ADVANCED DIGTIAL VIDEO V

COURSE INFORMATION:

Length :   90   Hours
Type: Preparatory
Program: 100202 Video ProductionTechnology/Technician
Cluster: Arts, Audio/Video Technology & Communications
CTSO: SkillsUSA
Standards: States' Career Cluster ATVC Standards; Occupational Skills Network Skills Standards; Television Production/Broadcasting Standards (Cybercollege)

COURSE DESCRIPTION:

Cinematography and Film / Digital Video Production V
Registration Code: CTE 309/310Preparatory
Grade Levels: 11-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester
Prerequisites: Must have met the standards of Cinematography VI
Other: CE and AR Support
CIP Code: 100202
Career Cluster: Arts Audio / Video Technology Communications
Location: CHS, EHS, JHS

In Video Production V students will be given more creative control over the projects they wish to explore. Creating more complex and longer projects will be expected. Advanced camera operation will be emphasized. DSLR cameras will be available for those students wishing to explore a greater level of creativity in their projects. Advanced writing and film study will be applied to personal projects. Photoshop and After Effects will continue to take a bigger role in students' projects. Lighting and more advanced editing techniques will be explored. Emphasis will be on creating skills and a portfolio for post-secondary studies, jobs or additional training. The class will also offer support and opportunities for CE projects.

COURSE UNIT OUTLINE:

Unit#	Unit Title/Topic	Hours
1	Advanced Camera Control	10
2	Film Analysis	5
3	Photoshop for Video	25
4	Advanced Screenwriting	20
5	Lighting for DV film making	20
6	Editing	10

Unit 1   ADVANCED CAMERA CONTROL   10 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Developing Visual Language:
Basic shots: ELS/LS, MS/MCU, CU/ECU
Basic camera movements: Pan, Tilt, Track/dolly, Ped/crane, (Zoom)
Shot Selection: Focal length (wide/normal/telephoto), Camera angle (high/low)
Lens selection: Moving camera/changing focal length, Wide/telephoto, Zoom (when to, when not to)
Spatial composition: LS/LS edit difficult MS/MS easier if different enough (3 rule), CU/CU requires relationship
Image Control: Use your eyes not your mind, Refine the idea how would you do it better?
Introduction to basic elements: Space, Line/Shape, Tone. Color, Movement, Rhythm, Dramatic Structure
Control: Selection of shots/order for constructive editing, Camera movement, pan/tilt/track, Shooting to edit
The Line: Audience perspective, Pre-planning, Cheating, 10/120/30, reverse angles
Action: Action within frame/blocking (Acting Continuity), Camera Movement (Deliberate/controlled increases understanding/Controls viewpoint)

PERFORMANCE ASSESSMENT(S)

As part of a larger project for the school broadcast students will produce a segment to be show.

INDUSTRY STANDARDS

CS- 1: Apply knowledge of basic equipment and skills related to audio and video production.

1.07   Demonstrate camera operations.

SP- 2: Demonstrate knowledge and operation of the professional video camera.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Arts

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):
  - Analyzes the use and organization of elements, principles, foundations, skills and techniques.

Arts 3.0 The student communicates through the arts.

3.2   Uses the arts to communicate for a specific purpose.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

Leadership 3.0 Community and Career Skills

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.

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 3.0 The student acquires and uses information

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

SCANS 5.0 The student works with a variety of technologies

THINKING SKILLS

☐ Observe
☐ Patterns
☐ Sequence
☐ Classify
☐ Compare/Constrast
☐ 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

Unit 2 FILM ANALYSIS 5 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Use the language of film to analyze a film and interrupt its meaning.
Comment on Story, Dialogue, Plot structure, Characters
Directing
Acting
Production Values
Cinematography, Sound Design, Art Direction, Music
Social Redeeming Importance
Your Personal Taste

PERFORMANCE ASSESSMENT(S)

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.

Evaluate the film using the following format:
Writing: Comment on Story, Dialogue, Plot structure, Characters
Directing: Comment on Storytelling, Visualization, Actor management, Cohesive emotional content, Scope management
Acting: Comment on Characterization, Stretch, Presence
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)
Social Redeeming Importance: Comment on if we learn something about ourselves or our world?
Your Personal Taste

INDUSTRY STANDARDS

F-3: Problem-solving and Critical Thinking

3.01 Apply decision-making and problem-solving techniques to develop potential solutions to work-place problems.
SP- 9: Demonstrate knowledge of the various types of video production.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Communication
4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

Standards: Writing
Writing 2.2: Writes for different purposes.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

EMPLOYABILITY SKILLS

SCANS 3.0 The student acquires and uses information

3.3: Interprets and communicates information

THINKING SKILLS

☐ Observe
☐ Patterns
☐ Sequence
☐ Classify
☑ Compare/Constrast
☐ Predict
☐ Cause/Effect
☐ Fact/Opinion

☑ Main Idea
☐ Summary
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☐ Risking
☐ Inquisitiveness
☐ Attending
☐ Persistence
☐ Precision

Unit 3	PHOTOSHOP FOR VIDEO	25 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Use Photoshop to animate a photo to look like video.
Draw on video using Photoshop tools.
Create special effects and looks in video.

