just as important to a production as the visual part of the final product.** • **Personnel involved in a video/television production must know the basics of all equipment because it is essential for learning the entire system.**
Unit Objectives: ***Students will know….*** • **Know the three phases of a production** • **Understand the process to create a video or television program** • **Know the different personnel who work on a production; both technical and non-technical** • **Planning is absolutely necessary in creating a successful video production** • **Understand the difference between technical personnel and non-technical personnel** • **Understand the basics of a single camera system and multi camera system.** • **That it is essential that all personnel knows at least the basic knowledge of all equipment in order to know how the system functions together.** • **Understand that switching is not a simple task and needs to be practiced** • **Different types of switchers and their purposes**	**Unit Objectives:** ***Students will be able to……*** • **Identify different production equipment** • **Identify different production systems and how they work together** • **Identify and explain the personnel who work on a production and the differences between them** • **Categorize personnel who work on a television production either as technical or non-technical** • **illustrate a diagram for a multi camera system and how the equipment works together to produce a broadcast** • **Demonstrate the proper production model through the completion of a live studio production as well as an ENG.**

Middle Township School District Advanced Video Production Curriculum
Unit 2 Overview

Content Area: Advanced Video Production

Unit Title: Video Editing: Final Cut Pro

Chapters 18 & 19

Target Course/Grade Level: 11-12

Unit Summary:

- Students will learn non-linear editing in this unit and will also learn how editing has evolved over time. It is important that all students learn how to edit, even those who plan to be in the non-technical personnel staff. Editing on a computer is very useful in many situations and can be used in many career aspects. Students should also gain an understanding for the artistic aspects of editing in this unit and should realize that it is an art and should be visually pleasing.

Interdisciplinary Connections:

- Students will be responsible for researching an issue in our community and culture in order to create a PSA. This will help students to become better global citizens as well as use persuasive techniques to convey an issue. Students will also utilize technology to create a multimedia project.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
MA:Re8.1.II MA:Re9.1.HS.II	Analyze different PSAs and its intent. Decide after analyzation whether content is successful or not.
MA:Cn10.1.IIa.b.	Synthesize and utilize different media content to enhance the persuasiveness of a PSA while also using general persuasive techniques.
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production

MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions: ● **What is non-linear editing?** ● **How is videography and video editing an art?** ● **Why do I need to think about how visually pleasing my video is?** ● **How do I edit video?** ● **How do I conduct a video interview?**	**Unit Enduring Understandings:** ● **Non linear editing is a type of editing that is done digitally on a computer and the editon can select clips to play them in a specific sequence through the software.** ● **One must think of the visual appeal of their video for it to be successful.** ● **PSA stands for Public Service Announcement.** ● **A PSA promotes change of an issue in society or culture.** ● **You must be prepared in order to conduct a well planned video interview which will help to gain usable good footage.**
Unit Objectives: ***Students will know….*** ● **How the nonlinear system works** ● **The different features of a nonlinear system** ● **The difference between nonlinear editing systems and linear editing.** ● **The benefits of nonlinear editing** ● **The importance of codecs and why they should be taken into account when creating a multimedia video.** ● **That audio is often an overlooked part of a video but is very important very creating a successful video.** ● **Video editing is complex and requires discipline in order to know how to properly compile video clips into a finished product.** ● **Video is an art.**	**Unit Objectives:** ***Students will be able to…...*** ● **Identify the difference between linear and nonlinear editing** ● **Understand techniques in video editing** ● **Analyze videos and critique their editing features** ● **Define vocabulary used in the editing process** ● **Identify continuity rules used in videoing and editing** ● **Interpret how the use of continuity rules are used and why they are important** ● **Design a continuity flowchart using images or video clips.** ● **Create a story board that uses continuity concepts** ● **Identify issues in society relating to our community** ● **Evaluate the effectiveness of a PSA** ● **Apply continuity concepts in order to create a PSA**

Middle Township School District Advanced Video Production Curriculum

Unit 3 Overview

Content Area: **Advanced Video Production**

Unit Title: The Video Camera: How does it work?

Chapter 5

Target Course/Grade Level: 11-12

Unit Summary:

- In this unit students will learn that the video camera is the single most important piece of equipment used in a production. All other pieces of editing equipment revolve around the camera and are influenced by its performance characteristics. The camera is a complicated piece of equipment and has many functions and mechanisms. Students will also learn of the equipment that works together with the camera. They will learn about camera cables, accessories, as well as capture devices.

