

ADVANCED DIGITAL VIDEO VI

COURSE INFORMATION:

Length : 90 Hours
Type: Preparatory
Program: 100202 Video Production Technology/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 VI
Registration Code: CTE 311/312 Preparatory
Grade Levels: 11-12
Credits: 0.5 Occupational or Elective Credit
Length: One Semester
Prerequisites: Must have met the standards of Cinematography V
Other: CE and AR Support
CIP Code: 100202
Career Cluster: Arts Audio / Video Technology Communications
Location: CHS, EHS, JHS

Video Production VI will continue developing the student as a more rounded and capable filmmaker while focusing on the art of directing. Project management and film analysis will be applied to projects. Sound design will be explored in greater detail with the student being expected to fully understand all copyright issues with the use of music in their video projects. Emphasis will be on creating skills and a portfolio for post-secondary studies, jobs or additional training. The film/ video V and VI production class usually meets concurrently with the film/video III and IV class. The class will also offer support and opportunities for CE projects.

COURSE UNIT OUTLINE:

<u>Unit#</u>	<u>Unit Title/Topic</u>	<u>Hours</u>
1	Project Management.....	60
2	Film Analysis.....	5
3	Sound Design.....	20
4	Careers in film/video.....	5

Unit 1 PROJECT MANAGEMENT**60 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Practical Directing:

Creative translation of script

Locations

Basic visual elements (space, line, color etc.)

Wardrobe/props

Tools

Graphic dramatic structure

Casting

Character to actor

Audience expectations

Budget/availability

Sides/prep/wardrobe

Read through

Character exercises

Character improvisation

Scene run-throughs

Mix and match

Video

Headsheets

Rehearsal

Cost/benefit

Character development

Physical mannerisms

Read troughs

Scene problem solving

Basic blocking

Script changes

Camera placement

Continuity Shooting

Coverage

Performance

Work-flow management

Departments

Actors

Schedule

PERFORMANCE ASSESSMENT(S)

Produce from start to finish one episode of the school broadcast.

Write, produce and direct one independent film project.

INDUSTRY STANDARDSF-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

ACADEMIC STANDARDS (EALR's and GLE's)**Standards: Communication****LEADERSHIP SKILLS**Leadership 1.0 Individual SkillsLeadership 1.0 Individual SkillsLeadership 3.0 Community and Career Skills**EMPLOYABILITY SKILLS**SCANS 1.0 The student identifies, organizes, plans and allocates resourcesSCANS 2.0 The student demonstrates interpersonal skills in working well with others.SCANS 3.0 The student acquires and uses informationSCANS 4.0 The student understands complex systems and inter-relationshipsSCANS 5.0 The student works with a variety of technologies**THINKING SKILLS**

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

Unit 2 FILM ANALYSIS**5 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Developing Visual Style
 Understand Composition element
 Advanced continuity
 Mis en scene
 The Kuleshov experiment (Juxtaposition, Reaction)*
 Montage
 Breaking the rules
 Multi Track Sound

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.

Writing 4.1: Analyzes and evaluates others' and own writing.

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/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

Unit 3 SOUND DESIGN

20 Hours

ESSENTIAL QUESTIONS OR OBJECTIVES

Sound: wavelength, frequency, phase, energy, reflection, absorption

How we hear: Intensity vs. volume, dB

Microphon typ, placement, technique, control

Audio cables

Special Effects

Post workflow

Voice edits

Music edits

Mixing a soundtrack

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

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

1.06 Demonstrate operation of audio and video production systems.

1.08 Demonstrate the use of computer-based development of audio and video production.

SP- 5: Demonstrate the knowledge of audio to the production process

SP- 7: Demonstrate knowledge of editing

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Communication

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

LEADERSHIP SKILLS

Leadership 1.0 Individual Skills

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

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 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

THINKING SKILLS

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

Unit 4 CAREERS IN FILM/VIDEO**5 Hours****ESSENTIAL QUESTIONS OR OBJECTIVES**

Careers –

Styles - The Producer's Team Film/TV/Video, The Director's Team Film/TV/Video, Continuity/Logging/Script Supervisor DP, Unit Production Manager, Line Producer, Post Production Supervisor, Associate Producers - Production Assistants, Craft Service, and Transportation, Security Camera Operator Camera Assistants Gaffer Best Boy, Electrician, First Grip, Dolly Grip, Grip, Rigging Grip, Assistant Editor, Dialogue Editor, Sound Designer (Composer, Mixer, ADR, Foley), Art Director (Wardrobe, Make-up, Props, Construction

PERFORMANCE ASSESSMENT(S)

Researching Digital Filmmaking Careers and Create a short video about one specific field you are interested in.

INDUSTRY STANDARDS

F- 9: Employability and Career Development

ACADEMIC STANDARDS (EALR's and GLE's)

Standards: Communication

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

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.

Leadership 3.0 Community and Career Skills

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 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

THINKING SKILLS

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