

## Everett Public Schools Framework: Advanced Digital Video 5

<b>CIP Code:</b> 100202	<b>Total Framework Hours:</b> 90 Hours
<b>Course:</b> Video ProductionTechnology/Technician	<b>Type:</b> Preparatory
<b>Career Cluster:</b> Arts, Audio/Video Technology & Communications	<b>Date Last Modified:</b> Tuesday, September 21, 2010
<b>Resources and Standard used in Framework Development:</b> States' Career Cluster ATVC Standards; Occupational Skills Network Skills Standards; Television Production/Broadcasting Standards (Cybercollege)	
<b>Unit 1    ADVANCED CAMERA CONTROL</b>	<b>Hours: 10</b>
<b>Performance Assessment(s)</b>	
As part of a larger project for the school broadcast students will produce a segment to be show.	
<b>Industry Standards and Competencies</b>	
<u>CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.</u> 1.07   Demonstrate camera operations. <u>SP- 2: Demonstrate knowledge and operation of the professional video camera.</u>	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
<u>Arts 1.0   The student understands and applies arts knowledge and skills.</u> <u>Arts 2.0   The student demonstrates thinking skills using artistic processes.</u> 2.1.   Applies a creative process in the arts (dance, music, theatre and visual arts): - Analyzes the use and organization of elements, principles, foundations, skills and techniques. <u>Arts 3.0   The student communicates through the arts.</u> 3.2    Uses the arts to communicate for a specific purpose.	

<b>Communications</b>				
<b>Health and Fitness</b>				
<b>Mathematics</b>				
<b>Reading</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>Writing</b>				
<b>Other Skills</b>				
<b>Leadership Skills</b>				
<u>Leadership 1.0 Individual Skills</u> 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. <u>Leadership 3.0 Community and Career Skills</u> 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.				
<b>Employability Skills</b>				
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently. <u>SCANS 3.0 The student acquires and uses information</u> <u>SCANS 4.0 The student understands complex systems and inter-relationships</u> 4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them. <u>SCANS 5.0 The student works with a variety of technologies</u>				
<b>Analytical, Logical, and Creative Thinking Skills</b>				
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Constrast <input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
<b>Relevance to Work</b>				
Apply reading skills and strategies to work-related documents Apply active listening skills to obtain and clarify information Identify, describe and demonstrate personal, shop and job site safety practices and procedures Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom				

<b>Unit 2</b>	<b>FILM ANALYSIS</b>	<b>Hours: 5</b>
<b>Performance Assessment(s)</b>		
<p>Write a 150-300 word essay reviewing the film yourself, clearly defining the perspective you are using for your judgment. Cite specifics from the movie to support your point of view.</p> <p>Evaluate the film using the following format:</p> <p>Writing: Comment on Story, Dialogue, Plot structure, Characters</p> <p>Directing: Comment on Storytelling, Visualization, Actor management, Cohesive emotional content, Scope management</p> <p>Acting: Comment on Characterization, Stretch, Presence</p> <p>Production Values: Comment on how well they did with what they had to work with, Cinematography, Sound Design, Art Direction, Music (take into account the budget vs. the effects)</p> <p>Social Redeeming Importance: Comment on if we learn something about ourselves or our world?</p> <p>Your Personal Taste</p>		
<b>Industry Standards and Competencies</b>		
<p><u>F-3: Problem-solving and Critical Thinking</u></p> <p>3.01 Apply decision-making and problem-solving techniques to develop potential solutions to work-place problems.</p> <p><u>SP- 9: Demonstrate knowledge of the various types of video production.</u></p>		
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>		
<b>Arts</b>		
<b>Communications</b>		
4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.		
<b>Health and Fitness</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<u>Writing 2.2: Writes for different purposes.</u>		
<b>Other Skills</b>		
<b>Leadership Skills</b>		
<p><u>Leadership 1.0 Individual Skills</u></p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p>		
<b>Employability Skills</b>		
<u>SCANS 3.0 The student acquires and uses information</u>		

**Analytical, Logical, and Creative Thinking Skills**

<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input checked="" type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

**Relevance to Work**

They will be able to write in an appropriate style for the intended audience.