Interdisciplinary Connections:

- Students will learn from a consumer's standpoint and will look at how to go about purchasing a piece of equipment learning how to look at the pros and cons of a purchase and make the best choice.

21st Century Themes, Skills, and Standards:

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.

  CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions: ● **How does the quality of a camera affect the video quality?** ● **What are the different types of cameras and how do they work?** ● **What is video resolution and why is this important to know for a multimedia video and for live productions?**	**Unit Enduring Understandings:** ● **There are many different brands, models and types of cameras each used for different types of productions.** ● **Videography is much more than a visual medium and it is important to know the digital aspects of what makes up a video.** ● **Cameras are the most important part of a production.**
Unit Objectives: ***Students will know….*** ● **The different types of video cameras and what they are used for.** ● **How important the camera is to the overall production.** ● **The functions of a camera and how cameras can have different functions depending on the type of camera.** ● **The importance of being responsible with the camera so that no damage occurs.** ● **The proper handling of a camera** ● **How other parts a pisces function along with the camera and help to create multimedia videos.**	**Unit Objectives:** ***Students will be able to…....*** ● **Identify different camera brands, types, and purposes** ● **Identify parts of a camera** ● **Understand the different functions of a camera and what they are used for** ● **Perform simple tasks with the camera like setting white balance and changing the recording format** ● **identify different parts that function directly with the video camera** ● **Explain how a camera works and how a picture is created** ● **Use operational functions of the camera to create a multimedia video** ● **Explain aspect ratio and recording format** ● **Explain frame rate and why it is important for creating a multimedia video** ● **Explain image raster** ● **Create a video script for a commercial** ● **Create a multimedia commercial while utilizing different camera accessories**

Middle Township School District Advanced Video Production Curriculum

Unit 4 Overview

Content Area: Advanced Video Production

Unit Title: Directing

Chapters 4 & 16

Target Course/Grade Level: 11-12

Unit Summary:

- In this unit students will learn of the important of the director in a video production. The director is a very important person because they are the one who interprets the script and gives the artistic vision to the video. It is a common thought that directors have a god given gift, but students should learn that most directing "know how" comes from studying and practice.

Interdisciplinary Connections:

- Students will strengthen executive functions and will learn how to lead a group and communicate effectively with others.

21st Century Themes, Skills, and Standards:

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- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions:

- **How does a director prepare for a production?**
- **What are the key aspects of a production**

Unit Enduring Understandings:

- **The director hold an important position in a video production.**
- **The director would no be able to be successful**

that a director pays attention to a plays a part in? ● **Who are the personnel who support the director and how to they work together?** ● **Why is it important to plan ahead and communicate to all staff on all levels?** ● **What does a production schedule looks like and how to create one?**	**without a support crew.** ● **The director must have production plan in order to properly produce a video.** ● **The planning that goes into a production and its importance.**
Unit Objectives: ***Students will know….*** ● **How a director prepares** ● **The ins and outs of a production** ● **The relationship between the director and his personnel** ● **How to practice artistic vision and that artistic vision can be learned** ● **How to take a script and turn it into a video**	**Unit Objectives:** ***Students will be able to…...*** ● **Identify different planning aspects of a productions** ● **Analyze a productions schedule** ● **Apply concepts of marking a script to a standard A/V script** ● **Interpret a storyboard or A/V script a give artistic vision** ● **Design a production plan for a video production** ● **Create a production schedule** ● **Create a floor plan for a video production** ● **Execute a production plan with a team to create a multimedia video**

Middle Township School District Advanced Video Production Curriculum

Unit 5 Overview

Content Area: Advanced Video Production

Unit Title: Camera Work, Framing, and Shot Composition

Chapter 7

Target Course/Grade Level: 11-12

Unit Summary:

- In this unit students should learn that proper camera work requires practice and basic knowledge of the camera and composition. It is important to know that creating a successful video is not as simple as just point the camera at something and hitting record. Students will learn not only how to use the camera and where to place it but they will also learn how to set up a shot properly.

