

Everett Public Schools Framework: Advanced Digital Video 6

CIP Code: 100202	Total Framework Hours: 90 Hours
Course: Video Production Technology/Technician	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: Tuesday, September 21, 2010

Resources and Standard used in Framework Development:

States' Career Cluster ATVC Standards; Occupational Skills Network Skills Standards; Television Production/Broadcasting Standards (Cybercollege)

Unit 1 PROJECT MANAGEMENT

Hours: 60

Performance Assessment(s)

Produce from start to finish one episode of the school broadcast.
Write, produce and direct one independent film project.

Industry Standards and Competencies

F-2: Communications

2.02 Communicate ideas to a range of audiences for different purposes.

2.04 Demonstrate writing skills necessary to convey messages through specific audio and visual media, e.g., scriptwriting, adaptations, journalism, reporting, etc.

F-3: Problem-solving and Critical Thinking

3.01 Apply decision-making and problem-solving techniques to develop potential solutions to work-place problems.

F- 9: Employability and Career Development

9.01 Demonstrate employability skills needed for successful job performance and satisfaction.

SP- 8: Demonstrate knowledge of producing and directing

8.01 Demonstrate knowledge of studio production

8.02 Demonstrate knowledge of multiple camera remotes

8.03 Demonstrate knowledge of single-camera film-style production

8.04 Demonstrate knowledge of remote location production

EALRs AND GLEs Taught and Assessed in the Standards

Arts

Communications

Health and Fitness

Mathematics

Reading

Science

Social Studies

Writing

Other Skills

Leadership Skills

Leadership 1.0 Individual Skills

Leadership 1.0 Individual Skills

Leadership 3.0 Community and Career Skills

Employability Skills

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

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

SCANS 3.0 The student acquires and uses information

SCANS 4.0 The student understands complex systems and inter-relationships

SCANS 5.0 The student works with a variety of 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 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
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" 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 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 checked="" type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work

Write in an appropriate style for the intended audience.

Communicate effectively (speak and listen) with clients and fellow workers.

Resolve problems, mediate the decision-making process, and provide leadership and positive communication skills.

The student will bring current technology skills to the workplace through the use and application of various information systems.

The student will bring to the workplace an understanding of the impact the communication industry has on the economy and society.

Unit 2 FILM ANALYSIS	Hours: 5
Performance Assessment(s)	
<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>	
Industry Standards and Competencies	
<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>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
<p><u>Writing 2.2: Writes for different purposes.</u></p> <p><u>Writing 4.1: Analyzes and evaluates others' and own writing.</u></p>	
Other Skills	
Leadership Skills	
<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>	

Employability Skills				
SCANS 3.0 The student acquires and uses information				
3.3: Interprets and communicates information				
Analytical, Logical, and Creative Thinking Skills				
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input checked="" type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input checked="" type="checkbox"/> Point of View <input 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 checked="" type="checkbox"/> Reasoning <input 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
Relevance to Work				
They will be able to write in an appropriate style for the intended audience.				

Unit 3 SOUND DESIGN	Hours: 20
Performance Assessment(s)	
As part of a larger project for the school broadcast students will produce a segment to be show. Students will produce the complete sound track to a Hollywood film scene.	
Industry Standards and Competencies	
<u>CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.</u> 1.06 Demonstrate operation of audio and video production systems. 1.08 Demonstrate the use of computer-based development of audio and video production. <u>SP- 5: Demonstrate the knowledge of audio to the production process</u> <u>SP- 7: Demonstrate knowledge of editing</u>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u>	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
Other Skills	
Leadership Skills	
<u>Leadership 1.0 Individual Skills</u> 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.	
Employability Skills	
<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. 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> 3.1: Acquires and evaluates information	

Analytical, Logical, and Creative Thinking Skills				
<input checked="" 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 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 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
Relevance to Work				
Students will learn the art of sound design and developed skills similar to those used in TV and Film.				

Unit 4 CAREERS IN FILM/VIDEO	Hours: 5
Performance Assessment(s)	
Researching Digital Filmmaking Careers and Create a short video about one specific field you are interested in.	
Industry Standards and Competencies	
<u>F- 9: Employability and Career Development</u>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
<u>Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.</u>	
Health and Fitness	
Mathematics	
Reading	
Science	
Social Studies	
Writing	
Other Skills	
Leadership Skills	
<u>Leadership 1.0 Individual Skills</u> 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. <u>Leadership 3.0 Community and Career Skills</u>	
Employability Skills	
<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 3.0 The student acquires and uses information</u> 3.1: Acquires and evaluates information	

Analytical, Logical, and Creative Thinking Skills

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Relevance to Work