<b>Unit 3    PHOTOSHOP FOR VIDEO</b>	<b>Hours: 25</b>
<b>Performance Assessment(s)</b>	
Create a 1-3 minute video for the school broadcast using Photoshop and DV. Create a title sequence for a Hollywood movie.	
<b>Industry Standards and Competencies</b>	
<u>F-2: Communications</u> 2.02 Communicate ideas to a range of audiences for different purposes. <u>F- 10: Technical Skills</u> SP- 3: Apply knowledge of the principles of composition to the production process SP- 7: Demonstrate knowledge of editing	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
<u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u> 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts): <u>Arts 3.0 The student communicates through the arts.</u> 3.2 Uses the arts to communicate for a specific purpose.	
<b>Communications</b>	
<u>Communication 3.2: Uses media and other resources to support presentations.</u>	
<b>Health and Fitness</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<b>Other Skills</b>	
<b>Leadership Skills</b>	
<u>Leadership 1.0 Individual Skills</u> 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	
<b>Employability Skills</b>	
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. <u>SCANS 2.0 The student demonstrates interpersonal skills in working well with others.</u>	

2.1: Participates as a member of a team

2.3: Serves clients/customers

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

SCANS 5.0 The student works with a variety of technologies

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

### Analytical, Logical, and Creative Thinking Skills

<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
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<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work

Students will work with industry standard image editing software.

Students will have the opportunity to gain Adobe certification in Photoshop.

Unit 4 <b>ADVANCED SCREENWRITING</b>		Hours: 20
Performance Assessment(s)		
Create a short 3-10 minute dramatic/dramatic comedy script		
Industry Standards and Competencies		
<u>CS- 4: Explore career opportunities in Video Production/Non-broadcasting and Broadcasting.</u> 4.02 Exhibit knowledge of the history of broadcast journalism and its role in society. 4.03 Distinguish between different forms of media and their specific applications. 4.04 Recognize the value of a broad general knowledge base for broadcast journalism. 4.05 Demonstrate knowledge of careers in video production <u>CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.</u> 7.01 Write a plan based on format and production assignment, including script, budget, storyboard, location, number of cameras, and time restrictions. 7.05 Exhibit awareness of production functions. 7.09 Demonstrate understanding of the business and economic factors that influence programming content, sales, distribution and promotion. <u>SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.</u> 1.01 Demonstrate knowledge of the types of video production and associated jobs. 1.02 Demonstrate knowledge of the process of program proposal and treatment 1.04 Demonstrate knowledge of different script guidelines and storyboard techniques 1.05 Demonstrate knowledge of costing out a production		
EALRs AND GLEs Taught and Assessed in the Standards		
<b>Arts</b>		
<b>Communications</b>		
<u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media. <u>Communication 2.3: Uses skills and strategies to communicate interculturallly.</u> 2.3.1 Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication. 2.3.2 Creates personal intercultural communication norms to guide one's self in a diverse social system.		
<b>Health and Fitness</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<u>Writing 1.1: Pre-writes to generate ideas and plan writing.</u>		

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

Writing 1.2: Produces draft(s).

1.2.1 Analyzes task and composes multiple drafts when appropriate.

Writing 1.4: Edits text.

1.4.1 Edits for conventions (see 3.3).

Writing 1.6: Adjusts writing process as necessary.

1.6.1 Applies understanding of the recursive nature of writing process.

Writing 3.2: Uses appropriate style.