Interdisciplinary Connections:

- Students will working on their writing skill thought script writing for a video projects. Students will also learn the simple task of follow steps to achieve a desired product.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions: ● **How does a videographer operate a camera?** ● **What techniques are there to videography?** ● **What is shot composition and how can I train my eye to create more visually appealing videos?** ● **How do I frame a subject in a shot the adds comfort the viewer and creates a visually appealing shot?**	**Unit Enduring Understandings:** ● **The are different techniques to use for different purposes when it comes to videography.** ● **A videographer must think about the final product and the viewer when setting up a shot.**
Unit Objectives: ***Students will know….*** ● **Methods to use when using a video camera** ● **How to set up a shot so that it is visually appealing** ● **that the use of framing is important to creating a video** ● **How to frame subjects** ● **Different camera movements and placements**	**Unit Objectives:** ***Students will be able to…...*** ● **Identify different camera techniques** ● **Identify framing and shot composition techniques** ● **Apply framing a shot techniques to a multimedia video** ● **Demonstrate proper camera use** ● **Analyze a situation a decide on the best possible camera use and composition** ● **Create a multimedia video with proper camera techniques and composition**

Middle Township School District Advanced Video Production Curriculum

Unit 6 Overview

Content Area: Advanced Video Production

Unit Title: Audio

Chapter 8 & 9

Target Course/Grade Level: 11-12

Unit Summary:

- Students will explore the importance of audio in a multimedia video. Most of the time when we watch a video were are more aware of the visuals of the video and less aware of the audio. In the unit students will learn to pay attention to the audio and will learn the importance of recording proper audio. They will student microphones and sound mixing.

Interdisciplinary Connections:

- Students will be working with many different types of audio equipment and technology. They will also look at the art of communication and people can more effectively communicate a message with one another.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions: ● **Why is audio just as important as the visual portion of a video?** ● **How can audio make or break a production?** ● **How can I train my ear through techniques to better edit audio?** ● **Why is it important to learn the different types of microphones?** ● **How do I properly mix audio for a video?** ● **What are the different components of an audio file?**	**Unit Enduring Understandings:** ● **It is important to pay attention to the audio portion of a video** ● **One must know different types of microphones in order to record successful audio** ● **Audio must be well balanced so that viewer can hear all parts**
Unit Objectives: ***Students will know….*** ● **Which microphone to use when creating a video recording** ● **The difference between microphone pickup patterns** ● **How a microphone works** ● **Different cables associated with recording audio** ● **The importance of audio in a multimedia video**	**Unit Objectives:** ***Students will be able to…...*** ● **Identify different types of microphones** ● **Identify different pickup patterns and what situations they would work best in** ● **Categorize microphones** ● **Explain how a microphone works** ● **Create a radio commercial consisting of soloy audio advertising for a given product** ● **Utilize persuasive techniques in a radio commercial**

Middle Township School District Advanced Video Production Curriculum

Unit 7 Overview

Content Area: Advanced Video Production

Unit Title: Lighting

Chapters 10 & 11

Target Course/Grade Level: 11-12

Unit Summary:

- Lighting for production is something that is often overlooked but is an important part of any production. Students should study lighting techniques and how to make subjects look good under any conditions. It is rarely the case that nature lighting will give you the best results and with just a little basic knowledge you can make your subjects look much better and realistic.

Interdisciplinary Connections:

- There is science behind the techniques required to light a scene especially when one starts talking about lighting hues and temperature. Students will look at different lighting and decide what lighting is best to use and general knowledge of how light reacts is necessary.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.

Unit Enduring Questions: ● **How do a light a video production?** ● **Why is lighting important for a video production to be successful?** ● **Why do I need to consider lighting when setting up a camera shot?** ● **What are the different lighting techniques?**	**Unit Enduring Understandings:** ● **Lighting is often overlooked but is a very important part of any production for photography and video.** ● **There are basic principle of lighting to take into account when setting up a shoot.** ●
Unit Objectives: ***Students will know….*** ● **How lighting works** ● **The basics of lighting a scene** ● **the different types of lighting instruments** ● **a basic system that will work under any conditions for lighting any subjects** ● **How to conduct proper lighting in a studio as well as in the field** ● **How important color and color temperature is to lighting a scene** ● **How do conduct chroma key lighting**	**Unit Objectives:** ***Students will be able to…...*** ● **Identify different lighting instruments** ● **Identify different lighting systems and techniques** ● **Understand the differences between different color temperatures and hues in lighting.** ● **Design a lighting plot** ● **Operate and coordinate studio lights** ● **Create a video with an interview utilizing proper lighting techniques.**

Middle Township School District Advanced Video Production Curriculum

Unit 8 Overview

Content Area: Advanced Video Production

Unit Title: Design

Chapter 14

Target Course/Grade Level: 11-12

Unit Summary:

- Since videography is a visual art it is very important to think about the design aspects of a video production. The design aspects of a production can be anything from the set and costumes, to the props and computer graphics. Students must learn not only what good design looks like but also how to create it.