PERFORMANCE ASSESSMENT(S)

Create a 1-3 minute video for the school broadcast using Photoshop and DV.
Create a title sequence for a Hollywood movie.

INDUSTRY STANDARDS

F-2: Communications
2.02 Communicate ideas to a range of audiences for different purposes.
F- 10: Technical Skills
SP- 3: Apply knowledge of the principles of composition to the production process
SP- 7: Demonstrate knowledge of editing

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Communication
Communication 3.2: Uses media and other resources to support presentations.

Standards: Arts
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 3.0 The student communicates through the arts.
3.2 Uses the arts to communicate for a specific purpose.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills
1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

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

THINKING SKILLS

- [ ] Observe
- [x] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Constrast
- [ ] Predict
- [ ] Cause/Effect
- [ ] Fact/Opinion

- [ ] Main Idea
- [ ] Summary
- [ ] Point of View
- [ ] Analysis
- [ ] Finding Evidence
- [ ] Evaluation
- [ ] Detect Bias
- [ ] Inference

- [ ] Conclusion
- [ ] Metacognition
- [ ] Reasoning
- [ ] Problem Solving
- [x] Goal Setting
- [x] Fluency
- [ ] Elaboration
- [ ] Flexibility

- [x] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

Unit 4 ADVANCED SCREENWRITING 20 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Visual storytelling: diegesis (world created by film), diegetic (seen on camera), non-diegetic (presented/presumed/inferred/assumed or incidental)

Story: ideas created in the viewer's mind by plot/implied

Plot: on-screen action, things that effect the characters

Cause-effect: basic, domino, reversed (linear), retrospective (non-linear)

Characters: protagonist, antagonist, supporting, ensemble

Conflict: external, situational, internal

Time: order, frequency, duration

Range: relationship of knowledge (what the viewer vs. character knows), restricted to protagonist, unrestricted (all characters), suspense (restricted knowledge/special knowledge), surprise

Depth: amount of knowledge, objective (seen on camera), subjective (character's POV)

Narrative: chain of events (information flow) self-conscious, knowledgeable, communicative

Character point of view: "Who's story is it?", the protagonist/observer

Subtext: what the story is "about", writer's point of view

Documentary structure

Point of view

Research

Voice-over

Interview

Visual impact

Titles

Preparing for the unknown

Structure:

Setting(s): time, place

Rising/falling action/complications

Exposition: characters, setting, conflict, theme, subtext, style

Conflict: clarity, intensity, importance

Climax: maximum tension, confrontation

Resolution: denouement, resolving conflict, what happens next

Practical:

Reading a script/using a script as a production tool

Creating a plot from a story/developing a story from a plot

Using acts: the 3-act, using flex-points

The step outline: using cards

Techniques: stereotypes, narrator, flashbacks, dialogue tension between words and meaning, creating obstacles, developing characters

Exposition techniques

Prefiguration/foreshadowing

Reading out loud

Minimizing scenes

Breaking out a script: producer's breakout, director's breakout, storyboard, schedule, days-out of-days

PERFORMANCE ASSESSMENT(S)

Create a short 3-10 minute dramatic/dramatic comedy script

INDUSTRY STANDARDS

CS- 4: Explore career opportunities in Video Production/Non-broadcasting and Broadcasting.

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

CS- 7: Demonstrate the ability to plan and deliver video and broadcast productions.

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.

SP- 1: Demonstrate knowledge of pre-production, production, and post-production processes.

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

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Communication

Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

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.

Communication 2.3: Uses skills and strategies to communicate interculturally.

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.

Standards: Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

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.

3.2.1 Analyzes audience and purposes and uses appropriate voice.

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.

THINKING SKILLS

- ☐ Observe
- ☐ Patterns
- ☑ Sequence
- ☐ Classify
- ☑ Compare/Constrast
- ☐ 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

| Unit 5 | LIGHTING FOR DV FILM MAKING | 20 Hours |

ESSENTIAL QUESTIONS OR OBJECTIVES

Types of light: hard, soft, color temperature

Types of instrument: Lamps (incandescent, halogen, HMI, Kino-Flow fluorescent) arc lamp safety -mounting direction, heat shock grease/handling Fixtures – fresnel, ellipsoidal, open face, reflector, focusing, non focusing - Kino-Flow, Practical Size

Direction: throw, coverage, height, key, fill, contrast ratio, back, top, eye, background, Control - barn doors, screens, diffusion, flag, net, lenses, gobo, reflection hard, soft gold, negative fill

Styles: 4-point, natural, limbo, effect

Mounting: hangers, stands, clamps, C-stands, Safety– height, balance, safety wires, cabling, bags Color temperature, Incandescent, Halogen, HMI, Kino-Flow, Fluroscent, Arc

Filters: (Blue, Orange, ½, ¼, full, ND, Party gels

Power: amps/volts/watts, AC/DC, circuit breakers, testing circuits, spreading the load, grounding, polarity stingers/extension cords rating, length, routing, safety shock, connections, water, maintenance, pedestrian

PERFORMANCE ASSESSMENT(S)

Produce a series of short video demonstrating the lighting objectives.