## Other Skills

### Leadership Skills

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

Leadership 1.0 Individual Skills

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Leadership 3.0 Community and Career Skills

3.1 The student will analyze the roles and responsibilities of citizenship.

### Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

SCANS 3.0 The student acquires and uses information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

### Analytical, Logical, and Creative Thinking Skills

☐ Observe  
☐ Patterns  
☒ Sequence  
☐ Classify  
☒ Compare/Contrast  
☐ Predict

☒ Cause/Effect  
☐ Fact/Opinion  
☒ Main Idea  
☒ Summary  
☒ Point of View  
☐ Analysis

☐ Finding Evidence  
☐ Evaluation  
☒ Detect Bias  
☐ Inference  
☐ Conclusion  
☐ Metacognition

☒ Reasoning  
☒ Problem Solving  
☐ Goal Setting  
☒ Fluency  
☐ Elaboration  
☐ Flexibility

☒ Originality  
☐ Risking  
☒ Inquisitiveness  
☐ Attending  
☐ Persistence  
☐ Precision

### Relevance to Work

Students will learn the how to write and format a dramatic narrative similar to those used in TV and Film.



<b>Unit 5 LIGHTING FOR DV FILM MAKING</b>	<b>Hours: 20</b>
<b>Performance Assessment(s)</b>	
Produce a series of short video demonstrating the lighting objectives. Act as the Lighting Director on a production for the school broadcast.	
<b>Industry Standards and Competencies</b>	
<u>F- 6: Safety, Health, and Environmental</u> <u>F- 10: Technical Skills</u> <u>SP- 4: Apply knowledge of lighting to the production process</u>	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
Arts 1.0 The student understands and applies arts knowledge and skills. Arts 2.0 The student demonstrates thinking skills using artistic processes. 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts): Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.	
<b>Communications</b>	
<b>Health and Fitness</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<b>Science</b>	
<u>Physical Science – Energy Transfer, Transformation, and Conservation</u> 9-11 PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.	
<b>Social Studies</b>	
<b>Writing</b>	
<b>Other Skills</b>	
<b>Leadership Skills</b>	
<u>Leadership 1.0 Individual Skills</u> 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.	
<b>Employability Skills</b>	
<u>SCANS 1.0 The student identifies, organizes, plans and allocates resources</u> 1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. <u>SCANS 2.0 The student demonstrates interpersonal skills in working well with others.</u>	

2.1: Participates as a member of a team

### Analytical, Logical, and Creative Thinking Skills

<input type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
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<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work

Students will develop and practice lighting techniques used in TV and Film.

Student will understand the rules and safety procedures for a safe location which involves lighting and electricity.

<b>Unit 6 EDITING</b>	<b>Hours: 10</b>
<b>Performance Assessment(s)</b>	
<p>Create a project that demonstrates all the objectives listed. Include creative video examples and titles of each.</p> <p>Edit a dramatic narrative using the advanced editing objectives and show it on the school broadcast.</p>	
<b>Industry Standards and Competencies</b>	
<p><u>F- 9: Employability and Career Development</u></p> <p>9.01 Demonstrate employability skills needed for successful job performance and satisfaction.</p> <p><u>F- 10: Technical Skills</u></p> <p><u>CS- 2: Exhibit knowledge of editing audio and video productions.</u></p> <p><u>CS- 6: Demonstrate writing processes for video and broadcast media.</u></p>	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
<p>1.2 Develops arts skills and techniques.</p> <p><u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u></p> <p>2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> <li>- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.</li> </ul> <p>2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> <li>- Presents, exhibits, and produces work and/or performance for others.</li> </ul> <p>2.3 Applies a responding process to an arts presentation of dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> <li>- Analyzes the use and organization of elements, principles, foundations, skills and techniques.</li> </ul> <p><u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u></p> <p>4.2. Demonstrates and analyzes the connections between the arts and other content areas.</p>	
<b>Communications</b>	
<b>Health and Fitness</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<p><u>Writing 2.2: Writes for different purposes.</u></p> <p><u>Writing 2.4: Writes for career applications.</u></p>	

## Other Skills

### Leadership Skills

#### Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

#### Leadership 1.0 Individual Skills

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

### Employability Skills

#### SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

#### SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

#### SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.4: Uses computers to process information

#### SCANS 5.0 The student works with a variety of technologies

5.1: Selects Technology - Chooses procedures, tools or equipment including computers and related technologies.

5.2: Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.

5.3: Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies.

### Analytical, Logical, and Creative Thinking Skills

<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
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<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input checked="" type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work

Students will learn editing skills compatible with those of the TV and film industry.