Interdisciplinary Connections:

- Students will be using executive function skills in order to create a plan for their video and the visual aesthetics of the production.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
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Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
MA:Cr3.1.IIb MA:Pr5.1.IIa.b.	Utilize Final Cut Pro to edit video graphics and elements for live production
MA:Re7.1.IIa.b.	Analyze different video and media and distinguish between relevant content and successful editing techniques as compared to non-relevant content and and editing techniques that do not use basic design elements.
MA:Pr4.1.II	Create multimedia projects based on a big topic utilizing composition rules and design techniques.

Unit Enduring Questions: ● **What are the basics of photography design?** ● **Why is it important to think of the design aspects of a production in order for it to be successful?** ● **What techniques do I need to remember when creating digital graphics?** ● **What other design aspects besides digital design do I need to be aware of when looking at a productions?**	**Unit Enduring Understandings:** ● **Most design talent is learned.** ● **You can train your eye to look are visual productions to improve upon the design.** ● **There are certain principles to remember when create design for video and photography.**
Unit Objectives: ***Students will know….*** ● **different aspect ratios and why they are important to know** ● **Digital design principles** ● **stylistic principles and how they are dictated by technology** ● **different design features and effects**	**Unit Objectives:** ***Students will be able to…...*** ● **identify design principles** ● **identify design effects and functions** ● **Create graphics following design principles** ● **Create a video utilizing chroma keying** ● **Create a set design for a television productions** ● **Develop a props list as well as wardrobe for a television production**

Middle Township School District Advanced Video Production Curriculum

Unit 9 Overview

Content Area: Advanced Video Production

Unit Title: Independent Projects

Target Course/Grade Level: 11-12

Unit Summary:

- Students will have time throughout the year as well as at the end of the year to create a portfolio and thesis-like project to show the skills they have learned throughout the course of their studies in the studio.

Interdisciplinary Connections:

- Students be using various forms of technology to bring a script to life and will also be writing many different scripts for the video projects.

21st Century Themes, Skills, and Standards:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
W.11-12.10	Daily Participation Logs
MA:Cr1.1.II MA:Cr2.1.II MA:Cr3.1.II	Create Organizational Strategies that help the production process run smoothly and consolidate tasks to create a successful live production.
MA:Cr3.1.IIa MA:Pr5.1.IIa.b.	Design and refine graphic elements for live production and implement them in the daily live production
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MA:Pr4.1.II	Create multimedia projects based on a big topic utilizing composition rules and design techniques.

Unit Enduring Questions:

- **What is the process for creating a video?**
- **How do I use my time wisely to get tasks completed?**
- **How can I work independently to**

Unit Enduring Understandings:

- **It is important to schedule and set aside time to complete tasks.**
- **Timelines are important to the success of any project.**

complete a task?	
Unit Objectives: ***Students will know….*** ● **The process of creating a video** ● **How to use executive functions to stay on task** ● **How to be creative in every part of the process**	**Unit Objectives:** ***Students will be able to…...*** ● **Create a video on a chosen topic** ● **Edit video and audio in Final Cut Pro** ● **Synthesize media and ideas into one complete produce with a message or purpose**

Middle Township School District Public Speaking Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: ● Student Conferences ● Teacher Observation ● Participation Logs/Reflections ● Practicum Hour Sheets

- Daily Production Meetings
- Group Discussions

Summative Assessment Utilized throughout Units:

- Video Projects
- Daily Live Productions
- Practice Editing and recording
- Storyboards and Scripts
- Essay Assessments
- Individual Project

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
  Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

Project-based Learning Tasks:

- Individual Video Projects
- Script Development and Storyboards
- Group Design presentations
- Daily Live Production
- Hourly Practicum conducted outside the classroom
- Remote projects including editing and recording

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary. (Television Production Today)

Technology: 8.1 Educational Technology

- Students must engage in technology applications integrated throughout the curriculum.
- Students will utilize Chromebooks/computers/iMacs on a daily basis for in-class video projects and group assignments
- Students will utilize design applications such as Google Apps, Photoshop, Final Cut Pro, BM Switcher, and VMix to produce recorded and live productions.
- Students will submit work using a classroom website utilizing Google Sites.
- Students will share documents, PowerPoints, etc., using Google Drive.

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- *Television Production Handbook - Zettl*
- *Zettl's Digital Video Lab*

Differentiation Strategies	
Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.	
Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks (often at different levels) that students are allowed to choose from for content study.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence

	(verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- http://www.nationalartsstandards.org/sites/default/files/Media%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf
- https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf

Board of Education Approved Text(s)

- *Television Production Handbook* - Zettl