

Everett Public Schools Framework: Digital Video Production VI

Course: Video ProductionTechnology/Technician	Total Framework Hours: 90 Hours
CIP Code: 100202	Type: Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	Date Last Modified: Friday, January 10, 2014

Resources and Standard used in Framework Development:

Standards and resources used for this framework are from SkillsUSA Blueprint for Assessment for Television (Video) Production and NOCTI Job Ready Assessment Blueprints for Television Production and Broadcasting and Journalism.

Unit 1 PROJECT MANAGEMENT

Hours: 30

Performance Assessment(s):

Produce from start to finish one episode of the school broadcast.
Write, produce and direct one independent film project.
Create budget for 30 second PSA

Leadership Alignment:

TSA Video Production
TSA On Demand Video Challenge
NW High School Film Festivals
Scholastic Arts Contest

Standards and Competencies

Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.

- Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;
- Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest;
- Prepare a program of study for at least one career of interest
- Develop strategies to make an effective transition from school to career
- Identify industry certification opportunities

Standard 7: Ethics and Legal Responsibilities

- Evaluate and justify decisions based on ethical reasoning.
- Copyright
- Talent and Location Releases
- The Fair Use Act
- Public Domain

Standard 8: Production Overview

- Video Production careers
- Crew Positions
- Production overview
- Program Proposals and Treatments
- Scriptwriting
- Costing Out Productions
- How Video Process Works
- World Video Standards
- SD/HDTV Standards

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- Presentation of Knowledge and Ideas (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Science

Social Studies

Writing

CC: Writing (9-10)

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- 3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Unit 2 FILM ANALYSIS		Hours: 20
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. 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>		
Leadership Alignment:		
<p>TSA Video Production</p> <p>TSA On Demand Video Challenge</p> <p>NW High School Film Festivals</p> <p>Scholastic Arts Contest</p>		
Standards and Competencies		
<p>Standard 8: Production Overview</p> <ul style="list-style-type: none"> - Crew Positions - Production overview - Program Proposals and Treatments - Scriptwriting - How Video Process Works <p>Standard 10: Creative Production</p> <ul style="list-style-type: none"> - Form vs. Content - Video exposition - Focusing situations and styles - Shifting the Center of Interest - Balance Complexity and Order - Basic Camera Angles - Camera Mounts and Tripod/Camera Pan Heads - Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal 		

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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Unit 3 SOUND DESIGN	Hours: 30
Performance Assessment(s):	
<p>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. Create a detailed and complete sound track for a self directed film project. Foley, ADR and Music.</p>	
Leadership Alignment:	
<p>TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest</p>	
Standards and Competencies	
<p>Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.</p> <ul style="list-style-type: none"> - Prepare a program of study for at least one career of interest - Identify industry certification opportunities <p>Standard 12: Audio</p> <ul style="list-style-type: none"> - Loudness - Frequency - Room Acoustics - Major Microphone Designs - Directional Characteristics - Microphones Types and Applications - Positioning Handheld Mics - Personal Microphones - Mic Connectors - Positioning Mic Cables - Wire/Wireless Microphones - Phase Cancellation - Creating the Stereo Effect - Multi-Track Recording - Analog / Digital - Audio Levels - Boards, Consoles, and Mixers - Using Audio From PA Systems - Audio Recording, Editing and Playback - Production Communication Systems <p>Standard 13: Post Production</p> <ul style="list-style-type: none"> - Audio Continuity 	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

CC: Mathematical Practices (MP)

4 - Model with mathematics.

6 - Attend to precision.

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 4 CAREERS IN FILM/VIDEO	Hours: 10
Performance Assessment(s):	
Researching Digital Filmmaking Careers and Create a short video about one specific field you are interested in.	
Leadership Alignment:	
TSA Video Production TSA On Demand Video Challenge NW High School Film Festivals Scholastic Arts Contest	
Standards and Competencies	
<p>Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.</p> <ul style="list-style-type: none"> - Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments; - Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest; - Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities. - Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice. - Develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education/training and discuss the impact of effective college and career planning. - Prepare a program of study for at least one career of interest - Apply knowledge gained from individual assessment to a set of goals and a career plan - Develop strategies to make an effective transition from school to career - Identify industry certification opportunities <p>Standard 8: Production Overview</p> <ul style="list-style-type: none"> - Video Production careers - Crew Positions - Production overview 	

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Arts

Communication - Speaking and Listening

Health and Fitness

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Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

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