Act as the Lighting Director on a production for the school broadcast.

INDUSTRY STANDARDS

F- 6: Safety, Health, and Environmental

F- 10: Technical Skills

SP- 4: Apply knowledge of lighting to the production process

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Physical Science

Physical Science – Energy Transfer, Transformation, and Conservation

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.

9-11 PS3E: Electromagnetic waves differ from physical waves because they do not require a medium and they all travel at the same speed in a vacuum. This is the maximum speed that any object or wave can travel. Forms of electromagnetic waves include X-rays, ultraviolet, visible light, infrared, and radio.

Standards: Arts

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.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

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.

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

2.1: Participates as a member of a team

THINKING SKILLS

- ☐ Observe
- ☐ Patterns
- ☐ Sequence
- ☐ Classify
- ☐ Compare/Constrast
- ☐ Predict
- ☑ Cause/Effect
- ☐ Fact/Opinion

- ☐ Main Idea
- ☐ Summary
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- ☐ Analysis
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- ☐ Evaluation
- ☐ Detect Bias
- ☐ Inference

- ☐ Conclusion
- ☐ Metacognition
- ☐ Reasoning
- ☑ Problem Solving
- ☐ Goal Setting
- ☑ Fluency
- ☐ Elaboration
- ☐ Flexibility

- ☑ Originality
- ☐ Risking
- ☐ Inquisitiveness
- ☐ Attending
- ☐ Persistence
- ☐ Precision

Unit 6	EDITING	10 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Edit Prep: Shot selection/composition, Action leaves frame, Screen direction consistent (continuity/non), Cutting on action/motion

Coverage/Planning: Story details where/when, Shooting overlap, Creating cut points, Physical continuity

Practical Editing

Editing Paradigms

Non-Linea Reels, Time code, Input, Compression/Resolution/Storage, Bins, Clips, Sub-Clips

Structure

Constructive Editing: story/scene based, master shot, long and medium shots, close ups B-roll/cutaway, 30 rule

Continuity cutting: jump cuts, matching action, cutting on motion, entrances and exits, eyeline match, the line (180), crossing the line, 120 cuts, glance-object, dialogue,

Parallel action: time, space, action, direction/motion

Shot based (commercial), composition/art direction, screen direction, shot differences, screen action, mini-continuity/forced continuity, juxtaposition, transitions

Constructive Editing: story/scene based, master shot, long and medium shots, close ups, "B" roll/cutaway, 30   rule

Continuity cutting: jump cuts, matching action, cutting on motion, entrances and exits, eyeline match, the line (180   ), crossing the line, 120   cuts, glance-object, dialogue,

Parallel action: time, space, action, direction/motion

Shot based (commercial), composition/art direction, screen direction, shot differences, screen action, mini-continuity/forced continuity, juxtaposition, transitions

Form cutting: line, depth, contrast, texture, color, shape, completed action

Montage: not fast cutting, 1+1 2, metric, rhythmic, tonal, overtonal, intellectual

PERFORMANCE ASSESSMENT(S)

Create a project that demonstrates all the objectives listed. Include creative video examples and titles of each.

Edit a dramatic narrative using the advanced editing objectives and show it on the school broadcast.

INDUSTRY STANDARDS

F- 9: Employability and Career Development

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

F- 10: Technical Skills

CS- 2: Exhibit knowledge of editing audio and video productions.

CS- 6: Demonstrate writing processes for video and broadcast media.

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Writing

Writing 2.2: Writes for different purposes.

Writing 2.4: Writes for career applications.

Standards: Arts

1.2 Develops arts skills and techniques.

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):

  - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

2.2 Applies a performance process in the arts (dance, music, theatre and visual arts):

  - Presents, exhibits, and produces work and/or performance for others.

2.3   Applies a responding process to an arts presentation of dance, music, theatre and visual arts):

  - Analyzes the use and organization of elements, principles, foundations, skills and techniques.

Arts 4.0   The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

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.

THINKING SKILLS

☐ Observe	☐ Main Idea	☐ Conclusion	☑ Originality
☑ Patterns	☐ Summary	☐ Metacognition	☐ Risking
☑ Sequence	☑ Point of View	☐ Reasoning	☐ Inquisitiveness
☐ Classify	☐ Analysis	☐ Problem Solving	☐ Attending
☐ Compare/Constrast	☐ Finding Evidence	☐ Goal Setting	☐ Persistence
☐ Predict	☐ Evaluation	☑ Fluency	☐ Precision
☐ Cause/Effect	☐ Detect Bias	☐ Elaboration	
☐ Fact/Opinion	☐ Inference	☐ Flexibility	